UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
SISTEMA DE EDUCACIÓN SEMI-PRESENCIAL
CARRERA: LENGUAS Y LINGÜÍSTICA
PROYECTO EDUCATIVO

PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN
CIENCIAS DE LA EDUCACIÓN
MENCIÓN: LENGUA Y LINGÜÍSTICA

TOPIC
INFLUENCE OF DIALOGUES FOR THE IMPROVEMENT OF THE ORAL
FLUENCY IN STUDENTS OF EIGHTH YEAR AT ESCUELA FISCAL
MANUEL CORDOVA GALARZA

PROPOSAL
DESIGN OF A DIDACTIC GUIDE WITH DIALOGUES TO IMPROVE THE
ORAL FLUENCY

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PROJECT’S ADVISOR MSc.
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GUAYAQUIL - ECUADOR
2017
UNIVERSIDAD DE GUAYAQUIL

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TOPIC: INFLUENCE OF DIALOGUES FOR THE IMPROVEMENT OF THE ORAL FLUENCY IN STUDENTS OF EIGHTH YEAR AT ESCUELA FISCAL MANUEL CORDOVA GALARZA

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH DIALOGUES TO IMPROVE THE ORAL FLUENCY

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Atentamente:

MSc. LARRY TORRES VIVAR
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ACNOWLEDGMENT

Firstly we want to thank to the State University for accepting us to be part of it and opened us the doors to be able to study our career, as well as the different teachers who provided us their knowledge and support to move forward day by day.

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And finally, we also want to thank all those who were my classmates during all levels of university because thanks to the camaraderie, friendship and moral support they contributed in a high percentage to our desire to continue in our professional career.

MARIANA POVEDA JIMENEZ

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INVESTIGADORES: MARIANA POVEDA JIMENEZ

ASESOR ACADÉMICO: MSc. LARRY TORRES

RESUMEN

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METODOLOGÍA DIALOGOS APRENDIZAJE
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INTRODUCTION

Currently, it lives in an age where many of us all over the world speak a second language, specifically the English one. It has become in an important tool not only for academic people but also for professionals that have to communicate with others either for business or simply fun.

In our country, the teaching of the English language has turned 360 degrees in a good way, it has happened since the current government has given a lot of resources both economical and humans for the development of this foreign language. Besides, teachers have been benefited of this process because they have attended upgrading knowledge seminars and have studied abroad through scholarships donated by the administration.

The following investigation takes a look to the different problems that present the teaching learning process in public high schools in this case Escuela Fiscal “Manuel Cordova Galarza.”. The researchers will intend to raise students’ motivation and spark the interest of them to this language, focusing in the speaking skill because it is one of the four skills which students show more difficulties in practice and develop it.

The development of this investigative work has been made following the established directions for elaborating educational projects.

This project is divided in four chapters, which are:
CHAPTER I THE PROBLEM
Location of the problem in context, Problem Situation, Causes, Independent and Dependent variable, Objectives General and Specifics Questions of the Investigation, Justification.

CHAPTER II THEORETICAL FRAME
Antecedents, Theoretical Foundation, Epistemological Foundation, Pedagogical Foundation, Sociological Foundation and Legal Foundation.

CHAPTER III THE METHODOLOGY
According with the objectives, for its purpose, Types of investigation, Levels of the investigation, Instruments of the investigation, Methods, Techniques, Operationalization of variables, Chi Square, Analysis of Results, Conclusions, Recommendations,

CHAPTER IV THE PROPOSAL
Justification, importance, General and specifics objectives, feasibility of the proposal, description of the proposal, pedagogical, sociological, psychological, and legal aspect, conclusions, bibliography.
CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION

This project will be carried out with the students of eighth year of General Basic Education at Escuela Fiscal Básica “Manuel Cordova Galarza.” It was established on 1994. It is situated in Bastion Popular in the north of the city. Furthermore, in this institution there are 17 teachers and 354 students. At present it is managed by a chairman who gave to the researchers of this investigation the opportunity to perform this project.

CONFLICT SITUATION

The problem is related to the low level in the oral fluency that present students of eighth year at Escuela Fiscal “Manuel Cordova Galarza”, because they do not develop the speaking skill. It was detected while the authors were doing the observation class before applying this project. It could have noticed that students presented a big problem when teacher ask them or gave and imperative and they were not able to follow the instructions given by him, because they have not understood or they could not speak in this second language. Besides, the researchers realized that the English teacher did not use the appropriate didactic material, in order to improve the teaching – learning process, since it was only limited to work with the text book, leaving students with enormous gaps and the intentions to learn something new every single day.

While the authors were doing the first research at Escuela Fiscal “Manuel Cordova Galarza,” it was found several factors which affect
students in the majority of English classrooms, it was evident that students want to participate in class neither reading a paragraph nor writing on the board. Furthermore, they are embarrassed when they speak or pronounce a word in English, because their classmates tease them. That is a potential problem that teachers must take into consideration to avoid this situation.

In addition, there is the urgent necessity to implement new didactic materials that will help both teachers and students for impart and acquire the new knowledge, especially to develop the speaking skill.

Nowadays, nobody has tried to solve the problem, not even authorities that are in charge of education; for that reason, it has been decided to encourage the students to improve their oral fluency through of an interesting didactic guide which will be applied in this proposal.

**SCIENTIFIC FACT**


**CAUSES**

- Teachers do not use appropriate didactic material.
- Students feel disinterested for the English subject.
- Teachers do not practice speaking skill.
- Students do not possess background enough.
- Teachers explain the English classes in Spanish.
- Teachers do not update their knowledge.
- Teachers and students do not give real importance to the English language.
FORMULATION OF THE PROBLEM

What is the incidence in the design of a didactic guide with dialogues in order to improve the oral fluency in students of eighth year at Escuela Fiscal “Manuel Cordova Galarza” in the school year 2016 - 2017?

VARIABLES

Independent:
Dialogues

Dependent:
Oral fluency

OBJECTIVES OF THE INVESTIGATION

General

➢ To demonstrate the causes that influence in bad way in the development of oral fluency in order to discover the possible solutions to this matter through statistical and bibliographical studies.

Specifics

➢ To analyze the causes found to avoid doing the same mistakes.
➢ To consider the application of the didactic guide in order to reinforce the oral fluency.
➢ To justify the implementation of this new didactic material.

QUESTIONS OF THE INVESTIGATION

➢ Will the students support the application of the new didactic material?
➢ Will the application of the new additional material help to develop the oral fluency?
➢ What methodology will be used in this project?
➢ What kind of foundations will help to develop the scientific content of the theoretical frame?
➢ Will the objective achieve totally?
➢ How many techniques will use to obtain true information?

JUSTIFICATION AND IMPORTANCE

It goes without saying that learning English language is one of the most important issues facing us today. It happens not for academic people but also to everyone who needs to be communicated with others all over the world. The social networks have opened a lot of opportunities in order to keep in touch people either homes or offices or simple with a smart phone wherever they are. However, to do this, people have to acquire basic knowledge of this language, since everybody use it as a mean of communication.

On the other hand, one of the most difficult skills to develop in English is the speaking one. Everyone is convinced that not only teenagers, but also adult people who want to learn this foreign language feel ashamed to speak it in public, either with partners at school or with family at home.

This topic has been chosen to help and collaborate both students and teachers of eighth at Escuela Fiscal “Manuel Córdova Galarza”, in order to emphasize in the importance of the use of dialogues for the improvement the oral fluency, since it is necessary to catch the attention of the students.

It is often said that one of the objectives of the Education is to transmit knowledge in a correct form to change some aspects in real life. The execution of this project is important because it is going to give a guide with techniques that the English teacher could consult and put in practice in the classroom.

In this educational community, education is in constant change according to the requirement of the society, that is the reason why teachers have to be in constant updating.
With the application of the didactic guide both students and teachers are going to be the principal beneficiaries because they’re going to improve the quality of the education. Besides, it will contribute to gain more confidence and create more opportunities of jobs in real life making good living for them.
CHAPTER II

THEORETICAL FRAME

BACKGROUND

Nowadays, most of the people want to keep in touch with others using several mass Medias especially through social networks. It happens because the technology has become to modern society in tech savvy depending of these tools for living in harmony with themselves. However, they are very important for the personal relationship development of the people who desire to be communicated with their peers.

On the other hand, the researches made before starting this project were satisfactory because helped to found out topics that are similar to this and determine the differences between them.

THEORETICAL FOUNDATION

DIALOGUE

Definition

The word dialogue comes from the Latin word "dialogus", whose meaning is "conversation among several people."

According to Oxford Dictionary (2001), dialogue is the interaction of words between two or more people, it is the means of communication that allows the exchange of words and ideas. It can be represented directly or indirectly in an oral or written way. The people who participate in a dialogue are called interlocutors, in the dialogue is present the intonation, the gestures, is usually spontaneous and always use simple phrases.
The dialogue can arise in a kind or a little aggressive way, it will all depend on the context.

“A multicultural society does not reject the culture of the other but is prepared to listen, to see, to dialogue, and in the final analysis, to possible accept the other’s culture without comprising its own.” Rivlin R. 2009

TYPES OF DIALOGUES

According to Finkin, M. & Post R. (2009) there are different kinds of dialogues that help in the communication process. For this investigation the authors have taken into consideration the most relevant for this research.

Direct dialogue

This is the kind of dialogue that through it, the characters are expressed directly. In the narrative texts are represented by a line. In the dramatic texts instead, they are marked by the name of the speaking character.

Indirect dialogue

Through this type of dialogue, the narrator tells the reader who speaks and what it says. The dialogue is not transcribed verbatim, but it is narrated and needs explanations about the tone or attitude of the character, as the question and exclamation are omitted.

