UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

PROYECTO EDUCATIVO

TOPIC

THE INFLUENCE OF A DEBATE PROGRAMMED TECHNIQUE TO DEVELOP THE SPEAKING SKILL.

PROPOSAL

DESIGN A BOOKLET WITH SHORT LUDIC DEBATES TO ENCOURAGE STUDENTS FOR THE SPEAKING SKILLS.

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MAJOR IN LENGUA Y LINGÜÍSTICA INGLESA

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De mis consideraciones:

En virtud de la Resolución por la autoridad académica de la facultad de filosofía, septiembre 18 del 2015, en el cual se me designó asesor de proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización lenguas y lingüística, tengo a bien informar lo siguiente:

Que los estudiantes Katherine Jackeline Salinas Buenaño con C.C. 0924315567 y Jaime Enrique Salgado Rosado con C.C. 0927031443 Diseñó y ejecutó el proyecto Educativo con el tema: THE INFLUENCE OF A DEBATE PROGRAMMED TECHNIQUE TO DEVELOP THE SPEAKING SKILL. Propuesta: DESIGN A BOOKLET WITH SHORT LUDIC DEBATES TO ENCOURAGE STUDENTS FOR THE SPEAKING SKILLS, el mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Muy atentamente,

MSc. Carlos Valle Navarro
Tutor de Titulación
DEDICATION

You are a woman who simply makes me full of pride, I love you and there is no way to give you back so much that you have offered me since I was not even born. This thesis is one more accomplishment that I carry out, and undoubtedly has been largely thanks to you; I do not know where I would find myself if it were not for your help, your company and your love.

I give you my sincere thanks, beloved mother.

To my Grandmother, for being an exceptional woman, who helped in my childhood, who accepted and encouraged my taste for reading and history. For being the woman who taught me to smile with laughter. By listening to my opinions on adult topics. For teaching me the absolute commitment to what one does. Your presence makes me more capable every day.

I love you Grandma.
DEDICATION

I want to dedicate this thesis to my parents Walter and Gloria because they have given reason to my life, for their advice, their unconditional support and their patience, all that I am today is thanks to them.

To my brothers Kiko, Pablo, Carolina that more than brothers are my true friends.

To my parents for having forged me as the person that I am today; all my achievements are owed to you among which this one is included. They formed me with rules and some freedoms, but in the end, they motivated me constantly to achieve my desires.

Thank you, Mom and Dad.

To all my family that is the best I have in this world.
THANKFULNES

I thank my teachers, people of great wisdom who have endeavored to help me reach the point where I am.

The process has not been simple, but thanks to the desire to transmit their knowledge and dedication, I have achieved important objectives such as culminating the development of my thesis with success and obtaining a professional degree.
THANKFULNES

My special thanks to the School of Languages of the Faculty of Philosophy of the University of Guayaquil, which opened its doors to me to train professionally.

My teachers for their different ways of teaching, those who encouraged in many ways to go forward and without their support this would not have been possible. To guide me, inspire me and make me what I am today,
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ABSTRACT

NATIONAL FILE IN SCIENCE AND TECHNOLOGY
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TÍTLE AND SUBTITLE: THE INFLUENCE OF A DEBATE PROGRAMEMED TECHNIQUE TO DEVELOP THE SPEAKING SKILL. DESIGN A BOOKLET WITH SHORT LUDIC DEBATES TO ENCOURAGE STUDENTS FOR THE SPEAKING SKILLS

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TEMATIC AREAS: (Guide of pedagogical methods to coordinate teaching and learning process and let to develop our proposal so that it get be feasible for the benefit of the students).

KEYWORDS: public schools, speaking, acquisition, process, strategy

ABSTRACT: Speaking is one of the most difficult skills for those who learn English language in public schools, speaking tend to be more complicated than the acquisition of other skills because it is quite difficult to practice when the student does not live in an English speaking country. In spite of this, it has traditionally been forced into the background while teachers of English have spent all classroom time trying to teach students how to write, to read and sometimes even to listen in a L2. One of the aims, of the work is the teacher and students’ role during speaking activities, speaking process and stages of speaking, different learning styles and individual learning strategies according to CEF who describes in detail the different levels that a student can obtain in speaking activities and strategies (A1, A2, B1, B2, C1, C2), these levels refer to things that students can do, as well as, the main aim of this paper is to show the importance of speaking skills in classroom in order to get a perfect acquisition of the second language, although this skill has not been applied in public schools at all. For this reason, this paper deals with the use of debate activities with the students in order to develop this skill and show why it is important to learn English.

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**RESUMEN**

**REPOSITORIO NACIONAL EN LENGUAS Y LINGÜÍSTICAS**

**FICHA DE REGISTRO DE TESIS**

**TITULO Y SUBTITULO:** La influencia de la técnica del debate para desarrollar la habilidad del habla. Diseño de un folleto con debates lúdicos para alentar al estudiante con la habilidad del habla.

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**AREAS TEMATICAS:** (Guía de métodos pedagógicos para coordinar el proceso de enseñanza y aprendizaje y desarrollar nuestra propuesta para que sea factible para el beneficio de los estudiantes).

**PALABRAS CLAVE:** escuelas públicas, hablar, adquisición, proceso, estrategia

**RESUMEN:** Hablar es una de las habilidades más difíciles para quienes aprenden inglés en las escuelas públicas, hablar suele ser más complicado que la adquisición de otras habilidades porque es bastante difícil de practicar cuando el estudiante no vive en un país de habla inglesa. A pesar de esto, tradicionalmente se ha visto forzado a pasar a un segundo plano, mientras que los profesores de inglés han dedicado todo el tiempo de clase a tratar de enseñar a los alumnos cómo escribir, leer e incluso a veces escuchar en un L2. Uno de los objetivos del trabajo es el papel del docente y los estudiantes durante las actividades orales, el proceso de oratoria y las etapas del habla, diferentes estilos de aprendizaje y estrategias de aprendizaje individuales según CEF, que describe en detalle los diferentes niveles que un alumno puede obtener al hablar actividades y estrategias (A1, A2, B1, B2, C1, C2), estos niveles se refieren a cosas que los estudiantes pueden hacer, así como también, el objetivo principal de este documento es mostrar la importancia de las habilidades del habla en el aula para obtener una adquisición perfecta del segundo idioma, aunque esta habilidad no se ha aplicado en absoluto en las escuelas públicas. Por esta razón, este documento trata sobre el uso de actividades de debate con los estudiantes para desarrollar esta habilidad y mostrar por qué es importante aprender inglés.

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ABSTRACT

Speaking is one of the most difficult skills for those who learn English language in public schools, speaking tend to be more complicated than the acquisition of other skills because it is quite difficult to practice when the student does not live in an English speaking country. In spite of this, it has traditionally been forced into the background while teachers of English have spent all classroom time trying to teach students how to write, to read and sometimes even to listen in a L2. One of the aims, of the work is the teacher and students` role during speaking activities, speaking process and stages of speaking, different learning styles and individual learning strategies according to CEF who describes in detail the different levels that a student can obtain in speaking activities and strategies (A1, A2, B1, B2, C1, C2), these levels refer to things that students can do, as well as, the main aim of this paper is to show the importance of speaking skills in classroom in order to get a perfect acquisition of the second language, although this skill has not been applied in public schools at all. For this reason, this paper deals with the use of debate activities with the students in order to develop this skill and show why it is important to learn English.
RESUMEN

Hablar es una de las habilidades más difíciles para quienes aprenden inglés en las escuelas públicas, hablar suele ser más complicado que la adquisición de otras habilidades porque es bastante difícil de practicar cuando el estudiante no vive en un país de habla inglesa. A pesar de esto, tradicionalmente se ha visto forzado a pasar a un segundo plano, mientras que los profesores de inglés han dedicado todo el tiempo de clase a tratar de enseñar a los alumnos cómo escribir, leer e incluso a veces escuchar en un L2. Uno de los objetivos del trabajo es el papel del docente y los estudiantes durante las actividades orales, el proceso de oratoria y las etapas del habla, diferentes estilos de aprendizaje y estrategias de aprendizaje individuales según CEF, que describe en detalle los diferentes niveles que un alumno puede obtener al hablar actividades y estrategias (A1, A2, B1, B2, C1, C2), estos niveles se refieren a cosas que los estudiantes pueden hacer, así como también, el objetivo principal de este documento es mostrar la importancia de las habilidades del habla en el aula para obtener una adquisición perfecta del segundo idioma, aunque esta habilidad no se ha aplicado en absoluto en las escuelas públicas. Por esta razón, este documento trata sobre el uso de actividades de debate con los estudiantes para desarrollar esta habilidad y mostrar por qué es importante aprender inglés.
INTRODUCTION

Education First, a Swiss-based education company with English language schools all over the world, created the third edition of its English Proficiency Index (EF EPI) by drawing on the test results of an estimated 750,000 adults worldwide who took English proficiency tests online, including only countries with over 400 participants in the final index.

Of the 60 countries included in the report, Ecuador ranked 47th, placing the country in the lowest proficiency bracket and below Latin American nations Chile, Mexico, Uruguay, Costa Rica and Argentina.

In the EF EPI’s initial report two years ago, Latin America was identified as the region with the lowest proficiency in English in the world.

According to English Proficiency Index, (2015) Latin America is the weakest of all regions, with an average English proficiency score barely surpassing the low proficiency cut-off, the report states, putting the low scores down to, the poor quality of public education across Latin America, combined with often low enrollment ratios.

Despite Ecuador’s low ranking, the EF EPI report indicates that proficiency in the country has improved since 2011. English classes were made mandatory for third graders. In this year the national curriculum provide three hours for all Educación General Básica, and five hour to week for Bachillerato General Unificado.

It is very important to note since the Ecuadorian population is comprised of groups from different cultural and linguistic backgrounds, this curriculum acknowledges that not all learners in Ecuador are L1 Spanish speakers and there are varying degrees of bilingualism across communities.
With the idea of helping at progress in learning of English language and give teacher an instrument that will provide of different speaking activities needed for developing one of those components from CLIL methodology; oral communication.

To understand the purpose and objective in this work, it includes four chapters which are going to support to this investigation

Chapter one: in this chapter it is determined place of investigation and specific conflict with speaking skill, here, general and specific objectives are established.

Chapter two: it is the body of the investigation where different theories and foundations are studied to comprehend the complexity of developing a language skill.

Chapter three: this chapter looks for analyzing different questions and determine through different types of investigations, methods and instruments quantitative and qualitative facts.

Finally, after having studied and analyzed both variables it is precise to find the way to solve or help about the speaking problem in classroom through application of a proposal so that it can be adapted to curricular planning according to Minister of Education.
CHAPTER I

THE PROBLEM

CONTEXT OF INVESTIGATION

This study is developed at “Dr. Francisco Huerta Rendón” High School located at Av. Las aguas avenue, Zone 8, District 09H00843, provincia del Guayas, cantón Guayaquil, parroquia Tarqui.

“Dr. Francisco Huerta Rendón” High School is a middle-low institution annexed to the Faculty of philosophy, it was created on May 1971, and nowadays there are 1990 students at this institution. Besides this institution offers bachilleratos in: Physics-mathematics, chemistry-biology, social science, informatics, accounting and secretarial course.

“Francisco Huerta Rendón” high school is focused on scientific – technological training to students, which let them to develop appropriately in a society basing on values that constitute the formation of teachers. In a span of five years the institution forecasts to involve innovative methodologies based on the theory of multiple intelligences for the development of education in students.

