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

PROYECTO EDUCATIVO

TOPIC
INFLUENCE OF KINESTHETIC ACTIVITIES IN SPEAKING SKILL PERFORMANCE

PROPOSAL

DESIGN OF A BOOKLET WITH KINESTHETIC ACTIVITIES

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

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En virtud de la resolución por la autoridad Académica de la Facultad de Filosofía, de fecha 15 de Agosto del 2017, oficio N. 325 en el cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICAS, el día.

Tengo a bien informar lo siguiente:

Que las integrantes KAREN YOLANDA GUATO SAMANIEGO con C.C: 0931072870 con GILDA JACQUELINE BARCOS PAZMIÑO con C.C: Cl: 0920637360 diseñaron el proyecto educativo con el tema: THE INFLUENCE OF KINESTHETIC ACTIVITIES IN SPEAKING SKILL PERFORMANCE. DESIGN OF A BOOKLET WITH KINESTHETIC ACTIVITIES. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Atentamente

[Signature]

Msc. Larry Torres
Tutor
DEDICATION

I dedicate this work to my beloved Jesus who is the author of our lives, for giving us the wisdom and the strength to reach this important moment in our professional formation. To my mother for her advice and motivation because without her I would not have taken this step, my husband my fundamental pillar to achieve this goal for his unconditional support of friend, husband and unconditional companion. I dedicate this work to being part of my lives and sharing my happiness.

Gilda Barcos Pazmiño
DEDICATION

First, I dedicate this project to God who give health, to my father Arturo for his dedication and financial support, to my family for his emotional help and finally with much love to my daughter Abigail who is my strength to fight day by day.

Karen Guato Samaniego
THANKFULNESS

I thank God above all things for hearing and deciding what is best for me. To my parents, especially my mother for supporting me and putting up with me all this time. To Jhonny Baque my husband for how much he motivates me. To my teachers, tutor, classmates and all those who at some point motivated me to "not throw in the towel" to raise my head and move on.

Gilda Barcos Pazmiño
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I thank God for giving me strength always, to my father for his wise advice that helped me to face many challenges during my career, my family and friends who always were in the moment giving me encouragement to continue in the midst of the difficulties, I thank all my teachers and my tutor Msc. Larry Torres who was that inspirational source of learning, infinite thanks for being part of my life.

Karen Guato Samaniego
# INDEX

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTIVOS</td>
<td>II</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>IV</td>
</tr>
<tr>
<td>THANKFULNESS</td>
<td>VI</td>
</tr>
<tr>
<td>INDEX</td>
<td>VIII</td>
</tr>
<tr>
<td>REGISTER</td>
<td>xi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xiii</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER I</td>
<td>3</td>
</tr>
<tr>
<td>THE PROBLEM</td>
<td>3</td>
</tr>
<tr>
<td>CONTEXT OF INVESTIGATION</td>
<td>3</td>
</tr>
<tr>
<td>SCIENTIFIC FACT</td>
<td>4</td>
</tr>
<tr>
<td>CAUSES</td>
<td>4</td>
</tr>
<tr>
<td>FORMULATION OF THE PROBLEM</td>
<td>5</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>5</td>
</tr>
<tr>
<td>General objective</td>
<td>5</td>
</tr>
<tr>
<td>Specific objectives</td>
<td>5</td>
</tr>
<tr>
<td>QUESTIONS OF THE INVESTIGATION</td>
<td>5</td>
</tr>
<tr>
<td>JUSTIFICATION</td>
<td>6</td>
</tr>
<tr>
<td>CHAPTER II</td>
<td>8</td>
</tr>
<tr>
<td>THEORETICAL FRAMEWORK</td>
<td>8</td>
</tr>
<tr>
<td>BACKGROUND</td>
<td>8</td>
</tr>
<tr>
<td>THE FOUR LANGUAGE SKILLS</td>
<td>9</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>10</td>
</tr>
<tr>
<td>SECOND LANGUAGE ACQUISITION (L2)</td>
<td>11</td>
</tr>
<tr>
<td>SPEAKING STRATEGIES</td>
<td>12</td>
</tr>
<tr>
<td>TYPES OF SPEAKING</td>
<td>14</td>
</tr>
<tr>
<td>LEARNING STYLES</td>
<td>16</td>
</tr>
<tr>
<td>TYPES OF LEARNING</td>
<td>16</td>
</tr>
<tr>
<td>IMPORTANCE OF KINESICS OR KINESTHETIC</td>
<td>19</td>
</tr>
<tr>
<td>CHARACTERISTICS OF KINESTHETIC LEARNERS</td>
<td>20</td>
</tr>
<tr>
<td>TYPES OF KINESTHESIC</td>
<td>21</td>
</tr>
<tr>
<td>ADVANTAGES OF KINESTHETIC LEARNING</td>
<td>24</td>
</tr>
<tr>
<td>DISADVANTAGES OF KINESTHETIC LEARNING</td>
<td>24</td>
</tr>
<tr>
<td>EPISTEMOLOGICAL FOUNDATION</td>
<td>24</td>
</tr>
<tr>
<td>PEDAGOGICAL FOUNDATION</td>
<td>25</td>
</tr>
</tbody>
</table>
PSYCHOLOGICAL FOUNDATION ................................................................. 26
SOCIOLOGICAL FOUNDATION ................................................................. 27
PHILOSOPHICAL FOUNDATION ................................................................. 28
CHAPTER III .................................................................................................. 33
METHODOLOGY ............................................................................................. 33
RESEARCH DESIGN .......................................................................................... 33
TYPES OF RESEARCH ..................................................................................... 33
EXPLANATORY ................................................................................................. 33
POPULATION .................................................................................................... 35
SAMPLE ........................................................................................................... 35
THE FOUR LANGUAGE SKILLS ......................................................................... 37
SPEAKING ......................................................................................................... 37
IMPORTANCE OF SPEAKING ........................................................................... 37
SECOND LANGUAGE ACQUISITION (L2) .......................................................... 37
SPEAKING STRATEGIES ................................................................................ 37
TYPES OF SPEAKING .................................................................................... 37
LEARNING STYLES .......................................................................................... 37
KINESTHETIC .................................................................................................. 37
IMPORTANCE OF KINESICS OR KINESTHETIC .............................................. 37
CHARACTERISTICS OF KINESTHETIC LEARNERS ......................................... 37
TYPES OF KINESTHETIC .............................................................................. 37
RESEARCH METHODS .................................................................................... 38
DATA COLLECTING ........................................................................................ 40
TECHNIQUES AND INSTRUMENTS ................................................................. 40
SURVEY TO THE STUDENTS ......................................................................... 43
DATA ANALYZE ............................................................................................... 44
CHI SQUARE .................................................................................................... 54
RECOMMENDATIONS ..................................................................................... 61
CHAPTER IV .................................................................................................... 62
THE PROPOSAL ............................................................................................... 62
JUSTIFICATION ............................................................................................... 62
IMPORTANCE ................................................................................................... 62
GENERAL OBJECTIVE .................................................................................... 63
SPECIFIC OBJECTIVES .................................................................................. 63
DESCRIPTION .................................................................................................. 64
FEASIBILITY ..................................................................................................... 64
PEDAGOGICAL ASPECT .................................................................................. 65
<table>
<thead>
<tr>
<th>TÍTULO Y SUBTÍTULO:</th>
<th>INFLUENCIA DE ACTIVIDADES KINESTÉTICAS PARA MEJORAR LA HABILIDAD ORAL. DISEÑO DE UN FOLLETO CON ACTIVIDADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTORES:</td>
<td>Gilda Jacqueline Barcos Pazmiño</td>
</tr>
<tr>
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<td>Karen Yolanda Guato Samaniego</td>
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<td>TUTOR:</td>
<td>Msc. Larry Torres</td>
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<td>REVISOR:</td>
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<td>INSTITUCION:</td>
<td>UNIVERSIDAD DE GUAYAQUIL</td>
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<tr>
<td>FACULTAD:</td>
<td>Filosofía, Letras y Ciencias de la Educación</td>
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<td>CARRERA:</td>
<td>Lenguas y Lingüística</td>
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</tr>
<tr>
<td>TÍTULO OBTENIDO:</td>
<td>Licenciatura en Lenguas y Lingüística</td>
</tr>
<tr>
<td>AREAS TEMÁTICAS:</td>
<td>Un folleto con ejercicios dinámicos que desarrolle y mejore la habilidad oral de los estudiantes de manera significativa durante el proceso de enseñanza – aprendizaje.</td>
</tr>
<tr>
<td>PALABRAS CLAVES:</td>
<td>comunicación, enseñanza, aprendizaje</td>
</tr>
<tr>
<td>RESUMEN:</td>
<td>Hoy en día, los maestros incorporan estilos de aprendizaje porque son importantes y fáciles de aplicar en el aula y hacen de la clase un poco más interesante. Por esta razón este proyecto está basado en actividades kinestéticas en el rendimiento de la habilidad del habla. Hay diferentes estilos de aprendizaje; visual, auditivo y cenestésico. Para ayudar a los estudiantes los maestros necesitan implementar estas preferencias como sea posible. Los maestros pueden incorporar estos estilos de aprendizaje en sus actividades curriculares para que los estudiantes sean capaces de tener éxito en sus clases. Esta tesis se refiere a la mejora de las habilidades comunicativas entre los estudiantes en el 8vo grado en la Unidad Educativa de la Provincia de Cotopaxi entre los estudiantes de 11-12 años. El propósito de este estudio es aumentar la conciencia de la facultad y la comprensión del efecto de los estilos de aprendizaje en el proceso de enseñanza, especialmente, el estilo cenestésico para que esta combinación de teorías motive a los estudiantes a participar más en clases y despertar interés en dinámicas de la habilidad del habla dirigida a las fortalezas y complementar el uso de la habilidad del lenguaje a lo largo de sus vidas. Para lograr este objetivo, fue necesario diseñar un folleto con algunas técnicas prácticas que los profesores pueden utilizar en el aula basándose en la metodología de enseñanza de la lengua comunicativa y la teoría de las inteligencias múltiples.</td>
</tr>
<tr>
<td>PALABRAS CLAVE:</td>
<td>comunicación, enseñanza, aprendizaje</td>
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<td>N.º DE REGISTRO (en base de datos):</td>
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<td>CONTACTO DE AUTORES:</td>
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</tr>
</tbody>
</table>
TITLE AND SUBTITLE: INFLUENCE OF KINESTHETIC ACTIVITIES IN SPEAKING SKILL PERFORMANCE. DESIGN OF A BOOKLET WITH KINESTHETIC ACTIVITIES.

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TEMATIC AREAS: A booklet with dynamic exercises that develops and enhances the ability of students' oral skill significantly during the teaching - learning process.

KEYWORDS: learning, Communication, teaching.

ABSTRACT: Nowadays, English language is used daily in the process of teaching. Teachers incorporate learning styles because they are important and easy to be applied in classroom and make class a bit more interesting, for this reason this project is based in kinesthetic activities in speaking skill performance. There are different learning forms; visual, auditory and kinesthetic. To help students, teachers need to implement these preferences as possible. Teachers can incorporate them in their curriculum activities, so the students are able to succeed in their classes. This thesis refers to improvement of communicative skills among learners in the 8th grade at Unidad Educativa Provincia de Cotopaxi between students of aged 11-12. The purpose of this study is to increase the power to acquire new knowledge styles on the teaching process, specially, kinesics therefore the result of the combination of these theories will motivate students to participate more in class and wake up interest on speaking skills dynamics aimed to strengths and complement the use of a language skill along their lives. To achieve this purpose, it was necessary to design a booklet with some practical techniques that teachers can use in classroom based on the Communicative Language Teaching methodology and the Multiple Intelligences theory.

KEYWORDS: learning, communicative, teaching.

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ABSTRACT

Nowadays, English language is used daily in the process of teaching. Teachers incorporate learning styles because they are important and easy to be applied in classroom and make class a bit more interesting, for this reason this project is based in kinesthetic activities in speaking skill performance. There are different learning forms; visual, auditory and kinesthetic. To help students, teachers need to implement these preferences as possible. Teachers can incorporate them in their curriculum activities, so the students are able to succeed in their classes. This thesis refers to improvement of communicative skills among learners in the 8th grade at Unidad Educativa Provincia de Cotopaxi between students of aged 11-12. The purpose of this study is to increase the power to acquire new knowledge styles on the teaching process, specially, kinesics therefore the result of the combination of these theories will motivate students to participate more in class and wake up interest on speaking skills dynamics aimed to strengths and complement the use of a language skill along their lives. To achieve this purpose, it was necessary to design a booklet with some practical techniques that teachers can use in classroom based on the Communicative Language Teaching methodology and the Multiple Intelligences theory.