Interview

It is a dialogue that is formed between two or more people to know by means of questions about the person interviewed. The interviewer is responsible for elaborating the questions that are of interest to the public, and then establishing the dialogue.
Screenplay

In this type of dialogue an argument is developed considering that everything has to be filmed, recorded and mounted. The script is the scenes, the dialogues, the sequences, and a detailed description of what the actors will do on stage.

Oral dialogue

This is the type of dialogue in which a person can communicate only with another orally (word exchange), the speech context may vary depending on the type of conversation (can be aggressive, passive, etc).

Written dialogue

This type of dialogue is the one that is only written, it is used for novels, theatre, films, among others.

Aggressive dialogue

Aggressive dialogue is an unwise way to make the ideals known through conversation, it is also negatively reflected in body language, because when a person is in emotional tension his physical gestures also convey a rigidity according to the context. The person can show a posture of very bad taste and arrogance as if he were challenging the other. This style of communication tends to feed on the fear that the aggressor produces.

Structured dialogue

It is the term used to refer to discussions between young people and decision-makers in the field of youth. Structured dialogue is a means of consultation and exchange of ideas between young people and politicians
from European countries on a wide variety of topics, with the aim of making the opinions and needs of the youngest people taken into account when defining the youth policies of the European Union. The activities that support this action promote the active participation of youth in the European democratic life and its interaction with decision makers.

**Spontaneous dialogue**

The spontaneous dialogue is the conversation that does not have any kind of arguments, its objective is the entertainment and it is not formal, on the other hand, the planned dialogue is very formal expresses the opinions with real and verifiable arguments and is used in debates and meetings.

**Open dialogue**

This is a model of intervention that was carried out by the group of Jaakko Seikkula, Birgitta Alakare and Jukka Aaltonen in Finland. It is the one that organizes the psychotherapy treatment of all the patients in their systems of support and corresponds to the forms of communication that are used in the units of treatment, composed by the mobile Equipment of intervention in crisis, the patients and their social networks.

**Formal dialogue**

This type of dialogue is the one that follows all the formal parameters of speech, and is usually expressed in a cultured manner. It can be written (novel, film, etc.) and oral (interviews, conversations of friends, etc.)

**Informal dialogue**

In this type of dialogue, the language used is colloquial there are no formalities in speech.
DIALOGUE AS A METHOD OF TEACHING – LEARNING

According to O’Neil, R. (2007) the use of dialogue as a method of teaching and learning has a wide spread in modern educational and didactic alternatives. It has been confirmed the importance of stimulating communication among students and expanding the dialogue in the classroom to new ways that are not limited to the well-known "pedagogical dialogue" teacher-pupil, but to cover the participation of the students, whether as a group in whole or in smaller subgroups to promote discussion, the exchange of opinions and experiences about subjects of study and of general interest. The dialogue represents one of the pathways for school participation, which is essential when a meaningful and quality learning is sought. Some approaches such as cooperative learning, positions socio-constructivists, and the reflective critical paradigm, among others materialize these budgets.

The authors of this work pretend to use the critical-reflective dialogue as a fundamental method for the personal development of the students, supported by the principles of the educational community and other concepts relating to ideological interaction and the use of dialogue in multiple variants expressed in the different learning strategies has been extended.

This work, precisely, offers a set of reflections on the possibilities and variants in which the dialogue can be used in the teaching learning process as a way, in turn, of development of it. An important budget is in sight when it comes to the topic of dialogue in the educational area, this is not a common dialogue, but of that reflective, critical and creative dialogue, which is based on the informal experience of students in order to be a profound dialogue, supported by argumentation and reflection. This type of communication allows to delve into the various topics referred to both the contents of their subjects of study and the whole of phenomena and
experiences of their reality and that are important for them, for their personal and integral development. It is the discussions in the classroom, some of the events and most interesting moments for the student in the school space, because there they can be involved as people with interests, experiences and own experience and grow as human beings.

The relationship between dialogue and thought is recognized in literature and in psychological and pedagogical research. Vigotsky in addressing the linkages between thought and language expressed the idea that thinking is the interior of dialogue. People who engage in a reflective dialogue, not only replicate it to the inside once it's finished, but personalize and rework it. They find alternatives to ideas and opinions raised or make them their own from recreating them and rethinking them in their minds.

In the same way, the mechanisms and processes of the dialogue itself, the communicative forms used, the skills deployed by the person and the others, are internalize. This interiorization enables, to some extent, a development of the person's metacognitive vision and allows the regulation by itself of its processes to dialogue and to learn through dialogue. The dialogue generates reflection and in turn the reflection enriches the dialogue. Certainly, every progress and acquisition of skills by the student in thoughtful and creative dialogue is reversed in the quality of the latter. The practical experience with the students, the results of programs as a philosophy for children, as well as those of many authors, have shown that the reflective critical dialogue is a way to stimulate and develop the creative thinking of the students and their skills to investigate and reason. From a motivational affective standpoint, dialogue favors the search for senses and the satisfaction of true cognitive motives.

In general, dialogue extends the possibilities of open and full interaction between the students and between them and the teachers. It makes it possible to create an expressive space, balanced between the spontaneity and guidance of the teacher, where everyone can feel comfortable, to the
extent that the error, the absurdities, the experience and experiences that manifest, have space and are the foundation for the construction of valuable knowledge and ideas. In this way the dialogue is a source of pleasurable affective experiences and a stimulus for the student to be involved in their learning.

From the motivational angle is a way to activate positive provisions in interests towards the search and construction of knowledge. A dialogue fruit of a harmonious interaction, based on mutual respect contributes, moreover, to the growth of the self-esteem of the students and to the knowledge that they have on themselves, that is to say, to the development of their self-concept.

FORMS OF EXPRESSION OF THE DIALOGUE IN LEARNING STRATEGIES.

Some reflections have been presented in relation to the impacts of the dialogue on the stimulation of processes involved in the good development of the teaching-learning process.

However, for Klee, C. A. (2008) it is necessary to stop in an aspect that is essential to contextualize the dialogue in the psychological life of the individual and therefore of the students. It is the language, the process which, in the view, hierarchies the group of mediators that facilitate interpersonal and intrapersonal relations.

Through this people communicate using codes and symbols that precisely allow them to transmit information, offer their views, their ideas; In a nutshell, translating your thinking abroad. Language makes it possible to regulate the interactive process, control it and direct it; Even the affective life of individuals can be expressed in some way through words.
The purpose of the researchers for this part of the work, far from converting it into a language analysis, is simply to treat one of its communicative and interactive forms that people use daily. In this sense the researchers of this project will try to reflect on the dialogue and its functions, and present the ways in which it has been conceived in education. The authors will address the dialogue precisely because it is the one that makes it possible to develop the skills to think, understand reason, reflect, problematize, among others.

The use of language allows the acquisition of a set of linguistic resources that favor in turn, the organization and elaboration of the thought and its much richer expression. In addition, a dynamic communication like the one that students need in the life of classrooms through speech, verbal interaction and especially through dialogue.

It is in this way that dialogue becomes an essential work strategy, once it is understood its relationship with the thought and that of both with creativity. Its wider use in the teaching-learning process leads us to oppose a traditional and erroneous conception of the relationship between teachers and students and how the latter should behave during the classes, which has been assumed by endless times in our educational forms and in World education, in general.

It is an image of the class in which only the teacher can and should speak, where the students listen, and say or ask occasionally.

Conception that limits communication from the moment the students are located, turning their backs and preventing face-to-face interaction. It is a place where the master-pupil dialogue dominates, but the group dialogue seldom appears
The idea of the researchers of this project is aimed at breaking this scheme, this traditional vision. What is sought among other resources, open dialogue, interaction between learners and teachers, the dynamic use of language in the expression of doubts, commentaries, reflections, opinions, judgments. This is an unbiased dialogue, not limited to the objectives of the teacher, but extended to the interests of the students, who also assume in this case a leading role. However, this work is not the only way in which dialogue is conceived. It would be worthwhile to show some of the ways in which its use becomes relevant for the achievement of an adequate teaching-learning process and for the development of reflective thinking.

**REASONS TO USE DIALOGUES IN CLASSROOM**

For Paul Richard Kuehn (2012) an author of many theories of dialogues there are several reasons why teachers must take into account the use of dialogues in the teaching learning process.

1. **They represent real life speech.**

   How many times have students opened a beginning language textbook and seen sentences like these?
   
   I have a pen.
   
   You have a book. She
   
   has a backpack. The
   
   boy has a bicycle. We
   
   have pens.
   
   They have toys.

   The intent of the textbook authors is to show students how to correctly use the verb "to have" with all subjective nouns and pronouns. But the problem is this: Do people talk to each other this way?
By using a dialogue, they can introduce the meaning and use of the verb "to have" through a sample of real life speech such as:

Mary: You've such a big house!

Tom: Yeah, I do. It has at least 10 rooms.

There is a definite exchange of meaningful information in the above example. Dialogues also represent the fillers people use when talking such as "oh," "and a," and "you know." They also employ numerous contractions like "you've" for "you have," use slang like the word "yeah" instead of "yes," and degrees of stress and intonation when speaking.

2. They teach culture in different social situations.

The great thing about dialogues is that students are learning the culture of a people through its language when reciting them. For example, in a conversation on the topic of introductions, students quickly learn that males are introduced to females in American culture and that it is customary for people to shake hands, including men shaking hands with women. A conversation might also reveal that it is impolite or improper to ask a person about their age, weight, or salary or income.

3. Students love to role-play.

All students –when it has been practiced- love to recite and practice dialogues because they can be role played. Each example of this practice reflects a social situation such as visiting a friend, talking on the telephone, or shopping. Students love acting out the ones which call for a lot of body language and emotion.