The principal of this institution is Lcda. Francia Villacis de Molina, the vice-principal Lcda. Azucena Rivera de Espinel, who works as a team to improve the quality of education and provide students a better development of their knowledge.
CONFLICT SITUATION

The absence of oral communication activities in English language among students of 10th BGE at “Dr. Francisco Huerta Rendón” High School, considering the deficit of development in speaking skills that exists in students of this institution. This is caused because English is not a native language in our culture and many times English is considered unnecessary by several sectors in a society.

This problem about low development of speaking skill is notorious and worrying, because it is not only involved in teaching process but also in the academic development of students. Because some students have great problems in the evaluations and in class, which can be oral or written in the subject, as a result the quality of the institution is affected.

It emphasizes that a great number of students consider that English language is difficult and sometimes is not necessary as they think, as a result, they neglect the learning of this subject and give importance to scientific or technological subjects, but this led students to have a low development of knowledge in other language.

The role that teachers play within this negative phenomenon is important because it determines what kind of techniques they will apply during teaching-learning process. It is notorious that many times the didactic, audiovisual resources are not appropriate and led students not to progress in their speaking skills.

SCIENTIFIC FACT

Deficiency of development in speaking skill in students of the 10th grade at “Francisco Huerta Rendón” High school, Zone 8, District 09h00843, Guayas province, Guayaquil canton, parroquia Tarqui, school year 2016-2017.
CAUSES

According to the research the following causes were noticed:

- Insufficiencies of predicted vocabulary and grammar for running a debate.
- Limited use of speaking activities in the classroom.
- Insufficiency of appropriate methodology to encourage speaking skills.
- Poor management of activities focused on speaking production and interaction.
- Lack of speaking production and interaction in classroom.
- Insufficiency of motivation for speaking skill.

PROBLEM FORMULATION

How does debate activities influence in the development of the speaking skill in students of the 10th grade at “Francisco Huerta Rendón” high school zone 8, district 09h00843, Guayas province, Guayaquil canton, parroquia Tarqui, school year 2016-2017?

OBJECTIVES OF INVESTIGATION

GENERAL OBJECTIVES

- To determine the influence of debate activities as a technique to develop speaking skills through a field, bibliographical and statistical analysis to design a booklet with activities focused on encourage students to express their opinions.
SPECIFIC OBJECTIVES

- To establish that the debate activities programmed techniques are an important support to the EFL learning through a field, bibliographical and statistical research.

- To establish that the speaking skills can be improved through a field study, bibliographical and statistical research.

- To prove that the design of a booklet with short ludic debate to encourage students for the speaking skills through the based on the information collected

QUESTIONS OF THE INVESTIGATION

1. What are the techniques that should be used in class for improving the speaking production and speaking interaction?

2. How does a debate influence in the speaking skill?

3. Which are the theoretical bases that will give support to develop speaking skill from the use of a booklet with short ludic debate to encourage learning on the 10th grade students?

4. What would they be the advantages to employ the booklet with debate during teaching process?

5. In what way the useful expressions shown on the booklet for the debate would help to improve the speaking skills in students
JUSTIFICATION

Many of problems related to speaking skills were evidenced in students of 10th grade at “Dr. Francisco Huerta Rendón” high school in these last years because they are not able to explain any topic with coherence and clearness, all this is due to the fact that they are insecure, they feel nervous when they speak in front of public or even the absence of knowledge about the importance of oral expressions.

Communication in educational context is fundamental, not only for the students, but also for teachers because if they are not able to communicate clearly, students will not comprehend the information. Moreover, it is important that students develop abilities and skills of communication to employ them in daily life.

As people know one of the most important aspect is a good education, it is considered the base of a society; therefore, it is defined as the future of human beings, which develop knowledge before a necessity. It is relevant to be able to communicate in the society to other people because people can share information about culture, customs and way of living.

According to Ecuador National Constitution, (2008) in the fifth section, article 27 poses:

Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work. Education
is indispensable for knowledge, exercise of rights and building a sovereign country and it is a key strategy for national development. (p. 5)

From this bibliographical citation, it is evidenced the importance that education has taken during these years because people play an important role within this educational process and their performance will guarantee a better development of teaching-learning process but focused in training future professionals.

This investigation is feasible because allows students develop their speaking skills by using the debate, a technique that provides students the ease to express their opinions, their thoughts with the use of booklet with common expression.
CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND OF THE STUDY

To develop the present study, it was carried out a meticulous review of several articles and investigations within the Faculty of philosophy, letters and sciences of education, as well as in national and international universities, which was used as source to the bibliographical data or patterns about the study because it provided relevant foundations in order to formulate the theoretical framework, two of those investigations that more influenced, are detailed below:


This investigation relates to the present study because both seek to analyze the aspect of speaking skills in learning processes, but they are opposed due to the fact that the cited investigation only looks for investigating the determinants that influence the production of speeches, while the present focuses in the importance of the debate in the integral formation of a foreign language

Villamizar and Rincones, (2011) “The communicative competences support the development of speech in the primary and secondary students.” (p.5)

Within the cited investigation, it found the similarity with the present investigation because both investigations deal with the perspective of oral practicing in the communicative competences, but the great difference is based on the cited
investigation which focuses in the development of critical level of speaking skills instead of that the present investigation develops the speaking skills.

**SPEAKING SKILL**

The human beings have developed from their origins the society, basing on the communication among civilizations, in spite of the communication can be presented in different ways (written - oral), what prevails in the communicative aspects has been the speaking skill, because this skill will allow comprehending clearly the statements of the people that act as speakers.

Ventriglia, (2012) “The communication is a social process. The language and the social behavior are linked phenomenon to each other. Speaking is a factor that covers the social world. The basic unit of the human communication is the act of speaking, a social gesture verbally codified and directed from one person to other.” (p. 22)

According to the quote posed, the development of the societies has produced the communicative actions among the agents of a global world, it is pointed out that the communities are correlated constantly through the speaking.

According to Kremers, (2011) who poses “The communication as social phenomenon, it has always been relevant in the human society. The verbal and non-verbal communication helps to interact and understand cultures and languages.”(p.5)

It is emphasized that the contemporary world is found under a process of social, economic, cultural globalization among others; therefore, it is easy to know particular data of each region from the ancient customs to the monetary aspects. All this has come up as a result of the constant interaction of native and foreign people through the enrichment experiences that are shared.
Whereupon speaking has taken an important role through the appropriate development of each member of the society and even before they are part of the civilization, because nowadays it is normal to observe that during the stimulation processes, some activities that encourage the progress of this skill are carried out. (Kremers, 2011)

THE ORAL PROCEEDINGS

One of the most important representations is the oral expression, because this provides with socio-cultural and historical information within the integral formation of the people all around the world. The constant communicative interaction among people in various contexts causes that progressively the oral proceedings improve and consequently, increase its importance in the society.

The oral proceedings are one of the universal characteristics that affect all human language; therefore, this is the axis of the social life in all communities. All kind of transactions are carried out by this way and they take sense and set the ways of life. The oral proceeding is part of communication which can be immediate, spontaneous and informal until well developed according to their contents. (Calsamiglia, 2012)

According to Calsamiglia, it is conceived that oral expressions put forward a dynamic role in the society, largely because they are developed in each daily aspect of the human beings, considering that to establish social relations is used the dialog as an important part to the correct working of the interpersonal functions.

Whereby it must develop these essential skills to the integrity of the people, especially from the formation stages, whether primary or secondary, because in this
stage the mental structures of children are adaptable, it means that can be shaped according to the different necessities that the context where they develop presents.

The treatment of the oral language at school must put forward enlarge the vocabulary of students in order that they are able to use it as a tool of communication in different situations. It also has to support students to come up with new ways of oral communication and comprehend an essential aspect of the human being: the linguistic activity. (Nussbaum, 2012)

From this perspective it is considered that the role of the education is emphasized in the progress of the speaking skills in the students, because it helps in the development of self-confidence in students, as long as this focuses on the enrichment of the vocabulary, the argumentation and the discursive analysis, therefore, this will cause the easiness of the student to express their opinions or points of view.

The society needs the collective and interpersonal interaction because this will cause that new ideas, thoughts, and investigation can come up, which incidentally deal with the increasing of information in the communities and this helps to the development of a critical society, whereupon several characteristics of the oral communication are posed.

The communicative processes are basically oral events.

The oral actions are essentially natural; they play a relevant role in the development of the conscience and the thinking of the students through the active participation in meaningful communicative situations.
From the linguistic perspective, the statement is the basic form of the oral proceedings, whose meaning is directed to the context in which is posed, without leaving the purpose of the speaker.

**TEACHER’S ROLE IN THE DEVELOPMENT OF THE SPEAKING SKILLS**

Teachers play an important role within the teaching-learning process, because they are in charge of developing all what will be taught in the educational process, but they do not have to assume the attitude that are the only in charge of the instructions, the contemporary education demands that students have to be in charge of building knowledge.

The teacher’s work does not only consist of transmitting information, nor knowledge, but also presenting it as a problem, putting it in a context and giving a perspective to be presented, because in this way the student will be able to establish links between the solution and the questions posed. The pedagogical relation tries to achieve the total development of the personality of students respecting their autonomy; from this point of view, the authority of teachers always have a paradoxical attitude, because it is not put forward that teachers have the power over the students but the free acknowledgment about the general knowledge. (UNESCO, 2011, p. 205)

The contents that are developed within the institution have to be focused by the teacher towards the critical construction of the learning of students, due to the fact that it is considered wrong giving the explicit information to them, because it would be applied a behavioral conception of learning, therefore, the teachers have to direct their teaching to the dimensions of different problems in order that the students investigate thoroughly the possible solutions.
The current education inflicts that the ancient conceptions change because before the teacher was considered the only person who possessed the knowledge during the teaching - learning process and this made students do not develop their cognitive structures correctly, before which it come up the paradigm about if the constructivist education is necessary through the continuous speech among the students in the instruction.

COMPONENTS OF THE COMMUNICATIVE ANALYSIS

According to Hymes, (2012) “He refers to the situation where the communicative action is developed, it means, time, place, psychological perspective and cultural, all spaces that are involved in this activity.” (p. 29)

In reference with Hymes, one of the moments to be considered in the communication is about the delimitation where is developed the oral expressions, because this provides particularities to the event.

PARTICIPANTS

Hymes, (2012) defines “It refers to the actors that are involved in the interaction, partners and their socio-cultural characteristics, knowledge, experiences, social roles, etc. as well as the relation that exist among them: mutual knowledge, hierarchy, etc.” (p. 40)

A person who is involved within the communicative situation provide as particular components to the development of the oral expression, because they share experiences that have been part of them, this is demonstrated during the group or interpersonal communication with others, emphasizing their cultural, philosophical and even behavioral characteristics, of which other participants can obtain data that improve their knowledge.
PURPOSE

Hymes, (2012) “Purpose refers to the objectives, goals, purposes, results or products of the communicative situation. The participants can be involved in the communicative activity with different goals and discussing the same one through the process till reaching an agreement previous established.” (p. 29)

All people who participate in the communicative situation possess in varying degrees a purpose that motivates them to be part of the dialog, of which will be separated during the process of interaction due to the fact that other people possess different perspectives or even different dimensions of the topic, this leads to an argument because of the reason.

THE DEBATE

One of the most important tools within the teaching-learning process to the development of the linguistics and argumentative speeches of the students is the debate, due to the fact that students express their opinions, likes, thoughts, etc., the learners develop particular skills, especially those about the speaking, because the participation within the speeches demands a level of coherent production to be part of it.

“One competition among antagonists, in which in a simple speech there is a third part that acts out as judge, whose approval seeks to all people involved. It can be debated, even about different topics that are considered impossible of solving with the purpose of persuading others.” (Cattani, 2013, p. 29)

Within this tool are presented contrary opinions among the participants, but with this particular characteristic that in the dialog there is a third actor called judge, who will be in charge of avoiding that the speech does not set apart of the context and that
the participants respect the patterns established, whereby it is necessary that the judge acts firmly and that is prepared about the topic that will be dealt.

