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FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGÜÍSTICA

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TOPIC
BASIC GRAMMAR STRUCTURE FOR IMPROVING THE SPEAKING SKILL

PROPOSAL
DESIGN OF A BOOKLET WITH BASIC GRAMMAR STRUCTURE EXERCISES IN ORDER TO IMPROVE THE SPEAKING SKILL.

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Que la integrante JENNIFER DIAZ KURE diseñó el proyecto educativo con el Tema: BASIC GRAMMAR STRUCTURE FOR IMPROVING THE SPEAKING SKILL. Propuesta: DESIGN OF A BOOKLET WITH BASIC GRAMMAR STRUCTURE EXERCISES IN ORDER TO IMPROVE THE SPEAKING SKILL

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

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Atentamente:

.........................................................
MSc. LARRY TORRES VIVAR
Consultor Académico
DEDICATION

Every challenging work needs self efforts as well as guidance of elders especially those who were very close to my heart.

My humble effort I dedicate to my sweet and loving husband Renato Litardo Pazmiño, my daughter Renata, my son Renato, my mother in law Msc. Fabiola Pazmiño, my parents Milton Díaz and Celina Kure, my little brother Xavier Díaz, my grandmother Lidia Fuentes and above all to the Almighty God.

Whose affection, love, encouragement and prays of day and night make me able to get such success and honor.
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I thank God, my parents, my husband and each one of the teachers and guides who stimulated in me, the strength and creativity to elaborate and finish this work thus achieving the proposed goals of life.

JDK
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ABSTRACT
Speaking skill is an important skill that students should master when they learn the English language. The ability of this skill can measure if students are polite or impolite people. In order to develop speaking skills students need at least receiving two or three hours per day and apply the appropriate techniques that allow them to improve it. For that reason the author of this project pretends to introduce a booklet that contains useful and entertained exercises related to grammar structure since the researcher is sure that for speaking correctly students must know how to do it correctly. Besides, the new didactic material is going to awake the interest of the students and will increase the scholastic yield of them and it will see reflected at the end of the school year.

Keywords: Speaking, teaching, grammar
La habilidad de hablar es una habilidad importante que los estudiantes deben dominar cuando aprenden el idioma inglés. La capacidad de esta habilidad puede medir si los estudiantes son personas educadas o descorteses. Con el fin de desarrollar habilidades para hablar, los estudiantes necesitan al menos recibir dos o tres horas por día y aplicar las técnicas apropiadas que les permitan mejorarla. Por esa razón, el autor de este proyecto pretende presentar un folleto que contiene ejercicios útiles y entretenidos relacionados con la estructura de la gramática, ya que el investigador está seguro de que para hablar correctamente los estudiantes deben saber cómo hacerlo correctamente. Además, el nuevo material didáctico despertará el interés de los estudiantes y aumentará el rendimiento escolar de ellos y se verá reflejado al final del año escolar.
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INTRODUCTION

Since English is considered a foreign language in this country, most students especially in public high schools, it is not familiar with them and they only use it or it is more frequent inside the class and less frequent outside the class. Whereas, students' have limited time to learn English in class, and they still do not have enough encouragement to put it in practice in real life in order to get familiar with it. This case brings a problem that make students have difficulties to communicate in English. This project will analyze the causes that make the students difficult to communicate in English and suggest some solutions that can overcome the difficulties. The main goal of teaching speaking is communicative efficiency. Teaching speaking means helping learners develop their ability to interact successfully in the target language. Thus, to help students enhance their speaking skills, the author of this research recommend that the teacher must help students improve their grammar and enrich their vocabulary.

In this way, the following project will be divided in different chapters that will facilitate the understanding and the procedure using the correct methodology.

Chapter 1
The Problem: Context of research, conflict situation, scientific fact, general and specific objectives, formulation of the problem, causes, and justification.

Chapter 2
Theoretical Framework: Backgrounds, theoretical, epistemological, psychological, sociological, pedagogical, and legal foundations.

Chapter 3
The Methodology: Methodological design, types of research, population and sample, matrix of variables, research methods, techniques and research instruments, data analysis, interpretation of results, conclusions and recommendations.
Chapter 4

The Proposal: Justification, feasibility, general and specific objectives, description of the proposal, and bibliography.
CHAPTER I

THE PROBLEM

CONFLICT SITUATION

Basic grammar structure is among other difficulties found in the teaching learning process of the English language. This truth also applies to those who are studying this language in different levels of education. Foreigner language learners usually make mistakes in certain grammatical rules. This research aimed to identify and analyze such grammatical difficulties in order to give a contribution to the development of the speaking skills that is the main issue that it is going to be treated in this project.

Besides, speaking is important skill in the language learning. Many people assumed that study the language must be able to speak using the language. Besides that, language is a system of understanding to communicate with others.

The researcher discusses the speaking difficulties encountered in students of eighth year of Basic Education at Unidad Educativa “Adolfo H. Simmonds”. During the elaboration of this study the author of this project will try to find a possible solution to the problem related to speaking skills and why both teachers and students do not have enough practice being this skill one of the most important.

In the same way, the importance of this study the researcher noticed during the application of the observation method that the students face some difficulties and problems in speaking while they want to ask something to the English teacher, they demonstrate many mistakes at the moment of structuring the sentences.
SCIENTIFIC FACT

Deficiency in the production of the speaking skills in students of eighth year at Basic Education at Unidad Educativa “Adolfo H. Simmonds” in the school year 2018 – 2019.

CAUSES

- Teachers do not use the appropriate techniques for improving speaking skills. It happens because they only focus in teaching grammar.
- Students do not write English sentences correctly because they do not know the grammar structure of this language.
- The didactic resource used by the teacher is not enough in order to cover the students’ necessities.

FORMULATION OF THE PROBLEM

What is the incidence in the application of a booklet with grammar structure exercises for improvement the speaking skills in students of eighth year of Basic Education at Unidad Educativa “Adolfo H. Simmonds” in the school year 2018 – 2019?

OBJECTIVES

General

- To demonstrate the effect of grammar structure for improving the speaking skills through a field investigation, bibliographical and statistical analysis in order to design a booklet with basic grammar tenses.

Specifics

- To consider the application of the new booklet through a field investigation, bibliographical and statistical research.
➢ To determine the speaking skills through a field investigation, bibliographical and statistical research.

➢ To consider a booklet with basic grammar tenses for the improvement of the speaking skills through obtained data interpretation.

RESEARCH QUESTIONS

➢ What will be the foundations that will serve as bibliographic supported?
➢ What kind of methodology will use in order to get data?
➢ How will be accomplished the objectives?
➢ Are the instruments of the investigations the appropriate for the development of the project?

JUSTIFICATION

The English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native’s language. English is playing an important role at all fields even in politics and religion, etc. Besides, all the software development today, the communication facilities available to us through internet, the access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today.

Language is a tool for communication. People communicate with others, to express their ideas, and to know others’ ideas as well. Communication takes place, where there is speech, without it people cannot communicate with another
person, the importance of speaking skills, hence is enormous for the learners of any language.

In academic field without speech, a language is reduced to a mere script, since the use of language is an activity which takes place within the confines of the community and inside the classrooms. Students use language in a variety of situations, even outside the high schools in real life through social networks with people from another place but that share the same language, the English one.

For a smooth running of any system, the speakers of a language need to be especially trained in developing the speaking skill. With the purpose of becoming a well rounded communicator students needs to be proficient in each of the four language skills but the ability to speak, provides them with several distinct advantages. The capacity to express one’s thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one’s ideas with others is immense. When they speak to others they come to have a better understanding of their own selves, undoubtedly, the clarity in speech reflects clear thinking.

An effective speaker can gain the attention of the audience and hold it until the completion of the message. Speaking skills are important for career success, but certainly not limited to one’s professional aspirations. Speaking skills can also enhance one’s personal life.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND
This chapter is divided in several foundations which will give a scientific – bibliographic supported to this research. The first section is focused on investigating the speaking skill. This includes definitions of speaking, characteristics of spoken language, as well as purpose and genres of speaking. This section highlights also various classifications of speaking skills and sub-skills. Besides, it includes the independent variable. It means the grammar structure and its influence at the moment of putting in practice when speaking. Moreover, the section addresses different instructional approaches of tackling tasks and the pitfalls of these approaches that necessitate the application of the cognitive approach. In the second section, is investigated the different foundations that go hand in hand with the variables of this research. This includes definition of the approach, the main concepts underlying its premises and its interpretation of speaking performance and learning. Finally, the legal base must be taken into account in this study since it is an official document of the University of Guayaquil.

THEORETICAL FOUNDATION

Independent Variable

Grammar

Definition
Grammar explains the forms and structure of words (called morphology) and how they are arranged in sentences (called syntax). In other words, grammar provides the rules for common use of both spoken and written language so we can more easily understand each other.

One of the most fundamental claims of modern linguistic analysis is that all languages have a grammar. It could not be any other way. If a language is spoken, it must have a phonetic and phonological system; since it has words and sentences, it must also have a morphology and a syntax; and since these words
and sentences have systematic meanings, there must obviously be semantic principles as well. Of course, these are the very things that make up a grammar.” (W. O’Grady and J. Archibald, Contemporary Linguistic Analysis: An Introduction. Addison Wesley, 2000)

"It is not the business of grammar, as some critics seem preposterously to imagine, to give law to the fashions that regulate our speech. On the contrary, from its conformity to these, and from that alone, it derives its authority and value." (George Campbell, Philosophy of Rhetoric, 1776).

Ancient attitudes to grammar still survive: many people are in awe of it, know little about it, tend to fear or dislike it, often find it baffling or boring if exposed to it at school, and yet a minority is fascinated by it: a field in which precise scholarship and nit-picking pedantry have co-existed for centuries.” (Sidney Greenbaum, The Oxford English Grammar. Oxford University Press, 1996).

"Grammar is the study of all the contrasts of meaning that it is possible to make within sentences. The 'rules' of grammar tell us how. By one count, there are some 3,500 such rules in English." (David Crystal, The Fight for English. Oxford University Press, 2006)

THE IMPORTANCE OF GRAMMAR

According to Richard Nordquist, grammar is important because it provides information that helps the reader’s comprehension. It is the structure that conveys precise meaning from the writer to the audience. Eliminate grammatical errors from the writing, and reward the readers with clear communication. (2018)
The same author indicates the following:

In English grammar, sentence structure is the arrangement of words, phrases, and clauses in a sentence. The grammatical meaning of a sentence is dependent on this structural organization, which is also called syntax or syntactic structure.

In traditional grammar, the four basic types of sentence structures are the simple sentence, the compound sentence, the complex sentence, and the compound-complex sentence.

The most common word order in English sentences is Subject-Verb-Object (SVO). When reading a sentence, we generally expect the first noun to be the subject and the second noun to be the object. This expectation (which isn't always fulfilled) is known in linguistics as the canonical sentence strategy.

**Examples and Observations**

One of the first lessons learned by the student of language or linguistics is that there is more to language than a simple vocabulary list. To learn a language, we must also learn its principles of sentence structure, and a linguist who is studying a language will generally be more interested in the structural principles than in the vocabulary per se." Speas, (2009)

"Sentence structure may ultimately be composed of many parts, but remember that the foundation of each sentence is the subject and the predicate. The subject is a word or a group of words that functions as a noun; the predicate is at least a verb and possibly includes objects and modifiers of the verb." Lara Robbins, 2007)

**Producing and Interpreting Sentence Structures in Speech**
The grammatical structure of a sentence is a route followed with a purpose, a phonetic goal for a speaker, and a semantic goal for a hearer. Humans have a unique capacity to go very rapidly through the complex hierarchically organized processes involved in speech production and perception. When syntactic draw structure on sentences they are adopting a convenient and appropriate shorthand for these processes. A linguist's account of the structure of a sentence is an abstract summary of a series of overlapping snapshots of what is common to the processes of producing and interpreting the sentence. James R. Hurford, (2011).

**The Most Important Thing to Know About Sentence Structure**

Linguists investigate sentence structure by inventing sentences, making small changes to them, and watching what happens. This means that the study of language belongs to the scientific tradition of using experiments to understand some part of our world. For example, if we make up a sentence (1) and then make a small change to it to get (2), we find that the second sentence is ungrammatical, as indicated by the asterisk.

(1) I saw the white house.

(2) *I saw the house white.