4. They are springboards for learning new vocabulary and sentence structure.

Through the use of substitution drills, dialogues can introduce the student to new vocabulary and sentence structures. In the example, "You have a very cute baby," said while giving a compliment, one may substitute
the noun "baby" with "dog," "kitten," "puppy" or "rabbit." Students could also introduce a tag question in a dialogue like "You're a tourist, aren't you?" and through substitution drills they could generate sentences such as "You're an American, aren't you?" and "She's your daughter, isn't she?"

5. Scaffolding learning leads to improved conversation ability.

Try to get students to proceed from dialogue recitation to casual conversation as soon as possible. li is used for scaffolding learning. Educators must teach students how to apply appropriate substitutions to memorized dialogues in different situations. If the students are motivated and having fun, most can make the big jump to casual conversations after going through a series of practice runs. Paul Richard Kuehn (2012).

ORAL FLUENCY

This research attempts to give definitions and approaches towards oral fluency. It discusses the place of fluency in various language teaching methods. It also throws light on the measures of fluency and the factors that affect its development.

Definition

Richards, Platt, and Weber (2005) has described oral fluency as “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions."

"A person is said to be a fluent speaker of a language when he can use its structures accurately while concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed." Hartmann and Stork (2006, p. 86)
Fillmore (2009) considers four abilities that should be included under the term fluency:

- Ability to talk at length with few pauses.
- Ability to talk in coherent, reasoned and semantically dense sentences.
- Ability to have appropriate things to say in wide range of contexts.
- Ability to be creative and imaginative in language use.

**TYPES OF ORAL FLUENCY**

Carroll (2010) describes four types of fluency (as cited in Riggenbach, 2000, p.16)

*Word fluency*

The ability to recall words with given phonetic-orthographic characteristics.

*Ideational fluency*

The ability to call up names or ideas appropriate for given semantic characteristics.

*Expressional fluency*

The ability to compose appropriate sentences for given grammatical requirements rapidly.

*Oral speaking fluency*

The ability to use integrated language skills which depends on the psycholinguistic mechanisms.
According to Krashen, fluency and accuracy are the two aspects of language learning. (as cited in Richards and Rodgers 2006). Fluency is the result of language acquisition and acquisition is an unconscious process which needs a lot of exposure.

“The ability to speak fluently cannot be taught directly but it emerges independently at time when acquirer has built linguistic competence by understanding it.” (as cited in Richards and Rodgers, 2006, p.132).

It is difficult for second language learners to speak well and with ease because they do not get exposure to communicate in the target language outside the classroom.

Faerch, Haastrup, and Philipson define fluency as “the speaker’s ability to make use of whatever linguistic and pragmatic competence they have” (as cited in Hedge, 1993, p.275).

They have discovered three types of fluency which are mentioned below:

**Semantic fluency**: Connecting together propositions and speech acts.

**Lexical-syntactic fluency**: Connecting together syntactic constituents and words.

**Articulatory fluency**: Connecting together speech and segments. (p. 275)

**MEASURES OF FLUENCY**

Campbell-Larsen (2012) has presented a list of fluency as well as disfluency markers on the basis of which spoken English can be assessed. These are as follows:
Fluency markers: “discourse markers and small words, use of chunks, appropriate discourse structuring, active strategizing to resolve communication breakdowns and so on” (p.64).

Disfluency markers: “use of L1, protracted silence, inappropriately short answers, use of L1 back channeling systems, failure to use (appropriate) small words, or failure to use them at the appropriate, and so on” (p.64).

Defining fluency, Brumfit says that it is an effective application of linguistic system so far attained by a learner (as cited in Nation, 1990). Keeping in view the definitions of fluency given by Fillmore and Brumfit, Nation (1990) suggests that fluency can be measured by taking into account the following three points:

- The speed and flow of language production.
- The degree of control of language items.
- The way language and content interact.

Some of the measures of fluency have been discussed below:

**Non-verbal aspect**

The difference between conversation and other kinds of language use lies in the fact that conversation comprises both the verbal as well as non-verbal aspects (Bavelas, 2000).

The author says that those non-verbal acts which can be seen and are tightly synchronized with speech are important in the study of oral fluency. These kinds of non-verbal aspects are “hand gestures and facial displays” of the speakers. The non-verbal response of listeners also gives a feedback to the speakers.
**Intonation**

The role of Intonation is very important in fluency. According to Wennerstrom (2000), the variation of pitch differentiates between the “given and new information and to segment chunks of discourse according to turn-taking conventions” (p. 106). Hence a fluent speaker must learn to “speak phrasally” (p. 125) and must exhibit coherence in their utterance.

**Temporal Variables**

According to Wood (2004), temporal variables include speed, repairs, amount and frequency of hesitation, location of pauses, and length of runs of fluent speech between pauses. Rate of speech is measured by words or syllables uttered per minute or second, but this is not considered to be a benchmark to measure fluency. An insight into frequency and location of pauses is considered important in measuring fluency. Woods (2004) states that highly fluent L2 speakers and native speakers tend to pause at sentences and clause junctures, or between non-integral components of clauses and clauses themselves. Pausing at other points within sentences gives the impression of disfluency.

Longer length of fluent runs between pauses also indicates a highly fluent speech. Yurong and Nan (2008) used three categories which altogether had six indices to measure fluency.

The three categories and the indices that fall under them are as follow:

**Temporal:** It included mean length of utterances and average length of pauses.

**Performance:** It dealt with ratio of reformulation and replacement to total repairs and ratio of inaccurate pronunciation to accurate pronunciation.
PROMOTING FLUENCY

Can teachers really teach fluency? It is possible, but it may have to modify the traditional ways in which it is conceiving of teaching. Teachers can certainly teach fluency by giving lectures that help expand students' knowledge of the choices, tools, and strategies at their disposal. However, at a certain point, educators will have to admit that teaching fluency is different from teaching other aspects of language. In teaching fluency, they must be willing to let go of some of the control in classrooms; they must be willing to let the students have some of the control and let them do some of the work; teachers must be willing to set up situations in which fluency can develop, and then encourage the students to actually communicate. It is not saying that educators need to teach fluency all of the time, but it is saying that some of the time students need a little guided communication time during which their knowledge of the many aspects of the language can develop into fluency.

Unlike language knowledge, fluency is about automatizing the language knowledge. As Schmidt (1992) said, "Fluent speech is automatic, not requiring much attention, and is characterized by the fact that the psycholinguistic processes of speech planning and speech production are functioning easily and efficiently." Such automaticity can only occur when the students themselves are trying to use their language knowledge to actually communicate, and teachers can only help the students become fluent by creating opportunities for them to practice communicating and then stepping out of the way. (Gatbonton and Segalowitz, 2008).

In the same way, teachers can promote the ease and efficiency associated with automaticity in speech production. They can promote fluency if they:

(a) Encourage students to go ahead and make constructive errors
(b) Create many opportunities for students to practice
(c) Create activities that force students to get a message across
(d) Assess student's fluency not their accuracy
(e) Talk openly to the students about fluency.

PLACE OF FLUENCY IN LANGUAGE TEACHING METHODS

The emphasis on fluency has kept on changing with the emergence of different teaching methods over the years. A brief study of various teaching methods that has focused on the role of fluency in language learning is given below. In Grammar–Translation method accuracy in the language use is much focused, as students are asked to show a “high standards in translation” (Richards and Rogers, 1986, p. 4).

During this era, speaking and listening are hardly given any attention. In Direct method, both speaking and listening are given due importance.

Accuracy in pronunciation and grammar is much emphasized and the use of mother tongue is avoided. The aim of Situational Language Teaching method is to begin the teaching with the spoken language. Here, the target language remains the medium of instruction.

Richards and Rogers (1986) have cited Pittman (1963) as: Our principal classroom activity in the teaching of English structure will be the oral practice of structures. This oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice in English speech to the pupil. (p. 35)

Hence, structure has to be practiced orally in the context of different situations. In the Audio-lingual method, all the four skills of the language are emphasized. Here oral skill is given much attention. It is based on structuralism which believes that “...medium of language is oral” (Richards and Rogers, 1986, p.49).
The focus on speaking is linked to accuracy in speech here because proponents of this method think that “Good habits are formed by giving correct responses rather than by making mistakes” (p.51). Therefore, drills and rote- memorization are thought to be quite helpful in learning the target language.

FACTORS AFFECTING FLUENCY

Krashen’s affective filter hypothesis in his second language theory states that affective variables such as anxiety, motivation, self-efficacy and so on act as filters, which hinder the development of second language in learners.

Defining self-efficacy as the judgment of one’s own ability to carry out certain task, Bandura says that the motivation and self-efficacy are directly related (as cited in Schneider, 2001). “The greater one’s self efficacy to do a task, the greater would be the motivation to do it” (p. 2).

Success of a task also depends on the factor that whether the motivation is intrinsic or extrinsic, the former refers to the interest in doing a task while the later denotes the usefulness of a task for the learners.

Schneider (2001) also states the attitude that a learner has towards a language judges the ability of learner to master that language. Citing Csikszentmihalyi and Rathunde, Schneider (2001) reports that higher self-esteem and self-efficacy help the students to remain “intrinsically motivated” (p. 4) to perform a task successfully and this also helps in retaining their learning in long term memory.

Acquisition of language also depends on the age of the learner. Referring to the point suggested by Thomas Scovel (2009), Brown (2007)
says that before reaching puberty, a child can successfully acquire both the first language and the second language because lateralization begins at the age of 2 and finishes around puberty. During this period, the child assigns different functions including language to the two different hemispheres (left & right) of the brain. Consequently, when the process of lateralization is over, it becomes difficult for the people to 'easily acquire fluent control of a second language or at least to acquire it. (Brown 1987, p. 43).

**EPISTEMOLOGICAL FOUNDATION**

Epistemology fundamentally refers to the nature of knowledge. It means questioning the sources of knowledge, the assumptions upon which it is based, and therefore questioning what we “do know” and “can know”.