KEYWORDS: learning, communicative, teaching
Hoy en día, los maestros incorporan estilos de aprendizaje porque son importantes y fáciles de aplicar en el aula y hacen de la clase un poco más interesante. Por esta razón este proyecto está basado en actividades kinestéticas en el rendimiento de la habilidad del habla. Hay diferentes estilos de aprendizaje; visual, auditivo y cenestésico. Para ayudar a los estudiantes los maestros necesitan implementar estas preferencias como sea posible. Los maestros pueden incorporar estos estilos de aprendizaje en sus actividades curriculares para que los estudiantes sean capaces de tener éxito en sus clases. Esta tesis se refiere a la mejora de las habilidades comunicativas entre los estudiantes en el 8vo grado en la Unidad Educativa de la Provincia de Cotopaxi entre los estudiantes de 11-12 años. El propósito de este estudio es aumentar la conciencia de la facultad y la comprensión del efecto de los estilos de aprendizaje en el proceso de enseñanza, especialmente, el estilo cenestésico para que esta combinación de teorías motive a los estudiantes a participar más en clases y despertar interés en dinámicas de la habilidad del habla dirigida a las fortalezas y complementar el uso de la habilidad del lenguaje a lo largo de sus vidas. Para lograr este objetivo, fue necesario diseñar un folleto con algunas técnicas prácticas que los profesores pueden utilizar en el aula basándose en la metodología de enseñanza de la lengua comunicativa y la teoría de las inteligencias múltiples.

PALABRAS CLAVES: comunicación, enseñanza, aprendizaje
INTRODUCTION

The reasons most important to learn English are frequently to get opportunities, travelling abroad, applying to a scholarship or by finding a job. The Ecuadorian government has emphasized through different means the importance of learning English and the expectations of becoming a bilingual country. However, Ecuador has a problem with the teaching and learning of English in public schools, overcrowded and technological resources make almost impossible to generate changes aimed to improve them.

But not everything is lost yet, university Guayaquil students have undertaken a project aimed to take other advantages to improve communicative skills in students at Unidad Educativa Provincia de Cotopaxi who traditionally are taught English using grammar and writing activities, for this reason this project previous to design an instrument to help teacher to improve speaking skills, involves the study of learning styles and develop speaking skill at the same time.

The thesis work is split up in four chapters: explanation of the problem, theoretical framework, methodology and the proposal of the investigation.

The chapter 1 consists of an explanation about the Problem, it can also contain the context of the investigation, conflict situation, scientific fact, causes, formulation of the problem, general objective, specifics objectives, questions of the investigation and justification.

In the chapter 2, it is expressed a description of several theoretical frameworks; philosophical, pedagogical, psychological, social and legal.
The chapter 3 is about the methodology that is explained through different types of research and methods worked, application of techniques and instruments to finds quantitative and qualitative data, this data will be useful to futures investigations.

Finally, this work entails a proposal aimed to help teacher to use learning styles with the purpose to increase the speaking skill level, this chapter shows justification, general and specific objectives, definitions, description of the proposal, feasibility, social, pedagogical, philosophical and psychological aspects.
CHAPTER I
THE PROBLEM

CONTEXT OF INVESTIGATION

This study is developed at Unidad Educativa Provincia Del Cotopaxi educative, located at Av. Domingo Comín, Zone 8, District 109D01, provincia del Guayas, cantón Guayaquil, parroquia Ximena.

Unidad Educativa Provincia Del Cotopaxi is a middle-low institution, it was created on May 1971, and nowadays there are 1800 students at this institution, besides this institution offers bachilleratos in: Physics-mathematics, chemistry-biology, social science, informatics, accounting and secretarial course.

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

The principal of this institution is Lic. Efren Paladines, who works as a team in order to improve the quality of education and provide students a better development of their knowledge.

CONFLICT SITUATION

At Unidad Educativa Provincia Del Cotopaxi, it was evidenced that students do not practice enough speaking skill in class, there are not activities of motivation to speak and it has caused many difficulties in the
learning process. Besides that, it was also notorious the difficulties they should understand due to limited vocabulary and use of other skills, so that they do not permit to establish a fluent exercise in the moment of speaking, consequently, there are poor strategies to get students properly give opinions.

To get improve students level it is necessary some considerations, first, the role that teachers is important because it determines what kind of techniques they will apply during teaching-learning process. It is notorious that a lot of times the didactic resources are not appropriate. Deficiency of speaking skill in students of 8th year of basic education is notorious and worrying, because it is not only involved in teaching process but also in the academic development of students.

On the second place teachers from the institution informed that they did not have enough didactic material to develop the speaking skill and motivate students with a different strategy, the improvement of these materials is one of the objectives in this research.

Finally, a deplorable situation of indifference was found in the learning of the language and as result of this the principal goal of this thesis is to fortify the speaking skills and increase the interest of student.

**SCIENTIFIC FACT**

Low development of speaking skill in students of eighth year of General Basic Education at Unidad Educativa Provincia De Cotopaxi, Zone 2, District 09h00843, Guayas province, Guayaquil canton, Parroquia Ximena, school year 2016-2017.

**CAUSES**

According to the research the following causes were noticed:
▪ Poor knowledge about the concept and strategies of kinesics.
▪ Limited use of speaking activities in the classroom.
▪ Lack of didactic resources for developing the speaking skill.

FORMULATION OF THE PROBLEM

How does the application of kinesthetic activities influence in the improvement of speaking skill performance in students of 8th year of General Basic Education at Unidad Educativa Provincia de Cotopaxi, in the school year 2016-2017?

OBJECTIVES

General objective

▪ To determine the influence of kinesics to develop speaking skills through a field, bibliographical and statistical analysis to design a booklet with activities focused on encourage students to express their opinions

Specific objectives

▪ To determine the kinesics as an activity to improve speech ability.

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

▪ To design a booklet with kinesthetic activities to improve speaking skill.

QUESTIONS OF THE INVESTIGATION

1. What methodology will be useful to use in class for improving the speaking skill?
2. How do role play cards influence in the speaking skill?

3. What are the research instruments to collect information?

4. Which are the theoretical bases that will give support to the scientific research?

5. What impact will the research have?

JUSTIFICATION

This research is designed to solve a deficiency in the development of oral production activities in English using the kinesthetic activities so that the teaching of English can be motivated by innovative activities that arise the interest and participation of the eighth years of basic education students

The impact of this project in the short term would be to give a serious and precise investigation on the methodological and pedagogical situation in the teaching of English at Provincia Del Cotopaxi educative unit and to create an alternative to implement a new pedagogical resource in addition to those already used in class currently.

On the other hand, the impact in the long term would be to continuously implement oral production activities throughout the educational unit based on the use of kinesthetic activities such as; dramas, role plays, role play cards and games, to increase the level of the use of the foreign language.

In order to get pre-grade degree researchers have propelled an interesting project, the influence of kinesthetic activities in speaking skill performance, the same that will benefit all members at Provincia Del Cotopaxi educative unit. It is also a support from University of Guayaquil
as an important contribution to the Guayaquil community and to the whole country as this is expressed on the Guayaquil University mission.

University of Guayaquil is a center of knowledge that produces, distributes and spread over knowledge, aptitudes and capacities with moral and municipal good esteems, through educating. Research and connections with the group, advancing the efforts, development and manageable improvement of the nation to enhance the personal satisfaction of society.

In like manner, the Faculty of Philosophy, Letters and Education Sciences, is an academic unit of higher education, of the University of Guayaquil, which has as a fundamental purpose

Improvement of the human resources of the national educational system, in all its levels, modalities, specializations, as a pre-grade and postgraduate study with academic and technical excellence committed to the needs of social transformation and trained to generate science, technology and art in the field of education, in addition, training in other sciences and science technological development. In training, they are considered as fundamental elements: teaching, research, university extension and social criticism through inter and disciplinary development.
CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND

This chapter comprises review of literature such as: definition of speaking, importance, types and levels of proficiency, definitions of communications, languages and kinesthetic. A part of this many authors were cited to argue the theoretical bases.

In the beginning of the research it was not founded researches related or using the same topic, it was not possible to get a project where kinesthesis can be used to improve speaking skill, therefore it will be necessary to know both variables and determine how some non-verbal communication factors influence in the teaching and learning of English. However, it was founded that there is a project where role plays are used as a technique to improve language interaction in classroom, this project was written by Baiti, (2016) with the title “The Implementation of Role Play to Improve Students' Speaking” writer makes emphasis in the participation of students at the moment they practice role plays motivating spontaneous oral expression and creativity.

Going on with the implementation of the teaching using kinesthetic it was found other investigation from Islamic Azad University, “Visual, Auditory, Kinesthetic Learning Styles and Their Impacts on English Language Teaching” by Pourhossein. A, (2012), In this work, writer refers to the use of different styles at the moment of teaching, because a better knowledge and understanding of learning styles will allow the student to determine his or her own personal strengths and weaknesses and learn from them.
Researchers have taken as a reference these investigations to give support to the use of kinesthetic style to improve specially speaking skill, researchers believe that the use of role plays cards is going to help students to participate more in class and learning in an easier way to speak English.

THE FOUR LANGUAGE SKILLS

According to Harmer, (as it is cited in Segura, 2012) “Communication skills comprise receptive skills and productive skills. Listening and reading are receptive skills while speaking and writing are productive skills.” (p.10)

In language teaching, the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to as productive. Language directed at the learner (in reading or listening) is called receptive.

Language is developed in different forms through body senses; visual and auditory. In visual form people can read and write, in auditory form people can hear and speak. According to Poelmans, (2003) “language skills are distinguished in two dimensions: The first (Modality) is the difference between the auditory language mode versus the visual mode, and the second (processing activity) is the process of encoding or decoding.” (p.10) as it is indicated in chart N.1

CHART N. 1

<table>
<thead>
<tr>
<th>MODALITY</th>
<th>PROCESSING ACTIVITY</th>
<th>MEDIALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUDITORY</td>
<td>ENC.DEC.</td>
<td>SPEAKING</td>
</tr>
<tr>
<td>VISUAL</td>
<td>ENC.DEC.</td>
<td>WRITING</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Provincia de Cotopaxi
Elaborated by: Karen Guato and Gilda Barcos, 2017

Chart.No.1
SPEAKING

Speaking is "the procedure of constructing and dividing implication by means of using verbal and non-verbal symbols, in a variety of situations" Chaney (as it is cited in Shrouf, 2014, p.1)

Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in a real time. Second, when you speak, you cannot edit and revise what you wish to say, as you if you are witting

This dependent variable refers to a language skill (speaking) where it will be influence with kinesthetic activities

Therefore, Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. In speaking students have the ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language, in other words they are required to show mastery of the following sub competencies/ skills (p.30)

IMPORTANCE OF SPEAKING

English is playing an important role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in
English, in consequence, English is being taught and learned around the world as a Second language today.

Language is a tool for communication. People communicate to express ideas, and knowledge. Communication takes place, where there is speech. Without speech the communication is impossible. For Gillis, (2013) “the most effective way to communicate is through speech.” (p.1), the importance of speaking skills, hence is huge for the apprentices of any language. Without dialogue, a language is minimized to an ordinary script. The use of language is an activity which takes place within the community.

In the English dialect the four segments are altogether interconnected. Keeping in mind the end goal to end up noticeably a balanced communicator one should be proficiency in every one of these aptitudes, however the capacity to talk gives the speaker distinctive preferences. The ability to assemble words genuinely to reflect considerations, suppositions, and emotions furnishes the speaker with these critical points of interest.

Therefore, an effective speaker can gain ability to persuade and inform the attention of the audience; can enhance one’s personal life as well as it is so important for career success.

SECOND LANGUAGE ACQUISITION (L2)

There are several theories on language acquisition. George, (1996) mentions “Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language as well as to produce and use words and sentences to communicate.” (paragraph. 2)

For Yule, (1996) “There are clear contrasts between procuring aptitudes in the first and in the second dialect. The securing of the L1 aptitudes happens to a great extent while the youngster builds up their general intellectual capacities. The obtaining of the L2
aptitudes, the procurement of a remote dialect is more troublesome in light of the fact that the intellectual procedure is as of now finished in L1. (p.1)

According to Yule, (1996) there are some obstacles that can difficult the gaining of a second language, it can be the students are learnt not to make mistakes in tasks either in classroom or homework since they can feel ashamed if they make them or they do not pronounce well a word.

SPEAKING STRATEGIES

For the Common European framework, (2017) “Strategies are a means the language user exploits to mobilize and balance his or her resources, to activate skills and procedures, to fulfil the demands of communication in context and complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose.” (p.57)

Talking is a piece of the dialect learning process. Powerful educators show understudies talking techniques, for example, utilizing negligible reactions, perceiving contents, and utilizing dialect to discuss dialect. The utilization of correspondence procedures is viewed as the use of the metacognitive standards.

Using Minimal Responses

One approach to urge students to start to take an interest is to enable them to develop a supply of insignificant reactions that they can use in various kinds of trades. Such reactions can be particularly helpful for fledglings.
Insignificant reactions are unsurprising, frequently colloquial expressions that discussion members use to demonstrate understanding, assent, question, and different reactions to what another speaker is stating. Having a supply of such reactions empowers a student to concentrate on what the other member is stating, without having to all the while design a reaction.