"Why? One possibility is that it relates to the words themselves; perhaps the word white and the word house must always come in this order. But if we were to explain in this way we would need separate explanations for a very large number of words, including the words in the sentences (3)-(6), which show the same pattern.

(3) He read the new book.

(4) *He read the book new.

(5) We fed some hungry dogs.

(6) *We fed some dogs hungry.
"These sentences show us that whatever principle gives us the order of words, it must be based on the class of word, not on a specific word. The words white, new, and hungry are all a class of word called an adjective; the words house, book, and dogs are all a class of word called a noun. We could formulate a generalization, which holds true for the sentences in (1)-(6):

(7) An adjective cannot immediately follow a noun.

A generalization, like (7) is an attempt to explain the principles by which a sentence is put together. One of the useful consequences of a generalization is to make a prediction which can then be tested, and if this prediction turns out to be wrong, then the generalization can be improved. . . .The generalization in (7) makes a prediction which turns out to be wrong, when we look at sentence (8).

(8) I painted the house white.

"Why is (8) grammatical while (2) is not, given that both end on the same sequence of house white? The answer is the most important thing to know about sentence structure . . .:

The grammaticality of a sentence depends not on the sequence of words but how the words are combined into phrases." Nigel Fabb, (2005)

TYPES OF GRAMMAR

Linguists are quick to remind students that there are different varieties of grammar that is, different ways of describing and analyzing the structures and functions of language.

One basic distinction worth making is that between descriptive grammar and prescriptive grammar. Both are concerned with rules but in different ways. Specialists in descriptive grammar examine the rules or patterns that underlie our use of words, phrases, clauses, and sentences. In contrast, prescriptive grammarians try to enforce rules about what they believe to be the correct uses of language.
Following the researcher of this project is going to share the different types of grammar that can influence in speaking and writing.

**Comparative Grammar**

The analysis and comparison of the grammatical structures of related languages is known as comparative grammar. Contemporary work in comparative grammar is concerned with "a faculty of language that provides an explanatory basis for how a human being can acquire a first language, in this way, the theory of grammar is a theory of human language and hence establishes the relationship among all languages." R. Freidin, (1991).

**Generative Grammar**

Generative grammar includes the rules determining the structure and interpretation of sentences that speakers accept as belonging to the language. "Simply put, a generative grammar is a theory of competence: a model of the psychological system of unconscious knowledge that underlies a speaker's ability to produce and interpret utterances in a language" Parker and K. Riley (2004).

**Mental Grammar**

The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand is mental grammar. "All humans are born with the capacity for constructing a Mental Grammar, given linguistic experience; this capacity for language is called the Language Faculty (Chomsky, 1965). A grammar formulated by a linguist is an idealized description of this Mental Grammar." Culicover and A. Nowak (2003).
**Pedagogical Grammar**

Grammatical analysis and instruction designed for second-language students.

“Pedagogical grammar is a slippery concept. The term is commonly used to denote pedagogical process the explicit treatment of elements of the target language systems as language teaching methodology; pedagogical content reference sources of one kind or another that present information about the target language system; and combinations of process and content”. D. Little, 2004 pp 68.

**Performance Grammar**

A description of the syntax of English as it is actually used by speakers in dialogues. Performance grammar centers attention on language production; it is my belief that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated. Carroll, (2015).

**Reference Grammar**

A description of the grammar of a language, with explanations of the principles governing the construction of words, phrases, clauses, and sentences.

**Theoretical Grammar**

The study of the essential components of any human language. Theoretical grammar syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favor of one account of grammar rather than another, in terms of a general theory of human language. Renouf and Kehoe, (2003).
Traditional Grammar

The collection of prescriptive rules and concepts about the structure of the language. "We say that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard.

Transformational Grammar

A theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures. In transformational grammar, the term 'rule' is used not for a precept set down by an external authority but for a principle that is unconsciously yet regularly followed in the production and interpretation of sentences. A rule is a direction for forming a sentence or a part of a sentence, which has been internalized by the native speaker. Bornstein, (1984)

Universal Grammar

The system of categories, operations, and principles shared by all human languages and considered to be innate. "Taken together, the linguistic principles of Universal Grammar constitute a theory of the organization of the initial state of the mind/brain of the language learner--that is, a theory of the human faculty for language" (S. Crain and R. Thornton, 2000).

GRAMMAR AND PARTS OF SPEECH

The building blocks of grammar are the eight parts of speech:

- Verbs express actions, events, or states of being.
- Nouns name a person, animal, place, thing, or abstract idea.
- Pronouns take the place of nouns or another pronoun.
- Adjectives modify nouns or pronouns by describing, identifying, or quantifying them. An adjective usually precedes the noun or the pronoun which it modifies.
Adverbs modify a verb, adjective, another adverb, a phrase, or a clause and indicate manner, time, place, cause, or degree. Adverbs can be recognized because they answer the question how, when, where, or how much. Adverbs often end in ly.

Prepositions link nouns, pronouns, and phrases to other words in a sentence and usually indicate a relationship of time, space, or logic.

Conjunctions link words, phrases, and clauses.

Interjections are added to a sentence to convey emotion and are usually followed by an exclamation point.

Every complete sentence has two parts: a subject (who or what the sentence is about) and a predicate (what the subject is doing). The subject is a noun or a pronoun; the predicate is a verb. To identify the subject of a sentence, find the verb and ask who or what. The answer is the subject.

Modifiers, phrases, and clauses add information about the subject and predicate and make the writing more interesting and clear. A single word acting as an adjective or adverb is called a modifier; two or more words without a subject and predicate and acting as an adjective or adverb is called a phrase; and two or more words acting as an adjective or adverb and having a subject and predicate is a clause.

Whether single words, phrases, or clauses, modifiers should appear close to the word or words they modify, especially if the reader might mistake what is being modified. Here is an example of a misplaced modifier:

John could read the sign easily written in French.

In this example, it is unclear whether the adverb easily is meant to modify the way John reads the sign or how it is written. By moving the modifier closer to the word it is modifying, the meaning becomes clear:

John could easily read the sign written in French.
Clauses are the basic building blocks of sentences. When a sentence is formed by a single clause, it is known as a simple sentence. Simple sentences are the most common type for spoken language, but can make writing seem childish. Simple sentences can be made more interesting and informative by adding modifiers and can be effective for attracting the reader's attention when used sparingly.

Two or more clauses that are joined by a conjunction such as and, but, and, or form a compound sentence. Compound sentences create balance or contrast between thoughts, ideas, or information of equal importance:

Simple sentences: Molly and Emily live near each other. They are best friends.

Compound sentence: Molly and Emily live near each other, and they are best friends.

A complex sentence contains an independent clause and one or more dependent clauses that are not equal. A complex sentence is different from a simple sentence or compound sentence because it develops a central idea, provides background information, and clearly identifies the most important thought.

Complex sentence: Even if Molly and Emily did not live near each other, they would still be best friends due to their many common interests.

Improve your writing by varying the types of sentences you use. To grab a reader's attention, use a short, simple sentence. To emphasize balance and equal thoughts, use a compound sentence. To show the relationship between different information, use a complex sentence.
Spelling

The availability of spell checkers in word processing programs greatly reduces the likelihood of spelling errors – except for homonyms. A homonym is a word that is pronounced the same as another, but is spelled differently and has a different meaning. Here are some examples of homonyms:

- **affect** (to have an influence on), **effect** (a result). Affect is generally used as a verb (to affect) while effect is generally used as a noun (the effect).
- **capital** (seat of government) and **capitol** (a building)
- **lie** (recline) and **lye** (used in making soap)
- **principal** (head of school) and **principle** (a truth, law, rule, or standard)
- **scene** (setting) and **seen** (past participle of see)
- **whine** (complain) and **wine** (an alcoholic drink)

Punctuation

Punctuation helps convey the precise meaning of a sentence – and in fact can even change the meaning, as in this well-known example:

A woman, without her man, is nothing.

A woman: without her, man is nothing.

Here is a brief description of how punctuation is used:

- A comma tells the reader to pause and assimilate information. They are also used to separate the items in a series.
- A semi-colon links independent clauses that are closely related in meaning when they are not linked by a conjunction.
- A colon introduces a list or a summation. It can also be used to link an idea that has been introduced in an independent clause.
- End punctuation – period, question mark, and exclamation mark – denotes the end of a sentence.
Parentheses enclose words that are not directly related to the main thought of the sentence but provide important information, or to provide examples.

A dash signals a sudden change of thought or break in a sentence. Dashes can also be used in place of parentheses to emphasize information.

Quotation marks indicate direct speech. All punctuation marks are enclosed within the quotation marks except for semi-colons, colons, and question marks when they are not part of the quotation.

An apostrophe indicates that letters are missing from a contraction, or shows possession (i.e., that one thing belongs to another). The word (its) spelled without an apostrophe is a possessive; spelled with an apostrophe (it’s) is a contraction of it is. Similarly, whose is a possessive pronoun, and who’s is a contraction of who is. Do not use an apostrophe to form the plural of numbers or letters (the 1990s, a box of PCs).

Capitalization

Like punctuation, capitalization helps convey information. The first word of every sentence is capitalized, signaling that a new sentence has begun. Proper nouns – the name of a particular person, place, or thing – are capitalized to indicate uniqueness. However, it is not correct to use capitalization merely to make a word look or seem important.

Basic Word Structure in English

Words are made up of elements of two kinds: bases and affixes. For the most part, bases can stand alone as whole words whereas affixes can't. Here are some examples, with the units separated by a [hyphen], bases [in italics], and affixes [in bold italics]:

en-danger
slow-ly
un-just
work-ing
black-bird-s
un-gentle-man-ly

The bases danger, slow, and just, for example, can form whole words. But the affixes can't: there are no words *en, *ly, *un. Every word contains at least one or more bases; and a word may or may not contain affixes in addition.

"Affixes are subdivided into prefixes, which precede the base to which they attach, and suffixes, which follow."

(Rodney Huddleston and Geoffrey K. Pullum, A Student's Introduction to English Grammar. Cambridge University Press, 2006)

Word Order and Inflection in English

English grammar is unlike other grammars in that it is structured on word order while many languages are based on inflection. Thus, syntactic structure in English may be quite different from those in other languages. Miller McGraw-Hill, (2013)

One of the major syntactic changes in the English language since Anglo-Saxon times has been the disappearance of the Subject-Object-Verb and Verb-Subject-Object types of word-order, and the establishment of the Subject-Verb-Object type as normal. The S-O-V type disappeared in the early Middle Ages, and the V-S-O type was rare after the middle of the seventeenth century. V-S word-order does indeed still exist in English as a less common variant, as in 'Down the road came a whole crowd of children,' but the full V-S-O type hardly occurs today. C. Barber (2000)
Rules of English Syntax

Syntax is the set of rules for combining words into sentences. For example, the rules of English syntax tell us that, because nouns generally precede verbs in basic English sentences.

Still other syntactic rules require the presence of an additional word if dog is singular: one can say A dog barks or The dog barks but not *Dog bark(s). Moreover, the rules of standard English syntax tell us that -ing must be attached to bark if some form of be precedes bark: Dogs are barking or The/A dog is barking, but not *Dogs barking. Yet another rule of English syntax tells us that the word to must be present in a sentence such as I allowed him to sing a song, yet to must not be present if the verb is changed to hear (I heard him sing a song but not *I heard him to sing a song). With still other verbs, the speaker has the option of using or omitting to, for example, I helped him (to) sing a song. Morphemes such as the, a, -ing, and to are often termed function morphemes to distinguish them from content morphemes such as dog, bark, sing, song, and the like. R. Butters, (2001)

One feature of English syntax is transformation—moving phrases around within a sentence structure governed by certain syntactic rules. After the transformation, the new meaning for two out of three sentences is different from their original sentences. The transformed sentences, however, are still grammatically correct, because the transformation has followed the syntactic rules. If transformation is not done by a rule, the new sentence will not be understood. For example, if the word not is put between the words good and student, as in He is a good not student, the meaning will be confusing and ambiguous: Is he not a good student? or Is he not a student?. Hong Xu, (2010)
Gender in English

We think it's a nuisance that so many European languages assign gender to nouns for no reason, with French having female moons and male boats and such. But actually, it's we who are odd: Almost all European languages belong to one family Indo-European and of all of them, English is the only one that doesn't assign genders. "Old English had the crazy genders we would expect of a good European language—but the Scandinavians didn't bother with those, and so now we have none. J. McWhorter (2015)

Adjectives in English

"The most frequently used adjectives in English are monosyllabic, or disyllabic [two-syllable] words of native origin. They tend to be paired as opposites such as good-bad, big-little, large-small, tall-short, black-white, easy-hard, soft-hard, dark-light, alive-dead, hot-cold, which have no distinctive form to mark them as adjectives.