Eun Ju Jung (2008) said that, Epistemology from a development perspective is a structure in which individuals construe the nature and origins of knowledge, of value, and of responsibility in a sequential and logical process” (Jung, 2008)

Epistemology is very important in the learning process in order to achieve high standards of intellectual development.

According to W. G. Perry (1970), learning is influenced by the epistemological beliefs that individuals hold; academic performance that is the dependent measure and beliefs are seen to affect or mediate that. The goal of education is to foster epistemological development, indicative of broader intellectual development (Perry, 1970)

Epistemology may play a role in students' knowledge, study strategies, and participation. It can also be strong indicator for teachers to understand students' behavior and think. It is likely to influence how students learn, how
teachers instruct, and how teachers modify students’ epistemological beliefs.

**Humanism**

It is a philosophical and ethical stance that emphasizes the value and agency of human beings, individually and collectively, and generally prefers critical thinking and evidence (rationalism, empiricism) over established doctrine or faith. Generally, however, humanism refers to a perspective that affirms some notion of a human nature.

It is a rational philosophy informed by science, inspired by art, and motivated by compassion. Affirming the dignity of each human being, it supports the maximization of individual liberty and opportunity consonant with social and planetary responsibility. It advocates the extension of participatory democracy and the expansion of the open society, standing for human rights and social justice.

Free of supernaturalism, it recognizes human beings as a part of nature and holds that values—be they religious, ethical, social, or political—have their source in human experience and culture. Humanism thus derives the goals of life from human need and interest rather than from theological or ideological abstractions, and asserts that humanity must take responsibility for its own destiny.


**Humanism and Education**

In the field of education and especially in society today, "humanistic education" is the subject of considerable interest and controversy.
Many people of good will immediately react "for it" or "against it," depending on previous experience with the term. Actually, the term means many different things to different people. What follows is a very brief attempt by a number of educators to clarify the term "humanistic education" by describing what it is and what it is not...

**Humanistic education is an educational approach**

Most educators who advocate humanistic education typically intend this approach to mean one or more of three things:

1.- Humanistic education teaches a wide variety of skills which are needed to function in today's world--basic skills such as reading, writing and computation, as well as skills in communicating, thinking, decision-making, problem-solving and knowing oneself.

2.- Humanistic education is a humane approach to education--one that helps students believe in themselves and their potential, that encourages compassion and understanding, that fosters self-respect and respect for others.

3.- Humanistic education deals with basic human concerns with the issues throughout history and today that are of concern to human beings trying to improve the quality of life--to pursue knowledge, to grow, to love, to find meaning for one's existence.

Humanistic education methods are used in public and private schools, the family, religious education, business and other settings.

**Humanistic education enhances the teaching of the basics**

Many of the major books and articles on humanistic education show teachers how to do a more effective job of teaching reading, writing, math, social studies, etc.
Many of the best traditional-subject-matter teachers integrate humanistic education methods and materials into their basic curriculum. Rather than ignoring the basics, humanistic educators seek to expand our concept of what basic education is, saying that basic skills for surviving in today’s world go beyond reading, writing, computation, and vocational skills and include other skills for communicating, problem-solving and decision-making.

**Humanistic education is supported by years of research and experience**

One of the strongest reasons for supporting humanistic education is that, when done effectively, students learn! Considerable evidence shows that cooperative learning structures higher self-concepts, and the student's motivation and interest in learning all are related to greater academic achievement.

Studies also show that humanistic education can lead to fewer discipline problems, less vandalism and reduced use of illegal drugs...Such research findings do not prove that particular humanistic education methods should be used in all situations. These results do show that humanistic education is a valid educational approach that deserves serious attention and respect.

**Humanistic education supports many goals of parents**

What parent does not sometimes wish his or her children would listen more respectfully, choose less impulsively, calm down when overexcited, learn to be assertive without being aggressive, or make better use of their time? Many humanistic education methods teach students how to do these things. "Effectiveness training" teaches students how to really listen to others, including parents. "Values clarification" teaches students to "thoughtfully consider the consequences" of their decisions. Several humanistic education approaches teach students to relax and control their nervous energy and to plan and take more responsibility for their time.
Humanistic educators often report that parents have told them how good communication was increased in their families as a result of some of the class activities and new skills the students learned.

**PEDAGOGY FOUNDATION**

It is the discipline that deals with the theory and practice of education; it thus concerns the study and practice of how best to teach. Its aims range from the general (full development of the human being via liberal education) to the narrower specifics of vocational education (the imparting and acquisition of specific skills).

"Teaching people as "critical pedagogy". In correlation with those instructive strategies, the instructor's own philosophical beliefs of instruction are harbored and governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher." Paulo Freire (2003)

**Constructivism**

Constructivism is basically a theory -- based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and
talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

In recent years, much emphasis has been placed on constructivist methodologies and their potential benefit for learners of various ages (Brandt & Perkins, 2000; Brooks, 1990).

Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding.

By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn how to learn.

Constructivists also believe that there are four characteristics that influence learning: learners construct knowledge that makes sense to them, new learning depends on current understanding, social interaction facilitates learning, and meaningful learning occurs within real-world tasks (Eggen & Kauchak, 2010).

Contrary to criticisms by some (conservative/traditional) educators, constructivism does not dismiss the active role of the teacher or the value of expert knowledge. Constructivism modifies that role, so that teachers help students to construct knowledge rather than to reproduce a series of facts. The constructivist teacher provides tools such as problem-solving and inquiry-based learning activities with which students formulate and test their ideas, draw conclusions and inferences, and pool and convey their knowledge in a collaborative learning environment.
Constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge actively rather than just mechanically ingesting knowledge from the teacher or the textbook.

Constructivism is also often misconstrued as a learning theory that compels students to “reinvent the wheel.” In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. Students do not reinvent the wheel but, rather, attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings.

“Constructivists believe students should assess themselves and judge their own progress.” (Cohen, 2008)

HOW CONSTRUTIVISM IMPACTS LEARNING

Teachers focus on making connections between facts and fostering new understanding in students. Constructivism asks student responses and encourages them to analyze, interpret, and predict information.

Vygostsky said that, a further criterion that distinguishes scientific from everyday concepts is the fact that the former are learned in formal schooling setting whereas the latter emerge on the basis of children’s experience in the everyday world. He argued that schooling’s emphasis on using language to talk about language (that is, on decontextualized, metalinguistic reflection), as opposed to talking about nonlinguistic reality, is an important force in the emergence of scientific concepts. (Wertsch, 1985)

Constructivism changes drastically the teaching learning process.
It makes active classes and students more responsible about their own language acquisition.

There were many changes in the teaching - learning process, comparing traditional and constructivism classroom.

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<thead>
<tr>
<th>TRADITIONAL CLASSROOM</th>
<th>CONSTRUCTIVISM CLASSROOM</th>
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<tbody>
<tr>
<td>Begins with parts of the whole – emphasizes basic skills</td>
<td>Begins with the whole – expanding to parts</td>
</tr>
<tr>
<td>Strict adherence to fixed curriculum</td>
<td>Pursuit of student questions / interests</td>
</tr>
<tr>
<td>Textbooks and workbooks</td>
<td>manipulative materials</td>
</tr>
<tr>
<td>Instructor gives / students receive</td>
<td>Learning is interaction-building on what students already know</td>
</tr>
<tr>
<td>Instructor assumes directive, authoritative role</td>
<td>Instructor interacts / negotiates with students</td>
</tr>
<tr>
<td>Assessment via testing / correct answers</td>
<td>Assessment via student works, observations, points of view, tests.</td>
</tr>
<tr>
<td>Knowledge is inert</td>
<td>Knowledge is dynamic / changes with Experiences</td>
</tr>
<tr>
<td>Students work individually</td>
<td>Students work in groups</td>
</tr>
</tbody>
</table>

**In a constructivist classroom, learning is . . .**

Students are not blank slates upon which knowledge is etched. They come to learning situations with already formulated knowledge, ideas, and understandings. This previous knowledge is the raw material for the new knowledge they will create.
The student is the person who creates new understanding for him/herself. The teacher coaches, moderates, suggests, but allows the students room to experiment, ask questions, try things that don't work. Learning activities require the students' full participation (like hands-on experiments). An important part of the learning process is that students reflect on, and talk about, their activities. Students also help set their own goals and means of assessment.

Students control their own learning process, and they lead the way by reflecting on their experiences. This process makes them experts of their own learning. The teacher helps create situations where the students feel safe questioning and reflecting on their own processes, either privately or in group discussions. The teacher should also create activities that lead the student to reflect on his or her prior knowledge and experiences.

Talking about what was learned and how it was learned is really important.

The constructivist classroom relies heavily on collaboration among students. There are many reasons why collaboration contributes to learning. The main reason it is used so much in constructivism is that students learn about learning not only from themselves, but also from their peers.

When students review and reflect on their learning processes together, they can pick up strategies and methods from one another.

The main activity in a constructivist classroom is solving problems. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. As students explore the topic, they draw conclusions, and, as exploration continues, they revisit those conclusions. Exploration of questions leads to more questions.
PSYCHOLOGICAL FOUNDATION

It has been known for a long time that language acquisition and processing are associated with a specific part of the brain; namely the perisylvian region of the left hemisphere, at least for the vast majority of humans. The age of a person is very important to acquire a second language.

L1 acquisition among children is an astonishingly rapid process. For all of recorded history, children have managed to become fluent in a language in a period of three to four years, with virtually no explicit help from parents and peers. On the other hand, it is not the least bit uncommon to find adults who have struggled with a second language for a decade or more without achieving fluency (Hagen K, 2008)

In language learning there are three aspects from psychological perspective: language and the brain, learning processes and learner’s differences.