Besides, this process is evidenced the argumentative quality of each participant, because they must develop comments that can explain what they think and at the same time convince to the other participants to reconsider the statements that they pose, in this correlation of arguments is notorious to observe the inherit abilities in some participants and those who need to improve the speaking skills.

STRUCTURE OF THE DEBATE

COMMUNICATIVE INTENTION

For Covarrubias, (2013) One of these aspects that define the structure of the debate is the way how the statements are employed within the opposition of criteria, because this will provide an intrinsic and extrinsic stimuli to the participants, due to the fact that the way of discussion promotes the development of constant arguments to defend what each participant poses, it is necessary to emphasize that these characteristics are modified permanently in the same environment but in different times of the debate.

“The action is determined by the principal verb in the opposition, this is the linguistics element that denotes the intention, it means the performance of the speaking such as an order, promise, threat, etc. When the speaker expresses in this way, carries out the speaking skill.” (Covarrubias, 2013, p. 28)

Within the debate, it is important to emphasize the pretension of the comments that the participants do, because to this trademark can be added the development of the arguments as a particular characteristic of each learner, but at the same time, they transform during the debate, due to this tool promotes different nuances of language in a same person.
TOPIC

To develop the debate, it is necessary to consider notably the topic that is going to be dealt, due to the fact that this allows the participants to be interested by the participation in this linguistics activity, before which the criteria is employed in order to select the students that are going to be involved in the same level to take advantage meaningfully of this tool.

Covarrubias, (2013) “This element is the most intuitive of all structure. All students and teachers recognize the controversial topics in a class or in a daily conversation; however its approach is not always feasible to discuss it without losing the temper. For this reason, it is necessary to put forward the difference between the topic and the problem of the debate.” (p.29)

According to the cited, which emphasizes the importance of this structural element of the debate, as a product of the selection, it comes up the arguments that each participant will have to develop, therefore, the selection is a topic that must be one of the most complex aspects of this tool, because it is relevant to consider the likes of all participants, but at the same time this selection must be taken according to the criteria of the judge, due to the fact that it is posed as a group selection, it can be produced a discussion without purpose to the choosing of the topic.

CONTEXT

In the construction of all didactic tools is necessary to establish clear standards in order to delimit the motives of this activity, it means that each participant will comprehend the constraints under which will develop and plan adequately its intervention, whereby the judge that acts as regulator must make known which are the clauses of the activity.
“The context of the statement corresponds to some specifications which mean that limits the topic of the statement in its aspects of quantity, time, place, quality, etc. In spite of seeming an insignificant aspect, it is essential because this delimitation of the discussion allow carrying out a debate and not only conflicts without purposes.” (Covarrubias, 2013, p.29)

According to the established in the citation, it points out that within the plot in which is developed the debate, it is necessary to apply several characteristics that determine the quality of the same one, because this singularities frame the objective direction of a discussion and besides the participants will feel that this process is formal and therefore, they will mark out their statements properly according to the determined.

TYPES OF DEBATES

In the development of the professional abilities is necessary to promote people that can get on in front of complex objectives and possible solutions of the problem, within this aspect is considered essential the debate of the projects, because through this, it is able to find continuously innovations in the society, but in order to develop this, is necessary the preparation to defend appropriately what it wants to be implemented.

The center of these debates bases on the controversy, because is the statement that motives the exchange of arguments. But in this case the statement is not only a problematic proposition of a public politic or an environmental topic instead a specific project. It will have the purpose of developing basic skills to the professional evolving of students as abilities of negotiation, basic technical knowledge of professional presentation and abilities in the development of projects. (León, 2012)
According to the citation posed, this kind of debate promotes the development of technical abilities and competent to the professional evolving of the participants, therefore, it allows that the practice of the discussion has to be directed to the characteristics well defined and prepared from diverse dimensions in order to be accepted the elaborated schemes.

**ORAL DISCUSSION**

The sense in which is directed this kind of practice of debates is to determine the reason among groups of posed differences by each student in the discussion, it means it encourages the production with appropriate quality and rational justification that presents each students, therefore, they acquire an extremely formal aspect, exigent and criteria of this kind of confrontations.

The arguments are oriented to solve the conflicts that have as reference a fact. The proposition that is debated, can be a theory or hypothesis of an event, it has didactic utility in the sub-sectors of the science. It is determined by the reading, the interpretations, conjectures and correspondences with the reality related to several criterions. (León, 2012)

According to the presented criterion in the citation, it can be defined this kind of debate as one the most specialized, because the participants will have to present arguments substantiated and established according to the standards defined, therefore, it is an oral production in which the contents are related to the bibliographical writings and for which the preparation to the participation requires a level of commitment very prominent.

**OBJECTIVES OF THE DEBATE IN LEARNING**

**PROFESSIONAL FORMATION**
For Verderber, (2011) “It contains a set of objectives of learning that points out to the development of the personal and social identity and the reinforcement of the self-esteem." (p. 19)

From this perspective the debate plays an important role in the development of the self-confidence of the people, because it encourages the adequate progress of the cognitive and behavioral abilities, through the participation the participants experiment situations that strengthen these characteristics, it is a mechanism appropriate to produce an interactive learning and dynamic, but above all participative.

DEVELOPMENT OF THINKING

The cognitive structures are the most complex aspects to comprehend within the education, due to the fact that are not presented in a same way in all people of learning, therefore, to strengthen these capacities are the most important things within the instruction, whereupon it appears the debate as an innovative tool and attractive for the learners.

“It contains a set of objectives of learning that direct the process of knowledge and comprehension of the reality; favoring the development of capacities of analysis, investigation and theorization; it develops the critical capacity in front of the problems that are posed.” (Verderber, 2011, p. 10)

From this perspective posed in the quote, it can be distinguished that the techniques of the debate provide substantially to the progress of the cognitive abilities of the people involved, because they are exposed in front of situations that make them reflect about the events and at the same time they are involved in the deepest levels of thinking, as the inference of the posed opinions.
ETHICAL FORMATION

The importance of the development of the ethic in all formation processes is essential, due to the fact that determines the moral values that the people will have, before which appear the debates as a mechanism of awareness about the relevance of the people in society, because from this perspective are respecting and accepting the particular conditions of each person.

“It favors the development of moral judgment in a way that students are able to formulate an ethical judgment about the reality, promoting the knowledge to the human rights in relation with the ethical criteria that directs to the personal behavior and social.” (Verderber, 2011, p. 40)

The debates present situations to the integral formation of the participants, largely due to the fact that the reciprocal interactions among the participants must be focused on respecting the conditions of the people in the social processes, for that reason are an appropriate technique in the stages of primary formation or secondary, because in this way it will be able to form respecting the standards of social coexistence.

PHILOSOPHICAL FOUNDATION

For Fullat, (2011) “The philosophy in education focuses in a global knowledge comprehensive and critical, of the educational processes, that guarantee anthropological, epistemologically and axiological precepts with the purpose of producing a reflexive analysis.” (p.18)

Within this perspective cited in the quote, it is emphasized that this science influences in the development of thinking in students, in view of various scientific processes come together to the education, it means that some knowledge are related
from a critical perspective in order to pose a knowledge as a viable, therefore, the result product will be meaningful.

The philosophical movement that influences in this investigation is the constructivist paradigm, because it allows the constant and interactive participation of each student in the teaching - learning process. Besides the debate is located in this dimension due to dialogs will encourage a philosophical analysis (critical - reflexive) of the topic developed. (Fullat, 2011)

Even the development of speaking skills is conditioned to the constant interaction, therefore, the process of constructing knowledge is supported by the communicative situations in an active way, and each student must provide information and at the same time improves the speaking skill

PEDAGOGICAL FOUNDATION

The present investigation will be developed under a pedagogical paradigm cognitive - constructivist, this is supported in the development of structures of knowledge through the interactive processes among the students in the education, it means that each student provides important information to the total product, what is the knowledge, therefore, it is valued considerably each intervention, due to the fact that each one has a different perspective that can bring effective information to the knowledge.

Maybe the oral expression is considered as a complex skill because it deals with different competences that many times can be isolated but in the real practice are interrelated. But the question to the teaching is that in spite of knowing this and with all the different changes towards the best
communicative teaching, it will be better to apply methods or exercises more communicative. (Kremers, 2011)

The citation posed defines the speaking skill relating to the pedagogical perspective, because it point out that developing this skill in the students is a complex process, largely by all the particular difficulties that each student present, besides the context where they are, it is other factor that determines the progress of this kind of abilities.

Therefore, it is necessary that all didactic tools that are applied in the instruction must be according to the pedagogical movement established, whereupon the debate is presented as an attractive technique and ideal to develop adequately the speaking skills, because the communicative situations product of the debate will provide meaningfully in each in student, but taking into account that each one will value different dimensions dealt with in the discussion.

PSYCHOLOGICAL FOUNDATION

One science that relates continuously to the teaching - learning process, is the psychology, because it studies the patterns of the behavior of each student involved in the learning, taking into account that it is not only focused in the students, also directs to the teachers, but this gives tools to face those difficulties that are within the instruction at classroom.

“The psychology in education, as scientific discipline, builds a set of theoretical - practical knowledge with great relevance in the professional development of the teachers, then, is directed as starting point to the foundations of the design and development of any teaching - learning process.” (Gilar, 2012, p. 12)
From this approach this science takes part actively in the development of speaking skills, because it allows directing the teacher towards the instruments or strategies that must apply in the progress of these abilities according to the behavioral constraints of each student, as consequence the planning will be meticulous and effective to the group in charge.

Additionally, the teaching through the techniques of the debate gives an important aspect in the motivation and on the behavior of the students; because the consecutive participation in discussions enhance the confidence in the particular abilities and therefore, this increasing of intrinsic stimulus will be evidences in the academic development of the students.

**SOCIIOLOGICAL FOUNDATION**

The sociology is one science that is involved in all aspects related to the teaching, it means that each activity produced in this process has social characteristics this occurs because the human beings are social subjects and therefore, the active construction of knowledge comes from interpersonal relations.

“The speaking is an action, an activity that makes us people, social beings, different to other animal species; through the word, we are able to carry out our daily activities: from the easiest, such as buying food or discussing, to the most difficult as declaring our love or asking for a job.” (Calsamiglia and Tusón, 2011, p. 67)

According to the posed in the citation, which proposes that the continuous exercise of the speaking skills, foster incidentally the learning, as a result of the daily interventions, each person recognizes, assimilates and reproduces expressions that develop during communicative situations. The teaching of English language needs the active participation of all members of the society, not only leaving this role to the limited scholar context.
The techniques of the debate can come up in the topics presented constantly in the society, which help to the students and teachers to value the events that occur in the place where they are, therefore, it is important to analyze critically about the phenomenon that afflicts their context. These reflections will allow developing the process of giving opinions whether at homes, streets, etc.

LEGAL FOUNDATION

ORGANIC LAW ON INTERCULTURAL EDUCATION

Chapter three: Rights and obligations of the students

Art. 7. - Rights. - The students have the rights of:

a. To be fundamental actors in the educational process;

b. To receive an integral and scientific formation that contributes to the development of their personality and capacities respecting their rights, fundamental freedom and promoting the equality of genre, non-discrimination, assessment of diversities, the participation, autonomy and cooperation;

c. To be treated with justice, dignity, non-discrimination, with respect to their diversities, culture, sex and linguistics, to their ideological convictions, politics and religious and their rights and freedom, guaranteeing in the Republic Constitution;
d. To intervene in the process of internal and external evaluation as part and purpose of the educational process, non-discrimination of any nature;

m. To perform their constitutional right in all actions directed to establish the responsibility of the students by an indiscipline act of the standards of behavior of the institution;

n. To order the facilities that allow the practice of sportive, social, cultural and scientific activities representing their institution of their community, province or country, in a competitive level;

o. To rely on educational proposals that allow the inclusion and the persistence of those people that need priority attention, in particular handicapped people, teenagers and pregnant youths.
CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

RESEARCH DESIGN

After defining the research problem, it was necessary to prepare the design of the research project, known as the “research design”. Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design.