"Many adjectives, such as sandy, milky, are derived from nouns, other adjectives or verbs by the addition of certain characteristic suffixes. Some of these are of native origin, as in greenish, hopeful, handsome, handy, foremost, useless, while others are formed on Greek or Latin bases, as in central, secondary, apparent, civic, creative, and yet others via French such as marvelous and readable."

The Importance of Teaching English Grammar in Foreign Language Situations

According to Ali Mansouri English Language Teaching (ELT), like the teaching of any living language all over the world, is a science in addition to being an art. Like other sciences, ELT needs to be studied and acquired on scientific principles and established theories and methodologies. It is not an arbitrary activity. This, by necessity, means that English Language teachers need to have academic qualifications and experience in the teaching of the language in order to be eligible to teach English at schools, colleges, universities or any other
institution. This applies to both native and non-native speakers of English. English Language teachers need also to have some passion to teach the language and enjoy teaching it as if they were playing the music they love in the classroom.

It is generally accepted that there are four language skills: Speaking, Listening, Reading and Writing. Learners in foreign language situations need to learn and master the four skills in this order or in another order depending on the objectives and goals of learning for any particular group. For instance, air traffic controllers must possess a very high level of mastery in speaking and listening because these are the most important skills they need to do their job properly and efficiently; so there should be more focus on the two skills: speaking and listening.

Grammar and vocabulary are not language skills. They are language components which are essential to the mastery of all the four skills. People cannot use any language skill without using grammar and vocabulary. Grammar is not an end in itself but it is a means to an end to improve learners’ proficiency in the four language skills.

Grammar is the backbone of language and without it, the produced text, whether it is spoken or written, will be classified with many labels: broken, uneducated, incomprehensible or simply not belonging to the English language. This is a very disturbing phenomenon which it can see nowadays very widespread everywhere in the world; particularly on the Internet. It is distorting the English language as an international tool of communication.
DEPENDENT VARIABLE
SPEAKING SKILL

Definition

Speaking is considered to be the most important active skill (Widdowson, 1994) for a foreign language learning (Khamkhien, 2010). It is producing utterances for communicating messages (Rodriques, 2000:32). It starts from infancy to be developed during childhood to maturity (Levelt, 1989: 2).

Speaking is an interactive process because it requires the involvement of another person unlike listening, reading or writing (Noll, 2006: 70).

Two main approaches are adopted to define speaking, the bottom-up and the top down approach. Explaining the bottom up view, Bygate (1987: 5-6) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units- sounds and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001: 18).

Actually, the problem with this approach is that it overlooks the interactive and social aspect of speaking, restricting it only to its psychomotor sense. Moreover, it is hard to ensure a satisfactory transition from supposed learning in the classroom to real life use of the skill.

Alternatively, Bygate (1998: 23) advocates adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top- down view of speaking.
Adopting this view, Eckard & Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interact in shared time, and a shared physical context. Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and then putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units (Nunan, 1989, 32).

The meaning formation depends on the context, purpose, subject matter of the speech and the speaker's personality (Jaffe, 2011:202) and the physical environment of the situation. It also includes the participants, their relationship, their cultural backgrounds, and their experience in the topic. We need speaking for many reasons; Educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations want staff who can speak English for international marketing. Good English speaking students have a great chance of further education, of finding employment and gaining promotion. It also helps students to access up-to-date information in different fields of sciences (Baker & Westrup, 2003: 5)

In speaking, learners try out new vocabulary and develop working knowledge of language form and structure once visually prompt and culturally familiar information are provided. In oral learning, facing clues like intonation and gesture enhances understanding (Dawes, 2008: 44).

To know a certain amount of grammar and vocabulary does not help learners of a foreign language to master it, they also need to employ the forms and the new vocabulary items into real-life situations. The teacher’s role has been shifted from building repertoire to teach and test items to building students' skills in using these items (Jensen, Sandrock & Franklin: 2007:32).
Speaking is integrated with listening skill. Speakers should have their audience and receive feedback for understanding the meanings of the messages sent by the speakers (Jones, 1996). Listening is a deliberate process by which a sound is given a meaning (Ferrington, 2003).

**IMPORTANCE OF SPEAKING SKILL**

Speakers cannot produce effective and appropriate outcomes until they have been exposed to some specific linguistic competences such as grammar, pronunciation and vocabulary, as well as the sociolinguistic competence such as register of the expressions and the contextualizing of the language. Teachers were used to focusing on teaching grammar and vocabulary in isolation which made it difficult if not impossible for teachers and assessors to assess language use ability (Mckay, 2006: 48).

Speech is not always unpredictable as language functions or patterns that tend to recur in certain discourse situations; inviting, requesting, offering, greeting, and introducing selves.

Speaking has a meaning when it enables children and young people to explore their own selves and clarify their identity. They can manage to understand and respect their own selves (Ranson, 2000). When speaking happens, learners express their views, feel confident to speak up when issues of high interest occur. They also develop a range of skills, strategies and behaviors which assist them to manage the challengeable situations. Fielding and Ruddock (2002) explained that speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning.

Celce-Murcia's (2001) stated that authenticity is very important when students ought to speak. The topics should be of great interests to the learners with focus on meanings, values, collaboration, social development and provision of a rich context.
The researcher sums up the importance of speaking as follows:

- Speaking is the communication tool to transform ideas (Conrad & Dunek, 2012: 74), express feelings (Bar-On, 2004: 246), explain about discoveries, research results and discussions and responding to others.
- Mastering speaking skills makes the speaker a well-rounded communicator who is proficient in the four language skills. Such skillfulness provides the speaker with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves (Ranson, 2000).
- Mastering speaking skills helps the speaker to gain the attention of the audience and hold it till the completion of his/her message.
- Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represent organizations in international events.
- Speaking to the public gives speakers the power to influence people and shape their decisions (Griffin, 2008: 19).
- Speaking is a cross-cultural communication system whose function is to regulate consensus with respect to the recognition of cross-cultural identities and the coordination of a nation's political, economic, and social functions with other nations (Cushman & Cahn, 1985: 13).
- Speakers of a foreign language develop a range of skills, strategies and behaviours which assist them to manage the challengeable situations.
- Speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning (Fielding and Ruddock, 2004).

ASPECTS OF SPEAKING

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some
guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

**Speaking is face to face**

Most conversations take place face to face which allows speakers to get immediate feedback. Cornbleet & Carter (2001: 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (El Fayoumy, 1997: 10, Widdowson, 1998 & Burns, 1998).

**Speaking is interactive**

Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27) Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000: 84).

**Speaking happens in real time**

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000: 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001: 27). This implies that the production of speech in real time imposes
pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, selfcorrection, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987: 21; Foster et al., 2000 and Hughes, 2002: 76). Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

PURPOSE OF SPEAKING

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse.

In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989: 27). Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990: 54-55). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26).

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social intercourse (Yule, 1989: 169). Examples of interactional uses of language are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented. Speakers' talk in this type tends to be limited to quite short turns (Dornyei & Thurrell, 1994: 43 and Richards, 1990: 54-55).

However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language.
This helps to ease the transactional tasks to be done by keeping good social relations with others. In other words, we can say that speakers do one thing by doing another (Brazil, 1995: 29). So both purposes can be viewed as two dimensions of spoken interaction.

Analyzing speaking purposes more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of different categories as follows:

- **Personal** - expressing personal feelings, opinions, beliefs and ideas.
- **Descriptive** - describing someone or something, real or imagined.
- **Narrative** - creating and telling stories or chronologically sequenced events.
- **Instructive** - giving instructions or providing directions designed to produce an outcome.
- **Questioning** - asking questions to obtain information.
- **Comparative** - comparing two or more objects, people, ideas, or opinions to make judgments about them.
- **Imaginative** - expressing mental images of people, places, events, and objects.
- **Predictive** - predicting possible future events.
- **Interpretative** - exploring meanings, creating hypothetical deductions, and considering inferences.
- **Persuasive** - changing others’ opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- **Explanatory** - explaining, clarifying, and supporting ideas and opinions. Informative - sharing information with others.
EPISTEMOLOGICAL FOUNDATION

As per Klein, (2005) Epistemology is a standout amongst the most imperative zones of logic. It is worried about the nature, sources and cutoff points of information. Epistemology has been essentially worried about propositional information, that is, learning that such-and-such is valid, instead of different types of learning, for instance, learning how to such-and-such. There is a huge swath of perspectives about propositional information, yet one for all intents and purposes all inclusive presupposition is that learning is genuine conviction, however not unimportant genuine conviction.

Epistemology is the examination into the position and nature of learning. The investigation of this science fixates on the way of obtaining information and how it can be separated among truth and phony.

PEDAGOGICAL FOUNDATION

Teaching method is the science that reviews the way and the way how transmit information, can be experimentally or exactly. Training is the procedure and consequence of getting to be noticeably comparable a procedure of information and of cultivating capacities and schedules in the end guaranteeing a guaranteed phase of progression of psychological necessities and abilities to play out some sort of handy movement.

As indicated by (Lorenzo Viego, 2014) Pedagogy is basically a blend of learning and abilities required for compelling educating. It makes a contrast in the scholarly and social advancement of understudies. Great instructional method requires an expansive collection of methodologies and supported regard for what produces understudy realizing.
**Constructivism**

The term alludes to the possibility that students build information for themselves. Constructivism manages the way individuals make significance of the world through a progression of individual builds.

As per (Dutti, 2011) said that Piaget referred to by Goody Brophy (ob. cit.) says that: "we are conceived as processors of data, resources and exploratory, and we assemble our insight as opposed to taking it effectively made in light of the experience or education"(pág. 2).

**Constructivism in educating English**

Gagnon, Jr. G. W. and M. Collay (2001) contend that one critical rule in constructivist current to show English is an activity introduction. Helpful learning in its diverse structures, they can be match work, assemble work or some other types of discovering that the educator make or ad lib as per the substance of the lesson, imaginative and dynamic execution in classroom exercises, learning by adjusting ventures, and learning by instructing, have been thought about as the most vital issue alluding to the activity arranged strategy.

Another constructivist technique in showing English as per Marlowe, B. A. and Page, M. L. (2005) is the individualization of realizing which is fixated on the disciple.
Calorie counter Wolff (2014) states that the training can be influenced for a quality educating. For this situation the researcher will be the individual who assess and acknowledge whether the assets that the instructor is utilized are the suitable for the new class. This possibility make that understudies develop their own autonomy, along these lines, they will choose their sort of getting the hang of as indicated by their requirements and preferences. In any case, this procedure will be fruitful as long as the understudy has been guided at early years of concentrate keeping in mind the end goal to end up plainly mindful and take certainty to be constructor of their own insight.

As indicated by Williams, M. and Burden, R.L. (1997), there is another standard of constructivism identifies with all encompassing dialect encounter which is based to content-situated to showing English and it is every now and again noted in a remote dialect class. With respect to this strategy, it will be more successful when it is connected in genuine conditions.

Zubiria Remy, (2004) demonstrates that the constructivism rises as a worldview of learning and the obtaining of information that has been committed to the investigation of the connection amongst learning and reality, expressing that the fact of the matter is characterized by the development of individual implications from the co-development of the person with his condition, where the capacity to copy or perceive truly the fact of the matter is the non-existent (pág. 16).

**How Constructivism Impacts Learning**

Teachers fixates on making relationship among substances and advancing new comprehension in students. Constructivism asks understudies answer and urge them to look at, find, and surmise data.

An extra supposition that separates logical from normal ideas is that a man take in new things from early years until obtain the logical information in researcher years, from here they are encouraging their experiences.
As per (Villar, 2001) Said that Piaget: trusted that the psychological adjustment as partner organic, comprises of a harmony amongst absorption and convenience: no settlement without osmosis or the other way around: the subject fundamentally part of a past structure assimilator, however each time the subject acclimatizes something, this something produces certain changes in the assimilative blueprint. thus, the subject just can make housing inside specific points of confinement forced by the need to save to some degree the structure past assimilator (p, 270).