Language and the brain

The location and the representation of a language in the brain has been of interest of biologist and psychologist because neuron linguistic was the first influence cognitive perspective on second language acquisition when systematic study began in the 1960s.

Kuniyoshi Sakai wrote that language acquisition is one of the most fundamental human traits, and it is obviously the brain that undergoes the developmental changes. During the years of language acquisition, the brain not only stores linguistic information but also adapts to the grammatical regularities of language. Recent advances in functional neuroimaging have substantially contributed to systems-level analyses of brain development.
In this Viewpoint, language acquisition is represented in the mature brain” (Sakai, 2011)

Learning Processes

The focus on learning processes has been strongly influenced by computers based information. The learning process must start with some observation to know the learner’s learning style, needs and other important factor. After knowing the learner and deciding what learning experiences are to be provided, we have to help them in acquiring the language. According to (Sakai, 2011) the learning process is divide into three states,

Learning Situation

It also deals with the environment factors and learning situation which come midway between the learner and the teacher. Topics like classroom climate and group dynamic techniques and aids which facilitate learning, evaluation techniques, and practices, guidance and counseling etc. which help in the smooth functioning of the teaching learning process.

Teaching Situation

It suggests the techniques of teaching. It also helps in deciding what learning situation should be provided by the teacher to the learners according to his/her mental and physical age, his previous knowledge and interest level. By describing the learner’s characteristics, to choose which teaching aids are appropriate for the particular subject.

Evaluation of Learning Performance

Main objective of education is all-round development of the learner. It includes cognitive, affective and psychomotor aspects of personality.
Educational Psychology suggests various tools and techniques for assessment and evaluation such as performance test, oral test and written test.

It does not stop at measurement only, after the testing results are analyzed causes for poor performance, backwardness in any aspect of development is corrected by maladjustment are helped by guidance and counselling study habit, examination techniques and learning styles are analyzing.

The Learner Differences

Each learner is a different world and teacher needs to focus on that. The learner differences include the learning aptitude, gender, culture, age and other demographic variables. One of the important aspects of catering for individual learner needs is teachers' involvement in developing learner autonomy.

According to Richard Felder and Rebecca Brent, students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. The more thoroughly instructors understand the differences, the better chance they have of meeting the diverse learning needs of all of their students. Three categories of diversity that have been shown to have important implications for teaching and learning are differences in students' learning styles.” (Felder & Brent, 2005)

Learning Styles

Learning styles are the different characteristics cognitive and psychological that helps as relatively indicators of how learner acquire information, interact with and respond to learning environment and material.
According to Richard Felder and Rebecca Brent, the concept of learning styles has been applied to a wide variety of student’s attributes and differences.

Some students are comfortable with theories and abstraction’s; other fell much more at home with facts and observable; some prefer visual presentation and others verbal explanations. One learning style is neither preferable nor inferior to another, but simply different with other strengths and weaknesses.” (Felder & Brent, 2005)

**Intellectual Development**

Most students undergo a developmental progression from a belief in the certainty of knowledge. At the highest development level normally seen in college, students’, individuals display thinking patterns resembling those of expert scientists and engineers.

According to Richard Felder and Rebecca Brent, “different levels of intellectual development constitute the third category of students’ diversity. “ (Felder & Brent, 2005)

**SOCIODEMOGRAPHIC FOUNDATION**

Educational sociology has been defined as the application of sociology to educational problems. Francis Brown said in this connection that,

The educational sociologist utilizes all that has been learnt in both the fields and adds them to the whole process of the education”. He also adds that is particularly interested in finding out how to manipulate the educational process to achieve better personality development. Sociology of education has emerged as more relevant subject for prospective teachers. (Brown F, 2000 p. 91)
In recent years, greater interest has been shown in the analysis of the educational system as a pattern of social interaction and thus a different role for sociology in relation to education has been conceived. Education means different things to different people. It is a process as well as a product. Educational sociology is particularly interested in finding out, how to manipulate the educational process to achieve better social and personality development.

**Sociology of education**

Educators remain to be convinced that sociology perspective can do any more than explicate the general influences on students of social factors such as, gender, race or class; all of these factors comprise starting points for educational transformation.

Robert Young said that, sociology of education is even more deeply marginalized from its constituency because, unlike, say, economic policy, the historical constitution of the core of practice in educators has developed within an individualizing culture as a practice focused not on aggregates or groups but individuals. (Young, 2010)

**LEGAL FOUNDATION**

According to the Constitución de la República, Ley Orgánica de educación Intercultural y Reglamento General Law, article 26, dated August 13th, 2012 which says

El nivel central formula las políticas, los estándares, planificación educativa nacional, los proyectos de inversión de interés nacional, las políticas de asignación y administración de recursos, formula políticas de recursos humanos que garantizan representatividad de acuerdo a la diversidad del país en todos los niveles desconcentrados.
Coordina la gestión administrativa de los niveles desconcentrados de gestión. Regula y controla el sistema nacional de educación, para lo cual expide las normas y estándares correspondientes, sin perjuicio de las competencias asignadas a los distritos metropolitanos y a los gobiernos autónomos descentralizados en la Constitución de la República y la Ley.

Las máximas autoridades educativas tendrán como una de sus funciones primordiales transversalizar la interculturalidad para la construcción del Estado plurinacional y garantizar una educación con pertinencia cultural y lingüística para los pueblos afro ecuatorianos, montubios y para las nacionalidades y pueblos indígenas.
CHAPTER III

THE METHODOLOGY

ANTECEDENTS

Methodology is generally a guideline system for solving a problem with specific components such as phases, tasks, methods, techniques and tools.

In science the use of a proper methodology may be critical to get precise and realistic results and also to increase quality control by ensuring that procedures are consistent and obey with the law

The methodology in this project is important because it helped to the researchers to identify the problem, collect vital information from the students, teacher and directives in order to find a possible solution

MODALITY OF THE INVESTIGATION

Field Research

Field research is the collection of actual data from reality through some instruments and techniques which are going to facilitate the invention.

Tamayo M. (2003) said that this research allows confirm the conditions of the object or subject investigation. Field research involves a range of different variables, methods: informal interviews, direct observation,
participation in the life of the group, collective discussions, analyses of personal documents produced within the group, self-analysis, results from activities undertaken off- or on-line, and life-histories.

A field research consists in collecting information from the real world in real space, using some tools and different techniques according the field of investigation.

During the elaboration of this project it was so necessary to apply this type of research because the investigators needed to have some data from the educational environment at Unidad Educativa “Dr. Manuel Córdova Galarza” in order to detect and solve a visible problem in the learning process, through observations and interviews to teachers, parents, directives and students.

**According to the Evidence**

The researchers have collected some information through some investigation techniques, and it has been the evidence to develop this project. In the past years, action research has become increasingly popular as mode of research among practitioners.

**Action Research**

According to Valsa Koshy (2005), the main role of action research is to facilitate practitioners to study aspects of practice – whether it is in the context of introducing an innovative idea or in assessing and reflecting on the effectiveness of existing practice. (Koshy, 2005)

It is often used to improve the quality of an organization and its performance. It is designed and conducted by practitioners who analyze the data to improve their own practice.
According to Valsa Koshy, action research is, quite often, the method of enquiry employed by undergraduate and postgraduate students in higher education who are studying for accredited courses (Koshy, 2005).

Students have been carrying out that action research is all about developing the act ok knowing through observation, listening, analyzing, questioning and being involved in constructing one’s knowledge.

This action research has the potential to generate genuine and sustained improvements in schools and it gives educators new opportunities to make decisions about which new approaches must be include in the school curriculum. Besides, action research help teacher to be reflective.

**ACCORDING WITH THE OBJECTIVES**

**Applied Research**

It refers to a scientific study that seeks to solve practical problems. It is also used to find solutions to everyday problems, cure illness, and develop innovative technologies.

This research is applied because the researchers intend to solve problems with the English communication, specifically to improve the oral fluency through dialogues.

**TYPES OF INVESTIGATION**

Scientists use different methods of investigation in different circumstances. These methods include fair testing, identifying and classifying, modelling, pattern seeking, and researching.
Research has shown that science teaching is dominated by fair testing. The principles of fair testing are important, but may not always enable students to understand ideas or concepts, answer their questions, or understand how scientists work and the nature of science.

For its Purpose

An applied research is the one which is used by investigator to solve specific problem.

According to Irwin Sherman, applied research is often thought as research targeted at solving a specific problem for utilitarian purpose.” (Sherman, 2008)

This research is an applied research because when it found out about the difficulties that students have during dialogues activities, the authors decided to implement new strategies using updated didactic materials to strengthen this ability, increase their English knowledge about speaking and reading skill in order to improve the oral fluency and also to learn the importance of this language in today’s world.

For its Application

The feasibility of this project is based on the study of some issues, such as economic status and technological achieve in order to evaluate the possible negative and positive results before applying the proposal to complete this project successfully.

Investopedia, which is a website related to this kind of researches claims that the feasibility of a research is the capacity to complete successfully but taking into account some factors such as economic, social technological and others. A feasible research allows being researches to know about the
possible negative and positive results before start doing it. (Investopedia, 2001)

This investigation is a feasible because the authors have the support of the authorities of the institution, the assistance of the teacher, the help of the students, and the necessary resources to diagnose the causes and consequences of the problem and provide a possible solution through this proposal.

For its Nature

Explanatory research is undertaken when few or no previous studies exits. According to Collis and Hussey the aim of explanatory research is to look for patterns, hypotheses or ideas that can be tested and will form the basis for further research. (Collis & Hussey, 2003)

Descriptive research can be used to identify and classify the elements or characteristics of the subject.