It consists in the gathering of data directly of the reality where the events happen. Kothary, (2004) defines “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” (p.31)

This design has an explicit purpose, because it is focused to carry out a meticulous analysis of the variables that influence in the development of the socialization of the students during the teaching-learning process. For Pestana, (2012) poses “At the moment of deciding the type of work, it is convenient taking into account the objectives posed in order to determine the type, level and mode of investigation that will be applied during the study.” (p.16)

In reference with Pestana, this kind of investigation will be useful due to all the necessary information is going to be taken from the studied institution in the current project at “Dr. Francisco Huerta Rendón,” where the researchers are going to observe the environment where the teachers teach and the students develop their skills.
This study is being made to give solution a specific public school problem in the English language subject at “Dr. Francisco Huerta Rendon” public high school specifically in improve speaking exercises skill.

For carrying out this project is necessary to know grade or course, level of English proficiency in students from 8th to 10th grade, teacher methodology and didactic resources. Researchers will find all this aspects through field investigation and observation method. It implies select items to be observed the population and sample are very necessary to get information required.

Once that observation method has been used it will be necessary employ different instruments to measure English proficiency, methodology, use of didactic resources and determine the research hypothesis; How does debate influence in the development of the speaking skill in students of 10th grade at “Francisco Huerta Rendón” high school. Finally researchers will do a report about conclusions and recommendations.

**TYPES OF INVESTIGATION**

**BIBLIOGRAPHICAL**

For Eaton, (2015) “Bibliographical Research are not concerned with the technique of assembling list of books on a single Subject, or preparing a list of books printed in a given place. Each scholar working in the field tends to develop a definition that fits his own understanding of his research. Books are the material means by which literature is transmitted.” (p.42)

Bibliographical research is that stage of scientific research that explores what has been written in the scientific community on a particular topic or problem.
For Kothary, (2004) once the problem is formulated, a brief summary of it should be written down. At this theoretical framework the researcher should undertake extensive literature connected to the problem. For this purpose, it is required look for information in academic journals, conference proceedings, government reports, books etc., must be tapped depending on the nature of the problem. In this process, it should be remembered that one source will lead to another (…) A good library will be a great help to the researcher at this stage.

All research usually begins with a bibliographical search of information on the subject to be investigated which includes not only searching for and selecting ideas from other thinkers, but also their own. From this bibliographical research, the investigation may continue with a theoretical investigation, with an empirical field research or with experimental empirical research

CORRELATIONAL

This type of study aims to determine the degree of relationship or by first measuring the variables and then, by means of tests of correlational hypotheses and the application of statistical techniques, the correlation is estimated.

For Cazau, (2006) “The purpose of this investigation is to measure the degree of relationship that may exist between two or more concepts or variables, in the same subjects. More specifically, they seek to establish whether there is a correlation, what type it is and what its degree or intensity is (how correlated they are.”(p.27)

Correlational research seeks to determine the degree of relationship between the variables non-causal association between two or more variables. For example, a correlational study will try to find out if there is any relationship between didactic materials and listening skill for the same subjects (8th students)
EXPLORATORY

For Stracuzzi and Pestana, (2012) “the exploratory carries out specially when the chosen topic has been low assessed, which means, there is not enough previous studies and is hard to develop hypothesis without necessary information to get a conclusion.” (p. 8)

This investigation focuses on the implementation of debate techniques and their influence in the speaking skills, however, the investigators have not found enough sources or previous projects where they can support their theme, so that, it is said this type of investigation is applied or is related to the current investigation for the absence of information.

DESCRIPTIVE

“The descriptive investigation seeks to specify the properties, the characteristics and the profiles of people, groups, communities or any other phenomenon that can be analyzed.” (Hernandez et al., 2003, p.121)

This investigation considers descriptive, due to was analyzed “How is it?” and “How is manifested?” the perception that any people involved in the educational community have about their environment within the institution. But besides, the investigation could identify which are the characteristics that make an educational environment pleasant where the students feel comfortable and learn properly. This information was gathered and analyzed from the variables that affect the perception of the educational environment.
**EXPLANATORY**

Hernandez, (2012) “The explanatory investigation goes beyond the description of concepts or phenomenon; it directs to explain the causes of the social events.” (p. 66)

This kind of investigation requires more concentration and capacity of analysis and synthesis by the investigators, because the variables must be studied deeply, in order to find out the causes which are involved within the problem in the educational institution.

Furthermore, the investigators must be prepared with techniques that help them to identify causes; otherwise, the investigators will not reach to a feasible solution for the problem.

**QUANTITATIVE**

Statistics is the most widely used branch of mathematics in quantitative research. Statistical methods are used extensively in fields such as economics and commerce. Statistic cannot be used without using first the quantitative research.

Kothary, (2004) expresses “Quantitative research is based on the measurement of quantity or amount.” (p.3). It is applicable to phenomena that can be expressed in terms of quantity.

For Hernández et al., (2003) notes “quantitative research offers us the possibility of generalizing the results more widely, gives us control over phenomena and a point of view of counting and magnitudes, also gives us the possibility of replication and a focus on specific points of such phenomena.” (p.18)
The objective of quantitative research is to develop and employ mathematical models, theories or hypothesis pertaining to phenomena. Data in quantitative research appears in this work in the forms of numbers and specific measurements as well as research findings in quantitative research can be illustrated in the forms of tables, graphs and pie-chart.

One way to measure research aspects is using a survey, survey will be used in students with different statements focused on both variables. After that results be obtained through analyze of information in a controlled way, this aspects will be presented or illustrated with tables, diagrams and charts to indicates numerical values to understand the reality or social environment and determined theories or hypothesis.

**QUANTITATIVE**

There are many differences between qualitative and quantitative research methods and they can be summarized in the following points, first, the concepts in quantitative research methods are usually expressed in the forms of variables, while the concepts in qualitative research methods are expressed in motives and generalizations.

Hernández et al., (2003) mentions “Qualitative research gives depth to data, dispersion, interpretive richness, conceptualization of the environment or surroundings details and unique experiences.” (P.18)

According to the foregoing text it can be said that qualitative research is concerned with qualitative phenomenon or something that involve quality or kind. For instance, when someone is interested in investigating the reasons for human behavior (why people think or do certain things).
For Kothary, (2004) “Qualitative approach to research is concerned with a subjective assessment of attitudes, opinions and behavior.” (p.3)

Following the foregoing text qualitative research is especially important in the behavioral sciences where the aim is to discover the underlying motives of human behavior. Research can analyze various factors which motivate people to behave in a particular manner or which make people like or dislike a particular thing.

In this types of investigation generally, the techniques are focused on group interviews, projective techniques and depth interviews. All of these are explained at length of chapter that follows.

TECHNIQUES

For this research it was necessary used the followings techniques such as observation, collection of data, execution of the problem, data analysis, hypothesis testing and report of investigation.

OBSERVATION

The observation method involves human or mechanical observation of what people actually do or what events take place.

For Moran, (2007) “The Observation translates into a visual record of what is happening in the real world, the empirical evidence. Thus all observation; As well as other methods or instruments for recording information; requires the subject investigating the definition of the objectives pursued by his research, determine his unit of observation” (p.3)

This activity should be done objectively, without the opinions, feelings and
emotions influencing the technical work. All what research observes about phenomena or fact should be written down, giving space to the next step the collection of data.

DATA COLLECTION

Perez et al., (2014) “Data collection is the activity that consists of the collection of information within a certain context. After gathering this information, the time will come for data processing, which consists of working with what has been collected to turn it into useful knowledge.”(p.1)

There are two types of data – primary and secondary. Primary data is a type of data which never existed before; hence it was not previously published. Primary data is collected for a specific purpose; they are critically analyzed to find answers to research question(s). Secondary data, on the other hand, refers to a type of data that has been previously published in journals, magazines, newspapers, books, online portals and other sources.

In this work it was necessary take information about how many students are there in this high school? What is the English proficiency level? What is the teacher methodology in class for teaching speaking in particular? And what type of resources or activities teacher used in class? And for it, it is necessary to employ different instruments of investigation such as: interview and survey.

ANALYSIS OF INFORMATION

After the data have been gathered, the researcher should analyze them. It requires a number of closely related operations such as establishment of categories, the application of these categories to raw data through coding, tabulation and then drawing statistical inferences.
Ruiz, (2013) “The analytical method is the method of investigation that consists in the dismemberment of a whole, decomposing it into its parts or elements to observe the causes, nature and effects” (p.1)

In the analytic method is necessary to know the nature of the phenomenon and object that is studied to understand its essence. This method allows us to know more about the object of study, with which we can: explain, make analogies, better understand their behavior and establish new theories.

Tabulation is a part of the technical procedure wherein the classified data are put in the form of tables. Analysis work after tabulation is generally based on the computation of various percentages, coefficients, etc., by applying various well defined statistical formulae. Once all data is tabulated begin the process of analysis to find relationships or differences that give support or conflict with the hypothesis and determine e indicate conclusion(s).

**GENERALISATIONS AND INTERPRETATION**

Finally the researcher arrives at generalization to build a theory so that researcher can made interpretations, all these interpretations are prepared on the final report or give conclusion and recommendations

**THE SAMPLING**

According to Pacheco, (2005) "when it is not possible to investigate all the elements of a population or universe, the sampling technique is used, which is based on the principle that everything is constituted by the parts and that the parts represent the whole - . "(p.229)
POPULATION

For Tamayo, (2005) “The population is the phenomenon to study that possess a common characteristic which origins to the investigation data.” (p. 29)

The population of the study will be all people who are part of the educational community at “Dr. Francisco Huerta Rendón” Public High School, which will be detailed below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Detail</th>
<th>People.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principals</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Parents</td>
<td>818</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>839</td>
</tr>
</tbody>
</table>

Source: “Dr. Francisco Huerta Rendón” public high school
Developed by: Katherine Salinas and Jaime Salgado

SAMPLE

For Pacheco, (2005) “Sample is a representative subset of elements of a population or universe.”(p.230)

Normally, the investigators do not work with all elements of the population that study, but just a part of it, because in many cases is a big amount and is not easy to study it totally. Therefore, a representative sample is chosen and the results can use in future population with the same characteristics.

It will be applied a probabilistic sample and aleatory way, which provides a detailed conceptualization below.

Sample = Total / pattern
Sample = 839 / 10
Sample = 83, 9 = 84

<table>
<thead>
<tr>
<th>Item</th>
<th>Detail</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principals</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
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<td>3</td>
<td>Parents</td>
<td>63</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>84</td>
</tr>
</tbody>
</table>

Source: Dr. Francisco Huerta Rendón public high school
Developed by: Katherine Salinas and Jaime Salgado

Chart. #2

TECHNIQUES AND EMPIRIC INSTRUMENTS

SURVEY

Galindo, (2005) “The survey is a tool that helps to the investigators to gather specific information about a phenomenon or problem; it is founded in the interrelation among the people involved in the studied investigation. (p.39)

This tool of investigation poses the questionnaires as application mechanisms, which must accomplish with the next requirements.