**Recognizing Scripts**

Utilizing Language to Talk about Language some correspondence circumstances are related with an anticipated arrangement of talked trades, a content, for example, Greetings, statements of regret, compliments, solicitations, and different capacities that are impacted by social standards regularly take after examples or contents. So, do the value-based trades associated with exercises, for example, getting data and making a purchase se. In these contents, the connection between a speaker's turn and the one that tails it can regularly be foreseen.

Instructor can enable understudies to create talking capacity by making them mindful of the contents for various circumstances with the goal that they can anticipate what they will hear and what they should state accordingly. Through intelligent exercises, educator can give understudies rehearse in overseeing and shifting the dialect that diverse contents contain.

Dialect students are frequently excessively humiliated or timid, making it impossible to state anything when they don't comprehend another speaker or when they understand that a discussion accomplice has not comprehended them. Educator can enable understudies to defeat this hesitance by guaranteeing them that misconception and the requirement for illumination can happen in a connection, whatever the members’ dialect
aptitude levels. Educator can likewise give understudies methodologies and expressions to use for illumination and cognizance check. By urging understudies to utilize illumination expresses in class when misconception happens and by reacting emphatically when they do, educators can make a true practice condition inside the classroom itself. As they create control of different illumination procedures, understudies will pick up trust in their capacity to deal with the different correspondence circumstances that they may experience outside the classroom.

**TYPES OF SPEAKING**

Curricular foreign language (2017) split up the oral Communication into two sub-threads: 1) Spoken Production and 2) Spoken Interaction. (p.16)

**Spoken Production**

According to Curriculum, (2017) The Spoken Production sub-thread focuses on the principle of fluency over accuracy. Learners will learn the sounds of English through motivating and engaging tasks aimed to increase their confidence levels in regard to the language. The focus on fluency over accuracy (or we could say meaning over form) will also increase learners’ self-confidence and motivation and, in turn, lower the affective filter, thus leading to motivation to continue learning and producing L2 (Krashen, 1985). (p.57)

In oral production (speaking) activities the language user produces an oral text which is received by an audience of one or more listeners. Examples of speaking activities include:

- Reading a written text aloud;
- Speaking from notes;
- Speaking from a written text;
- Speaking from visual aids (diagrams, pictures, charts, etc.);
- Acting out a rehearsed role;
- Speaking spontaneously;
- Singing.
- Overall spoken production;
- Sustained monologue: describing experience;
- Sustained monologue: putting a case (e.g. in debate);
- Public announcements;
- Addressing audiences.

**Spoken Interaction**

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

Spoken interaction as conceived in this sub-thread includes both verbal and non-verbal communication. Learners should therefore participate in a variety of spoken contexts, from informal expression such as talking with friends, to more formal levels of expression such as presentations and speeches, in order to assure that they are experiencing diverse communication situations in which to apply the various communication strategies.

Some examples of interactive activities include:

- Transactions
• Casual conversation
• Informal discussion
• Formal discussion
• Debate
• Interview
• Role play activities
• Negotiation
• co-planning
• Practical goal-oriented

LEARNING STYLES

A learning style is the way as people understand and interpret data in a specific circumstance. When people use a learning, style is why they are get used to answer to it with good results or realize a good process of information in a learning situation. Brown (as it is cited in Pourhossein, 2012. p.105). Styles influence the way how students learn, the way how teachers teach, and how they interact each other. Each person has a particular style; however, these biological or inherited characteristics are influenced by culture, personal experiences, maturity level, and development.

There are three types of learning styles according to Wilfrid Laurier University (2008);

• Visual
• Auditory
• Kinesthetic

TYPES OF LEARNING

Visual Learning Style
It intends to learn by observing and looking, Pourhossein, (2012). In this kind of learning, students utilize a visual sense to record bearings and give careful consideration to addresses on the off chance that they watch them. Students who are visual-spatial as a rule experience issues with the composed dialect and improve the situation with outlines, shows, recordings, and other visual materials.

Visual learning includes:

- Use graphs, charts, illustrations, or other visual aids.
- Use summaries, concept maps, planners, assistances, etc. for reading and charming notes.
- Use a lot of material in plannifications to reread after the acquisition session.
- Offer demands to help them keep attentive in auditory atmosphere.
- Use post flip tables to demonstrate what will come and what has been showed.
- Accentuate key features to cue when taking notes.
- Exclude potential interruptions.
- Complement textual information with pictures whenever possible.

**Auditory Learning Style**

It intends to learn by hearing and tuning in, Pourhossein, (2012). In this sort of learning, students concentrate on the sounds for instance: when they read boisterously. It is less demanding to them to talk and listen as opposed to peruse and compose. They regularly improve the situation conversing with a partner or a recording device and hearing information exchanged.

Auditory learning style includes:

- It is completed with an abstract of what has been enclosed.
• Use the Socratic Methodology
• Include auditory exercises, for example, brainstorming, buzz groups, or Jeopardy.
• Let a lot of time to examine activities.
• Express the questions.
• Improve an internal conversation among educator and apprentices.

**Kinesthetic Learning Style**

It means to learn by touching and doing things, Pourhossein, (2012). In this type of learning style, learners do best when they are taught to touch and move parts of something. It is believe that students miss attention if there is little or no exterior motivation or gestures. Today, this kind of learning style is becoming one of the most important activities made in classroom.

Kinesthetic learning style includes:

Use exercises that get the students up and moving.

• Play music, when proper, amid exercises. Utilize hued markers to underscore key focuses on flipcharts or white sheets.

• Give visit extend breaks (mind breaks).

• Provide toys to give them a comment with their hands.

• Highlight a point, give gum, treat, and so on which gives a cross connection of fragrance (smell) to the current theme, it can be very effective.

• Provide highlighters, hued pens as well as pencils.
• Guide students through a perception of complex assignments.

KINESTHETIC

Ray Birdwhistell (1994) was an American anthropologist who coined the term kinesthetic or kinesics, meaning "facial expression, gestures, posture and gait, and visible arm and body movements".

Hans, (2014) mentions “The word kinesthesis comes from the root word kinesis, which means “movement,” and refers to the study of hand, arm, body, and face movements. Specifically, this section will outline the use of gestures, head movements and posture, eye contact, and facial expressions as nonverbal communication.” (p.47)

In order to achieve affective communication, it is necessary to know that when speaking movements occur that accompany the word (move the head, arms, hands, etc.) and that support the intentionality of the message, this set of movements is what forms the language Kinesthetic. The Kinesthetic language is used to strengthen the meaning of the words and to express the message efficiently.

IMPORTANCE OF KINESICS OR KINESTHETIC

People communicate every second through their body language. gestures, facial expressions, and posture all speak volumes more than the words, this is why the study of kinesics is so important – so we can learn to convey through our body language the right messages, as well as learn to correctly interpret what others are truly telling us.

As Birdwhistell, (1994) writes, Laughing and crying seem to be such universally recognized human expressions that from the beginning of my interest in human body motion communication I was tempted to see these as basic physiologically derived
expressions, the study of which could provide us with a starting point for measuring special individual conventionalized behavior.

No matter the culture, language spoken, or age of those communicating, Kinesics is the universal communicator. In every culture, there are norms through which individuals fit with their body language, especially in regard to gestures and posture, which clarify the messages conveyed.

CHARACTERISTICS OF KINESTHETIC LEARNERS

• Kinesthetic students are hands-on students

• They learn best by moving their bodies.

• Kinesthetic students tend to give things a shot for themselves and are not enthusiastic about viewing a show.

• They tend to touch, feel and investigate things to comprehend those as opposed to reading about those.

• They have truly great deftness

• They utilize substantial developments to express an idea or an idea.

• They are generally great at sports, tests, move, show and comparative physical exercises.

• Kinesthetic students tend to squirm a considerable measure on the off chance that they are requested to sit at one place.

• They would move their legs in quick movements while sitting, tap their toes, kick or hold up.
Types of Kinesthetic

Eye Contact

People often use eye gaze as a mean to determine if someone is being honest. Steady eye contact is often taken as a sign that a person is telling the truth and is trustworthy.

Dilts, W, (2012) mention “Eye contact is one of the most important nonverbal channels you have for communicating and connecting with others.” (p.1) Eyes contact it brings people closer. The eyes play an indispensable role in effective communication and the building

The eyes play an important role in nonverbal communication and such things as looking, staring and blinking are important non-verbal behaviors. When people encounter people or things that they like, the rate of blinking increases and pupils dilate. Looking at another person can indicate a range of emotions including hostility, interest, and attraction.

Paralinguistic

Cherry, (2017) expresses “Paralinguistic refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection and pitch. Consider the powerful effect that tone of voice can have on the meaning of a sentence. When said in a strong tone of voice, listeners might interpret approval and enthusiasm. The same words said in a hesitant tone of voice might convey disapproval and a lack of interest.” (p.1)

Paralinguistic is the use of non-verbal messages produced by the voice. People all tend to interpret and make judgments based on vocal
signals. These correspond to very different specific acoustic phenomena consisting of elements of voice quality, vocalizations and pauses.

**Proxemics**

The term Proxemics was coined by E.T. Hall, an Anthropologist by profession. He denoted, “The study of how human being communicated through their use of space”, in like manner Agnus, (2012) expresses “Proxemics can be defined as the study of means in which individuals make use of the physical space in the interaction between the individuals. Each and every organism in the universe tries to occupy, cultivate, preserve and utilize space.” (p.2)

Proxemics is a theory of non-verbal communication that explains how people perceive and use space to achieve communication goals. Proxemics is one of five non-verbal communication theories; semiotics (sign language), kinesics (body language), haptics (touch) and chromatics (time).

**Gestures**

More than half all human communication takes places nonverbally. You are constantly sending nonverbal messages-even as you read these words. When someone speaks in public, their listeners judge him/her message based on what they see as well as on what they hear.

Perhaps the use of gesture is most powerful when combined with other input modalities, especially voice being this a complement, creating an interface more powerful that either modality alone. Cohen (as it is cited in Billinghurst, 2011, p.14) says how natural language interaction is suited for descriptive techniques, while gestural interaction is ideal for direct manipulation of objects.
Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture.

**Facial Expression**

Gregersen, (2013) mentions that “Facial expressions are also a form of kinesics used for non-verbal language for transmitting messages” (p.6) The face is the primary site for communication of emotional states, it reflects interpersonal attitudes; it provides nonverbal feedback on the comments of others; as well as it is the primary source of information next to human speech. For these reasons, and because of the face’s visibility, people can have a great deal of attention to the messages and receive back from the faces of others. The face is a primary means of managing interaction, complementing a response, and replacing speech. Through facial expression, people can open and close channels of communication.

**Haptics**

Srinivasan, (2014) The associated sensory information, mediated by sensors in the skin, joints, tendons and muscles, is conveyed to the brain by the nervous system and leads to haptic perception. The subsequent motor commands issued by the brain activate the muscles and result in, say, hand and arm motion that modifies the touch sensory information. (p.3)

Communicating through touch is another important nonverbal behavior. Haptics is closely related to the study of Proxemics (the study of space in body language). In both cases get deal with personal space and territory - touch is usually the direct result of allowing others into an
intimate space. We obviously wouldn't allow others to touch us if we don't feel comfortable being around them.

ADVANTAGES OF KINESTHETIC LEARNING

Kinesthetic learning has a number of benefits, so that it is important to apply this type of learning to get closer students with varied modes of learning.

The benefits stand as follow.

- Increases maintenance abilities
- Aids in the advancement of intellectual abilities
- Helps understudies to move toward becoming independent in their lives
- Provides an opportunity to straightforwardly and understand
- Provide enough space for training

DISADVANTAGES OF KINESTHETIC LEARNING

- Kinesthetic learning is not always followed in schools
- Kinesthetic learning demands interactive lesson plans
- Assessments are nightmares for kinesthetic learners
- Not all topics allow hands on learning
- Not much importance is placed on details
- Kinesthetic learners are poor listeners

EPISTEMOLOGICAL FOUNDATION

Humanistic Approach
The implementation of methods to create a better environment of teaching and learning also involve an effective and emotional factor. When it is talked about one of the most essential teacher’s role is mentioned the role they attach to affect and feeling, keeping a humanistic tradition. Humanism departs from audiolingual habit theory and cognitive code learning and emphasizes the learner’s affective domain. Thus, language should be learner-centred, and the content, materials and learning activities should take into account the learner’s emotional attitude toward that language, its culture and his/her classmates. Humanism could be summarized saying that it is not really possible to teach anybody anything, only to help learners in their acquisition process.

PEDAGOGICAL FOUNDATION

Incorporating Body Language into Classroom Activities

Pennycook, (as it is cited by Gregersen, 2014). Communicative competence is limited when learners are deprived of all the authentic input, both visual and auditory, that works in tandem to achieve such competence

Teachers may want to reconsider the use of materials such as audio cassettes and non-visual multi-media that limit the learners’ ability to rely on visual sensory input, and to provide opportunities for learners to increase their awareness of the appropriate use of nonverbal communication.