This research is exploratory and descriptive since the mission of the teachers is solving English educational problems. For this reason, it is explained and described different methods and techniques. This type of investigation selects a series of questions and measures or gathers data in order to describe what is being investigated.

LEVELS OF THE INVESTIGATION

Exploratory

The investigation is exploratory because its objective is to clarify concepts and establish references in order to get contact with the investigated phenomena and facilitate the formulation of the problem.
Descriptive

The second level of this investigation is descriptive because it analyzes the causes of a problem and its consequences.

Explanatory

In the third level the investigation is explanatory because it describes the characteristics and the relationship with the elements and components of the object to be studied.

POPULATION AND SAMPLE

Population is a group of individuals or items that share one or more characteristics from which data can be gathered and analyzed. Likewise, a sample is a subset of the population. A sample is a portion or segment that is representative of a whole, an entity that is representative of a class; and the researchers need to know which sample to choose according to the investigation purposes and methodology to be applied.

For this investigation the researchers have considered as sample forty students of eighth year of GBE, one directive and one English teacher

STRATUM

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POPULATION</th>
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<td>DIRECTIVES</td>
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<td>TEACHERS</td>
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<td>1</td>
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<td>STUDENTS</td>
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</tr>
<tr>
<td>TOTAL</td>
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## Operationalization of Variables

<table>
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<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIALOGUES</td>
<td>DEFINITION</td>
<td>It is the interaction of words between two or more people, it is the means of communication that allows the exchange of words and ideas</td>
</tr>
<tr>
<td></td>
<td>TYPES</td>
<td>Direct Dialogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indirect Dialogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Dialogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written Dialogue</td>
</tr>
<tr>
<td></td>
<td>DIALOGUE AS A METHOD OF TEACHING – LEARNING</td>
<td>It has been confirmed the importance of stimulating communication among students and expanding the dialogue in the classroom to new ways that are not limited to the well-known &quot;pedagogical dialogue&quot; teacher-pupil</td>
</tr>
<tr>
<td><strong>DEPENDENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORAL FLUENCY</td>
<td>DEFINITION</td>
<td>The features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions</td>
</tr>
<tr>
<td></td>
<td>TYPES</td>
<td>Word Fluency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ideational Fluency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressional Fluency</td>
</tr>
<tr>
<td></td>
<td>MAESURES OF FLUENCY</td>
<td>The speed and flow of language production.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The degree of control of language items.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The way language and content interact.</td>
</tr>
</tbody>
</table>
INSTRUMENTS OF INVESTIGATION

METHOD

Definition

Research methods are the various procedures, schemes and algorithms used in research. All the methods used by a researcher are essentially planned, scientific and value neutral. The methods are the tools which help to the researchers to collect information through interviews, and observation to solve a specific problem.

Rajasekar and Philominathan said that, scientific methods help to researchers to collect sample, data, and find a solution to a problem. Particularly, scientific research call for explanations based on collect facts, measurements and observation and not on reasoning alone. They accept only those explanations which can be verified by experiments. (Rajasekar & Philominathan, 2013)

TYPES OF METHODS

Direct Observation

Direct Observation is a method in which a researcher observes and records events, activities, tasks or duties while something is happening. “Seeing” and “listening” are keys to observation.

Annette Binnendijk wrote that, direct observation is often done informally, without much thought to the quality of data collection. Direct Observation techniques allow for a more systematic, structured process, using well – designed observation record forms” (Binnendijk, 2006)
Observation provides the opportunity to document actions, behavior and physical aspects without having to depend upon peoples’ willingness and ability to respond to questions.

This method was used to identify the problem and the consequences that were affecting the students of eighth year of General Basic Education at Unidad Educativa “Dr. Manuel Córdova Galarza.”

**Inductive**

This is a method that acts as a starting-point for investigations in the field of both natural and human sciences. The inductive method is to obtain the general from the particular.

According to Irving Rothchild (2006) inductive method is to derive by reasoning, to lead to something as a conclusion, an inference, a suggest or imply. It is a process of inferring a general law or principle from observation of particular instances.

The inductive method is a process of using observations to develop general principles about a specific subject.

A group of similar specimens, events, or subjects are first observed and studied; finding from the observations are then used to make broad statements about the subjects that were examined.

**Deductive**

Deductive method involves beginning with a general concept or given rule and moving on to a more specific conclusion.
It is a method of reasoning by which concrete applications or consequences are deduced from general principles or theorems are deduced from definitions and postulates.

Irving Rothchild said that, deductive method is adducing of a number of separate facts, particulars, etc. especially for the purpose of proving a general statement.

Reasoning used in the deductive method can be presented, formally or informally, in a variety of different ways. One of the most common forms of it is to syllogism, which two conditional statements are given and from them a conclusion is draw.

**Scientific Research**

Scientific research is an open process of trying to make sense of the world around and within people, a process in which data, observations, interpretations, and theories are debated in an open forum. In trying to discover and understand what, how, and why something happens.

McCain & Segal (2008: 52) states that, scientist researchers try to take the data in a given area and invent a general principle or set of principles with which these data are compatible. In other words, they attempt to develop a framework within which they can view events and data and understand them.

For the realization of this project the researchers used different methods and resources, which permitted them a functional way to get the proposed objective.
According with the objective, the authors are going to apply a scientific research, because it uses the element of basic investigation since it has an immediate application. For its purpose this is an action investigation because it tries to solve a real and evident problem. The objectives consist in proving the real educative practice in a determinate place

**TECHNIQUE**

A technique is a procedure used to accomplish a specific activity or task. It is also a practical method, skill, or art applied to a particular task

**Survey**

It is a gathering of a sample of data or opinions considered to be representative of a whole.

The survey that the researchers will apply will help them to know how much is the necessity of the educative level for improving the techniques and methods.

**Interviews**

Conversations, such as one conducted by a reporter, in which facts or statements are elicited from another. Interviews seeks to describe the meanings of central themes in a specific subject. The main task of this technique is to understand the meaning of what the interviewee says.

It is a serious conversation that searches solution to a problem of education. It was done with the opinions of the chairman and the English teacher.
INTERVIEW TO THE CHAIRMAN

1- What do you think in the application of a new didactic guide to improve the English learning?

2- Why do you think is it important to your students?

3- How are you going to support the application of this didactic guide?

4- What is your opinion about the English learning in this High School?

5- Who you think are the beneficiaries with the application of this new didactic material?
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION
CARRERA DE LENGUAS Y LINGUISTICA

INTERVIEW TO THE ENGLISH TEACHER

1. How often do you update your English knowledge?

2. What kind of techniques do you use to motivate your students?

3. Students have problems with the oral fluency. Why do you think it happens?

4. With the application of this new didactic guide, do you think the students will increase their academic level?

5. What kind of resource do you use like additional resource?
SURVEY TO THE STUDENTS

Write an (X) on the answer you consider the most appropriate on each of the required questions:

STRONGLY AGREE (1) AGREE (2) NEITHER AGREE NOR DISAGREE (3) DISAGREE (4) STRONGLY DISAGREE (5)

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your teacher should practice more dialogues in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher must incentivize the speaking skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The communication in English is important for you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You want to practice speaking skill through dialogues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The way how you speak in English must be improved daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses different strategies to improve the oral fluency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicing speaking skill you will reinforce the oral fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You think that improving oral fluency you can use it in real life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The text book used by the teacher is enough to acquire new knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You will support a new didactic resource.</td>
<td></td>
<td></td>
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</tbody>
</table>
# RESULTS OF SURVEY

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Indifferent</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your teacher should practice more dialogues in class</td>
<td>22</td>
<td>9</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>The teacher must incentivize the speaking skill</td>
<td>30</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>The communication in English is important for you</td>
<td>37</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>You want to practice speaking skill through dialogues</td>
<td>32</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>40</td>
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<tr>
<td>The way how you speak in English must be improved daily</td>
<td>36</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Teacher uses different strategies to improve the oral fluency.</td>
<td>9</td>
<td>11</td>
<td>5</td>
<td>13</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Practicing speaking skill you will reinforce the oral fluency</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>You think that improving oral fluency you can use it in real life</td>
<td>23</td>
<td>8</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>The text book used by the teacher is enough to acquire new knowledge</td>
<td>12</td>
<td>9</td>
<td>10</td>
<td>9</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>You will support a new didactic resource</td>
<td>39</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
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</table>
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

Sample: 40 students
Course: 8th

STATEMENT 1 Your teacher should practice more dialogues in class

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>22</td>
<td>46%</td>
</tr>
<tr>
<td>AGREE</td>
<td>9</td>
<td>27%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA DR. MANUEL CORDOVA GALARZA
RESEARCHERS: MARIANA POVEDA AND MARÍA CAMPOVERDE

COMMENT

In this first statement as we can observe in the chart and graphic almost half of the students answered that the English teacher should practice more dialogues in class. It happens since they really want to speak in English. Besides, the practice of conversations through dialogues it is not enough for improving this ability.
ANALYSIS OF RESULTS

SURVEY TO STUDENTS

Sample: 40 students  
Course: 8th

STATEMENT 2 Your teacher must incentivize the speaking skill

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>30</td>
<td>70%</td>
</tr>
<tr>
<td>AGREE</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA DR. MANUEL CORDOVA GALARZA
RESEARCHERS: MARIANA POVEDA AND MARÍA CAMPOVERDE

COMMENT

In this statement the majority of the students agree that the English teachers must use modern strategies and techniques in order to incentivize the speaking skill. They think it is necessary feel motivated during the practice of this skill.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

Sample: 40 students Course: 8th

STATEMENT 3 The communication in English is important for you

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>37</td>
<td>91%</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA DR. MANUEL CÓRDOVA GALARZA
RESEARCHERS: MARIANA POVEDA AND MARÍA CAMPOVERDE