**SOCIOLOGICAL FOUNDATION**

Sociology involves the study of society. School is a miniature society and what happens in a society also happens in a school situation. Like parents in a family, teachers take important roles in a school. The factors which are dealt with in a social context may be classified under human, environmental and organizational factors.

The sociology aims to discover the nature of social phenomena's and laws of its behavior at any time. Making use of the methods of careful observation, logic compotation and systematic generalization which are the fitness scientific characteristics. Durkheim (2001)

**Sociology of education**

It is the scientific analysis of the social processes and patterns involved in the educational system. Education prepares young people for entry into society and is thus a form of socialization. Sociology of education looks at education as evolving form and altering the social environment. From a sociological point of view, education is the organized and regulated process by which society transfers knowledge and values to young people for adult social roles. Sociology of education is part of social science largely concerned with the mass educational systems of modern societies. It contains sociological themes such as social bedding, valuable development and culture. Camacho (2006).
Sociology in the classroom

In an environment, in this case a classroom, is required that all students interact and take part of reading practices or some activities following the same purpose. Teachers must take the role of leaders in order to guide and to serve as a mediator among students and new knowledge.

According Moreno Rubio (2009), effective teachers do not only have a teacher-student relationship in the classroom, but also demonstrate interest in students’ lives beyond the classroom, using a big amount variety of methodologies to interchange with them when they are not in class or high school. This also promotes learners to carry out their best effort in the classroom.

Students really appreciate the teacher who attends social event with them, this increases students’ participation and motivation, which enhance a more favorable leaning environment, and challenge the students to succeed.

As a result, an educator who demonstrates kindness, friendship, confidence, and empathy to the students the results expected either academically or personally will increase satisfactory since in an educational process the good relationships between the persons involved in it, influence a lot for a good performance of the apprentices. This leads to increase the affective filter of them. Moreno Rubio (2009).

In the realization of this project, it intends to adapt the interaction between students, it will serve to encourage them to share information at the moment when they read in order to understand and to comprehend the text. As a goal this activity makes that in a small group every student is given a chance to express themselves as compared to the whole class.

This gives an opportunity to some students who cannot assimilate what they have read and be ashamed when there are many people around them. This helps students to build self-confidence because their point of view can be taken into account by their classmates. It can also construct a routine of interchanging opinions or creating things together for the good relationships previously explained.
LEGAL FOUNDATION

The Constitution of Ecuador

Article 26. - Education is a right for people throughout their lives and an inescapable and unavoidable duty of the State. It constitutes a priority area of public policy and State investment, guarantee of equality and social inclusion and an indispensable condition for the good life. Individuals, families and society have the right and the responsibility to participate in the educational process.

Article 27. - Education will focus on the human being and ensure its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

Article 28. - Education respond to the public interest and will not be at the service of individual and corporate interests. Ensure universal access, retention, mobility and exit without any discrimination and mandatory at the level initial, basic and secondary education or equivalent.

Science, technology, innovation and ancestral knowledge

Article 385. - The national system of science, technology, innovation and ancestral knowledge, within the framework of respect for the environment, nature, life, culture and sovereignty, will have as a purpose:

1. Generate, adapt and disseminate scientific and technological knowledge.

2. Recover, strengthen and enhance the ancestral knowledge.
3. Develop technologies and innovations that boost domestic production, raise efficiency and productivity, improve the quality of life and contribute to the realization of the good living.

**Article 386.** - The system shall include policies, programs, actions, resources, and be incorporated into State institutions, public research institutes, universities and polytechnics and individuals, public and private companies, non-governmental organizations and natural or legal persons, as are activities of research, technological development and innovation and those linked to the ancestral knowledge.

The State, through the competent body, coordinate system, establish goals and policies, in accordance with the National Development Plan, with the participation of the actors that comprise it.

**Article 387.** – It is the responsibility of the State:

1. Provide and promote the incorporation of the knowledge society to achieve the objectives of the regime's development.

2. Promote the generation and production of knowledge, promoting scientific and technological research, and enhance the ancestral knowledge, and contribute to the realization of good living.

3. Ensure the dissemination and access to scientific and technological knowledge, the usufruct of their discoveries and findings within the framework of the provisions of the Constitution and the law.

4. Guarantee freedom of creation and research in the framework of respect for ethics, nature, the environment, and the rescue of ancestral knowledge.

Recognize the status of researcher in accordance with the law

**COMMON EUROPEAN FRAMEWORK**

The Council of Europe was established to defend human rights, parliamentary democracy and the rule of law. In pursuit of these goals it develops
continent-wide agreements to standardize the social and legal practices of member states and promotes awareness of a European identity that is based on shared values and cuts across different cultures. These concerns explain why the Council of Europe attaches great importance to the maintenance of linguistic and cultural diversity and encourages language learning as a means of preserving linguistic and cultural identity, improving communication and mutual understanding, and combating intolerance and xenophobia.

The CEFR’s proficiency levels
The CEFR’s action-oriented approach to the description of language use supports what might be described as the horizontal dimension of language learning and teaching. At any level of proficiency it enables us to consider how the capacities of the language learner, the different aspects of language activity, and the conditions and constraints imposed by context combine to shape communication. But the CEFR also has a vertical dimension: it uses some parts of its descriptive apparatus to define language proficiency at six levels arranged in three bands – A1 and A2 (basic user); B1 and B2 (independent user); C1 and C2 (proficient user). We can use these common reference levels as a starting point for the elaboration of language syllabuses and curriculum guidelines, the design of learning materials, and the assessment of learning outcomes. We can also use them to plot the progress of individual language learners over time and as a basis for comparing language courses, textbooks, examinations, and qualifications. It is important to emphasize that the levels are not normative. The CEFR should rather be thought of as “a concertina-like reference tool that educational professionals can expand or contract, elaborate or summarize, according to the needs of their context”.
CHAPTER III

THE METHODOLOGY

METHODOLOGICAL DESIGN

Regarding to this investigation, the researcher of this project pretends to respond to a conflict situation whose answer is intended to clarify and generate a proposal in order to give possible solutions to the problem. It is carrying out through different investigations, evaluation, and understanding of the importance that the grammar structure has in the development of the speaking skill.

This investigation work is enclosed within the quantitative research as it allows review existing scientific data and works with numerical statistics obtained results in the research carried out. Besides, it is also qualitative nature since it is based on theoretical principle.

TYPES OF RESEARCH

Descriptive Research

According to Sampieri (2006) the purpose of a research is to describe situations and events that say how the problem manifests itself. This descriptive study aims to specify the important characteristics of students who are subjected to analysis, measure or evaluate various aspects, dimensions or components of the course to investigate (Sampieri, 2006).

This research is descriptive because it characterizes and assesses the weaknesses and existing potential in the speaking skill.
Exploratory Research

According to Sampieri (2006) the exploratory study serves to increase the degree of familiarity with the relatively unknown problematic, information on the possibility of conducting a more thorough investigation into a particular context of real life, identify concepts or promissory variables, set priorities for further research or suggest verifiable claims. (Sampieri 2006).

This research is exploratory because it is evidenced that the lack of knowledge referred to grammar structure since it is one of the factors that affect the normal process in the speaking skill. Furthermore, it aims to give an overview of rough, regarding reality. This type of research is carried out especially when the lack of practice of speaking skills has been little explored and recognized as a factor affecting the development of it.

POPULATION AND SAMPLE

Population
Population is the set or group of individuals at any species that are considered for scientific study.

In this project the population corresponds to authorities, educators, and students of the Unidad Educativa “Adolfo H. Simmonds”.

Sample
Sample is the subset or small group of individuals that are going to represent the population in a scientific study.

For this case the sample will be students of eighth year of Basic Education at Unidad Educativa “Adolfo H. Simmonds”.

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<td></td>
</tr>
</tbody>
</table>
## OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT VARIABLE</strong></td>
<td><strong>GRAMMAR STRUCTURE</strong></td>
<td><strong>DEFINITION</strong> Grammars are the study of all the contrasts of meaning that it is possible to make within sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>IMPORTANCE</strong> Grammar is important because it provides information that helps the reader’s comprehension. It is the structure that conveys precise meaning from the writer to the audience. Eliminate grammatical errors from the writing, and reward the readers with clear communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TYPES</strong> Comparative Grammar, Generative Grammar, Mental Grammar, Pedagogical Grammar, Performance Grammar, Reference Grammar, Theoretical Grammar, Traditional Grammar, Transformational Grammar, Universal Grammar</td>
</tr>
<tr>
<td><strong>DEPENDENT VARIABLE</strong></td>
<td><strong>SPEAKING SKILL</strong></td>
<td><strong>DEFINITION</strong> Speaking is considered to be the most important active skill for a foreign language learning. It is producing utterances for communicating messages. It starts from infancy to be developed during childhood to maturity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>IMPORTANCE</strong> Speakers cannot produce effective and appropriate outcomes until they have been exposed to some specific linguistic competences such as grammar, pronunciation and vocabulary, as well as the sociolinguistic competence such as register of the expressions and the contextualizing of the language.</td>
</tr>
</tbody>
</table>
METHODS OF INVESTIGATION

For the elaboration of this investigative project has been put in practice several systematic process that are called methods. These methods will help to collect and gather different kind of true information in order to choose the most appropriate that follows the interest of the researcher. It has been taken into account the following methods for the development of this project.

Observation

According to Kumar (2011) it is the most suitable method of data compilation, is an intense way for observe and hear an interplay or phenomenon as it shows in the plays where the phenomena occurs.

This method helped the authors to observe the interaction in the same environment where the problem is happening and at the same moment, all this provided further insight of the problem under investigation.

Inductive

The inductive method, is related to the scientific method, it is a process of which the main activity is the observation in a conscious way to develop general principles about a specific subject. A set of similar individuals that contain the same characteristics are observed and then studied; finding of this activity broad statements about the subjects that were examined. These statements may then become laws of nature or theories.

In this project, the students demonstrated that they lack of speaking skill because they do not form sentences structurally. It is relevant to affirm at this point that students felt disinterested when the researchers applied this proposal. However, it could establish the causes of the problem only applying this method.
Deductive

The deductive method studies a phenomenon or problem from the all parts towards to the more specific parts, it analyzes the concept to get elements of the parts at all. Then it can say, that its process is synthetic analytic. The application, understanding, and demonstration are the main steps that have to be put in practice during the application of this method.

Applying this method the researchers can got a conclusion according to the evidences that have been obtained gathering information using different instruments of investigation. The conclusion not always will be correct since sometimes the collected data is not true.

Scientific

Scientific method refers to the all parts of techniques for investigating a phenomenon, acquiring new knowledge, or correcting and integrating previous knowledge. It is based on gathering observable, empirical and measurable evidence subject to specific principles of reasoning.

In this project it was employed different instruments of investigation such as surveys and interviews that were address to the authority, teachers, and students in order to determine and establish the factors that influence in the problem found in this institution that is related to the reading comprehension.

Statistical

Statistics refers to the collection analysis an interpretation of data. It could say that the statistical method is the body of analytical research as it takes a sample of the population to be investigated by observation and thus shows the characteristics of this, because rarely can take the entire population to conduct an investigation is important to use this method (Das, 2009 ).
THECNIQUES AND INSTRUMENT OF RESEARCH

With the utilization of the research techniques the researcher can obtain the necessary information to go through their research and in this way reach to the reality of the phenomenon being studied. The techniques can be selected taking into account the research method to be used and these may vary. The author made use of techniques such as interview, survey and questionnaire to obtain the necessary information to support research.

INTERVIEW

This technique is used to obtain information face to face, usually it is a dialogue between two or more people.

The researcher applied this technique with the director, and the English teacher of Unidad Educativa “Adolfo H. Simmonds” in order to know their opinion about the problem presented for obtaining more data.

SURVEY

According to (Atunta, 2015). “It is basis is a questionnaire or set of questions for the purpose of obtaining the desired information; Consists of a set of questions regarding one or more variables that are to be measured and for the purpose of achieving the objectives of the research” pg. 52

The surveys was carried out in students of eighth year of Basic Education at Unidad Educativa “Adolfo H. Simmonds” in order to obtain very important and necessary information to continue with the research process.
SURVEY TO THE STUDENTS

Mark the answer you consider is the most appropriate for each statement.