- There are specific questions to the people surveyed.
- The questionnaires posed do not have a cover proposal.
- It pretends to obtain real data of the people surveyed.
- It presents a clear numeration.
- The survey must have explicit orders in order to be solved without any complication.
- The order of the questionnaires goes from the simplest to the most complex.
INTERVIEW

For Pacheco, (2005) “The interview is a serious conversation that aims to extract information on a particular topic. Three are its elements; Interviewer, interviewee and relationship, exist in two forms; Structured, formal or with questionnaire and unstructured, non-formal without questionnaire.” (p.211)

In this work will be used an structured interview with different questions about both variables independent and dependent as well as some questions will be dedicated to the proposal. This interview is aimed to the English teacher on the 10th grade.
TEACHER INTERVIEW

1. How important the techniques of the debate are in the English teaching process?

The debate is important in the process of English because using it we can improve the speaking fluency in our students.

2. How frequent do you apply the techniques of debate in the English teaching process?

We as English teacher apply this technique according to the topic, and the possibilities in our classroom, 5 times in the year maybe.

3. What are the advantages that the techniques of debate provide to the instruction?

This technique improve the fluency in our students, may they think in English and create ideas in English also.

4. How far are the techniques of debate meaningful in the development of the basic skills in the English language?

We can use this technique, obviously we have to teach our students the correct vocabulary, and help them to improve their English so they can speak without fear.

5. What level of development in speaking skill do the students have?

They can be beginners, but they need the correct vocabulary and the teacher has to help them to improve their knowledge.
6. How do speaking skills influence in the development of communicative situations?

If they learn how to speak in English they will communicate with other people in another country.

7. What are the strategies employed in the instruction to develop the speaking skills with the students?

We can teach them the basic information for example we can teach vocabulary and try to speak with them, help them to speak in English.

8. What role do the parents play in the development of speaking skills?

As parents they have to make them study more English and practice in their house, maybe watching a movie in English, or listen to music.

9. How the use of a booklet with basic expressions would help to develop the speaking skill?

If you want to start talking in English you need to learn the basic vocabulary and improve your English.

10. How would you apply the proposed activities in the booklet to enhance the speaking skills?

As a teacher is important to use the basic information, teach our students how to improve their English and encourage them to speak.
Comment: According to the interview, it can be stated that the teacher has limited speaking methodologies for being applied in classroom as well as the lack of didactic resources for listening or reading affect indirectly develop of speaking production. Teacher is focused in book activities all the time and it poor the time dedicated to speaking skill.
ANALYSIS AND INTERPRETATION OF DATA

1. Teacher uses techniques of debate contribute meaningfully in the teaching-learning process.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>10</td>
<td>16%</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>63%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>13</td>
<td>21%</td>
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<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Dr. Francisco Huerta Rendón public high school
Developed by: Katherine Salinas and Jaime Salgado

Analysis: The 79% of the students answered it agree with the statement that the techniques of debate will be useful for the teaching – learning process, but the 21% were indifferent about it.
2. Within the teaching of the English language, it is recommended to employ debates.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>17</td>
<td>27%</td>
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<tr>
<td>Agree</td>
<td>36</td>
<td>57%</td>
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<tr>
<td>Indifferent</td>
<td>10</td>
<td>16%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
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<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Dr. Francisco Huerta Rendón public high school  
Developed by: Katherine Salinas and Jaime Salgado

Analysis: The 84% of the students manifested to agree with the recommendation of practicing he debates frequently in order to help to develop the English teaching, but a 16% were indifferent about it.
3. The techniques of debate must carry out in a continuous way in the teaching of English.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>23</td>
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<tr>
<td>Agree</td>
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<td>32%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>20</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Dr. Francisco Huerta Rendón public high school  
**Developed by:** Katherine Salinas and Jaime Salgado  
**Chart.N.6**

Analysis: A 68% of the students consider that the debates should relate to the current events to promote the participation of them, meanwhile the 32% were indifferent to this situation.
4. The teachers should promote the debates to reinforce the communicative situations within the activities carried out in the classroom.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
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<tbody>
<tr>
<td>Totally agree</td>
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<tr>
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<td>20</td>
<td>32%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>20</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>14%</td>
</tr>
<tr>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Dr. Francisco Huerta Rendón public high school  
**Developed by:** Katherine Salinas and Jaime Salgado

**Chart N° 7**

**Use of the debates by the teachers**

Analysis: A 22% of the students said that teachers always propose debates in teaching, meanwhile the 32% mentioned that not always, and the 32% pointed out that sometimes and the last 14% that rarely they use it.
5. The students would enhance their cognitive capacities through the debates.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>10</td>
<td>16%</td>
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<tr>
<td>Agree</td>
<td>30</td>
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<td>Indifferent</td>
<td>20</td>
<td>32%</td>
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<tr>
<td>Disagree</td>
<td>3</td>
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<td>0%</td>
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<tr>
<td>TOTAL</td>
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</tr>
</tbody>
</table>

Source: Dr. Francisco Huerta Rendón public high school  
Developed by: Katherine Salinas and Jaime Salgado  
Chart N° 8.

The debates for the cognitive capacities

Analysis: The 16% of the students said that the debates help to enhance the cognitive capacities, but the 47% consider that not always happen this, and the last 5% pointed out that rarely this occurs.
6. The speaking skills play a relevant role in the development of communicative situations in the society.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Totally agree</td>
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<td>Agree</td>
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<tr>
<td>Indifferent</td>
<td>13</td>
<td>21%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Dr. Francisco Huerta Rendón public high school  
Developed by: Katherine Salinas and Jaime Salgado

Chart N° 9

Importance of the speaking skills

Analysis: The 47% of the students expressed that always the speaking skills play an important role in communicative situations, but the 32% considered that usually happen this and the last 21% mentioned that sometimes occurs it.
7. It is necessary to enhance the speaking skills in the students.

<table>
<thead>
<tr>
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<td>16%</td>
</tr>
<tr>
<td>Disagree</td>
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<td>0%</td>
</tr>
<tr>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Dr. Francisco Huerta Rendón public high school  
**Developed by:** Katherine Salinas and Jaime Salgado  
**Chart Nº 10**

Analysis: The 84% of the students manifested to totally agree with the necessity of enhancing the speaking skills with interactive activities, but the 16% were indifferent to this statement.
8. The quality of the speaking skills in students is low in relation to the academic level in which they belong.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Totally agree</td>
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<td>16%</td>
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<tr>
<td>Agree</td>
<td>15</td>
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<td>0%</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Dr. Francisco Huerta Rendón public high school
Developed by: Katherine Salinas and Jaime Salgado

Analysis: A 40% of the students expressed to agree with the level of the speaking skills, but the 36% pointed out to disagree with the capacity they have and the last 24% said to be indifferent before this situation.
9. The academic activities to develop the speaking skills should be interactive.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
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<tr>
<td>Agree</td>
<td>24</td>
<td>39%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
<td>14%</td>
</tr>
<tr>
<td>Disagree</td>
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</tr>
<tr>
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<td>0%</td>
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<tr>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Dr. Francisco Huerta Rendón public high school  
Developed by: Katherine Salinas and Jaime Salgado

Chart Nº 12

Activities to develop the speaking skills

Analysis: A 86% of the students agreed that the activities should be cooperative and participative in reference with the development of speaking skills, meanwhile the 14% were indifferent with these criteria.
10. The intervention in reciprocal dialogs stimulates the speaking skills in the students.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
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</tr>
</thead>
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<tr>
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<td>31</td>
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<tr>
<td>Agree</td>
<td>32</td>
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<tr>
<td>Indifferent</td>
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<td>0%</td>
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<tr>
<td>Disagree</td>
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<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Dr. Francisco Huerta Rendón public high school
Developed by: Katherine Salinas and Jaime Salgado

Chart No 13

**Intervention in dialogs**

Analysis: The 100% of the students totally agreed about the intervention in the dialogs helps to the development of the speaking skills, besides the activities that can be employed will improve the self-confidence of the students.
11. The booklet contributes with important contents to the teachers.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>23</td>
<td>36%</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>32%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>20</td>
<td>32%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Dr. Francisco Huerta Rendón public high school  
**Developed by:** Katherine Salinas and Jaime Salgado  

**Chart N° 14**

**Contribution for the teachers**

Analysis: The 68% of the students expressed to agree that a didactic guide will provide tools and meaningful contents for the teachers, but the 32% were indifferent to this statement.
12. The strategies that propose the booklet favor the development of learning in an interactive way.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
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<td>29%</td>
</tr>
<tr>
<td>Agree</td>
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<td>Indifferent</td>
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</tr>
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<td>0%</td>
</tr>
<tr>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Dr. Francisco Huerta Rendón public high school  
**Developed by:** Katherine Salinas and Jaime Salgado  

**Chart N° 15**

**Strategies of the Didactic guide**

Analysis: The 73% of the students agreed on the didactic guide counts with strategies that will help to create an interactive learning, meanwhile the 27% considered to be indifferent.
13. Booklet is subjected to the standards that the active pedagogy proposes.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
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<tr>
<td>Agree</td>
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<td>20%</td>
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<tr>
<td>Disagree</td>
<td>0</td>
<td>14%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Dr. Francisco Huerta Rendón public high school
Developed by: Katherine Salinas and Jaime Salgado

Chart N° 16

The Didactic guide in the planning

Analysis: The 80% of the students pointed out to agree with the didactic guide because this will help properly to the teachers to develop the planning of the teaching, but the 20% were indifferent.
14. The booklet will provide relevant knowledge to the development of the speaking skills in the students.

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>18</td>
<td>29%</td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>38%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>21</td>
<td>33%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Dr. Francisco Huerta Rendón public high school  
**Developed by:** Katherine Salinas and Jaime Salgado

**Chart N° 17**

**Relevance of the Didactic guide**

- Totally agree: 29%
- Agree: 38%
- Indifferent: 33%
- Disagree: 0%

Analysis: The 67% of the students expressed to agree with the criteria that the didactic guide will provide meaningful knowledge for the improvement of the speaking skills, but the 33% pointed out to be indifferent before this situation.
15. **The booklet will encourage students to develop their speaking skills.**

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>63</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Dr. Francisco Huerta Rendon public high school  
**Developed by:** Katherine Salinas and Jaime Salgado  
**Chart N° 18**

**Beneficiaries of the Didactic guide**

Analysis: The whole 100% of the students totally agreed about the main beneficiaries who will be the students and teachers with the implementation of the didactic guide, besides they say that this will ease the teaching and development of the speaking skills.
CHI SQUARE

For Cañadas et al., (2010) “Chi-square is the name of a hypothesis test that determines if two variables are related or not.” (p.2)

Chi- square determines:
✓ Make a guess
✓ Write the null hypothesis and the alternative
✓ Calculate the value of $x^2$
✓ Determine the value of $p$ and the degree of freedom
✓ Get the critical value or tabular value
✓ Make a comparison between the calculated chi-square and the critical or tabular value
✓ Interpret data

According to foregoing text a chi-square test is a hypothesis test that compares the observed distribution of the data with an expected distribution of the data. In this investigation for finding the calculated chi-square it was necessary to choose two statements(s-4 and s-10) from both variables (independent and dependent variable) with results properly analyzed.

TABULATED STATEMENTS

<table>
<thead>
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<th>Frequency</th>
<th>%</th>
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</thead>
<tbody>
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<td>32%</td>
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<td>32%</td>
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<td></td>
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<td>9</td>
<td>14%</td>
</tr>
<tr>
<td></td>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
</tr>
</tbody>
</table>
The intervention in reciprocal dialogs stimulates the speaking skills in the students.

<table>
<thead>
<tr>
<th>Code</th>
<th>Alternative</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>31</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>32</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Once the results have been obtained, it will be only taken the observed results in all their frequencies after doing this, the sum of results. It is done as it can be observed in the chart below.