COMMENT

In this statement almost the whole of the students answered that the communication in English is very important for them. For that reason, the new additional didactic resource contains useful information referred motivation that awake the interest of the students for this skill.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

Sample: 40 students
Course: 8th

STATEMENT 4 You want to practice speaking skill through dialogues

CHART OF FREQUENCY # 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>32</td>
<td>76%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA DR. MANUEL CÓRDOVA GALARZA
RESEARCHERS: MARIANA POVEDA AND MARÍA CAMPOVERDE

COMMENT

In this statement, almost the whole of students answered they want to practice speaking skill through dialogues. It is very important to the researchers because they count with the acceptance of they and the additional resource referred to dialogues that will increase the knowledge of this skill.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

Sample: 40 students  
Course: 8th

**STATEMENT 5** The way how you speak in English must be improved daily

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>36</td>
<td>88%</td>
</tr>
<tr>
<td>AGREE</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA DR. MANUEL CÓRDOVA GALARZA  
RESEARCHERS: MARIANA POVEDA AND MARÍA CAMPOVERDE

**COMMENT**

In the statement number five, the majority of the students consider that the teacher must correct their mistakes when they speak in this language. Students noticed that English teacher do not practice pronunciation being this a big mistake since this language possesses a lot of homonyms words.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

Sample: 40 students  Course: 8th

STATEMENT 6 Teacher uses different strategies to improve the oral fluency

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>AGREE</td>
<td>11</td>
<td>26%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>13</td>
<td>29%</td>
</tr>
<tr>
<td>STRONGLY DISAGRE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA DR. MANUEL CÓRDOVA GALARZA
RESEARCHERS: MARIANA POVEDA AND MARÍA CAMPOVERDE

COMMENT

In this statement the answers almost are half and half. A big part of students agree with the statement and another significant amount disagree. Analyzing this results, researchers realized that exists the necessity of applying a new didactic material that help students in the teaching learning process and do not hesitate in the acquisition of this.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

Sample: 40 students  Course: 8th

STATEMENT 7 Practicing speaking skill you will reinforce the oral fluency

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>33</td>
<td>79%</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>7</td>
<td>21%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA DR. MANUEL CÓRDOVA GALARZA
RESEARCHERS: MARIANA POVEDA AND MARÍA CAMPOVERDE

COMMENT

In this statement most of the students have realized that practice speaking is the best way to improve their oral fluency. For that reason, the authors of this research have taken into consideration the content of this additional didactic material that they are sure, it is going to reinforce the fluency of the students.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

Sample: 40 students  
Course: 8th

STATEMENT 8 You think that improving oral fluency you can use it in real life

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>23</td>
<td>49%</td>
</tr>
<tr>
<td>AGREE</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA DR. MANUEL CÓRDOVA GALARZA
RESEARCHERS: MARIANA POVEDA AND MARÍA CAMPOVERDE

COMMENT

In this statement a big part of the students answered that increasing their learning outcome in speaking skill, they will use it in real life. They have realized that this language is very important since they can use it in social networks to communicate with other people from other countries.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

Sample: 40 students  
Course: 8th

STATEMENT 9 The text book used by the teacher is enough to acquire new knowledge

CHART OF FREQUENCY # 9

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>12</td>
<td>32%</td>
</tr>
<tr>
<td>AGREE</td>
<td>9</td>
<td>22%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>10</td>
<td>24%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>9</td>
<td>22%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA DR. MANUEL CÓRDOVA GALARZA  
RESEARCHERS: MARIANA POVEDA

COMMENT

In this statement the answers of the students are divided in three scales. It happens because some of them are conformist and they agree with the knowledge taught by the teacher. However, the other quantity want to learn more and think it is not enough. With the application of this material the researchers will catch the students’ attention and engage them for develop this skill.
ANALYSIS OF RESULTS
SURVEY TO STUDENTS

Sample: 40 students
Course: 8th

STATEMENT 9 Your will support a new didactic resource

CHART OF FREQUENCY # 9

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>39</td>
<td>97%</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

SOURCE: UNIDAD EDUCATIVA DR. MANUEL CÓRDOVA GALARZA
RESEARCHERS: MARIANA POVEDA

GRAPHIC 10

COMMENT

In this last statement the whole of the students answered that they are going to support the new didactic resource since they have realized that need another material that enrich even more their knowledge.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

✓ Actually, students do not know the importance that the English language has today as indispensable tool for communication.

✓ Students like speaking in English but they do not have the enough practices.

✓ Students do not use English language in real life.

✓ Teachers must practice speaking skill for developing the oral fluency of the students.

✓ Teachers do not use neither strategies nor techniques to improve the academic level.

✓ Students want to develop their oral fluency through different activities such as dialogues.

✓ Teachers do not create their own didactic material that contribute with the development of the English class.

✓ They feel enthusiastic with the application of the didactic guide.

✓ They like to participate in English class with short dialogues.

✓ Students demonstrate interest for the new didactic guide.

✓ They are agree with the new knowledge learnt.
RECOMMENDATIONS

- The teacher must use appropriate techniques to motivate the English class.

- Teacher must practice more speaking skill.

- Teachers need to update their knowledge periodically.

- Teachers have to insist in the students the importance of the English language nowadays.

- Teacher must use backgrounds’ knowledge of the students to develop the oral fluency.

- Teachers have to correct the students’ mistakes for improving the oral fluency.

- Teachers only have to talk to students in English in order to adapt their hearing.
CHAPTER IV

THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH DIALOGUES TO IMPROVE THE ORAL FUENCY IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA “DR. MANUEL CÓRDOVA GALARZA”

JUSTIFICATION

There are many reasons that were found in the institution to carry out this investigative work and the most important were the lack of practice of speaking in classrooms, fluency, good pronunciation and the low academic level of the students.

During the application of this new didactic resource, students were enthusiastic and collaborative with the researchers, from the beginning until the end. It was good because it needed the most attention of them. Besides, they noticed that learning a new language is very easy whether they count with all necessary resources to do it. Likewise, they could understand that this language is important for real life.

On the other hand, the authors of this investigation had to begin to work based on the backgrounds of the students in order to make a quick diagnostic and draw on their knowledge acquired during their early years of study.

In the same way, the application of this didactic resource is an innovative way to give a new opportunity to students that learn the English language using different methods, strategies, and techniques.
It offers new alternatives of teaching allowing students to increase their academic level.

Through this academic material, students can develop the oral fluency and will feel more confident to participate in class. Speaking is the hardest skill for students, especially when they have not had a good teaching.

Finally, the application of this proposal will provide the appropriate techniques to enable students to reach their personal goals and benefit the Institution because it constitutes an additional material for them. Besides it is focused on the necessity of improving oral fluency through useful dialogues which will raise the culture and will open many opportunities for living better.

OBJECTIVES

General

To apply the new didactic material by means of practical dialogues in order to strengthen the oral fluency.

Specifics

To determine the scope of the new didactic material by means of assessment.

To demonstrate the usefulness of the didactic material through conversation activities.

To diagnose whether the new academic resource has been acquired correctly through a test.
FEASIBILITY

This project is viable because the support of the authorities, teachers, family parents, and the students who have been incentivized appropriately to learn English in a different way, using innovative speaking and reading techniques to increase the oral fluency. With these considerations, this project is done over the base of teacher experiences.

HUMAN AND ECONOMICAL RESOURCES

The development of this project will be supported by the directives of Unidad Educativa “Dr. Manuel Córdova Galarzai,” the English teacher staff, family parents and the students.

MATERIALS

Didactic guide, charts, posters, cardboards, snacks, copies, were covered by the researchers.

DESCRIPTION OF THE PROPOSAL

This proposal consists of in the elaboration and application of a didactic guide with communicative activities that is going to incentivize students in acquiring the new knowledge. It is going to be very useful for both students and teachers, because the relationship between them will improve and they will feel more confident, especially for students that will participate even more in class.

Each activity provides information about some specific topics which will offer practical exercises. It contains many useful tasks related to dialogues, conversations, etc.
LEGAL ASPECT

We based our project according to the 2008 Constitution, First Division of the Ecuadorian education law, which says:

REGIMEN DEL BUEN VIVIR

TITULO VII

We based our project according to the 2008 Constitution, First Division of the Ecuadorian education law, which says:

“Art. 350.- El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo”.

Art 3-The aims of education in Ecuador:
c) To encourage the spirit of research, creative activity and responsible at work, the principle of human solidarity and sense of social cooperation to fully comply with the aims of education, the Ministry will promote the active and dynamic public and private institutions and the community.

The current education where scientific development requires the learning of several languages including English is one of the most important for its global outreach, also requires the use of proper materials to facilitate the teaching-learning at all levels of education is, in the basic cycle and high school level.
It is therefore essential that the institutions offer such material in order to generate a dynamic learning process, creative student capabilities offering also a motivating environment that facilitates this process.

SOCIOLOGICAL ASPECT

The education is an important part of the society. The education must take into consideration the requirements of the society.

PEDAGOGICAL ASPECT

This investigation attempt to offer to the education new ways in the English teaching-learning process. The relationships through interaction between teachers and students will create a warm atmosphere in the classroom, making more participative to students. They will feel more self confident.

PSYCHOLOGICAL ASPECT

The learning process is produced when the subject and the students interacts with the object of knowledge. For that reason it is very important to offer a positive environment for the students.
CONCLUSION

After analyzing the data and obtaining true results the researchers can conclude that the dialogues have influenced a lot in the oral fluency of the students since the different proved that were made before and after the application of the proposal, they can notice the significant changes not only in the performing but also when participating in class.

Besides, the interest for the English language has increased considerably and students feel motivated practicing at every time the dialogues or conversations taught by the researchers with peers.