<table>
<thead>
<tr>
<th>#</th>
<th>Statements</th>
<th>Totally disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English teacher practices speaking skill constantly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The speaking skill is important for using in real life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You speak English with partners outside the classroom.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4</td>
<td>The teacher develops the speaking skill using modern techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>English teacher puts in practice grammar structure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You want to elaborate English sentences using the elements of the grammar.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher must use new techniques to practice grammar structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You think that learning grammar structure will help you for developing your speaking skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You will support the new didactic material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You need an additional didactic resource for learning grammar structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESULTS OF SURVEY

<table>
<thead>
<tr>
<th>Statements</th>
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<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally agree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>English teacher practices speaking skill constantly</td>
<td>12</td>
<td>15</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>The speaking skill is important for using in real life</td>
<td>14</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>You speak English with partners outside the classroom.</td>
<td>8</td>
<td>16</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>The teacher develops the speaking skill using modern techniques</td>
<td>16</td>
<td>9</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>English teacher puts in practice grammar structure.</td>
<td>26</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>You want to elaborate English sentences using the elements of the grammar.</td>
<td>18</td>
<td>12</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
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<td>2</td>
<td>0</td>
<td>15</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>You think that learning grammar structure will help you for developing your speaking skill</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>14</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>You will support the new didactic material</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>16</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>You need an additional didactic resource for learning grammar structure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>15</td>
<td>14</td>
<td>35</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS

Statement 1: English teacher practices speaking skill constantly
Sample: 35 students

CHART OF FREQUENCY # 1

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>12</td>
<td>36%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>41%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Adolfo H. Simmonds”
Researcher: Jennifer Díaz Kure

ANALYSIS

According to the results in the statement 1, the majority of the students have answered that they do not practice enough speaking skills, for that reason they present serious matter regarding to this ability.
ANALYSIS OF RESULTS

Statement 2: The speaking skill is important for using in real life

Sample: 35 Students

CHART OF FREQUENCY # 2

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>41%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>38%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Adolfo H. Simmonds”
Researcher: Jennifer Díaz Kure

ANALYSIS

In the statement, most of the students have answered that speaking skill is very useful in real life, especially now that everyone is in touch through social networks all over the world and the most used language is the English one.
ANALYSIS OF RESULTS

Statement 3: You speak English with partners outside the classroom

Sample: 35 Students

CHART OF FREQUENCY # 3

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>43%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Adolfo H. Simmonds”
Researcher: Jennifer Díaz Kure

ANALYSIS

In the results obtained in the statement number three, the majority of the students response that they do not practice speaking skills outside of classroom, it happens because they do not know forming the structure correctly and do not possess enough vocabulary.
ANALYSIS OF RESULTS

Statement 4: The teacher develops the speaking skills using modern techniques

Sample: 35 Students

CHART OF FREQUENCY # 4

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
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<td>43%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>27%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Adolfo H. Simmonds”
Researcher: Jennifer Díaz Kure

ANALYSIS

In this statement students affirm that the English teachers do not use the appropriate methodology for developing the speaking skills since they only focus in working with the text book given by the government leaving big gaps in students’ knowledge.
ANALYSIS OF RESULTS

Statement 5: English teacher puts in practice grammar structure.

Sample: 35 students

CHART OF FREQUENCY # 5

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>26</td>
<td>73%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Adolfo H. Simmonds”
Researcher: Jennifer Díaz Kure

ANALYSIS

In the statement number five a high percentage of students have answered that they do not receive practices applying grammar structure in classes, for that reason most of them do not know not even to form a sentence in English correctly.
ANALYSIS OF RESULTS

Statement 6: You want to elaborate English sentences using the elements of the grammar.

Sample: 35 Students

CHART OF FREQUENCY # 6

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>54%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>12</td>
<td>36%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Adolfo H. Simmonds”
Researcher: Jennifer Díaz Kure

ANALYSIS

According to the results obtained in this statement most of the students agree that, for that reason, the author of this project has the advantage of this students willingness.
ANALYSIS OF RESULTS

Statement 7: The teacher must use new techniques to practice grammar structure.

Sample: 35 Students

CHART OF FREQUENCY # 7

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>45%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>37%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Adolfo H. Simmonds”
Researcher: Jennifer Díaz Kure

ANALYSIS

As we can observe the results obtained in this statement most of the students want that the English teacher use modern methodology for teaching grammar.
ANALYSIS OF RESULTS

Statement 8: You think that learning grammar structure will help you for developing your speaking skill

Sample: 35 Students

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Adolfo H. Simmonds”
Researcher: Jennifer Díaz Kure

ANALYSIS

According to the results obtained in this statement most of the students are sure that learning grammar structure will be very useful for developing the speaking skill, it happens since they notice that acquiring the new content they can produce this language.
ANALYSIS OF RESULTS

Statement 9: You will support the new didactic material

Sample: 35 Students

CHART OF FREQUENCY # 9

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>45%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Adolfo H. Simmonds”
Researcher: Jennifer Díaz Kure

ANALYSIS

In this statement most of the students are going to support the introduction of the new didactic material since they think it is important that the introducing of a new additional material for developing the speaking skills.
ANALYSIS OF RESULTS

Statement 10: You need an additional didactic resource for learning grammar structure.

SAMPLE: 35 STUDENTS

CHART OF FREQUENCY # 10

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>45%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>37%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Adolfo H. Simmonds”
Researcher: Jennifer Díaz Kure

ANALYSIS

In this statement, the students have answered that they need to use another didactic material because the book used by them does not cover their necessities.
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Once the surveys have been carried out and after obtaining the results of them, the following can be concluded:

- Speaking skills practices are not carried out by the English teacher.
- Teacher does not develop the speaking skills constantly.
- English teacher does not use the appropriate methodology for strengthening the speaking skills.
- Students feel embarrassed for speaking in English.
- Students do not know basic grammar structure
- Students cannot elaborate simple sentences correctly

Recommendations

- English teachers must upgrade their English knowledge
- English teachers have to use modern methodology and techniques for teaching grammar.
- English teachers must encourage students that learning this language they can use it in real life.
- Students need to practice speaking skill every single day.
CHAPTER IV
THE PROPOSAL

DESIGN OF A BOOKLET WITH BASIC GRAMMAR STRUCTURE EXERCISES IN ORDER TO IMPROVE THE SPEAKING SKILL

JUSTIFICATION

The traditional educational English model in this country of passively learning facts and reciting them out of context is no longer sufficient to prepare students to compete in today's world. Solving highly complex problems requires that students acquire the fundamental skills of this language correctly. Using them ideally students can become in directors and managers of their learning process, guided and mentored by a skilled teacher.

A good education provides important opportunities for students to become engaged in real world issues that transcend classroom walls. They can see the relevance of their classroom studies to the complex environmental issues confronting the planet and they can acquire the skills they will need to be creative problem solvers.

For that reason, the author of this project intends to contribute with some important part of the English language that is Grammar Structure in order to incentivize the teaching learning process for better opportunities in the students’ future.

In the same way, the usefulness that this booklet with practical grammar exercises will facilitate the acquisition and the elaboration of sentences including the production of the speaking skills.

On the other hand, one of the main important issue that this project attempt is that students give to the English language the real importance that this deserve currently and its influence all over the world not only in academic life but also personal and real life.
OBJECTIVES

General

➢ To introduce the booklet to improve the production of speaking skills through useful grammar exercises.

Specifics

➢ To determine the importance of the booklet in order to show students the usefulness of it
➢ .
➢ To affirm the use of the booklet creating a good environment in classroom between teachers and students.
➢ To evaluate the activities of the booklet by means of questions and answers, and brainstorming techniques.

FEASIBILITY OF THE PROPOSAL

This proposal has the support and permission of the authority, teachers and parents it means the whole educational community. The researcher have the students’ attention to improve their speaking skills through basic grammar structure as well as the author of this project has the teacher helping in each lesson class to control and motivate the students to use all the mechanisms applied in the teaching of a second language and follow the instructions of the booklet.
In the same way, the author received the contribution of the principal, the tutor of this classroom and the English teacher all the time who supported the application of this booklet before, during, and after the all process. They also talked and gave advices to the students fostering the willingness and the collaboration that they have to put to the realization and execution of it. Besides, their parents contributed with the project to encourage their daughters and sons to improve their learning levels.

Finally, the researcher also had the budget to develop the proposal, like materials as flash cards, pictures, diagrams, visual aids, markers, computer classroom, charts and posters. On other hand the students have concrete materials like a color cardboard, crayons, glue, stickers and small gifts to motivate the students´ work.

DESCRIPTION OF THE PROPOSAL

The main goal of the proposal is to improve the level of the speaking skill using different techniques and strategies based on grammar aimed to students of eighth year of Basic Education at Unidad Educativa Adolfo H. Simmonds, using a dynamic booklet with a variety fun of interactive activities. It will augment students' learning experiences through appropriate themes, actual world knowledge and the strengthening of the universal values.

This proposal promotes the grammar structure in the most effective way in order to acquire more abilities for speaking. Furthermore, it is based on a communicative approach which involves knowledge, production, and interaction between teachers and students.
Finally, it is worth to consider that the learning of English language is innovative practice, simple, transmit cooperation, culture and knowledge among peers.

The proposal was made up of different topics based on the academic content and curricular planning corresponding to eighth year of Basic Education.

CONCLUSION

The author of this research monitored students during the execution of this proposal in order to have a notion about their progress. Students were guided in an integrated way, emphasizing the development of speaking skills through basic grammar structure. It was notorious the increasing of their level and the effort and interest that they put during the lapse of time that lasted this project.

This booklet presents enriching and fun stories, that motivates to colleagues and students permitting them a perception of significant advance on this skill. The parents evidence interest about this project, because they want their children to learn English language.
BIBLIOGRAPHY


Chomsky, Noam and Howard Lasnik (1993): Principles and parameters theory. In J.


Fabb, Nigel; Sentence Structure, 2nd ed. Routledge, 2005)


Hong Xu, Shelley Teaching English Language Learners. Guilford Press, (2010)


Let me introduce myself

- Hi, my name's ..................
- I'm from ..................... (country)
- I live in ..................... (city)
- I'm ... years old.
- My birthday is on ..................
- I'm a student at ..................
- My favourite subject is .................
- My favourite sport is ..................
- There are ... people in my family.
- They are ..................................
- My father is a ................. and my mother a .................
- I would like to be a ................. because ..................
- My hobby is ..................
- In my free time, I also like ..................
- I don't like ..................
- My favourite food is ..................
- My favourite drink is ..................
- My favourite day of the week is ............... because ..................
- My favourite month is ................. because ..................
- My favourite singer (or band) is .................
- I like ................. (movies).
- My favourite place is ..................... I like it because ..................
- I (don't) like travelling. I have been to ..................
- The most beautiful place in my country is .................
- I study English because ..................

Because:
- ... I like it a lot.
- ... I think it's important.
- ... there are many things to see and do.
- ... I have to.
- ... I can relax there.
- ... it's relaxing/popular/nice/...
- ... it's the last day of the week.
- ... I'm good at English/maths/...

School subjects
- English
- science
- maths
- art
- PE
- physics
- chemistry
- music
- social studies
- history
- geography
- computer science

Months
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

Hobbies - Free time activities
- reading, painting, drawing
- playing computer games
- surfing the Internet
- collecting stamps/coins/...
- going to the cinema
- playing with friends
- playing with my dog
- going to the park/beach/...
- listening to music
- shopping, singing, dancing
- travelling, camping, hiking

Movies
- action movie
- comedy
- romantic comedy
- horror movie
- sci-fi movie
- war movie
- thriller
- animated cartoons

Jobs
- teacher
- policeman
- doctor
- nurse
- builder
- architect
- civil servant
- engineer
- social worker
- secretary
- businessman
- shop assistant
- manager
- fire fighter
- shopkeeper
- cleaner
- postman
- waiter/waitress
# Verb to be

<table>
<thead>
<tr>
<th>Affirmative / short form</th>
<th>Negative / short form</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I am not</td>
<td>Am?</td>
</tr>
<tr>
<td>You are</td>
<td>You are not</td>
<td>Are you?</td>
</tr>
<tr>
<td>We are</td>
<td>We are not</td>
<td>Are we?</td>
</tr>
<tr>
<td>They are</td>
<td>They are not</td>
<td>Are they?</td>
</tr>
<tr>
<td>He is</td>
<td>He is not</td>
<td>Is he?</td>
</tr>
<tr>
<td>She is</td>
<td>She is not</td>
<td>Is she?</td>
</tr>
<tr>
<td>It is</td>
<td>It is not</td>
<td>Is it?</td>
</tr>
</tbody>
</table>

## Write in the correct Verb to be
2. Peter and Kate ______ classmates.
3. Johnny ______ my brother.
4. You ______ a good student.
5. They ______ in the classroom.
6. It ______ an apple.
7. Felicia and I ______ sisters.
8. I ______ her teacher.
10. You ______ a doctor.