<table>
<thead>
<tr>
<th>OBSERVED VALUES</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Statement 4</td>
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<td>Statement 10</td>
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</tr>
<tr>
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</tbody>
</table>

To find our expected value we must perform the following operation; Using the following formula

The value of the row of question 2 multiplied by the total of the first column and divided by the total value in this case 70

**STATEMENT 4**

Total of statement 4 multiplied by column 1 total and divided to 126 = 22.5
Total of statement 4 multiplied by column 2 total and divided to 126 = 26
Total of statement 4 multiplied by column 3 total and divided for 126 = 10
Total of statement 4 multiplied by column 4 total and divided to 126 = 4.5
Total of statement 4 multiplied by column 5 total and divided for 126 = 0
STATEMENT 10

Total of statement 10 multiplied by column 1 total and divided to 126= 22.5
Total of statement 10 multiplied by column 2 total and divided to 126 = 26
Total of statement 10 multiplied by column 3 total and divided for 126= 10
Total of statement 10 multiplied by column 4 total and divided to 126 = 4.5
Total of statement 10 multiplied by column 5 total and divided for 126= 0

<table>
<thead>
<tr>
<th>EXPECTED VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 4</td>
</tr>
<tr>
<td>Statement 10</td>
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</tbody>
</table>

Once, results are obtained. They will be placed all the values in two columns one in observed values and another in expected values, after that the following formula is taken:

\[
X^2 = \frac{(\text{observed value} - \text{expected value})^2}{\text{expected value}}
\]

<table>
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</table>

CHI square calculated
freedom grades
Alfa(p)
tabular chi square

38.191453
4
0.05
9.4877
The formula is used for each observed and expected value, once they have been calculated all a summation is done so the result of the calculated chi-square value be obtained. This value will be compared to the table according to your degrees of freedom.

(Degrees of freedom are categories in total, according to no disagreement, none etc.) In this research are 5 categories therefore the the formula says that the degrees of freedom are the number of categories minus 1, it has 4, and alpha is equal to 0.05
Chi-square distribution

df = 4

Tabular Chi-square = 9.4877

Calculated Chi-square = 38.19

P(lower)   P(upper)

1.0000    1.12E-07

If tabular Chi-square is greater than calculated Chi-square, the null hypothesis is accepted.
If calculated Chi-square is greater than tabular Chi-square, the alternate hypothesis is accepted.
CONCLUSION

It can be concluded after having observed some aspects as; English proficiency in public school students, teacher methodology and statistical results the next conclusions:

- It can be concluded that the debate activities programmed techniques support the EFL learning through a field, bibliographical and statistical research in a 75% of cases.
- It can be concluded that students seldom participated in class, and through debates activities programmed techniques they have more interest, they want to express their opinions. They fell motivated by their teachers,
- It can be concluded that speaking activities in classroom were regular, and through debates activities programmed techniques, teachers apply strategies to encourage speaking production and speaking interaction in class.
- It can be concluded that students seldom answered questions of comprehension, and through debates activities programmed techniques, the students are more interest in class, and participate more in speaking activities.
- It can be concluded that the use of a booklet with short ludic debate encourage students for the speaking skills through the based on the information collected.
RECOMMENDATIONS

I recommend the use this thesis to improve the speaking skills through debates activities programmed techniques so students have more interest in learning the EFL, applying strategies to encourage speaking production and speaking interaction in class.

This observation evidenced that there are difficulties in the methodological treatment of speaking skill; therefore it becomes necessary a system of speaking activities oriented to improve speaking production and interaction, which will be provided by the proposal of this thesis.
CHAPTER IV

THE PROPOSAL

BOOKLET WITH SHORT LUDIC DEBATES TO ENCOURAGE FOR SPEAKING SKILL IN STUDENTS

According to Minister of Education, (2017) The EFL curriculum embraces the development of creative and critical thinking skills, as well as attitudes such as ethical conduct, through the values of academic honesty and integrity. The skills are integrated within the five curricular threads, and encourage learners to act responsibly and to respect themselves as well as others while participating in the communication process. In doing so, the curriculum endorses the values of solidarity and justice. (p.7)

Listening and speaking are skills that should be seen as a holistic process (Richards, 2006). The two skills are closely related, and therefore the EFL curriculum takes the position that they should be considered within the same curricular thread, Oral Communication. With this in mind, the two macro-skills of listening and speaking should be integrated in the classroom, taking care to assure that they be taught within a meaningful, communicative context.

According to EFL curriculum, (2017) the Oral Communication thread is divided into three sub-threads: 1) Listening Skills, 2) Spoken Production and 3) Spoken Interaction.

LISTENING

The act of listening is a highly complex process in which the listener must activate schema, infer, predict, construct meaning, and use short and long term memory functions almost simultaneously.
SPOKEN PRODUCTION

The Spoken Production sub-thread focuses on the principle of fluency over accuracy. Learners will learn the sounds of English through motivating and engaging tasks aimed to increase their confidence levels in regards to the language.

SPOKEN INTERACTION

Oral communication comprises a set of key skills that can be used for collaborative learning. This includes not only what is traditionally thought of as the skills of speaking and listening, but also other abilities needed for developing skills of interaction: the role of group work as well as the social element of group work, which augments confidence and motivation; problem-solving; participation in risk-taking by accepting trial and error and the role of mistakes in language learning; and encouragement of linguistic creativity and expression.

JUSTIFICATION

“Listening and speaking are skills that should be seen as a holistic process” Richards, (as it is cited in the EFL Curriculum, 2017, p.18). The two skills are closely related, and therefore they should be considered within the same curricular thread, Oral Communication. With this in mind, the two skills of listening and speaking should be worked in the classroom, taking care to assure that they be taught within a meaningful, communicative context.
It is necessary to consider the development of speaking skills in the teaching – learning process, which will contribute to an integral formation in the student, some points that the investigators consider to be important are detailed below:

To understand and domain the language allows the students appreciating and comprehending the message in order to communicative spontaneously and express their feelings, ideas and achieve a correct communication, as well as, the principal objective is to encourage them through the application of new methodologies, techniques or strategies to develop this skill in an appropriate way.

All people have to be conscious about this important skill which enrich culturally and intellectually to the new generation which are the students. The oral expression implies to understand the expressed ideas and comprehend in a less time in order to response or give their opinions about what was said.

The adequate use of the oral expression allows the student taking advantage the opportunity to develop his creativity, imagination and express it towards other people. The students will create their own concepts based on their thoughts and develop new ones in order to have people understand them.

OBJECTIVES OF THE PROPOSAL

GENERAL OBJECTIVE

To determine the influence of a booklet in the development of the speaking skills during the teaching – learning processes in the students of 10th grade at “Dr. Francisco Huerta Rendón.”
SPECIFIC OBJECTIVES

- To carry out strategies that help teachers to develop the oral expression as an English language skill in their students.

- To assess the functionality of the proposed activities in the booklet for the development of the speaking skills in the students.

- To improve the speaking skills as a means of communication and understanding in people involved during the communicative situations.

FEASIBILITY OF THE APPLICATION

According to Hernández et al., (2003) “Feasibility determines, ultimately, the scope of research as; Financial, human and material resources.”(p.51). A feasibility study is an important step in a project. For Holz-Clause and Hofstrand, (2015) “It provides a framework and the decision points needed for using a feasibility analysis. The elements to include in a feasibility study vary according to the type of project” (p.1)

To make a project possible, it is necessary to consider who will be involve in the project (human feasibility), what kind of resources or material are necessaries to implement the project (technical feasibility), evaluate in what way it can be finance (economic feasibility), legal documents or that let this project to work (legal feasibility) as well as is very important because can identify alternatives to situations that come from any difficulty.

For Overton, (2007) “During a Feasibility Study (...) the primary objective of a feasibility study is to assess three types of feasibility: Technical feasibility, Economic feasibility, Operational feasibility and Legal feasibility.” (p.6)
PHYSICAL AND SECTORIAL LOCATION

<table>
<thead>
<tr>
<th>Province:</th>
<th>Guayas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canton:</td>
<td>Guayaquil</td>
</tr>
<tr>
<td>Parroquia:</td>
<td>Tarqui</td>
</tr>
<tr>
<td>Sector:</td>
<td>Urban</td>
</tr>
<tr>
<td>Direction:</td>
<td>Áv. Las aguas</td>
</tr>
<tr>
<td>Characteristics of the institution:</td>
<td>Public</td>
</tr>
<tr>
<td>Characteristics of the community:</td>
<td>Low level</td>
</tr>
</tbody>
</table>

TECHNICAL FEASIBILITY

Technical feasibility is other aspect to consider, this type of feasibility carry out an important support, without them it would be hardly ever impossible realize the project.

According to Holz-Clause and Hofstrand, (2015) “technical feasibility estimate and Investigate the need for related buildings, equipment, resources and any other material, Determine the type of technology to use, transportation, assess the quality and cost of material” (p.1).

As it is known in public schools the insufficiency of speaking methodologies limit to develop oral communication, this booklet is an instrument very important for being applied in classroom activities.

Then, the project will be possible using the next technics and technological resources:

- Booklet with short ludic debate activities
- Audio – video, if it is necessary and if it is possible shown the video in classroom
- Table and chairs
- It can be possible to use these activities outdoor or indoor of classroom
FINANCIAL FEASIBILITY

It helps project to estimate the total capital requirements, identify limitations or constraints of the economic analysis. A feasibility study is defined as an evaluation or analysis of the potential impact of a proposed project or program. A feasibility study is conducted to assist decision-makers in determining whether or not to implement a particular project or program.

Following the foregoing text, this aspect expresses the costs that are required to create the booklet, they will be assumed by the investigators, besides, it is mentioned that the same ones are part of the printing costs and the copies, therefore, it is feasible due to the fact that it is necessary a minimal budget.

The feasibility study has its impact on the teaching and learning of English language in students of 10th grade at “Dr. Francisco Huerta Rendón.” Public school.

This proposal has characteristics of being sustainable. Among the expenses, photocopies were the most used; they permitted to make corrections and comparisons to keep evidence of the project progress. The use of the internet at libraries of the faculty of philosophy also made this work cheaper. In fact, no expenses were needed and exceeded; with this, it can be proved that the problems can be solved easily without exaggerating in expenses. Therefore, it can be executed and be used to solve part of the problem properly.

OPERATIONAL FEASIBILITY

Operational feasibility is the way how the project is carried out. Operational feasibility comprehends a determination of the probability that a project work as it is supposed. Consist in create methods and procedures that help people on the project identify their functions and have the compromise with the general objective over one in particular.
From the beginning of the project it was necessary the human resources because they are who are going to do possible and keep this project ahead, from the highest authority in the high school up to the teachers. Without human feasibility perhaps this project would not exist. Economic, technical and human feasibility are the set of components that every project requires.

The educational community is motivated by the implementation of the present proposal during the teaching – learning processes, because they encourage the active participation of the students, besides the teachers count with a pedagogical tool which is attractive for the teaching, without setting apart the parents that will evidence the progress in the academic development of the students.

Other important resource in this feasibility type is the curricular plan which is based on international standards, this guide will be adapted to these documents so that teachers can apply the proposal in the micro-curricular planning as an alternative to improve the oral communication and contribute with public education

SOCIAL IMPACT

Within the educative community, it is notorious the necessity that students can develop the English language and especially speaking skill, due to it is more usual to hear opinions about the relevance that the learning of a foreign language acquires, so that, the present proposal will create an innovative environment in the instruction, besides the social agents will be able to express in a critical and reflexive way their thoughts about the reality where they are involved.