People need to be providing activities where verbal and nonverbal behaviors reinforce each other. Among these are the use of video, drama and role play, and interviews. The few ideas given below are among a multitude of others that have been presented in recent literature and are meant to stimulate other classroom teachers to come up with their own.
PSYCHOLOGICAL FOUNDATION

Psychology is the science of behavior and mind, embracing all aspects of conscious and unconscious experience as well as thought. It is an academic discipline and a social science which seeks to understand individuals and groups by establishing general principles and researching specific cases. Through psychology we can also understand as the teaching and learning process working in our students, therefore is vital to know that exist different types of intelligents in them.

For Garner, (1989) there are different types of intelligence human beings can develop such as: verbal / linguistic, visual / spatial, body / kinesthetic, interpersonal, intrapersonal, logical / mathematical and environmental intelligence.

Multiple Intelligences

Howard Gardner definió el término inteligencia a partir de tres criterios: Capacidad de resolver problemas reales. Capacidad de crear productos efectivos. Potencial para encontrar o crear nuevos problemas.

According to Gardner, (2003) suggested that “all people have different kinds of intelligences” (p. 30). Garner explains that people do not have just an intellectual capacity, but have many intelligences such as: musical, interpersonal, spatial-visual and linguistic intelligences, kinesthetic intelligence and natural intelligence, in other words each person has an individual mental ability for example there are people strong in verbal, musical and naturalistic intelligence and most teachers have begun to teach approaching in this empirical theory. To use the multiply intelligences theory supplies a framework to support teaching and a language.

Kinesthetic Intelligent
Following to Garner, (2003) he mentions that Intelligence is related to learning through the realization of movements, manipulation of objects, body movements, competitive and collaborative movement sports, theater and role-playing, invention or the construction of a design model. The student with the most important intelligence is divided with the physical activities like the theater, the dance and also with practical activities. Kinesthetic intelligence is linked to the ability to control our body in coordinated physical activities such as deportation, dance, and manual skills, among others. Through body intelligence we acquire information that, through the effect of movement and experience, becomes meaningful learning.

**SOCIOLOGICAL FOUNDATION**

**Language and Social Behavior**

For M. Krauss and Chiu, (2009) “Language and Social Behavior Language pervades social life as well as it is the principal vehicle for the transmission of cultural knowledge.” (p.2)

Following to M. Krauss and Chiu, (2009) this is the manner as human beings gain access to the contents of others' minds. Language is implicated in most of the phenomena that lie at the core of social psychology: attitude change, social perception, personal identity, social interaction, intergroup bias and stereotyping, attribution, and so on. In social psychological language plays a role in both stimulus and response.

People often to communicate use gestures, nod their heads, change their postures and facial expressions, redirect the focus of their gaze, although these behaviors are not linguistic they suggest that they are relevant to an account of language use, each of these behaviors also can occur apart from the context of speech.
Social competence or the ability to interact socially and appropriately in a given situation is other factor that also plays an integral role in the development of young learners. Learners develop social skills when they learn to work together cooperatively, accepting points of view that are different from their own, negotiating, and learning about reciprocity. Through the use of conversation, role plays and group work, learners acquire the skills needed to develop self-efficacy.

PHILOSOPHICAL FOUNDATION

Teaching

For Domenech, (2012) “To teach is to favor the construction of informative and formative knowledge to the students” (p.1) as well as teaching is the progression to transfer or diffuse specific or general information about a subject where it is needed of a communicator; who must communicate emotions, feelings, knowledge, attitudes and values.

Teaching is an activity carried out jointly through the interaction of elements: one or more teachers or teachers or facilitators, one or more students or students, the object of knowledge, and the educational environment or educational world where teachers and students are contacted. The procedure of teaching is a more unpredictable movement that people really know, in light of the fact that the instructive demonstration can be broke down from various perspectives: the unequivocal (recognizable information), and the understood (that is not detectable).

Learning

Domenech, (2012) explains "To learn is to acquire knowledge, not only informative but also formative." (p.1)
Learning is a long life process of transforming information and experience into knowledge, skills, behaviors, and attitudes. It doesn't require a degree, endorsement, or review to demonstrate its value since it has a social esteem that decide obliviousness. Learning is bolstered by various means and instruments in light of the fact that it is not conceivable to learn on the off chance that it is not through training and methods for educating, especially, school learning is an exceptionally complex process, in view of the assortment of angles on which instructors need to choose, for example, arranging, curricular improvement, assessment, institutional support matters, and so forth. In conclusion we can state that learning is an always assessment and examination process.

LEGAL FOUNDATION

National Constitution

The basic general education has as objective to develop capacities, abilities, skills and competences in children and teenagers up to finish their learning at high school, to carry out this educative process, it is necessary based on principal national law. (The constitution) and know which is, through these laws, the support that government give to the education. According to Second Supplement - Official No. 417 (LOEI) That Article 347- literal 8 of the Constitution of the Republic establishes that:

It is the responsibility of the State: to strengthen public education and co-education, incorporate information technology and communication in the educational process and promote the link education with productive activities.

National Constitution,

Art. 28
Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State promotes intercultural dialogue in its multiple dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education.

**Good Living Plan**

Education should be recognized as a human right, at the same level as job, water and nature", the good living plan propose an innovative pedagogy in function of the national reality and different necessities of Equatorian people. (p.121)

**International Standards According to Common European Framework**

Minister of education and many other educational institutions around the world use the Common European Framework of Reference for Languages (CEFR). It is an international standard for describing language ability. It is used around the world to describe learners’ language skills.

**Speaking Proficiency Levels**

Common European Framework, (2017) defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis. (p.1), as well as will provide teachers and curriculum planners with orientation points.
The next chart illustrates relatively high degree of grammatical control in the English language according to Common European Framework, (2017). It has been taken as an international standard for the teaching and learning process. According to this thesis, proposal will be applied to the 8th grade at “Provincia de Cotopaxi” public school whose level belongs to A1 and A2 level of proficiency.

**Speaking Level for EFL Learners**

**Proficiency User**

- C2: I speak and understand English completely fluently.

- C2: I speak and understand very well but sometimes have problems with unfamiliar situations and vocabulary.

- C1: I speak and understand well but still make mistakes and fail to make myself understood occasionally.

**Independent User**

- B2: I speak and understand well but still make mistakes and fail to make myself understood occasionally.

- B1: I can speak and understand reasonably well and can use basic tenses but have problems with more complex grammar and vocabulary.

- B1: I can make simple sentences and can understand the main points of a conversation but need much more vocabulary.

**Basic User**
A2: I can communicate simply and understand in familiar situations but only with some difficulty.

A1: I can say and understand a few things in English.

A: STARER I do not speak any English. ……

Level A1

Basic user is considered the lowest level of generative language use— the point at which the learner can interact in a straightforward way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (CEF, 2017, p-33)

Level A2

Upper basic user, at this level most of descriptors stating social functions are to be found, like use simple everyday polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and decide to meet; make and accept offers. (CEF, 2017, p-33)
CHAPTER III

METHODOLOGY

RESEARCH DESIGN

This plan was elaborated to explore a research problem, for which it was necessary to use a bibliographical research, field research and others such as: exploratory, descriptive, correlational and explicative research. After this, some methods helped to find some aspects for example: determine conflict situation, causes, and consequences and possible solutions to the problem through the instruments of investigation. At last all information gathered will be communicated in a quantitative and subjective way to deal with dissect and decipher of information with the reason for fulfilling the offered conversation starters about the issue of the examination. And also, relate them in Philosophical, Psychological, Pedagogical, Social, and legal perspectives to supplement the qualities and beat the shortcomings of a solitary outline.

TYPES OF RESEARCH

Field Research

Reyes. V, and D. Sunderlin. W, (2008) state that field research is a type of investigation, useful to observe behaviour under natural conditions. Where researches can get a real situation applying quantitative and qualitative methodology, Researchers used this type of research at Unidad Educativa Provincia de Cotopaxi to get information where the problem is happening, letting collecting data through methods and instruments of investigation such as: observation, interview and student’s survey.

Explanatory

Explanatory research refers to explore an area where little is known or to investigate, Kumar and Ranjit, (2005). In this investigation, the
authors of this project have utilized this kind of research because it was essential to figure out the antecedents that gives support to the project, as well as, this type of research have been useful because through it, researchers could know previous works from other authors to understand a topic little known.

**Descriptive**

Kumar and Ranjit, (2005) describe investigation refers to provide information about living condition of a community or describes attitudes towards a specific issue. It was very useful because through it, research was possible to know a little bit about community; describing statistical results, conflict situation, application of speaking resources, type of methodology, population and sampling.

**Correlational**

Hernández et al. (2003) correlational research is related to seek the relationships among different groups, definitions or variables in a determined time. The correlational research in this investigation was utilized on the grounds that it is essential set up connection amongst sensation and oral aptitude. It was utilized when scientists connected the students 'survey, meet, the chi-square or when they analyze factors in lawful, mental, instructive, social and philosophical establishments and quantitative and subjective techniques. It was valuable on the grounds that through it was conceivable to set up the presence of a relationship/association between at least two parts of a circumstance.

**Bibliographical**

One of the first stage on the investigation is the bibliographical review, this is the beginning to know different criteria from different authors who have formulated theories about kinesthetic and oral skills, checking
extensive literature is not essay as it seems, it tries to seek data in newspapers, magazines, government reports, books, legal documents, scientific articles, researchers from different authors, visiting Guayaquil University library or by surfing the internet, Cazau (2006).

**POPULATION**

Population is a group of people, animals, or things that have similar features in common, in this investigation work, the certain population who was proceeded to analyze is at Unidad Educativa Provincia de Cotopaxi. The population was constituted by teachers and students.

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>Section</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Teachers</td>
<td>2</td>
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<td></td>
</tr>
<tr>
<td>Students</td>
<td>1600</td>
<td>98.76%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1602</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Provincia de Cotopaxi

**SAMPLE**

Sample is a small amount of people, animals, or things that belong to the population in a specific place where researchers can obtain information from population at large, Ludewing (2016).

In this project sampling of the participants was done as follows:

The authors of this investigation have chosen students of eighth year of General Basic Education since it is the beginning level for the acquisition of a second level as it is expressed in Common European Framework used by National Curriculum, (2017) at Unidad Educativa Provincia de Cotopaxi according

<table>
<thead>
<tr>
<th>SAMPLE</th>
<th>Section</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>1</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>40</td>
<td>97.5%</td>
<td></td>
</tr>
</tbody>
</table>
The sample is represented by the next formula, taking into account all data gathered.

\[ n = \frac{PQ \cdot N}{(N-1) \cdot \epsilon^2 + PQ} \]

Where:

- \( N = \) Sample.
- \( PQ = \) Population variance = 0.25.
- \( E = \) Error margin = 0.10
- \( K = \) Constant of error correction = 2.
- \( N = \) Population = 1600

\[
\begin{align*}
    n &= \frac{40}{(1600 - 1) \cdot \frac{0.10^2}{2^2} + 0.25} \\
    n &= \frac{40}{0.03975 + 0.25} \\
    n &= 100.87 = 100
\end{align*}
\]

Sample = 100.87 = 100
## MATRIX OF VARIABLES

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLE</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
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<tr>
<td>SPEAKING SKILL</td>
<td>DEFINITIONS</td>
<td>The four language skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Importance of speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second language acquisition (l2)</td>
</tr>
<tr>
<td></td>
<td>SPEAKING STRATEGIES</td>
<td>Using minimal responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recognizing scripts</td>
</tr>
<tr>
<td></td>
<td>TYPES OF SPEAKING</td>
<td>spoken production</td>
</tr>
<tr>
<td></td>
<td></td>
<td>spoken interaction</td>
</tr>
</tbody>
</table>

<table>
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<th>DEPENDENT VARIABLE</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
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</thead>
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<td>KINESTHETIC</td>
<td>LEARNING STYLES</td>
<td>Visual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auditory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kinesthetic</td>
</tr>
<tr>
<td></td>
<td>DEFINITIONS</td>
<td>kinesthetic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Importance of kinesics or kinesthetic</td>
</tr>
<tr>
<td></td>
<td>TYPES OF KINESTHESIC</td>
<td>Characteristics of kinesthetic learners</td>
</tr>
<tr>
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<td></td>
<td>Eye Contact</td>
</tr>
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<td></td>
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<td></td>
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<td>Proxemics</td>
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<td>Gestures</td>
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<td>Facial Expression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Haptics</td>
</tr>
<tr>
<td></td>
<td>BENEFITS</td>
<td>Advantages of kinesthetic learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disadvantages of kinesthetic learning</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Provincia de Cotopaxi
Elaborated by: Karen Guato and Gilda Barcos, (2017) Chart N° 4
RESEARCH METHODS

In a research, it is required to count things and talk with people to get information. In this project different methods were used, such as: empirical method, quantitative and qualitative methods, logical-history method, inductive and deductive methods.