## Re-arrange the sentence.
1. I / not / a teacher / am
2. She / my mother / is
3. The boys / playful / are
4. The girl / in the room / is
5. We / not / are / at home.
6. My dad / smart / is
7. My mother / a housewife / is
8. She / not / my sister / is
9. The teacher / angry / is
10. The dog / in the kennel / is

## Look at the pictures and answer the question
1. Is he a teacher? No, he is not.
2. Is it an elephant? ______________________________________
3. Is it a pencil? ________________________________
4. Are they twins? ________________________________
5. Is he in the park? ________________________________
6. Is he a painter? ________________________________
7. Is Rocky in the living room? ________________________________
8. Is mom in the kitchen? ________________________________
9. Is your dad a postman? ________________________________
10. Are the books on desk? ________________________________
11. Are you Mrs. Perkins? ________________________________
12. Is the broom behind the door? ________________________________
1. Complete. Use am, is, are.
   My name... Timmy.
   I... 10 years old
   I... a clown.
   My best friends...
   Jack and Sue.
   They... rock stars

2. Draw and complete for you and two friends.
   My name...
   I... years old.
   My best friends...
   They... years old.

3. Write true answers.
   a) Are you a student?
   b) Are you from the USA?
   c) Where are you from?
   d) Are you twelve?
   e) How old are you?
   f) Is your friend from Rome?
   g) Where is your friend from?

4. Write the plural.
   a) She is a girl.
   b) He is a teacher.
   c) It is a deer.
   d) I am a boy.
   e) You are a child.
   f) I am a banker.
   g) It is a box.

5. Correct the mistakes.
   a) Sarah and I am sisters.
   b) Ben and Tim is at school.
   c) Horses and cows is animals.
   d) England are a country.
   e) Tim are from America.

6. Read the information and write a short text about this person.
   Name: Lucy
   Surname: Pitt
   Age: 13
   Job: Student
   Nationality: French

7. Read and complete.
   a) ... she a dancer? No,...
   b) ... they from Japan? Yes,...
   c) ... he a bus driver? No,...
   d) ... it a pet? No,...
   e) ... they dirty? Yes,...
   f) ... Mary from Italy? No,...
   g) ... Mr. Dane a doctor? Yes,...
   h) ... that Kim? No,...
   i) ... you a pilot? No,...
   j) ... they penguins? Yes,...
   k) ... you dancers? Yes,...
   l) ... they brown? No,...

8. Turn these sentences into negative.
   a) She is a young girl.
   b) I am a detective.
   c) They are ugly cats.
   d) We are strong girls.
   e) Steven is from England.
   f) You are a nurse.
   g) He's a basketball player.
   h) They are bottles.
   i) That is a fish.
   j) The black cat is small.
   k) This boy is lazy.

9. Write questions using the verb to be and some of these words.
   MICE... CLEVER... DRESS... YELLOW... CLEAN... SUNNY...
**TO BE: PRESENT SIMPLE**

**FORM:**

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>INTERROGATIVE</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>Are you?</td>
</tr>
<tr>
<td>He/She/It is</td>
<td>He/She/It isn't</td>
<td>Is he/she/it?</td>
</tr>
<tr>
<td>We/You/They are</td>
<td>We/You/They aren’t</td>
<td>Are we/you/they?</td>
</tr>
</tbody>
</table>

A. Complete the description of this girl. Use verb to be.

Hello! I ________ Maria and I ________ from Madrid in Spain. I ________ 11 years old and I love music. I’ve got two sisters and one brother. My brother ________ Alberto, he ________ tall and thin and he loves computer games. My two sisters ________ younger than me and my brother. I ________ the oldest of my sisters. My sisters ________ 3 and 4 years old. They like playing with dolls. I ________ very funny, I usually go out with my friends Marta and Noelia on Saturdays. They ________ 11 and 12 years old. My mum loves cinema and my dad loves sport and nature. I ________ very happy!

B. Complete the sentences. Use verb to be.

0. My teacher ______________ American.
1. We ______________ at school.
2. Where ______________ my dictionary?
3. What ______________ it?
4. I ______________ eleven years old.
5. ______________ you OK?
6. We ______________ students.
7. Murray ______________ my brother.
8. Susan and Sarah ______________ my friends.
10. John ______________ English.
11. They ______________ friends
### Grammar Meets Conversation: Wh-questions (1)

**Step 1:** Complete the questions with the correct question words.
**Step 2:** Interview a friend using your questions. Record the answers.
**Step 3:** Tell the class some things about the person you interviewed.

<table>
<thead>
<tr>
<th>Question</th>
<th>Word Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________ do you live?</td>
<td>a. Who</td>
</tr>
<tr>
<td></td>
<td>b. When</td>
</tr>
<tr>
<td></td>
<td>c. Where</td>
</tr>
<tr>
<td></td>
<td>d. How long</td>
</tr>
<tr>
<td>2. ___________ have you lived there?</td>
<td>a. Why</td>
</tr>
<tr>
<td></td>
<td>b. When</td>
</tr>
<tr>
<td></td>
<td>c. Where</td>
</tr>
<tr>
<td></td>
<td>d. How long</td>
</tr>
<tr>
<td>3. ___________ do you live with?</td>
<td>a. Who</td>
</tr>
<tr>
<td></td>
<td>b. When</td>
</tr>
<tr>
<td></td>
<td>c. Where</td>
</tr>
<tr>
<td></td>
<td>d. How much</td>
</tr>
<tr>
<td>4. ___________ people are there in your family?</td>
<td>a. How much</td>
</tr>
<tr>
<td></td>
<td>b. How many</td>
</tr>
<tr>
<td></td>
<td>c. How long</td>
</tr>
<tr>
<td></td>
<td>d. Which</td>
</tr>
<tr>
<td>5. ___________ do you get to school?</td>
<td>a. Who</td>
</tr>
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<td></td>
<td>b. How</td>
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<tr>
<td></td>
<td>c. Where</td>
</tr>
<tr>
<td></td>
<td>d. How often</td>
</tr>
<tr>
<td>6. ___________’s your mother’s name?</td>
<td>a. Who</td>
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<tr>
<td></td>
<td>b. When</td>
</tr>
<tr>
<td></td>
<td>c. What</td>
</tr>
<tr>
<td></td>
<td>d. Why</td>
</tr>
<tr>
<td>7. ___________ is your birthday?</td>
<td>a. Who</td>
</tr>
<tr>
<td></td>
<td>b. When</td>
</tr>
<tr>
<td></td>
<td>c. Where</td>
</tr>
<tr>
<td></td>
<td>d. How many</td>
</tr>
<tr>
<td>8. ___________ do you do on your birthday?</td>
<td>a. Who</td>
</tr>
<tr>
<td></td>
<td>b. What</td>
</tr>
<tr>
<td></td>
<td>c. Where</td>
</tr>
<tr>
<td></td>
<td>d. Why</td>
</tr>
<tr>
<td>9. ___________ are your hobbies?</td>
<td>a. What</td>
</tr>
<tr>
<td></td>
<td>b. Why</td>
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<tr>
<td></td>
<td>c. When</td>
</tr>
<tr>
<td></td>
<td>d. How many</td>
</tr>
<tr>
<td>10. ___________’s your phone number?</td>
<td>a. What</td>
</tr>
<tr>
<td></td>
<td>b. Which</td>
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<tr>
<td></td>
<td>c. Where</td>
</tr>
<tr>
<td></td>
<td>d. How much</td>
</tr>
<tr>
<td>11. ___________’s your email address?</td>
<td>a. Who</td>
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<td></td>
<td>b. What</td>
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<td></td>
<td>c. Where</td>
</tr>
<tr>
<td></td>
<td>d. How long</td>
</tr>
<tr>
<td>12. ___________ are you?</td>
<td>a. How long</td>
</tr>
<tr>
<td></td>
<td>b. How high</td>
</tr>
<tr>
<td></td>
<td>c. How tall</td>
</tr>
<tr>
<td></td>
<td>d. How much</td>
</tr>
<tr>
<td>13. ___________ do you go to the cinema?</td>
<td>a. Who</td>
</tr>
<tr>
<td></td>
<td>b. When</td>
</tr>
<tr>
<td></td>
<td>c. How many</td>
</tr>
<tr>
<td></td>
<td>d. How often</td>
</tr>
<tr>
<td>14. ___________ do you usually do on Sundays?</td>
<td>a. Who</td>
</tr>
<tr>
<td></td>
<td>b. When</td>
</tr>
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<td></td>
<td>c. What</td>
</tr>
<tr>
<td></td>
<td>d. How long</td>
</tr>
<tr>
<td>15. ___________ colour do you like most? Red or green?</td>
<td>a. Why</td>
</tr>
<tr>
<td></td>
<td>b. Where</td>
</tr>
<tr>
<td></td>
<td>c. Which</td>
</tr>
<tr>
<td></td>
<td>d. How many</td>
</tr>
<tr>
<td>16. ___________ teeth do you have?</td>
<td>a. How many</td>
</tr>
<tr>
<td></td>
<td>b. How long</td>
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<tr>
<td></td>
<td>c. How much</td>
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<tr>
<td></td>
<td>d. How often</td>
</tr>
<tr>
<td>17. ___________ cousins do you have?</td>
<td>a. How long</td>
</tr>
<tr>
<td></td>
<td>b. How many</td>
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<tr>
<td></td>
<td>c. How much</td>
</tr>
<tr>
<td></td>
<td>d. How tall</td>
</tr>
<tr>
<td>18. ___________ do you live from here?</td>
<td>a. How long</td>
</tr>
<tr>
<td></td>
<td>b. How close</td>
</tr>
<tr>
<td></td>
<td>c. How much</td>
</tr>
<tr>
<td></td>
<td>d. How far</td>
</tr>
<tr>
<td>19. ___________ does a cinema ticket cost?</td>
<td>a. How many</td>
</tr>
<tr>
<td></td>
<td>b. How long</td>
</tr>
<tr>
<td></td>
<td>c. How much</td>
</tr>
<tr>
<td></td>
<td>d. How often</td>
</tr>
<tr>
<td>20. ___________ did this interview take?</td>
<td>a. Where</td>
</tr>
<tr>
<td></td>
<td>b. When</td>
</tr>
<tr>
<td></td>
<td>c. How much</td>
</tr>
<tr>
<td></td>
<td>d. How long</td>
</tr>
</tbody>
</table>
ORDER OF STATEMENTS

A) Put the words in order to form sentences.

1) a - have - go - we - house - big.  
2) Is - teacher - English - an - she?  
3) French - she - does - speak?  
4) pizza - like - you - do?  
5) nurse - my - is - a - mother.  
6) football - brother - plans - Free - my - in - his.
7) Spain - are - from - Marta and Maria.
8) school - my - is - favorite - English - subject.  
9) going - at - they - out - like - do - the - weekends?
10) got - he - blue - has - hair - black - eyes - and.  
11) hospital - my - a - in - works - father.  
12) milk - brother - right - my - every - drinks.  
13) exam - am - worried - I - the - exam - about.  
14) have - a - she - does - chair - comfortable?  
15) parents - your - do - you - visit weekend - every?
16) to - go - I - the - cinema - free - in - times - my.
17) an - we - have - on - exam - do - Monday?
18) like - I - cooking - don't.  
19) good - a - she - driver - is.
20) London - is - from - she.  
21) doesn't - like - tea - she.  
22) Turkey - they - in - live.  
23) are - from - you - where?

B) Make sentences by inserting given words.

1) I go to the beach with my brother.  
2) They don't play table tennis.  
3) My father goes fishing every Sunday.  
4) (in his free times) She is nervous.  
5) (generally) She drinks coffee.  
6) (often)  

C) Correct the sentences if they are wrong.