BENEFICIARIES

As the educative investigation, the main beneficiaries will be clearly the learners who are part in the teaching – learning process, therefore, they will be since the teachers of the English language to the students, although in an indirect way
which will influence positively in the rest of the teachers, because the progress in the group of students that practice constantly the debates will be developed with the same group of learners that have in charge.

LEGAL FEASIBILITY

According to Holz-Clause and Hofstrand, (2015) “Legal feasibility determines whether the proposed system conflicts with legal requirements, a data processing system must comply with the local data protection regulations and if the proposed is acceptable in accordance to the laws.” (p.1)

The upper Education in Ecuador promotes and pursues the quality in Education through the science, art, technology and investigation with the purpose to generate citizens full of knowledge capable of generating a society more productive.

LOES, (2008, Chapter.3) Principles of higher education

Art 13. - Functions of the Education System Superior. - The functions of the System of Higher Education are:

b) Promote the creation, development, transmission and dissemination of science, art, technology and culture

In the same way, The Principles and Generals Purposes (as it established in LOEI, 2008, Title. I, Chapter.1)

m. EDUCATION FOR DEMOCRACY -Educational institutions are democratic spaces for exercise of human rights they are promoters of the culture of peace, transformers of the reality, transmitters and maker of knowledge, promoters of multiculturalism, equity, inclusion, democracy, citizenship, social cohesion, participation, social integration, national, Andean, Latin American and worldwide.
In the foregoing article mentions that the educational institutions are promoter of democracy and maker of knowledge without democracy there is not possibilities to enrich the knowledge in our children, opportunities of a country comes for teaching children to variety of knowledge.

DESCRIPTION

This project research consists of the elaboration of a booklet which contains short ludic activities for debating in class, for motivating students in speaking skills.

These speaking activities might be:

- Answer questions about specific content in class
- Use new phrases learned in class in an oral composition
- Make a Brainstorming activities
- Debate about pros and cons with a programmed topic
- Role play (fairy tale, drama scene, comic situation)
- Adapting different dialogues to use recent grammar structure.

This booklet has a respective explanation about the strategies to follow when doing activities, like:

- Strategies that the teacher should follow in each activity
- Recourses that teacher must use for developing speaking activities
- Materials that students would be using.

Booklet provides many activities related to speaking skill that the teacher should promote in the classroom, this one will provide activities that students can use as guide.

In this work it has been explained all about debate activities to give importance to the use of speaking production and interaction in classroom. The proposal precisely
is to develop critical thinking through debate activities where students can analyze through compare different aspects in a conversation carrying out the oral communication according to five components for teaching English language.

There are many reasons by which teachers in this high school should use short ludic debate activities for speaking skill;

- Because it is an activity to put in practice oral communication
- Help to the access to strategies which can be applied in class along with other activities, increasing and diversifying speaking activities.
- Give a real communicative approach
- Supply other skills such as: reading, vocabulary, grammar, oral comprehension and Pronunciation

A. SHORT LUDIC DEBATE EXERCISES (sample)

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>ACTIVITY #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC</td>
<td>To develop the speaking skills through opinions about the favorite sports in order to establish criteria of advantages and disadvantages.</td>
</tr>
</tbody>
</table>

| QUESTIONS | |
|-----------| |
| Which are the most practiced sports? |
| Why are there sports that only men practice? |
| How many times must you practice sports during the week? |
| What factors avoid the sport practice? |
| What benefits does the sport practice offer? |
| What risks does the sport you practice have? |
| How would you motivate the constant sport practice? |
| What are the rules of the sport you practice? |
| What are the most completed sports for the personal development? |

Step one: Have students form two teams of two students.

Step two: Have questions based on the lesson ready. As it is shown in the chart above

Step three: Have team members take turns. Teacher may allow making it more challenging by having students answer independently
B. FACILITATING SPEAKING ACTIVITIES

1. Help learners focus their attention
   a. Introduce the content of the task.
   b. Tap learners’ background knowledge

2. Set up the activity
   a. Explain the purpose of the activity
   b. Explain the process for completing the task
   c. Model the task for the class

3. Let the learners do the activity (whole class, pairs, groups)
   a. Observe their progress
   b. Note their successes and challenges
   c. Repeat the activity (with new partner, with additional readings of the oral text, etc.)

4. Evaluate the activity
   a. Provide a questionary
   b. Elicit learner feedback
   c. Provide feedback on learner performance

5. Provide follow up
   a. Use the speaking activity as a lead-in to the next classroom activity, as the basis for a homework assignment, and as the next day’s warm-up.
PEDAGOGICAL ASPECT

EFL CURRICULUM

The English Language curriculum is designed for students in Educación General Básica (2nd to 10th) and Bachillerato General Unificado (1st to 3rd), whose mother tongue is not English. This curriculum is based on the common European framework.

The curriculum is also designed to stimulate linguistic intelligence through language analysis and the comprehension of oral and written texts, which require critical thinking skills such as inference, analysis, and synthesis.

As well as, Curriculum supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning. These are the skills Ecuadorian learners will need to engage successfully in local and international communities in the 21st century.

Through the EFL curriculum, learners will be given opportunities to discover how linguistic diversity contributes to the construction of an intercultural and multinational society and world. In addition, studies have shown that “by learning a foreign language, learners can develop a better understanding of their own, native language.” Fernandez, (as it is cited in EFL Curriculum, 2007, p.8)

It is suggested to English teachers the use of short ludic debate activities as a speaking strategy for developing speaking production and interaction carrying out the oral communication in class. Teachers will apply the proposal in the micro-curricular planning when it be necessary to develop speaking skill.
SOCIAL ASPECT

This proposal is related to the social aspects because it will help the students to share knowledge with each other, due to the fact that when they use this educative software, they will find that they need to infer about the story with their partners in order to compare their ideas, opinions or points of view.

Currently, the educational community is considered in the technological age, so that the proposal (educative software) will provide students the opportunity to learn by the use of the technology, with the purpose of improving their reading comprehension skills through the use of it.

PSYCHOLOGICAL ASPECT

This proposal will focus on improving the speaking skills of the students and their self-confidence in order to express their opinions, points of view, etc., because each activity not only based on speaking, but also in the exchanging of knowledge among all the students that are going to be part of the debate.

The teacher will be able to use this booklet as a dynamic tool to encourage students to speak with confidence and even can use updated topics that catch the attention of the students such as fashion, food, music, etc.

MULTIPLY INTELLIGENCES

According to Gardner, (1983) suggested that “all people have different kinds of intelligences” (p. 30).

For Gardner, there are eight intelligences where he explains that people do not have just an intellectual capacity, but have many intelligences including musical, interpersonal, spatial-visual and linguistic intelligences, in other words each person has an individual mental ability for example there are people strong in verbal, musical and naturalistic intelligence and most teachers have begun to teach approaching in
this empirical theory. To use the multiply intelligences theory supplies a framework to support teaching and a language.

It can be said that in this investigation through the use of the research proposal will be used linguistic and interpersonal intelligences:

**LINGUISTIC-VERBAL INTELLIGENCE**

Garner, (2006) “Linguistic intelligence entails facility in the use of spoken and written language” (p.31)

According to Garner, (2006) Verbal intelligence is the ability to analyze information and solve problems using language-based reasoning. It can involve reading or listening to words, conversing, writing, or even thinking.

Someone who is strong in linguistic-verbal intelligence is able to use words well, both when writing and speaking.

**INTERPERSONAL INTELLIGENCE**

For Garner, (1983) “those who have strong interpersonal intelligence are good understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires and intentions of those around them.” (p.31)

According to the foregoing text it can be mentioned the importance of developing this type of intelligence in classroom, this type of intelligence has the advantages of being the most practiced for everybody in class. Short ludic debate activities cannot only help to oral communication to learn any language it will help students to develop interpersonal intelligence.
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ANNEXES

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: LENGUAS Y LINGÜÍSTICA.
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. Carlos Valle Navarro, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por Katherine Jackeline Salinas Buenaño y Jaime Enrique Salgado Rosado C.I.: 0924315567 – 0927031443 con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en lenguas y lingüística.

Se informa que el trabajo de titulación:

TOPIC:
THE INFLUENCE OF A DEBATE PROGRAMMED TECHNIQUE TO DEVELOP THE SPEAKING SKILL.

PROPOSAL:
DESIGN A BOOKLET WITH SHORT LUDIC DEBATES TO ENCOURAGE STUDENTS FOR THE SPEAKING SKILLS.

Ha sido orientado durante todo el período de ejecución en el programa antiplagio URKUM quedando el 1% de coincidencia.

MSc. Carlos Valle Navarro
Tutor de Titulación
THE INFLUENCE OF A DEBATE PROGRAMMED TECHNIQUE TO DEVELOP THE SPEAKING SKILL

PROPOSAL

DESIGN A BOOKLET WITH SHORT, LUCID DEBATES TO ENCOURAGE STUDENTS FOR THE SPEAKING BILLS

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADO EN CIENCIAS DE LA EDUCACION, MAJOR IN LENGUA Y LINGÜÍSTICA INGLESA

Log

Search: operations at 1

Jaime Salgado Rosado recibiendo tutorías por parte del MSc. Carlos Valle
Katherine Salinas Buenaño recibiendo tutorías por parte del MSc. Carlos Valle

Jaime Salgado Rosado recibiendo tutorías por parte del MSc. Carlos Valle
INTERVIEW

Entrevista a Lcdo. Edwar Torres, docente del Idioma Extranjero Ingles del 10mo grado del Colegio Francisco Huerta Rendon

1. ¿Cuán importantes son las técnicas del debate en el proceso de enseñanza del inglés?

El debate es importante en el proceso del inglés porque lo usamos para mejorar la fluidez del habla en nuestros estudiantes.

2. ¿Cómo se aplican las técnicas de debate en el proceso de enseñanza del inglés?

Yo como profesor de inglés aplico esta técnica según el tema, y las posibilidades en nuestra aula, 5 veces al año quizás.

3. ¿Cuáles son las ventajas de las técnicas de debate?

Esta técnica mejora la fluidez en nuestros estudiantes, puede que piensen en Inglés y crear ideas en Inglés también.

4. ¿Qué tan lejos están las técnicas de debate significativo en el desarrollo de habilidades básicas en el idioma inglés?

Podemos utilizar esta técnica, obviamente tenemos que enseñar a nuestros estudiantes el vocabulario correcto, y ayudarles a mejorar su inglés para que puedan hablar sin miedo.

5. ¿Qué nivel de desarrollo tienen los estudiantes?

Pueden ser principiantes, pero necesitan el vocabulario correcto y el profesor tiene que ayudarles a mejorar sus conocimientos.
6. ¿Cómo afectan las habilidades de hablar al desarrollo de situaciones comunicativas?

Si aprenden a hablar en inglés, se comunicarán con otras personas en otro país.

7. ¿Cuáles son las estrategias empleadas en la instrucción para desarrollar las habilidades de hablar con los estudiantes?

Podemos enseñarles la información básica, por ejemplo, podemos enseñar vocabulario e intentar hablar con ellos, ayudarles a hablar en inglés.

8. ¿Qué papel desempeñan los padres en el desarrollo de habilidades para hablar?

Como padres tienen que hacerles estudiar más inglés y practicar en su casa, tal vez viendo una película en inglés, o escuchar música.

9. ¿Cómo podría el uso de un folleto con expresiones básicas ayudar a desarrollar la habilidad de hablar?

Si quieres empezar a hablar, debes aprender el vocabulario básico y mejorar tu inglés.

10. ¿Cómo aplicar las actividades propuestas en el folleto para mejorar las habilidades de hablar?