Empirical Method

Nugent, (2013) Empirical research is to start analyzing with empirical evidence. This evidence is obtained by means of direct and indirect observation or experience. This method of research involves the use of other types of investigations such as: exploratory, explicative and descriptive. In the present project, empirical method has been used at the beginning of this work, using observation as an instrument to give or argue about possible hypothesis. This method is very useful and necessary because is the first step to start understanding a whole investigation.

Quantitative Research

MacDonald, and Headlam, (2015) state that quantitative method looks for quantify data and generalize results from a sample of the population. For this investigation this method was useful because it has allowed researchers count things and to explain what was observed, make predictions about possible causes and explain them. To achieve these purpose researchers used a tool; the survey, to collect numerical data, all numerical data is shown in form of numbers and statistics; based on sample´s data to seek precise measurement and analysis. This method was useful to:

- Determine the population and sampling
- Examine survey´s products applied to students in the 8th year.
- Define the relative among variables through chi-square test
Qualitative Research

For MacDonald, and Headlam, (2015) “qualitative methods attempt to gain an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and the world around them” (p.8). In this project researchers this method was used to give details and descriptions of what was observed. Researchers did some contextualization, interpretations and different understanding perspectives. In the same way that in the quantitative form, this method uses tools such as: survey; to collect data. Different to quantitative method, this method is expressed in the form of words, pictures or objects. This method helps to the researchers to give interpretations of all what was observed, as well as, they could find the following aspects;

- Characteristics of Unidad Educativa Provincia de Cotopaxi
- Unidad Educativa Provincia de Cotopaxi history
- Current public school situation
- Financial and social environment at Unidad Educativa Provincia de Cotopaxi and its integrants.
- Present condition of teaching learning process.
- Methods that are utilized in English class to develop oral skill
- Didactic material and quality of them

Logical History Method

Logical historical method alludes to discover data from earlier occasions or earlier records examined from different specialists, Escamilla (2017). Specialists utilized this strategy since it is basic to know the issue from the earliest starting point, and since when students are accepting English as second dialect and distinctive issues that they have found in instructing and learning process up to now, particularly the deficiency of oral exercises.
**Inductive Method**

Castillo, (2010) notices, in this strategy, specific cases are investigated, with a specific end goal to give general conclusions, in like way. Inductive strategy was connected on the grounds that without this technique it would be exceptionally hard to get decisions about the information gathered through research, for instance; on the second section distinctive definitions are disclosed with the goal to provide for knowing general ideas as sensation and oral abilities, and also, utilizing instruments of examination all information found will be dissected to give last finishes of the contention circumstance.

**Deductive Method**

Castillo, (2010) communicated that deductive technique alludes to discover answers from the fundamental thought. Deductive strategy is valuable to clarify huge ideas. In this venture, this strategy was valuable since it was essential to answer intelligent and rationally look into questions and clarify the motivation behind the examination.

**DATA COLLECTING**

Information gathering is the action that comprises of the accumulation of data inside a specific setting. Subsequent to social event this data, the information is handled; the objective for all information gathering is to permit the examination and give conclusions and suggestions, Kothary, (2004).

**TECHNIQUES AND INSTRUMENTS**

In the accumulation of essential or genuine data were utilized the accompanying strategies:

**Observation**
This technique alludes to get data without anyone else perception, Kothary (2004). This is the principal method utilized as a part of an examination on the grounds that through this, specialists can observe straightforwardly from the field of study. Analysts connected a perception sheet to assess typical class and observe about showing procedure and system utilized as a part of classroom. The observation sheet looks for collecting information about:

- Methodology
- Student’s motivation
- Didactic materials to teach English
- Speaking activities to teach English
- English level proficiency
- How many English teachers does the high school have?
- How many students are there in eighth grade?
- observe social, pedagogical, psychological and legal aspects

Survey

It refers to get data from a particular gathering of people through inquiries, Hernández et al. (2003). Study was connected in light of the fact that this work needs genuine data so as to know assessments about particular talking exercises, talking methodologies and teacher’s strategy and the proposition of utilizing a booklet with sensation exercises short to build up the oral expertise. Study was acknowledged to 40 students with organized inquiries. For this work the data is arranged in classifications whose outcomes are in tables to be investigated quantitatively.

Interview

It alludes to make inquiries to someone else up close and personal so as to get information for an examination, Cazau (2006). The meeting was utilized to know straightforwardly from the English instructor what sort of procedure she is utilizing as a part of classroom to urge understudies to
talk in English, what systems are being utilized to create oral expertise and what kinds of talking assets educator needs to.
## SURVEY TO THE STUDENTS

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>ALTERNATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You believe English language is very important nowadays.</td>
<td>Total Agree</td>
</tr>
<tr>
<td>2. Your teacher encourage you to speak in English every day.</td>
<td></td>
</tr>
<tr>
<td>3. Teacher uses visual, auditory and movement activities in classroom to encourage oral skills</td>
<td></td>
</tr>
<tr>
<td>4. You like that your teacher uses more speaking activities to motivate your learning of English</td>
<td></td>
</tr>
<tr>
<td>5. Dialogues are often practiced in your classroom</td>
<td></td>
</tr>
<tr>
<td>6. Teacher invites you to use body motions while you are speaking for example: facial expressions or gestures to represent a drama, dialogues or role plays activities.</td>
<td></td>
</tr>
<tr>
<td>7. Activities with body expressions will help me to improve my speaking skill in English.</td>
<td></td>
</tr>
<tr>
<td>8. Activities such as: games, jump ropes, role play, and role play cards would motivate you to participate more in class.</td>
<td></td>
</tr>
<tr>
<td>9. You believe that your teacher should teach English through dynamics or games to increase the interest by studying English</td>
<td></td>
</tr>
<tr>
<td>10. Teacher should use role play cards to develop different learning styles and motivate students to participate more in class.</td>
<td></td>
</tr>
</tbody>
</table>
DATA ANALYZE

40 students

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM # 1</td>
<td>Totally Disagree</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>6</td>
<td>17.5%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>16</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barcos and Karen Guato, 2017

15% of students said that they consider that English language is very important today; in like manner 20% of students consider English is important, however there are 40% of students who think English language is not important.

Analysis

A great number of students have mentioned they consider English language very important nowadays, therefore it is important to help English teacher to improve teaching of English Unidad Educativa Provincia de Cotopaxi applying kinesthetic activities as a methodology to encourage students to learn English.
DATA ANALYZE

40 students

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Totally Disagree</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

ITEM # 2

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

65% of students said that their teacher does not encourage them to speak in English every day; and only 2.5% of students mentioned that teacher does do it.

Analysis

A lot of students have mentioned that their English teacher does not encourage students to speak in English every day. Therefore, it is necessary that teacher change or implement speaking activities every day or twice a week.
40 students

### DATA ANALYZE

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Totally Disagree</td>
<td>22</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>17</td>
<td>42.5%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

#### Graphic 3 Use of visual, auditory and movement activities

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

97.5% of students said that teacher does not use visual, auditory and movement activities in classroom to encourage oral skills

### Analysis

A great deal of students has mentioned that their teacher does not use additional visual, auditory or movement activities to encourage oral skills, bearing in mind that visual and auditory activities are very difficult to apply because of insufficiency or technological resources, it is believed that movement activities are an alternative to develop oral skills, therefore teacher should implement, create or adapt activities to encourage students to speak.
DATA ANALYZE

40 students

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Totally Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

65% of students said that they would like to have more speaking activities. However, 35% of them do not want to have more speaking activities.

Analysis

The majority of students mention that they would like that their teacher uses more oral activities, therefore, it is suggested the use of an instruments that complement oral activities.
DATA ANALYZE

40 students

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Disagree</td>
<td>21</td>
<td>52.5%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>42.5%</td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>2.5%</td>
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</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>Totally Agree</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

95% of students said that they do not practice dialogues in classroom

Analysis

The majority of students mention that they do not use dialogues to practice English in classroom. Therefore, there is necessary put in practice more oral activities, definitively.
DATA ANALYZE

40 students

6 Teacher invites you to use body motions while you are speaking for example: facial expressions or gestures to represent a drama, dialogues or role plays activities.

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
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<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

CHART No. 10

Graphic 6 Use of body motions

- Totally Disagree
- Disagree
- Indifferent
- Agree
- Totally Agree

| Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017 |

52.5% of students said that their teacher does not encourage them to use or practice facial expressions or gestures when they are speaking; in like manner 47.5% of them said that teacher does do it.

Analysis

A great deal of students had mentioned that they do not practice oral activities, however in the few activities practices facial expressions and gestures have not been so important, therefore the use of booklet with appropriate kinesthetic activities will reinforce methodology and the new way to see speaking activities.
DATA ANALYZE

40 students

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM # 7</td>
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<td>12</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

55% of students said that activities with body expressions do help to improve speaking skill in English; but 45% think not

Analysis

Many students have mentioned that they believe that body expressions do help to improve my speaking skill in English, therefore, the use of a booklet with kinesthetic activities are ideal to help teacher to implements dramas, dialogues with role plays and role plays activities.
DATA ANALYZE

40 students

<table>
<thead>
<tr>
<th>CODE</th>
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<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM # 8</td>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>6</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>0</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>14</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

Chart No. 12

Graphic 8 Motivational activities

70% of students said that activities such as: games, jump ropes, role play, and role play cards would motivate them to participate more in class; but 30% do not believe that.

Analysis

A great number of student agree with the use of games, jump ropes, role play and role play cards, they believe that they would motivate them to participate more in class, therefore it is suggested to implement these types of activities to encourage student in learning English.
DATA ANALYZE

40 students

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Disagree</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td></td>
<td>2.5%</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td></td>
<td>32.5%</td>
</tr>
<tr>
<td>Totally Agree</td>
<td>26</td>
<td></td>
<td>65%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

97.5% of students said that they believe that their teacher should teach English through dynamics or games to increase the interest by studying English.

Analysis

A lot of students have mentioned that their teacher uses the book that government gives to public schools, where activities are very limited. Therefore, the English teacher should have an instrument additional to improve English level in her or his students.
DATA ANALYZE

40 students

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM # 10</td>
<td>Teacher should use role play cards to develop different learning styles in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Totally Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Indifferent</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Totally Agree</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

CHART No. 14

85% of students said that teacher should use role play cards to develop different learning styles in class.

Analysis

A lot of students have mentioned that they would like to have a booklet with additional activities that encourage students’ participation and oral production. Therefore, researchers want to help English teacher to improve oral skill at Unidad Educativa Provincia de Cotopaxi.
CHI SQUARE

Chi-square is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories, F. Maben, (2005)

To develop this probabilistic test, it is necessary to have:

1. Quantitative data.
2. One or more categories.
3. Independent observations.
4. Adequate sample size (at least 10).
5. Simple random sample.
6. Data in frequency form.
7. All observations must be used.

In the like manner to calculated chi-square it is needed the following steps:

1. Write the observed frequencies in column O
2. Figure the expected frequencies and write them in column E.
3. Use the formula to find the chi-square value:
4. Find the df. (N-1)
5. Find the table value (consult the Chi Square Table.)
6. If your chi-square value is equal to or greater than the table value, reject the null hypothesis

STEP 1: Write the observed frequencies

In this step they were chosen two statements 1 and 8 as they are shown in the chapter three.
After knowing different results in questions number 1 and 6, they are shown on a table indicating all observed values and their totals;

<table>
<thead>
<tr>
<th>IT WAS OBSERVED</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td></td>
</tr>
<tr>
<td>Question 6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Teacher invites you to use body motions while you are speaking for example: facial expressions or gestures to represent a drama, dialogues or role plays activities.

<table>
<thead>
<tr>
<th>CODE</th>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM # 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>3</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td>6</td>
<td>17.5%</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Totally Agree</td>
<td>16</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Provincia de Cotopaxi, Unidad Educativa
Elaborated By: Gilda Barco and Karen Guato, 2017

After knowing different results in questions number 1 and 6, they are shown on a table indicating all observed values and their totals;
STEP 2: Calculate the expected frequencies and write on the table

To find the expected results, it was used the next formula; the total frequency of the rows of the question N.1 multiplied by the total of the first column after that it is divided by the total frequency. (Total frequency is equal to 80)

Total of row question 1 by total of column 1 divided by 80 = 1.5
Total of row question 1 by total of column 2 divided by 80 = 8
Total of row question 1 by total of column 3 divided by 80=8.5
Total of row question 1 by total of column 4 divided by 80= 8
Total of row question 1 by total of column 5 divided by 80= 14

The quantities above are the expected results by the question number 1 whose values will be the same by question number 6

<table>
<thead>
<tr>
<th></th>
<th>IT IS EXPECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question 1</strong></td>
<td>1.5 8 8.5 8 14</td>
</tr>
<tr>
<td><strong>Question 6</strong></td>
<td>1.5 8 8.5 8 14</td>
</tr>
</tbody>
</table>

STEP 3
TEST CHI SQUARE

OBJECTIVE: To show statistically if there is a relationship between the independent and dependent variable.
Independent variable: speaking skill
Dependent variable: kinesics
Case processing summar
You consider that English language is very important nowadays* Teacher invites you to use body motions while you are speaking for example: facial expressions or gestures to represent a drama, dialogues or role plays activities.