1) We have a got new, black car.  
2) She goes to always at weekends Cinema with her friends.  
3) We are always interested in sports.  
4) They don't like tennis playing.  
5) We have got a cat black and lovely.  
6) They like always going shopping.  
7) Do play they football?  
8) I like Ice cream eating.  
9) They are England from.  
10) I want a beautiful new dress for the party.
1. Write C for countable and U for uncountable. (15 marks)


2. Label the pictures. (20 marks)

3. Read the dialogue and circle the correct words. (16 marks)

Lucy  How about making ___ an apple pie?  
Alan  Great idea! Have we got ___ any apples?  
Lucy  Yes, there are ___ any in the bowl. How ___ much / many do we need?  
Alan  A lot, about a ___ kilo / litre.  
Lucy  We haven't got enough. We can buy ___ any in the corner shop.  
Alan  And we need ___ any flour, too. Look at the recipe. How ___ much / many flour do we need?  
Lucy  About half a pound. And we need three ___ knives / spoons of sour cream so let's  

buy a small ___ tub / bag, too.  
Alan  And how ___ much / many eggs do we need?  
Sue  Four. And we also need ___ any butter and ___ any sugar. Oh, we haven't got ___ any butter.  
Andy  We can buy ___ bar / tin of butter in the shop, too.  

10  11  12  13  14  15
HOW TO MAKE PANCAKES

http://www.youtube.com/watch?v=ayluoNCaD7I
http://www.youtube.com/watch?v=PmCVZozHTG8

1. What do I need?

I need ...

- some butter
- some yeast
- a whisk
- some salt
- a bowl
- ½ a litre of milk
- a frying pan
- 500 gr of flour
- 4 eggs

1) ...................... 2) ...................... 3) ......................
4) ...................... 5) ...................... 6) ......................
7) ...................... 8) ...................... 9) ......................
Sentences Structure

Write the sentences in order

1. an e-mail / sent / My wife / me / .

2. some flowers / The son / his mother / buys / every month / .

3. to the station / returns / The bus / at night / .

4. at ten o’clock / The conference / last week / started / on Tuesday / .

5. the tree / The car / hit / with great force / .

6. slowly / his meal / ate / Sam / .

7. to post her letter / this morning / to town / The teacher / went / .

8. on the train / ate / this morning / John / breakfast / .

9. to / Julie / speaks / My father / .

10. a table / for me / They / once a year / at the restaurant / book / .

By ___________________
## Grammar Meets Conversation: Do/does/are/is (2)

### Step 1:
Complete the questions with the correct question words.

### Step 2:
Interview a friend using your questions. Record the answers.

### Step 3:
Tell the class some things about the person you interviewed.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have a pet?</td>
<td>a. Do</td>
</tr>
<tr>
<td></td>
<td>b. Does</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Is</td>
</tr>
<tr>
<td>2. Where do you from?</td>
<td>a. Is</td>
</tr>
<tr>
<td></td>
<td>b. Do</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Does</td>
</tr>
<tr>
<td>3. Do you have any brothers or sisters?</td>
<td>a. Do</td>
</tr>
<tr>
<td></td>
<td>b. Does</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Is</td>
</tr>
<tr>
<td>4. Who is your best friend?</td>
<td>a. Is</td>
</tr>
<tr>
<td></td>
<td>b. Do</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
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<tr>
<td></td>
<td>d. Does</td>
</tr>
<tr>
<td>5. How old are your grandparents?</td>
<td>a. Is</td>
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<tr>
<td></td>
<td>b. Do</td>
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<tr>
<td></td>
<td>c. Are</td>
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<tr>
<td></td>
<td>d. Does</td>
</tr>
<tr>
<td>6. What time do you get up?</td>
<td>a. Is</td>
</tr>
<tr>
<td></td>
<td>b. Do</td>
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<tr>
<td></td>
<td>c. Are</td>
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<td>d. Is</td>
</tr>
<tr>
<td>7. When do you have your birthday?</td>
<td>a. Is</td>
</tr>
<tr>
<td></td>
<td>b. Do</td>
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<tr>
<td></td>
<td>c. Are</td>
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<tr>
<td></td>
<td>d. Does</td>
</tr>
<tr>
<td>8. Do you have a bicycle?</td>
<td>a. Do</td>
</tr>
<tr>
<td></td>
<td>b. Does</td>
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<tr>
<td></td>
<td>c. Are</td>
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<tr>
<td></td>
<td>d. Is</td>
</tr>
<tr>
<td>9. Does your father have a car?</td>
<td>a. Do</td>
</tr>
<tr>
<td></td>
<td>b. Does</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Is</td>
</tr>
<tr>
<td>10. Are you married?</td>
<td>a. Is</td>
</tr>
<tr>
<td></td>
<td>b. Do</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Does</td>
</tr>
<tr>
<td>11. Do your mother have long hair?</td>
<td>a. Do</td>
</tr>
<tr>
<td></td>
<td>b. Does</td>
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<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Is</td>
</tr>
<tr>
<td>12. What is the best restaurant in town?</td>
<td>a. Is</td>
</tr>
<tr>
<td></td>
<td>b. Do</td>
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<tr>
<td></td>
<td>c. Are</td>
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<tr>
<td></td>
<td>d. Does</td>
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<tr>
<td></td>
<td>b. Do</td>
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<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Does</td>
</tr>
<tr>
<td>14. What is your favourite food?</td>
<td>a. Do</td>
</tr>
<tr>
<td></td>
<td>b. Does</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Is</td>
</tr>
<tr>
<td>15. What time do you usually have dinner?</td>
<td>a. Is</td>
</tr>
<tr>
<td></td>
<td>b. Do</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Does</td>
</tr>
<tr>
<td>16. Who is your favourite actor?</td>
<td>a. Do</td>
</tr>
<tr>
<td></td>
<td>b. Does</td>
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<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Is</td>
</tr>
<tr>
<td>17. Does the sun shine at night?</td>
<td>a. Do</td>
</tr>
<tr>
<td></td>
<td>b. Does</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Is</td>
</tr>
<tr>
<td>18. How many students are there in class?</td>
<td>a. Is</td>
</tr>
<tr>
<td></td>
<td>b. Do</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Does</td>
</tr>
<tr>
<td>19. Is there a cinema near here?</td>
<td>a. Do</td>
</tr>
<tr>
<td></td>
<td>b. Does</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Is</td>
</tr>
<tr>
<td>20. Are you tired now?</td>
<td>a. Is</td>
</tr>
<tr>
<td></td>
<td>b. Do</td>
</tr>
<tr>
<td></td>
<td>c. Are</td>
</tr>
<tr>
<td></td>
<td>d. Does</td>
</tr>
</tbody>
</table>
### Grammar Meets Conversation: -/a/an/the/some/any (6)

**Step 1:** Complete the questions with the correct question words.
**Step 2:** Interview a friend using your questions. Record the answers.
**Step 3:** Tell the class some things about the person you interviewed.
**Step 4:** Write a few things that the person you interviewed told you.

1. **What's most expensive thing you've ever bought?**
   - a. some
   - b. a
   - c. any
   - d. the

2. **Would you like cup of coffee?**
   - a. some
   - b. a
   - c. any
   - d. the

3. **How much does umbrella cost?**
   - a. a
   - b. an
   - c. any
   - d. the

4. **When was last time you went to the cinema?**
   - a. a
   - b. an
   - c. any
   - d. the

5. **What's your favourite colour?**
   - a. -
   - b. a
   - c. an
   - d. the

6. **What can you see at zoo?**
   - a. -
   - b. a
   - c. the
   - d. some

7. **What do you call small 'clock' around your wrist?**
   - a. -
   - b. a
   - c. some
   - d. the

8. **Have you ever visited USA?**
   - a. -
   - b. a
   - c. any
   - d. the

9. **Do you like travelling by plane? Why (not)?**
   - a. -
   - b. a
   - c. an
   - d. the

10. **Have you ever been to ancient Chinese town?**
    - a. -
    - b. a
    - c. any
    - d. the

11. **Do you have older brothers?**
    - a. a
    - b. an
    - c. any
    - d. some

12. **Do you know countries where cars drive on the left?**
    - a. a
    - b. some
    - c. any
    - d. the

13. **Would you like soup or do you prefer a cup of tea?**
    - a. -
    - b. a
    - c. any
    - d. some

14. **How far is airport from the city centre?**
    - a. -
    - b. an
    - c. any
    - d. the

15. **What is student sitting next to you wearing?**
    - a. -
    - b. an
    - c. any
    - d. the

16. **What does police officer do all day?**
    - a. -
    - b. a
    - c. some
    - d. the

17. **What are teachers at your school like?**
    - a. a
    - b. any
    - c. the
    - d. some

18. **Do you have complaints about the canteen food?**
    - a. a
    - b. any
    - c. the
    - d. some

19. **Students don't sleep enough at night. Agree?**
    - a. a
    - b. any
    - c. some
    - d. the

20. **Would you like to be doctor? Why or why not?**
    - a. a
    - b. an
    - c. any
    - d. the
**Grammar Meets Conversation: Wh-questions (3)**

**Step 1:** Complete the questions with the correct question words.
**Step 2:** Interview a friend using your questions. Record the answers.
**Step 3:** Tell the class some things about one of the topics.
**Step 4:** (Optional) Write a paragraph about one of the topics.

<table>
<thead>
<tr>
<th>1. __________ is the president of the USA?</th>
<th>2. __________ does the president of the USA live?</th>
<th>3. __________ eggs are there in a dozen?</th>
<th>4. __________ is the weather like in winter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. When</td>
<td>c. Why</td>
<td>b. How much</td>
<td>b. When</td>
</tr>
<tr>
<td>d. When</td>
<td></td>
<td>d. How</td>
<td>d. How</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. __________ is it winter in South Africa?</th>
<th>6. __________ do you call the brother of your father?</th>
<th>7. __________ is the richest man in the world?</th>
<th>8. __________ do dogs wag their tail?</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. When</td>
<td>d. What</td>
<td>c. Who</td>
<td>c. What</td>
</tr>
<tr>
<td>d. What</td>
<td></td>
<td>d. How</td>
<td>d. Why</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. __________ do elephants live?</th>
<th>10. __________ does a can of Coke cost?</th>
<th>11. __________ do lions eat?</th>
<th>12. __________ legs does a beetle have?</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. When</td>
<td>d. How</td>
<td>d. What</td>
<td>d. How</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. __________ does the sun go down near the equator?</th>
<th>14. __________ is Mount Everest?</th>
<th>15. __________ did Neil Armstrong say when he first set foot on the moon?</th>
<th>16. __________ is the snow cap on Mount Kilimanjaro melting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. When</td>
<td>c. How heavy</td>
<td>c. What</td>
<td>c. When</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. __________ animal is bigger? A hippo or a whale?</th>
<th>18. __________ pandas are left in the wild?</th>
<th>19. __________ discovered America?</th>
<th>20. __________ is the coldest place on Earth?</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. When</td>
<td>b. Which</td>
<td>b. Who</td>
<td>b. Who</td>
</tr>
<tr>
<td>My brother’s name ______ Micheal.</td>
<td>My brother’s name ______ Micheal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>______ a footballer.</td>
<td>______ a footballer.</td>
<td></td>
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</tr>
<tr>
<td>He ______ a footballer.</td>
<td>He ______ a footballer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___________ dark hair.</td>
<td>___________ dark hair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>x He ___________ a car.</td>
<td>x He ___________ a car.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| My father ______ a doctor.        | Jason and I ______ friends. |
| ______ fifty-five years old.      | ______ playing football. |
| He ______ a car.                  | We ______ football shoes. |
| x He ___________ a motorbike.     | x We ___________ socks.    |

| My mother ______ a teacher.       | Gary and Jose ______ my classmates. |
| ______ forty-eight years old.     | ______ cousins. |
| She ______ a teacher.             | They ______ two bicycles. |
| x She ___________ a car.          | x They ___________ a camera. |

| My sister ______ a student.       | I ______ a student. |
| ______ twenty-one years old.      | ______ thirteen years old. |
| She ______ a student.             | I ______ a dog. |
| x She ___________ a school.       | x I ___________ a cat. |

| John ______ my best friend.       | My dog’s name ______ Sumo. |
| ______ thirteen years old.        | ______ eleven months old. |
| He ______ a ball.                 | My dog ______ brown fur. |
| x He ___________ shoes.           | x My dog ______ a tail. |

| My house ______ very big.         | Mr. Daniel and Ms. Catherine ______ my English teachers. |
| ______ about twenty-six years old.| ______ thirty-seven years old. |
| It ______ nine windows and four bed rooms | They ______ a big house and beautiful cars. |
| x It ___________ a backyard.      | x They ___________ a bike. |

| Jack ______ English.               | My bike ______ red and white. |
| ______ a tourist.                 | ______ my christmas gift. |
| He ______ a hat and sunglasses.   | It ______ a red bell. |
| x He ___________ a map.           | x It ___________ a back-seat. |

| My uncle’s car ______ very beautiful. | My aunt’s name ______ Lora. |
| ______ Mercedes sport car.           | ______ a singer. |
| It ______ white colour.              | She ______ very high voice. |
| x It ___________ a big trunk space.  | She ___________ low voice. |
Text: What is your favourite food?