Como maestro es importante usar la información básica, enseñar a nuestros estudiantes cómo mejorar su inglés y animarlos a hablar.
1. The techniques of debate contribute meaningfully in the teaching-learning process.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

2. Within the teaching of the English language, it is recommended to employ debates.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

3. The techniques of debate must carry out in a continuous way in the teaching of English.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

4. The teachers should promote the debates to reinforce the communicative situations within the activities carried out in the classroom.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

5. The students would enhance their cognitive capacities through the debates.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

6. The speaking skills play a relevant role in the development of communicative situations in the society.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

7. It is necessary to enhance the speaking skills in the students.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

8. The quality of the speaking skills that the students have is low in relation to the academic level in which they are.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree
9. The academic activities to develop the speaking skills should be interactive.
   ○ Totally agree  ○ Agree  ○ Indifferent  
   ○ Disagree  ○ Totally disagree

10. The intervention in reciprocal dialogs stimulates the speaking skills in the students.
   ○ Totally agree  ○ Agree  ○ Indifferent  
   ○ Disagree  ○ Totally disagree

11. The booklet contributes with important contents to the teachers.
    ○ Totally agree  ○ Agree  ○ Indifferent  
    ○ Disagree  ○ Totally disagree

12. The strategies that propose the booklet favor the development of learning in an interactive way.
    ○ Totally agree  ○ Agree  ○ Indifferent  
    ○ Disagree  ○ Totally disagree

13. The booklet is subjected to the standards that the active pedagogy proposes.
    ○ Totally agree  ○ Agree  ○ Indifferent  
    ○ Disagree  ○ Totally disagree

14. The booklet will provide relevant knowledge to the development of the speaking skills in the students.
    ○ Totally agree  ○ Agree  ○ Indifferent  
    ○ Disagree  ○ Totally disagree

15. The booklet will encourage students to develop their speaking skills.
    ○ Totally agree  ○ Agree  ○ Indifferent  
    ○ Disagree  ○ Totally disagree

    The influence of a debate programmed technique to develop the speaking skill. Design a booklet with short ludic debates to encourage students for the speaking skills.
UNIVERSITY OF GUAYAQUIL

SURVEY

1. Las técnicas de debate contribuyen significativamente en el proceso de enseñanza-aprendizaje.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

2. Dentro de la enseñanza de la lengua inglesa, se recomienda emplear debates.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

3. Las técnicas de debate deben realizarse de manera continua en la enseñanza del inglés.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

4. Los profesores deben promover los debates para reforzar las situaciones comunicativas dentro de las actividades realizadas en el aula.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

5. Los estudiantes mejorarían sus capacidades cognitivas a través de los debates.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

6. Las habilidades de habla juegan un papel relevante en el desarrollo de situaciones comunicativas en la sociedad.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

7. Es necesario mejorar las habilidades de hablar en los estudiantes.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree
8. La calidad de las habilidades de habla que tienen los estudiantes es baja en relación al nivel académico en el que se encuentran.

   ( ) Totally agree ( ) Agree ( ) Indifferent
   ( ) Disagree ( ) Totally disagree

9. Las actividades académicas para desarrollar las habilidades de expresión deben ser interactivas.

   ( ) Totally agree ( ) Agree ( ) Indifferent
   ( ) Disagree ( ) Totally disagree

10. La intervención en diálogos recíprocos estimula las habilidades de expresión en los estudiantes.

    ( ) Totally agree ( ) Agree ( ) Indifferent
    ( ) Disagree ( ) Totally disagree

11. El folleto aporta contenidos importantes a los profesores.

    ( ) Totally agree ( ) Agree ( ) Indifferent
    ( ) Disagree ( ) Totally disagree

12. Las estrategias que proponen el folleto favorecen el desarrollo del aprendizaje de manera interactiva.

    ( ) Totally agree ( ) Agree ( ) Indifferent
    ( ) Disagree ( ) Totally disagree

13. El folleto está sujeto a los estándares que propone la pedagogía activa.

    ( ) Totally agree ( ) Agree ( ) Indifferent
    ( ) Disagree ( ) Totally disagree

14. El folleto proporcionará conocimientos relevantes para el desarrollo de las habilidades de expresión en los estudiantes.

    ( ) Totally agree ( ) Agree ( ) Indifferent
    ( ) Disagree ( ) Totally disagree

15. El folleto animará a los estudiantes a desarrollar sus habilidades de hablar.

    ( ) Totally agree ( ) Agree ( ) Indifferent
    ( ) Disagree ( ) Totally disagree
DESCRIPTION OF THE PROPOSAL

DIDACTIC GUIDE

TECHNIQUES OF THE DEBATE
Introduction

The education is the basis of the society for the development of the population, it is necessary to know all the events about what happens in the country, region and world, so that, it can be generated the knowledge society and therefore, it is going to be possible to establish the new conceptual frames that provide information about all the questions that appear in the present.

It is important to propose that the instruction patterns are directed to establish activities that encourage the critical – reflexive participation of the students, setting apart the disengaged conception by the social world, so that, it will be inculcated the responsibility to get involved in the changes and transformations that the country requires.

Therefore, it is presented this didactic guide focused on helping the teachers to establish the debates in the teaching – learning process, giving strategies and interesting topics for the students that are in the secondary stage, it is emphasized that the guide does not have to be applied thoroughly, it is just an adaptable tool to the particular requirements of each group of students.

Due to one of the major concerns evidenced during this investigation was to enhance the speaking skills, in the present proposal some pedagogical and methodological tools are implemented, they are going to help to achieve this objective with the students, because the debates and the speaking skills are correlated in an interactive and innovative way that allows the active and meaningful participation of the learners.
PREPARING THE DEBATE

- To select a topic that is interesting for the students.
- To point out precisely the antagonist groups according to the topic.
- To indicate the time of preparation in order to find the arguments that the students want to expose.
- To clarify the role of the teacher within the debate.
- To specify the time for the participation of each student.
- To encourage that the students’ comments are objectives in order to not be ambiguous.
- To foster a critical – reflexive thoughts for each proposition.

REMEmBER

- Previous to each debate the teacher has to carry out a brief introduction about the topic that is going to be addressed in the same one.
- To present each one of the group members that get involved in the debate.
- At the end, it is necessary to do a feedback with the most relevant comments that were said during the debate.

RULES OF THE DEBATE

- To respect the assigned times of each participation.
To be patient with the opinions of the other people, although they do not agree with them.

To value the used expressions by the teacher.

To avoid creating verbal or physic confrontations.

To appreciate the participation of each person.

STANDARDS OF THE DEBATE

All the participants have to be sat down in groups or individuals.

Characteristics:

- Formality
- Convenience of the participants
- Encourage a pleasant discussion

Participants sitting down in the chairs

Characteristics:

- To tend to the informality.
- To allow a great participation of the students.
- To generate a dynamic environment.
- To motivate the use of corporal language.

Participants standing up

Characteristics:

- Informal
- To employ permanently the corporal language.
- To cause discomfort or fatigue.
CHARACTERISTICS OF THE MODERATOR

✓ Preferably must be a teacher because he/she is considered an authority figure.

✓ If the moderator is going to be a student, he/she has to be able to communicate and control the times to produce the participative debate.

✓ He/she must domain the topic that will be debated perfectly.

✓ He/she must have some possible questions to motivate the debate.

✓ To avoid pronouncing a value judgements about the criteria or opinions of the debate.

✓ To promote that the main characters are the students.

CONTROLLING THE TIME

Fort the development of the debate is essential to employ adequately the time. So that, it is required a tool that guarantees the administrations and monitoring the time of the participants’ answers.

ACTIVITY #1

Objective: To develop the speaking skills through opinions about the favorite sports in order to establish criteria of advantages and disadvantages.

Proposed questions:
• Which are the most practiced sports?

• Why are there sports that only men practice?

• How many times must you practice sports during the week?

• What factors avoid the sport practice?

• What benefits does the sport practice offer?

• What risks does the sport you practice have?

• How would you motivate the constant sport practice?

• What are the rules of the sport you practice?

• What are the most completed sports for the personal development?
ACTIVITY #2

Topic: The weather

Objective: To recognize the environmental factors through the critical analysis in order to develop the speaking skills.

Process:
Proposed questions:

- How many types of weathers are there?
- Why does our country have these kind of weather?
- Why do other countries present other kind of weather?
- What weather events have you observed?
- What are the weather events more dangerous?
- How do the population get prepared to face these weather events?
- What would you do if you had to face a weather event?
- What are the prevention measurements that you have to do in front of a weather event?
- What kind of weather do you like the most?
ACTIVITY #3

Topic: Clothing

Objective: To identify the diverse clothing present in each population in order to develop communicative situations that enhance the progress of the speaking skills.

Process:

Proposed Questions:

- Which kind of clothes is the most worn?

- What kind of clothes is usual in each country?

- Why in each region do people wear different clothes?

- What are the clothes in fashion?

- What kind of clothes do people wear according to the age?

- What are the main clothes that people wear in winter?

- What are the main clothes in summer?

- How do people wear according to the professions?

  - Lawyer
  - Teachers
  - Doctors
  - Sportsman
  - Firefighter
  - Police Officer
  - Marine
  - Military man
ACTIVITY #4

Topic: The professions

Objective: To recognize the characteristics of the professions in order to encourage the critical – reflexive analysis in the students.

Process:
Proposed Questions:

- What are the professions most valuable in global level?
- What are the professionals required in our country?
- How are the professional capacities acquired?
- What kind of profession would you like to have?
- What are the characteristics exceled in that profession?
- What are the functions of the next professions?

Teachers          Nurses
Lawyers           Manager
Engineers         Carpenters
Doctors           Mechanic
Architect         Salesman

ACTIVITY #5

Topic: Issues around the world

Objective: To recognize the events that occur around the world in order to deal with communicative situations about them meaningfully.

Process:
Proposed Questions:

- What are the main problems that occur in a global level?
- What kind of problems that are presented in our country?
- Why have the problems increased in the contemporary societies?
- How can the frequent problems be solved?
- What influence does the population have in the problems that occur around the world?
- How frequent are the violent acts presented in the society?
- What factors incidence in the increasing of the violence?

CONCLUSIONS

- The proposal will be an important tool that teachers will be able to apply during the English Second Language Teaching.
- The teachers will be able to use each activity with other implements or modify them according to the necessities of their students.
- The students will feel confidence with themselves because they will know and manage the topic that they are going to deal with.
- The current proposal will allow the appropriate development of the speaking skills in the students and they will be able to express and communicate each other without any misunderstanding during the conversation.
1. - Do you like to participate in debates?

2. - Do you consider that the debates are good to learn English?

3.- How frequent do you practice the debates in the English subject?

4.- How do you feel when you participate in a debate?

5.- Do you believe that is important to speak correctly the English language?

6.- How do you think that the speaking skills can be improved?

7.- Who do you practice the English language with?

8.- Does your teacher apply innovative activities to develop communicative situations?

9.- Do you think that will a booklet be important to the teaching of English language?

10.- How do you think that the booklet will incidence in your linguistics abilities?
ENTREVISTA PARA ESTUDIANTES

1.- ¿Te gusta participar en los debates?

2.- ¿Consideras que los debates son buenos para aprender inglés?

3.- ¿Con qué frecuencia practicas los debates en inglés?

4.- ¿Cómo te sientes cuando participas en un debate?

5.- ¿Cree que es importante hablar correctamente inglés?

6.- ¿Cómo crees que se puede mejorar la capacidad de hablar en inglés?

7.- ¿Con quién practicas el idioma extranjero ingles?

8.- ¿Tu maestro aplica actividades innovadoras para desarrollar situaciones comunicativas?

9.- ¿Cree usted que un folleto será importante para la enseñanza del idioma inglés?

10.- ¿Cómo crees que el folleto incidirá en tus habilidades lingüísticas del idioma inglés?