<table>
<thead>
<tr>
<th>You consider that English language is very important nowadays</th>
<th>Valid N</th>
<th>Percent</th>
<th>Lost Cases N</th>
<th>Percent</th>
<th>Total N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher invites you to use body motions while you are speaking for example: facial expressions or gestures to represent a drama, dialogues or role plays activities.</td>
<td>40</td>
<td>100,0%</td>
<td>0</td>
<td>0,0%</td>
<td>40</td>
<td>100,0%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Provincia del Cotopaxi
Elaborated by: Karen Guato and Gilda Barcos, 2017

**CROSSTAB**

You consider that English language is very important nowadays*Teacher invites you to use body motions while you are speaking for example: facial expressions or gestures to represent a drama, dialogues or role plays activities.

<table>
<thead>
<tr>
<th>You consider that English language is very important nowadays</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher invites you to use body motions while you are speaking for example: facial expressions or gestures to represent a drama, dialogues or role plays activities.</td>
<td>30,0%</td>
<td>0,0%</td>
<td>0,0%</td>
<td>0,0%</td>
<td>7,5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You consider that English language is very important nowadays</th>
<th>Disagree</th>
<th>Scrutinizing</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher invites you to use body motions while you are speaking for example: facial expressions or gestures to represent a drama, dialogues or role plays activities.</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
Teacher invites you to use body motions while you are speaking for example: facial expressions or gestures to represent a drama, dialogues or role plays activities.

<table>
<thead>
<tr>
<th>Sentiment</th>
<th>Scenarizad</th>
<th>60,0%</th>
<th>0,0%</th>
<th>0,0%</th>
<th>0,0%</th>
<th>15,0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indifferent</td>
<td>1 5 0 0 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>0 6 3 0 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totally Agree</td>
<td>0 0 4 12 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Source: Unidad Educativa Provincia del Cotopaxi
Elaborated by: Karen Guato and Gilda Barcos, 2017
Level of meaning: Alpha = 0, 05 o 5%

Statistical test to use: CHI Square

Value P or significance

<table>
<thead>
<tr>
<th>Chi-Square test</th>
<th>Value</th>
<th>df</th>
<th>Asintótica significance (bilateral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-square from Pearson</td>
<td>67,792a</td>
<td>12</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood reason</td>
<td>74,566</td>
<td>12</td>
<td>.000</td>
</tr>
<tr>
<td>Association lineal by lineal</td>
<td>32,122</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>N of Valid cases</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To 20 boxes (100, 0%) have expected a count less than 5. The minimum count expected is, 53.

As the value of p is less than 0, 05 affirm that there are relationship between kinesics and the speaking skill in the 8th grade, therefore the kinesics is essential for the speaking skill in learners.
Correlation between variables

**Objective 1**
To determine the kinesics as an activity to improve speech ability.

**Comment**
This type of objective achieves to identificate how the prevalence of the independent variable on the dependent given through surveys, in the questions of surveys 2,3,4 and 5 of the recollection matrix information for the students of 8th grade of basic education.

**Objective 2**
To evaluate that the speaking skills can be improved through a field study, bibliographical and statistical research.

**Comment**
In this kind of objective, the independent variable have effect on dependent variable and how it influence in the oral ability children which is measured through surveys in the questions 7,8 respectively for the students of 8th grade of basic education.

**Objective 3**
To design a booklet with kinesthetic activities to improve speaking skill performance

**Comment**
The acceptance of the proposal is achieved with the measurement quantitative of the questions 9 and 10 of the matrix for the benefit of students of 8th grade of basic education of Unidad Educativa Provincia del Cotopaxi.
RECOMMENDATIONS

Researchers recommend the following points to be considered:

- What is needed is to promote more projects in English language to increase level of proficiency at Unidad Educativa Provincia de Cotopaxi.

- It is suggested that teacher uses more activities to develop listening and speaking skills.

- Teachers should involve more activities focus on oral production where students can interact among them.

- Implement games, role plays, role play cards, jump ropes and others movement activities where students can feel more confident so that they can participate more.

- Promote speaking activities every week, so that students get used to speaking in English.

- It is recommended to apply a guide with role plays cards as an instrument additional to help teacher to improve their methodology and students to improve their English proficiency.
CHAPTER IV

THE PROPOSAL

JUSTIFICATION

Even though visual, sound-related and sensation learning are the most generally recorded learning styles, little consideration has been given to the kinesthetic one; maybe the expression “dynamic learning” get be more used to alludes exercises where understudies learn through development

The rendition of sensation learning considered here will happen in the classroom with the target of presenting and reinforcing ideas and also associating thoughts together to enhance oral expertise. In result, it is essential create thoughts and plan exercises where understudies take an interest all the more effectively in oral exercises in class.

IMPORTANCE

This chapter is umportant because it reveals the answers to the research questions and reflect the proposal put forward in Chapter one up to three. It also aligns to the purpose of the study offered in Chapter 1.

On the other hand, the mission of the Guayaquil University and the Philosophy Faculty is integrating their students with the community to change positively education and society through little steps in classroom but very meaningful for the develop and innovation at Unidad Educativa Provincia de Cotopaxi. Without doubt, it is a project aimed to change a traditional methodology and the way to see the English teaching in public schools.
Besides, the social impact of this educational project will be enormous because of contribution to the strengthening of students ‘learning who are part of this project, in other words they are the primary beneficiaries of this proposal, because they will be applied directly the methodology instrument adapted to the level A1 of speaking skill, according to Common European Framework.

Furthermore, teachers will be favor too, due to the fact that they will find on the guide, different strategies clearly aimed toward the development of the speaking skills, so that, it will be easier to create interactive environments in the teaching-learning process and they will have the satisfaction when they evidence the results at moment to assess them.

Finally, parents will also be benefits because the change and the improvement on the quality of education will be harvested on the professional life of each one of eighth grade students at Unidad Educative Provincia de Cotopaxi.

GENERAL OBJECTIVE

• To offer an instrument aimed to improve oral skills through kinesthetic activities in students of 8th grade in public schools

SPECIFIC OBJECTIVES

• To provide a pedagogical guide designed to encourage student participation in oral activities.

• To encourage the teaching and learning of English language in public schools as an important part of cultural development.
To use active learning to get student’s interest by learning English language

DESCRIPTION

This didactic guide consists in ten exercises using role play cards. Role play is a way of bringing situations from real life into the classroom; it includes plays, dramas, socio dramas, and simulation. It has been used the general term role play for all of these types of activities. Role plays can become scripts and students may organize performances for other groups, perhaps as an open class or part of a school festival. As well as this didactic guide helps to motivate to the students and teachers in the teaching –learning process to this wonderful and universal language.

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class

Role play cards invite students to assume the role of a specific person or character and to react to a stimulus or prompt as that person. They provide English language learners opportunities to use language and content in a variety of situations. They can be used in subject areas to link learning to real life contexts.

FEASIBILITY

Feasibility in this project is based on three ways; financial, technical, and human.

As a matter of first importance, the execution of this guide involves costs identified with the printing, the photocopies etc., of the exercises, for which it is required money related assets gave by the examiners.
For what this project be feasible, what teacher needs is to have are enough economic resources to print handouts to work in class when it be necessary, but the guide is design with activities that teacher should do verbally with their students and students with their teacher at the same time. The economic resources will depend on the photocopy activities from the guide alone.

On the second place, it is refered to technical feasibility which includes transportation, school location; technology needed, materials, equipments and facilities, such as: materials (Markers, Papers, Checking list), equipments (Computer, Camera, Flash drives), facilities (Schedule, Classroom, internet access).

Finally, who represent authorities at Unidad Educativa Provincia de Cotopaxi consider appropriate including a guide with kinesthetic activities in order to change traditional methodology of using grammar with writing activities and motivate student participation, and at the same time, enrich teacher methodology.

PEDAGOGICAL ASPECT

Communicative Language Teaching

Nowadays, the most used methodology for teaching a second language and the most recommendable is the Communicative approach since the interaction is the center of leaning. In this kind of methodology, apprentices make conversations related to their own experiences with peers, and the English teachers work as mediator between knowledge and receptors. They have to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment and focus
on the learning experience in addition to the learning of the target language. Aguilar, (2011)

Oral exercises are common among Communicative language teaching educators, in opposition to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. This pedagogical aspect is considered to apply the guide with kinesthetic activities.

SOCIAL ASPECT

Education and Society

Education is the process of educating or teaching. Webster, (as it is mentioned in Lloyd, 2002). Education is also a process of facilitating learning, acquisition of knowledge, skills, values, beliefs, and habits. It results difficult to think any industrialized society without a system of education. Some Sociologists see education as one of the major institutions that constitute society; such as: family, religion, politics, economics and health. Education is like a sub-system of the society and related with other sub-systems. Education as a sub-system performs certain functions for the society as whole. There are also functional relations between education and other sub-systems. For example, Education trains the individuals in skills that are required by economy and the same time, education is conditioned by the economic institutions. The functionalist view of education tends to focus on the positive contributions made by education to the maintenance of social system.

Education brings enormous benefits to individuals and society at large:

- Gain employment
- Have stable families,
• Be active and productive citizens.
• Reduces crimes,
• Reduce high demands on the public health care system,
• Reduce enrolled in welfare assistance programs.

PSYCHOLOGICAL ASPECT

Garner, (1989) mentions different types of intelligence in human beings; he thinks that individuals learn to develop their intelligence through a specific interest of reality, such as: verbal-linguistic, visual-spatial, body-kinesthetic, interpersonal, intrapersonal, logical-mathematical and environmental intelligence. Teachers should create activities aimed to develop all intelligences. However, due to poor communicative competence at Unidad Educativa Provincia de Cotopaxi, it would be useful apply kinesthetic intelligences because it let students act out a skit, do a dance, or physically simulate a scientific process. Use manipulatives in math, have them build a model with clay, or create a collage about an important concept. Multiple intelligence activities in class give support to learners who may find more traditional activities difficult.

LEGAL ASPECT

NATIONAL CONSTITUTION

Constitución Política de la República del Ecuador, Art. 28

Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State
promotes intercultural dialogue in its multiple dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education.

ORGANIC LAW OF INTERCULTURAL EDUCATION

TITLE I
ART 2. PRINCIPLES

f. Development of the processes. -The educational levels must be adapted to the people’s lives, to their cognitive and affective development, capacities, the cultural and linguistic aspects, their necessities and the country necessity, taking into account in a particular way the equality of the real groups.

Undoubtedly, from the Organic Law, it is established the priority in the processes of the linguistic development in this case, it is related to the teaching of English language, more precisely in the writing skills in order to guarantee that students can be included in the educational systems of quality.

It was taken in mind different National constitution articles that have to do with quality of education. As well as, University of Guayaquil carries out through student’s different project to help to communities and produce changes and give solutions to different public school problems.

CONCLUSION

Through application of this proposal, the speaking activities insufficiency in students of eighth grade is going to change because teacher will have an instrument, a part of this used in class to improve oral activites and motivate students to participate more actively in classroom.
REFERENCES

Abbas Pourhossein, (2012) Learning Styles and Their Impacts on English Language Teaching. P-105


National plan for Good Living, (2013) P -170


BIBLIOGRAPHY

Cambridge dictionary (2017) written communication


Ministerio de Educación, (2008). LOEI (Ecuadorian Intercultural Education Organic law); Title I; General principles; chapter one: scope, principles and purposes. Ecuador


University of Guayaquil Library, (2016)
ANNEXES

DOCUMENTS
Guayaquil, 12 de septiembre del 2017

Lcdo.

Efrén Paladines

RECTOR DE LA UNIDAD EDUCATIVA FISCAL “PROVINCIA DE COTOPAXI”

Ciudad. -

De nuestras consideraciones:

GILDA BARCOS PAZMIÑO con C.I No. 0920637360 y KAREN GUATO SAMANIEGO con C.I No. 0831072870 solicitamos a Usted cordialmente nos permita realizar las encuestas para nuestro proyecto de titulación el cual estamos en proceso de tutorías por parte de la ESCUELA DE LENGUAS Y LINGÜÍSTICA de la UNIVERSIDAD DE GUAYAQUIL, a nuestra petición anexamos nuestro tema de investigación y el permiso por parte de la decana de la Facultad de Filosofía MSC. Silvia Moy Sang Castro firmada por el director de la Escuela de Lenguas y Lingüística MSC. Alfonso Sánchez.

Atentamente

GILDA BARCOS PAZMIÑO

KAREN GUATO SAMANIEGO
ASIGNACION DE TUTOR

MSc.
Larry Torres Vivar
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

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

En esta designación consta el nombre de las estudiantes de la Escuela de
Lenguas y Lingüística: BARCOS PAZMÍÑO GILDA JACQUELINE Y GUATO
SAMANIEGO KAREN YOLANDA.

TOPIC: Influence of kinesics on speaking sill.

PROPOSAL: Design of a guide with kinesthetic activities.