Dear Walid,

My favourite food is pizza. I love it because it is so tasty. I like it with lots of tomato sauce and melted cheese. I eat pizza each Friday night with my family. It is so good. One food I don’t like is lentil soup. I know it is very good for me, but I think that it tastes terrible. So I never eat it. My favourite drink is chocolate milk. It is so delicious when it is very cold. I don’t like regular milk. I think it is very boring. But chocolate milk is just wonderful.

Amine

Part I (14 points)

A/ Reading comprehension: 7pts
1. Read the text carefully then choose the right answer:
   - The text is: an email - a letter - a dialogue
   - The text is about: Sports - Animals - Food
2. True / False / Not mentioned:
   - Amine prefers Pizza. .............
   - Walid likes Lentil soup ...........
   - Amine doesn’t like milk ...........
3. Lexis: Find in the text words that are:
   - Synonyms of: love = ................. - preferable = ...........................................
   - Opposites of: always ≠ ................. - bad ≠ ...........................................

B/ Mastery of language: 7pts
1. Rearrange the words to get a correct sentence.
   - does / like / burgers / not / She / . / .

2. Use the words in the box to name the following food.

   Kiwi
   Eggs
   Aubergine
   Cheese

3. Group these words into Countable or uncountable nouns:

   Sugar - orange - banana -
   honey - flour - strawberry.
Name: ____________________________ Grade: __________ Date: ______________

Do / Does / Don’t / Doesn’t

Does Dave catch the school bus?  Yes, he does.

Does Ann play with her doll?  Yes, she does.

____ you like to look the star?  Yes, I do.

____ she love the pineapples?  No, she doesn’t.

____ it eat banana?  Yes, it does.

____ Mary teach math?  Yes, she does.

____ Jacob and Cady clean their room?  Yes, they do.

____ it is play with a ball?  Yes, it does.

____ they like to dress up as clowns?  Yes, they do.

____ she play basketball?  Yes, she does.

____ you and she play music?  Yes, we do.

____ Danny and Charles make a snowman?  Yes, they do.

____ you have one teddy bear?  Yes, I do.

____ you go shopping?  Yes, I do.

____ they want to listen to music?  Yes, they do.

____ she play alone?  No, she doesn’t.

Do you like to study? ____________________________
**SIMPLE STRUCTURES** have a simple structure. They only have one clause which must include, at least, one subject and one predicate. They may also (and often do) include an object or a complement.

Ex: I love computers.

Rule: subject (I) + predicate (love) + object (computers)

**COMPOUND SENTENCES** AND **COMPLEX SENTENCES** have more than one clause.

**Compound sentences** – in these sentences, the clauses are independent; they may be understood alone.

Read these sentences:

Ex: I rarely write letters to my friends and I take a long time to reply.

I wrote back only last week because John came up with a great suggestion.

Note: you may use the two clauses in one sentence or may separate them and use them in two independent sentences. (Ex: I rarely write letters to my friends; I take a long time to reply).

**Complex sentences** – in these sentences, there is one main clause and, at least, one subordinate clause. The subordinate clause makes no sense without the main clause: "... because John came up with a great suggestion." cannot be understood without the main clause: "I wrote back only last week..."

Note: We use certain words to relate the clauses in complex or compound sentences. These words are called **CONNECTORS**.

- **Coordinating connectors:**
  - AND - Ex: I rarely write letters to my friends and I take a long time to reply.
  - BUT - Ex: I like getting letters but I don’t like writing them.
  - OR - Ex: You can write a letter or send an email.
  - SO - Ex: I don’t have a computer, so I used a pen and writing paper.

- **Subordinating connectors:**
  - BECAUSE - Ex: I wrote back only last week because John came up with a great suggestion.
  - ALTHOUGH - Ex: Although email is quick, I prefer snail mail.
  - WHEN - Ex: He stopped seeing his friends when he bought the computer.
  - AS LONG AS - Ex: You may use my computer as long as you are careful.
Grammer Guide

Correlative Connectors:

- BOTH ... AND ...
  - Example: Both email and snail mail are used to communicate.

- NEITHER ... NOR ...
  - Example: The envelopes are neither on the desk nor in the drawer.

Exercises:

1. Join the following pairs of sentences, using a suitable coordinating connector:
   a. I like writing letters. I do it every week.
   b. She doesn’t have a pen friend. She would like to have one.
   c. I’m not a computer fan. I want to learn to use the email.
   d. You can write me a letter. You can phone me, instead.
   e. Robert’s mother is a computer expert. She is going to teach him to use the email.

2. Fill the blanks in the sentences with an adequate subordinating connector:
   a. The internet is appealing __________ you can learn about lots of subject.
   b. He pressed Enter __________ he finished the letter.
   c. Most schools have computers __________ they are expensive equipment.
   d. Computers are helpful __________ you don’t get obsessed by them.
ANEXES
SECTION
Señor
Lic. ALFONSO SANCHEZ AVILA, MSC.
DIRECTOR DE LA CARRERA DE LENGUAS Y LINGUISTICA
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
UNIVERSIDAD DE GUAYAQUIL
Ciudad.

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación cuyo título es BASIC GRAMMAR STRUCTURE FOR IMPROVING THE SPEAKING SKILL – DESIGN OF A BOOKLET WITH BASIC GRAMMAR STRUCTURE EXERCISES IN ORDER TO IMPROVE THE SPEAKING SKILL de la estudiante JENNIFER DIAZ KURE. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de 8 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo __________ años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que la estudiante JENNIFER DIAZ KURE está apta para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

RODRIGO GUERRERO SEGURA
DOCENTE TUTOR REVISOR
C.J. 0910135557
## TÍTULO DEL TRABAJO: BASIC GRAMMAR STRUCTURE FOR IMPROVING THE SPEAKING SKILL

### AUTOR: JENNIFER DÍAZ KURE

<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALIF.</th>
<th>COMENTARIOS</th>
</tr>
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<tbody>
<tr>
<td>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</td>
<td>3</td>
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<td></td>
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<tr>
<td>Formato de presentación acorde a lo solicitado</td>
<td>0.6</td>
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</tr>
<tr>
<td>Tabla de contenidos, índice de tablas y figuras</td>
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<td>0.6</td>
<td></td>
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<td>Redacción y ortografía</td>
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<tr>
<td>Correspondencia con la normativa del trabajo de titulación</td>
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<tr>
<td>Adecuada presentación de tablas y figuras</td>
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<tr>
<td>RIGOR CIENTÍFICO</td>
<td>6</td>
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</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece</td>
<td>0.6</td>
<td>0.6</td>
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<tr>
<td>El objetivo general está expresado en términos del trabajo a investigar</td>
<td>0.7</td>
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<tr>
<td>Los objetivos específicos contribuyen al cumplimiento del objetivo general</td>
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</tr>
<tr>
<td>Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación</td>
<td>0.7</td>
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<td></td>
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<tr>
<td>Los métodos y herramientas se corresponden con los objetivos de la investigación</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Factibilidad de la propuesta</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Las conclusiones expresan el cumplimiento de los objetivos específicos</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Las recomendaciones son pertinentes, factibles y válidas</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
<td>0.5</td>
<td>0.5</td>
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<tr>
<td>PERTINENCIA E IMPACTO SOCIAL</td>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>Pertinencia de la investigación/ Innovación de la propuesta</td>
<td>0.4</td>
<td>0.4</td>
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<tr>
<td>La investigación propone una solución a un problema relacionado con el perfil de egreso profesional</td>
<td>0.3</td>
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<td>Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela</td>
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</tbody>
</table>

**CALIFICACIÓN TOTAL**

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

---

RODRIGO GUERRERO SEGURA  
FIRMA DEL DOCENTE TUTOR REvisor  
No. C.J. 0910135557  

FECHA:  

99
Guayaquil, 16 de agosto del 2018

Msc. ALFONSO SÁNCHEZ
DIRECTOR ESCUELA DE LENGUAS
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación. **Tema:** BASIC GRAMMAR STRUCTURE FOR IMPROVING THE SPEAKING SKILL. Proposal DESIGN OF A BOOKLET WITH BASIC GRAMMAR STRUCTURE EXERCISES IN ORDER TO IMPROVE THE SPEAKING SKILL, correspondiente a la estudiante Jennifer Díaz Kure, indicando ha cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

[Tutor firmado]

TUTOR: Msc. LARRY TORRES VIVAR
C.I. 0913004347
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

| Título del Trabajo: BASIC GRAMMAR STRUCTURE FOR IMPROVING THE SPEAKING SKILL. |
| Autor(s): JENNIFER DÍAZ KURE                                              |

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<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
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<td>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</td>
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<td>Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.</td>
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<tr>
<td>Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV</td>
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<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalezcan el perfil de la profesión</td>
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<td>Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.</td>
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<tr>
<td>Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.</td>
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<td>RIGOR CIENTÍFICO</td>
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<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
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<tr>
<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.</td>
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<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.</td>
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<td>El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.</td>
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<td>Pertinencia de la investigación</td>
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* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación Oral.

TUTORE: MSc. LARRY TORRES VIVAR
No. C.I. 0913004347

FECHA: 16/3/2018

101
CERTIFICACION

En mi calidad de Vicerrectora de la Unidad Educativa Fiscal “Adolfo H. Simmonds” certifico que la señorita Jennifer Mariel Díaz kure estudiante egresada de la Facultad de Lenguas y Lingüística de la Universidad de Guayaquil, ha realizado la actividad de encuestas y entrevistas con estudiantes de Octavo grado de básica superior la cual se encuentra entre las actividades del proyecto BASIC GRAMAR STRUCTURE FOR IMPROVING THE SPEAKING SKILL. Durante los días 18 y 19 de Julio de 2018 en horario de 08Ham.

Particular que dejo constancia para los fines pertinentes

[Signature]

MSc. María Auxiliadora Saavedra Gabino.
Oficio No. 314
Guayaquil, 04 de Julio del 2018

MSc.
Larry Torres

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

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y
Ciencias de la Educación, se ratifica la designación de Revisor-Asesor de
Proyectos Educativos, que se le hizo mediante oficio No. 139 del 15 de Mayo del
presente año.

En esta designación consta el nombre de la estudiante de la Escuela de Lenguas y
Lingüística: DÍAZ KURE JENNIFER MARIEL.

TOPIC: Basic grammar structure for improving the speaking skill.

PROPOSAL: Design of a booklet with basic grammar structure exercises in
order to improve the speaking skill.

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

Atentamente,

MSc. Álvaro Góngora Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD ____________________
ESCUELA/CARRERA ___________

UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado LARRY TORRES VIVAR, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por JENNIFER DIAZ KURE, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADA EN CIENCIAS DE LA EDUCACIÓN. CARRERA LENGUAS Y LINGUISTICA

Se informa que el trabajo de titulación: “BASIC GRAMMAR STRUCTURE FOR IMPROVING THE SPEAKING SKILL”, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio (indicar el nombre del programa antiplagio empleado) quedando el 0 % de coincidencia.
### INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**Tutor:** Señor. Larry Tobías

**Tipo de trabajo de titulación:** Tutorías de Proyecto Educativo

**Título del trabajo:** BASIC GRAMMATICAL STRUCTURES FOR IMPROVING THE SPEAKING SKILL

**Carrera:** Lenguas y Lingüística

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PICTURES
WORKING THE PROJECT WITH MSc. LARRY TORRES
APPLYING THE SURVEY IN THE ENGLISH LAB