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

Atentamente,
MSc. Alfonso Sánchez Ávila
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Habiendo sido nombrado LARRY TORRES VIVAR, tutor de Trabajo de Titulación certifico que el presente trabajo de Titulación, ha sido elaborado por GILDA BARCOS PAZMIÑO, CON C.I. 0920637360 y KAREN GUATO SAMANIEGO con C.I. 0931072870 con mi respectiva supervisión como requerimiento parcial para la obtención del Título LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

En la carrera de Lenguas y Lingüística (Inglés – Francés).

Se informa que el trabajo de Titulación INFLUENCE OF KINESTHETIC ACTIVITIES IN SPEAKING SKILL PERFORMANCE. PROPUESTA: DESIGN OF A BOOKLET WITH KINESTHETIC ACTIVITIES, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND, quedando en 9% coincidencia.
Finally, this work entails a proposal aimed to help teachers to use learning styles with the purpose to increase the learning skills. The chapter analyses:

- Justification: general and specific objectives, definitions, description of the proposal, feasibility, social, pedagogical, philosophical and psychological aspects.

**CHAPTER I:**

**THE PROBLEM**

**CONTEXT OF INVESTIGATION**

This study was developed at Universidad de Salamanca, Campus of León. Since 2017, more than 5,000 students have participated in this project. The specific institution for the dissertation was selected based on the availability of students and the feasibility of the project.

**Provision of the Proposal:**

This project is focused on the analysis of learning styles and the development of strategies to improve teaching effectiveness. The proposal aims to provide guidelines for teachers to adapt their teaching methods to the learning preferences of their students. It is expected that the implementation of these strategies will contribute to the improvement of student outcomes.
CERTIFICADO ANTIPLAGIO

Urkund Analysis Result:

Submitted Document: TESSMAR URKUND 2019-06-08 (03:00:00)

Analysis Result: 113/1998 911.8 M 3

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

[Signature]

80
ANNEXE II
EVIDENCES
PHOTOGRAPHIC EVIDENCES

Unidad Educativa Provincia del Cotopaxi building, situated Guasmo sur. Domingo comin Street.
Source: Unidad Educativa Provincia del Cotopaxi
Elaborated by: Gilda Barcos and Karen Guato, 2017

Resercher Karen Guato front the principal door Unidad Educativa Provincia del Cotopaxi.
Source: Unidad Educativa Provincia del Cotopaxi
Elaborated by: Gilda Barcos and Karen Guato, 2017
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Principal yard Unidad Educativa Provincia del Cotopaxi.
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Students 8th grade Unidad Educativa Provincia del Cotopaxi. Survey moments.
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Researcher Karen Guato with students 8th grade in survey moments.

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Students of 8th grade during the survey

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Thesis review moments with Msc. Larry Torres

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With Msc. Larry Torres, review moments of thesis

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ANNEXE III
KINESTHETIC BOOKLET WITH ACTIVITIES
BOOKLET WITH KINESTHETIC ACTIVITIES
CONTENTS

ROLE PLAY CARDS ACTIVITIES

INTRODUCTION ........................................................................................................ 4
  Why use this tool in classes? ............................................................................. 4
  How to apply the role play cards? ................................................................. 4

DESCRIPTION ........................................................................................................ 5

OBJECTIVE ............................................................................................................ 6

SPECIFIC OBJECTIVES ....................................................................................... 6

ROLE-PLAY CARDS ............................................................................................. 6

BENEFITS OF ROLE PLAY CARDS .................................................................. 7

DESCRIPTION OF ROLE PLAY CARDS ............................................................ 8

THE TEACHER’S ROLE IN ROLE PLAY ............................................................ 9

OBJECTIVES ......................................................................................................... 9

INSTRUCTIONS FOR USING CARDS ............................................................... 9

ROLE PLAY CARD 1: ......................................................................................... 10
  VERBS HAVE/ NEED / FEEL .......................................................................... 10
    Exercise 1 ......................................................................................................... 11
    Visit the Doctor ............................................................................................... 11
    Exercise 2 ......................................................................................................... 11
    Getting to know each other ......................................................................... 11
    Exercise 3 ......................................................................................................... 12
    Buying a new car ............................................................................................ 12

ROLE PLAY CARD 2: ......................................................................................... 12
  PRESENT SIMPLE ............................................................................................ 12
    Type of clothes ............................................................................................... 13
    Exercise 2 ......................................................................................................... 13
    In an animal party .......................................................................................... 13
    Exercise 3 ......................................................................................................... 14
    Free time .......................................................................................................... 14

ROLE PLAY CARD 3: ......................................................................................... 14
  NEED/WANT: .................................................................................................... 14
    Exercise 1 ......................................................................................................... 15
    Taking messages on the telephone ............................................................... 15
Exercise 2 .................................................................................. 15
At the restaurant................................................................. 15
Exercise 3 .................................................................................. 16
Tourism...................................................................................... 16
ROLE PLAY CARD 4: .......................................................... 16
COMPARATIVE AND SUPERLATIVES ADJECTIVES, PARTS OF THE
HOUSE AND QUANTITIES (countable and uncountable nouns).............. 17
Exercise 1 .................................................................................. 17
Describe family members.................................................. 17
Teaching your baby.............................................................. 18
Exercise 3 .................................................................................. 18
At the supermarket.................................................................. 18
ROLE PLAY CARD 5: .......................................................... 19
FUTURE SIMPLE: AUXILIARY WILL .............................................. 19
Exercise 1 .................................................................................. 19
Knowing your future............................................................. 19
Exercise 2 .................................................................................. 20
Your plans for next year..................................................... 20
Exercise 3 .................................................................................. 20
The pessimist person............................................................ 20
ROLE PLAY CARD 6: .......................................................... 21
BE USED TO: .......................................................................... 21
Exercise 1 .................................................................................. 21
Environment awareness..................................................... 21
Exercise 2 .................................................................................. 22
Family members...................................................................... 22
Exercise 3 .................................................................................. 23
Old customs ............................................................................ 23
ROLE PLAY CARD 7: .......................................................... 23
I WOULD LIKE TO GO: ........................................................ 23
Exercise 1 .................................................................................. 23
Traveling with friends ......................................................... 23
Exercise 2 .................................................................................. 24
Family vacations..................................................................... 24
Exercise 3 .................................................................................. 25
Lost in San Francisco............................................................ 25
ROLE PLAY CARD 8: ................................................................. 25
PAST SIMPLE, PAST CONTINUOUS AND CONNECTORS WHILE AND
WHEN ......................................................................................... 25
Exercise 1 ............................................................................. 26
Last night .............................................................................. 26
Exercise 2 ............................................................................. 26
A terrible accident .............................................................. 26
Exercise 3 ............................................................................. 27
I lost my keys ........................................................................ 27
ROLE PLAY CARD 9: ................................................................. 27
PROFFESIONS, MODAL VERB AND SECOND CONDITIONAL ....... 27
Exercise 1 ............................................................................. 28
A new cellphone ................................................................. 28
Exercise 2 ............................................................................. 28
The lottery ............................................................................ 28
Exercise 3 ............................................................................. 28
Something can happen....................................................... 28
ROLE PLAY CARD 10: ............................................................... 29
EVENTS, TIME WEATHER ....................................................... 29
Exercise 1 ............................................................................. 29
My most important day ....................................................... 29
Exercise 2 ............................................................................. 30
An efficient secretary ......................................................... 30
Exercise 3 ............................................................................. 31
Remembering my fifteen years ........................................... 31
ROLE PLAY CARDS ACTIVITIES

INTRODUCTION

In view of what has been researched, role play cards are considered as the most determining tool for teaching, as a weapon in the teaching-learning process where each participant is made to assume and know their own deficiencies or abilities through the motivating situation that we presents each role play card, stimulating to know the infinity of the imagination by creating, inventing, developing skills that did not know our senses or that the students does not allow to know or challenge many times due to the fear of expressing with theirs body a daily situation.

THIS INVETIGATION HAS KEY WORDS: dramatization, interpretation, learning, games and experiences.

It is of interest to ask the following questions before using the content of the researched and it is that of what we have learned, we reach knowledge, this knowledge that leads us to question the thought.

Why use this tool in classes?

It is applied as a facilitating tool in the understanding of theoretical content of the teaching-learning process of a language. Providing that the students work as they would in real life with a client or friend, depending on the situation presented to them, but in a simulated role. A unique stimulus is triggered motivating the student from the experimental where works the thinking and doing in a creative and recreational way.

How to apply the role play cards?
First the game is applied as a personal and fun challenge. The previously stimulated young people accept the challenges either for fun or simply for demonstrating their intellectual abilities.

The class is planned based on a classroom-workshop model where, if possible, the students themselves can choose the situations, guidelines, phrases or comments that will be immersed in the dialogues expressed not only with speech but also with corporal expressions, if necessary short reference will be made of what Kinesthesis is so that it can be associated with the term.

Then a topic will be addressed, presenting the tools to address them mentally using our role play cards, immediately new ideas will arise, this is the purpose from one moment to another will get the stage.

The discussed will be applied, the performance of each role-playing card will be performed, even set to their own experiences or experiences, which will make the room full of joy and enthusiasm for participating.

**DESCRIPTION**

This didactic guide consists in nine subjects each with three exercises each one using role play cards.

Role play is a way of bringing situations from real life into the classroom; it includes plays, dramas, socio dramas, and simulation. It has been used the general term role play for these types of activities. Role plays can become scripts and students may organize performances for other groups, perhaps as an open class or part of a school festival. As well as this didactic guide helps to motivate to the students and teachers in the teaching–learning process to this wonderful and universal language.
Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and a lot of fun! It can be an integral part of the class.

OBJECTIVE

- Apply language teaching strategies integrated with kinesthetic activities to motivate students to participate actively in class and communicate ideas successfully.

- To help teacher with additional resources to improve oral skill.

SPECIFIC OBJECTIVES

- Improve the speaking skill by means of the use of a didactic guide with role play cards activities in order develop the oral communication in the students of eighth grade of Basic Education in a better way

- Employ visual auditory and kinesthetic channels to categorize words from vocabulary storage.

- To help students to interact with others recognizing body as a learning tool.

ROLE-PLAY CARDS
According to the Collins dictionary online Role play is the act of imitating the **character** and **behavior** of someone who is different from yourself, for example as a training exercise or language learning.

Role-play cards are any speaking activity when you either put yourself into somebody else’s shoes, or when you stay in your own shoes but put yourself into an imaginary situation! Imaginary people - The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star ........ The choice is endless! Students can also take on the opinions of someone else. -For and against- debates can be used and the class can be split into those who are expressing views in favor and those who are against the theme.

Imaginary situations - Functional language for a multitude of scenarios can be activated and practiced through role-play cards. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays

**BENEFITS OF ROLE PLAY CARDS**

Benefits of role play cards include:

- They are a lot of fun.
- They help to prepare students for real-life communication by simulating reality
- They can be used for assessment and feedback purposes at the end of a textbook unit.
- They can consolidate learning and allow students the opportunity to discover their own level of mastery over specific language content.
- By simulating reality, they allow beginning students and EFL students to feel that they are really using the language for a communicative purpose.
• They allow students to experiment with language they have learned.

• They allow students to express who they are, their sense of humor, and their own personal communication style.

• They offer good listening practice.

• They provide an opportunity for practicing the rules of social behavior and the various sociolinguistic elements of communication (as determined by roles, ages, topic, or situation).

• They engage the learner physically. This involves the learner more fully and can be an aid in language retention.

• They can be liberating for many students who may enjoy expressing themselves through a role or a mask but may be inhibited about expressing themselves otherwise during the class.

• They provide a context for understanding attitudes, expectations, and behaviors related to the target culture.

**DESCRIPTION OF ROLE PLAY CARDS**

Role play cards invite students to assume the role of a specific person or character and to react to a stimulus or prompt as that person. They provide English language learners opportunities to use language and content in a variety of situations. They can be used in subject areas to link learning to real life contexts.

You can conduct role plays with all age groups and proficiency levels. While younger learners and beginners may need support,
especially in early stages of participating in role plays, they will still benefit and become more independent and confident with practice. For example, use role play to teach beginning functions such as greetings, giving compliments, and common expressions.

THE TEACHER’S ROLE IN ROLE PLAY

As a motivator director and why not also as a participant and possibly the writer of the role plays you present in your class, you should also be involved in the activity. It is important teacher circulate in the group, providing prompts, helping where needed, and observing and assessing language use.

It is very important that the teachers show happiness with each situation in which students develop when acting in role play cards, a small smile is not over when you see each act, so they will feel enough confidence to present their simulations to each group.

OBJECTIVES

- Use role play cards as a facilitator tool in the understanding of theoretical contents in the language learning process

- Motivating the learning of English from Creativity and Critical Analysis

- Stimulate the use of body language as a complement in the development of speaking skill.

INSTRUCTIONS FOR USING CARDS
Teachers can create these activities her/himself or adapt them from standard dialogues. Many intermediate textbooks employ this format for presenting dialogues.

Also, teachers should give some guidance to the student of the words they can use such as vocabulary or phrases. For this will be important also the use of the dictionary.

The roleplay is worked in a group manner and in two stages, in the first stage is made known to the grammar, vocabulary, dialogues, etc. of what will be used in each scene, in the second stage the project development begins. The cards are shown, and each group officiates its own organization.

It should be noted that cards are given to each group at random, always respecting the slogan of using body language, using their hands, eyes, hair, etc. always connecting each of their emotions with what they say or speak at the moment.

**ROLE PLAY CARD 1:**

**VERBS HAVE / NEED / FEEL**

This exercise is useful to practice verbs and adapt them simulating a real situation in front of the classroom with different topics. Students can use vocabulary about feelings, emotions, types of illness and giving positive advances.

Vocabulary about the family, days of the week and giving some personal information. In all this they can use affirmative and positive phrases and make some questions too.
Exercise 1

Visit the Doctor

**Student A: illness person**

You are Carlos Intriago from Guayaquil city. Today you are feeling badly, you have some symptoms such as: fever, headache. The fever is very high therefore you need to visit to the Doctor.

---

**Student B: Doctor**

You are Dr. Castellanos, you work in the Luis Vernaza Hospital from 8:00 a.m. to 12:00 am, Monday, Wednesday and Saturday.

Exercise 2

Getting to know each other

**Student A: Housewife**

Your name is Diana Parrales, you are a very happy housewife, you love children and you talk with your friend about how wonderful it is to have a family.
**Student B: Housewife's friend**

Your name is Karina, you are Diana's friend, you have a restaurant and you need a vacation because you think you feel much stressed by your work.

---

**Exercise 3**

**Buying a new car**

**Student A: Client**

You are a customer looking to buy a new car, you like speed but you have little budget.

**Student B: Salesman**

You are a car salesman who listens very well to your customers and then says what they need according to your budget.

---

**ROLE PLAY CARD 2:**

**PRESENT SIMPLE**

In this exercises students will use sentences in present time. Students like going shopping, like wearing fashioned clothes and, this exercise, is ideal to practice different types of clothes playing at the front of the class. Students can also implement negative, afirmative sentences, they can make questions as: what color do you like?, which one?, how much is it?, what do You do?, do You practice any sport?, which one? Talking about hobbies.
Exercise 1:

Type of clothes

**Student A: Saleswoman**

You are a saleswoman at shopping center, one client comes to you and ask for some clothes

**Student B: Client**

You are a client in a boutique you need a dress for an event on Saturday night

Exercise 2

In an animal party

**Student A: Melissa**

Your name is Melissa, you are 18 years old and it is the first time you go to a party of this type. You comment amazed your friend about the clothes of the people.
Student B: Ivanna

Your name is Ivanna, you are 18 years old and you have already been to a party of this type but you are amazed at the attitude of the people.

Exercise 3

Free time

Student A: Tennis player

You are a tennis player but in your free time you do different activities.

Student B: Actress

You are an actress, but you do not have much time to do various activities that you like.

ROLE PLAY CARD 3:

NEED/WANT:

To improve language skills, there is nothing better that learn verbs because they are the key to create sentences in any time. Students can show conformity or unconformity, giving information about different touristic places of your city. In role play cards two students can participate,
student A represent person on another side of the phone and student B represent person who receive the message, students should create a situation using verbs NEED and WANT, teacher will give students enough time to prepare activity.

Exercise 1

Taking messages on the telephone

**Student A: Caller**

You are a John´s friend and you have had an accident in a motorcycle, John is ok, but it was necessary to take him to the Luis Vernaza Hospital.

**Student B: Recipient**

You are John’s mother, and you should ask for permission at work to see your son at hospital.

Exercise 2

At the restaurant
Student A: Waiter
A customer calls you and lets you know that your chair is not comfortable at all.

Student B: Client
You are a very fussy customer and you let the waiter know about your disagreement with your chair.

Exercise 3
Tourism

Student A: Tourist
You are a tourist who has just arrived in the city and hires the service of a tourist guide to show you the places where you want to go.

Student B: Tour guide
You are a very kind tourist guide who gives you options to visit.
COMPARATIVE AND SUPERLATIVES ADJECTIVES, PARTS OF THE HOUSE AND QUANTITIES (countable and uncountable nouns)

This role play card is adequate to help teacher to develop topics speaking about the future actions. In this case, students should use GOING TO, to indicate what they are going to do. A part of this they must implement other personal information because the activity is based on two people waiting their buses at the bus station and they are knowing each other at this moment. Also Students can use vocabulary about objects or parts into the house and implementing glossary about quantifies using countable and uncountable nouns.

Exercise 1

Describe family members

**Student A: Carla**

You go to Cuenca to visit your family and person who sit join to you start a conversation about his family, you find his conversation very pleasant and you get to made comparations between the members of their families.

**Student B:**

You are going to look your grandfather up in Cuenca with your older sister, you buy a ticket and you take a seat join to Carla.
Exercise 2

Teaching your baby

Student A: Mon

You are mon and you have a baby who is learning some words of his environment.

Student B: Baby

You are a baby who is learning new names of things.

Exercise 3

At the supermarket

Student A: Mother

You need to prepare a very important dinner and go with your daughter to do the shopping but do not remember what you had in your kitchen available.

Student B: Daughter

You go with your mother to the supermarket she does not remember very well what was available in the kitchen, but you do remember and advise your mother about the quantities.
ROLE PLAY CARD 5:

FUTURE SIMPLE: AUXILIARY WILL

The use of WILL is useful for activities where students can predict things, the objective in this role play card is create or invent many situations that might happen at the future. Madame Magoo is the first student and the other student is the person who wants to know her or his future and the same way will be with the other exercises.

Students should implement glossary about weather and formulate positive and negative sentences using will.

Exercise 1

Knowing your future

Student A: Madame MAGOO
You are fortune teller

Student B:
You want to know your future, and you go with Madame MAGOO
Exercise 2

Your plans for next year

<table>
<thead>
<tr>
<th>Student A: Rosi</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school year is a finishing point, you talk with your classmates about what you do next year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student B: Nicolay</th>
</tr>
</thead>
<tbody>
<tr>
<td>You listen to your classmates about their plans and you share your idea of visiting Rome.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student C: Ariana</th>
</tr>
</thead>
<tbody>
<tr>
<td>You comment with your classmates that you will move to another city and study at another school</td>
</tr>
</tbody>
</table>

Exercise 3

The pessimist person

<table>
<thead>
<tr>
<th>Student A: Danny</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are talking to your friend (the pessimist) about your plans for this weekend, but your friend is pessimistic about each plan that you will make</td>
</tr>
</tbody>
</table>
Student B: Pessimist

You are a pessimistic person and you show and you show negativity in every situation of life

ROLE PLAY CARD 6:

BE USED TO:

To increase the level of proficiency in English, it is possible to use structures more complex, the use of BE USED TO or GET USED TO help to practice the use of vocabulary about Environment awareness, daily routines and family members in an environmental context.

Exercise 1

Environment awareness

Student A: Frank

Are used to spreading much water when you wash your hands and when you take a shower. You are this unconsciously after that you father talk to you, you learn this.
Student B: Frank’s father

You are Frank’s father, you ask to Frank to use less water to wash his hands. Speak with him about the importance of take care of environment and give some recommendations.

Exercise 2

Family members

Student A: Any

You meet a friend you did not see long ago, and you tell her about the customs of the members of your family.

Student B: Rosy

You are very happy to have found your old friend, you share with her about your daily activities and your family too.
Exercise 3

Old customs

**Student A: Any**

You are running doing exercises with a friend and you talk to her about the things used to do your boyfriend.

**Student B: Rosy**

You are the best childhood friend of Any and talk about your boyfriends.

**ROLE PLAY CARD 7:**

I WOULD LIKE TO GO:

Students like knowing places and speak about them, in this role play card, student A should express that he or she WOULD LIKE TO GO ......., student B disagree with him or her, then proposes; IT IS BETTER TO VISIT .... Because it is cheaper.

This exercise is useful to practice adjectives, comparatives sentences and contrasting things.
Students can play unreal situations using would like to.

Exercise 1

Traveling with friends
**Student A: Janet**

You are thinking about traveling to London

---

**Student B: Peter**

You don’t agree with Janet’s trip, therefore you recommend another place to visit…

Example: not Janet London is not a good place to visit, it is better to visit Paris because Paris has the Eiffel tower

---

Student C:
You don’t agree with Janet and Peter, therefore you recommend another place to visit…

---

**Exercise 2**

**Family vacations**

---

**Student A: Mom**

You are dinner at home with your family and your husband ask you about next vacations family, you make some propositions

---

**Student B: Dad**

You agree with the place that your wife chose but not so with the places you want to visit then you propose others.
Student C: Daughter

You are not in agreement with the place of destination of the next family vacations, so you think of other places.

Exercise 3

Lost in San Francisco

Student A: Mark

You just arrived in San Francisco and you do not know the city, so you ask a young man if he can help you by telling him the places you want to visit including restaurants, parks, cinemas, etc.

Student B: Ryan

Mark asks you please to tell him how to get to certain places you indicate him but also give him other better alternatives.

ROLE PLAY CARD 8:

PAST SIMPLE, PAST CONTINUOUS AND CONNECTORS WHILE AND WHEN

This role play card is useful to be used in Halloween day, students always want to hear mystery stories. Teacher can apply in this exercise the use of past simple, past continuous, time expressions and used to. Student A should tell a mini short story at the front of the class, the student B should make questions as: when did it happen? What did you do? Where were you at that moment? Students can also use connector as: while and when.
Exercise 1

Last night

**Student A: Frank**

You tell Martin about something happened him, yesterday. But you look like so exaggerated when you talk your friend, but you try to calm him too.

**Student B: Michael**

Unfortunately, you have lost your memory, you do not remember what you did yesterday, and you start to inquire with your friend what happened.

What did you do after that?

Exercise 2

A terrible accident

**Student A: Hilly person**

you were crossing the street suddenly a car sent you, the terrible blow made you lose consciousness, then in the hospital the nurse asks you questions and you only remember things from days ago.
**Student B: The nurse**

You are a nurse in the hospital where they take a person who suffered an accident and do not remember much just what he did before the accident. you ask her several questions about that.

**Exercise 3**

I lost my keys

**Student A: Sofia**

You are very delayed with an important appointment but suddenly you realize that you have lost your keys.

**Student B: Sofia’s roommate**

You realize that your roommate has lost his keys then you start to remember the places where you saw them before.

**ROLE PLAY CARD 9:**

**PROFFESSIONS, MODAL VERB AND SECOND CONDITIONAL**

It is an advanced exercise, and it is useful to teach when teacher knows that their students have learned basic structures in English and start with structures more complex as: zero, first and second conditional sentences. The objective of all these exercises is to increase the use of kinesics with speaking skill.
Exercise 1

A new cellphone

**Student A: Gina**
You are a smartphones saleswoman, and the new SUMSAM GALAXY 15 is with the 25% discount only for today, and that is not everything SUMSAM comes with 1000 minutes free, as well as a ticket for the cinema and as if it were not enough, you can participate for a CREVOLETE CAR

**Student B:**
You are the client

Exercise 2

The lottery

**Student A: Player**
You have bought a lottery ticket and as luck plays you think aloud the things you would do if that luck were yours.

**Student B: Spokesman**
You are the person who is naming the numbers and in turn you see some ideas of what the future winner could do.

Exercise 3

Something can happen

**Student A: Daniel**
You have a friend with a reputation as a seducer you have never invited to your house because you have a younger sister and you think what could happen if you invited him to your house.
ROLE PLAY CARD 10:

EVENTS, TIME WEATHER

These exercises will be used in a fun way to express time, dates on the calendar and situations that have to do with time or weather. They will be very funny when the weather is hot or rainy, situations will be remembered in time as history will be able to star in the background.

It is a good exercise to remember important dates or make comparisons between grammatical expressions such as on time - in time, give the time formal and informal ways, minutes and seconds of events that occurred, you can speak in the present or past using calendar dates. Without forgetting the use of kinesics as the main objective with the speaking skill.

Exercise 1

My most important day
Student A: MARA

Today is a very important day for you have a great date, it is more the appointment you have waited all your life, so you do an itinerary of everything you will do hour by hour so as not to destabilize your agenda since your appointment is in your lunch time.

Student B: ALEXANDER

You are Mara's date, but it happens that your lunch time does not coincide with her, so call Mara by phone to make a comparison of her days and what to do hour by hour, step by step.

Exercise 2

An efficient secretary

Student A: THE SECRETARY

You are the most forgetful secretary of the bosses fortunately you have a good memory and remember at all times your appointments and commitments.
Student B: THE BOSS

You are the most forgetful boss you spend all the time asking what time it is. Fortunately, you have a very efficient secretary who gives you the time with your respective activity.

Exercise 3

Remembering my fifteen years

Student A: DAUGHTER

You have turned 20 but talking with your mother she brings you to mind how you were when you were 15 years old and especially when they celebrated your birthday party.

Student B: MOTHER

So full of memories do you remind your daughter some experiences of their fifteen years.