For the authors it is considered a great labor of high importance because they have contributed with enriching the teaching learning process in this institution.
REFERENCES


Hartmann and Stork (2006, p. 86), Developing oral proficiency through extensive reading. IH Journal, 22


BIBLIOGRAPHY


ANEXX

1

DOCUMENTS
Guayaquil, 15 de Agosto de del 2016

MSc.

LARRY TORRES VIVAR

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad.

De mis consideraciones:

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

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: POVEDA JIMENEZ MARIANA – CAMPOVERDE CONFORME MARIA EUGENIA

TOPIC: “INFLUENCE OF DIALOGUES AND CONVERSATIONS FOR THE IMPROVEMENT OF THE ORAL FLUENCY ”

PROPOSAL: “DESIGN OF A DIDACTIC GUIDE WITH DIALOGUES TO IMPROVE THE ORAL FLUENCY”

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

Atentamente,

L.cdo. Alfonso Sánchez Ávila, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. LARRY TORRES VIVAR, tutor del trabajo de titulación, certifico que el presente trabajo de titulación, ha sido elaborado por Mariana Elizabeth Poveda Jiménez con C.C. 0920341948 con mi respectiva supervisión como requerimiento parcial para la obtención del título LICENCIADA EN CIENCIAS DE LA EDUCACIÓN en la carrera LINGÜÍSTICA.

Se informa que el trabajo de titulación INFLUENCE OF DIALOGUES FOR THE IMPROVEMENT OF THE ORAL FLUENCY IN STUDENTS OF EIGHTH YEAR AT ESCUELA FISCAL MANUEL CORDOVA GALARZA. PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH DIALOGUES TO IMPROVE THE ORAL FLUENCY, ha sido orientada durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el 3% coincidencia.

MSc. LARRY TORRES VIVAR
C.C:0913004347
Documento: MARIANA POVEDA Y MA EUGENIA CAMPOVERDE (D35759621)
Presentado: 20170828 01:14:00
Presentado por: maria_poveda@hotmail.com
Recibido: lomany.ferion@ug.edu.ec
Mensaje: EDUCATIONAL PROJECT

Lista de fuentes

Bloques

- Categoría
- Enlace/nombre de archivo

- Fuentes alternativas
- La fuente no se usa
UNIDAD EDUCATIVA FISCAL
Dr. MANUEL CÓRDOVA GALARZA
Acuerdo Min. 2947 del 06 de Julio de 1992
Resolución No 0185 – 2013. Dirección Distrital de Educación 09D07
Bastión Popular Bl. 1B Mz. 374 Sl. 2
Teléfono 0995068817.
Correo electrónico: colegiomanuelcordova3041@hotmail.com
Guayaquil - Ecuador

Guayaquil, 17 de Octubre de 2016

AUTORIZACIÓN

Por el presente AUTORIZO para que las Srtas. POVEDA JIMÉNEZ MARIANA ELIZABETH con C.I. Nº 0920341948 y CAMPOVERDE CONFORME MARÍA EUGENIA con C.I. Nº 0917424845, apliquen el Proyecto Educativo INFLUENCE OF COMMUNICATIVE ACTIVITIES FOR DEVELOPING THE SPEAKING SKILLS, con los estudiantes de Octavo Año de Básica Superior de la institución.

Las Srtas. POVEDA JIMÉNEZ MARIANA ELIZABETH y CAMPOVERDE CONFORME MARÍA EUGENIA, pueden hacer uso del presente CERTIFICADO, según sus intereses educativos.

Atentamente:

Carlos Togal Parrales
RECTOR
Guayaquil, 17 Octubre 2016

Señor Master
Carlos Toala Parrales
DIRECTOR de la ESCUELA FISCAL “MANUEL CÓRDOVA GALARZA”
Ciudad.-

De nuestras consideraciones:

POVEDA JIMÉNEZ MARIANA ELIZABETH con C.I. 0920341948 y CAMPOVERDE CONFORME MARÍA EUGENIA con C.I. 0917424845, Egresadas de la Especialización LENGUAS Y LINGÜÍSTICA DE LA UNIVERSIDAD DE GUAYAQUIL, por medio de la presente solicitamos a usted muy respetuosamente se nos conceda la debida autorización para aplicar nuestro Proyecto Educativo: INFLUENCE OF COMMUNICATIVE ACTIVITIES FOR DEVELOPING THE SPEAKING SKILLS para los estudiantes del 8vo. Curso de Educación básica en esta Institución bajo su digna dirección.

Por la atención quedamos muy agradecidas.

Atentamente,

Mariana E. Poveda J.                                      María E. Campoverde C.
Sra. Arq.
Silvia Moy-Sang Castro
Decana de la Facultad de Filosofía, Letras y Ciencias de la Educación
Ciudad.-

De nuestras consideraciones

Por medio de la presente, MARIANA ELIZABETH POVEDA JIMENEZ
con C.I. # 0920341948 y MARIA EUGENIA CAMPOVERDE CONFORME
con C.I. # 0917428245, egresadas de esta Facultad de la Carrera de
Lenguas y Lingüística, Sistema Semipresencial año 2016, solicitó muy
respetuosamente modificar el tema y propuesta de mi proyecto, el cual
era INFLUENCE OF COMMUNICATIVE ACTIVITIES FOR DEVELOPING
THE SPEAKING SKILLS y ahora es:

TOPIC:

INFLUENCE OF DIALOGUES FOR THE IMPROVEMENT OF THE ORAL
FLUENCY IN STUDENTS OF EIGHTH YEAR AT ESCUELA FISCAL
MANUEL CORDOVA GALARZA

PROPOSAL:

DESIGN OF A DIDACTIC GUIDE WITH DIALOGUES TO IMPROVE THE
ORAL FLUENCY

Por atención que se digne dar a la presente, de Ud.

Atentamente,

Mariana Poveda Jiménez

Maria Campoverde Conforme
Guayaquil, 14 de Septiembre del 2017

MSci.
Silvia Moy Sang Castro
Decana de la Facultad de Filosofía,
Letras y Ciencias de la Educación
Ciudad.-

De mis consideraciones:

Campoverde Conforme María Eugenia, CI#0917428245,
de la Carrera LENGUAS Y LINGÜÍSTICAS, Semipresencial
Matriz Guayaquil.

Por medio de la presente dejo constancia que:
RENUNCIO a continuar con el Proyecto Educativo que
venía desarrollando con la compañera Poveda Jimenez
Mariana Elizabeth, CI#0920341948, por motivos de NO
haber alcanzado a Cancelar la PRORROGA.

TOPIC: Influence of dialogues for the improvement of
the Oral fluency.

PROPOSAL: Design of a didactic guide with dialogues
to improve the oral fluency.

Atentamente,

[Muestra de la firma]

FIRMA
ANEXX
2
SURVEY AND INTERVIEWS
1- What do you think in the application of a new didactic guide to improve the English learning?
I think that this project carried out by the researchers will be of great help to the fluency in the English language of the students in a greater percentage than the one that they have at the moment.

2- Why do you think is it important to your students?
It is very important as it will serve to improve your oral skills.

3- How are you going to support the application of this didactic guide?
I am thinking of dividing the schedule of the English subject in the four skills so that the teacher can cover them and completely improve the learning in the students.

4- What is your opinion about the English learning in this School?
Since a couple of years, we have started to teach English in public schools and I believe that something has been done to cover the levels that the European Community Framework calls for.

5- Who you think are the beneficiaries with the application of this new didactic material?
Obviously the teachers and the students.
1. Que piensa Ud. Sobre la aplicación de esta nueva guía didáctica para mejorar el aprendizaje del Inglés?
Yo pienso que este proyecto llevado a cabo por los investigadores será de gran ayuda para la fluidez en el idioma inglés de los estudiantes en un mayor porcentaje que el que tienen actualmente.

2- Porque cree Ud. que es importante para sus estudiantes?
Es muy importante porque servirá para mejorar su habilidad oral.

3- Como va a apoyar en la aplicación de esta guía didáctica?
Yo estoy pensando en dividir el horario de la materia de inglés en las cuatro habilidades para así de esta forma el profesor pueda cubrirlas y mejorar completamente el aprendizaje en los estudiantes.

4- Cuál es tu opinión acerca del aprendizaje del inglés en esta este Colegio?
Desde un par de años pasados se ha empezado a impartir inglés en los colegios fiscales y creo que algo se ha avanzado para cubrir los niveles que nos pide el Marco Común Europeo.

5- Quiénes tú crees que son los beneficiarios con la aplicación de este nuevo material didáctico?
Obviamente los docentes y estudiantes.
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION

CARRERA DE Lenguas y Lingüística

INTERVIEW TO THE ENGLISH TEACHER

1. How often do you update your English knowledge?
Every time we have a seminar and also self-education

2. What kind of techniques do you use to motivate your students?
It depends on the topic we are about. Sometimes I use my body or theirs to teach
for example about the human body. Also we watch videos, sing songs etc. and
obviously they feel motivated and have fun with this.

3. Students have problems with the oral fluency. Why do you think it
happens?
It happens because it is not their mother tongue. They speak all the time in
Spanish, and also the time scheduled for the English class is not enough to
achieve it.

4. With the application of this new didactic guide, do you think the students
will increase their academic level?
Of course yes, not as we wish, but they will improve a little more.

5. What kind of resource do you use like additional resource?
I use my own projector. I have downloaded many exercises and music from the
internet so by this way they can practice speaking and pronunciation while
singling.
SURVEY TO THE STUDENTS

Write an (X) on the answer you consider the most appropriate on each of the required questions:

STRONGLY AGREE (1) AGREE (2) NEITHER AGREE NOR DISAGREE (3) DISAGREE (4) STRONGLY DISAGREE (5)

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your teacher should practice more dialogues in class</td>
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<tr>
<td>The teacher must incentivize the speaking skill</td>
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<tr>
<td>The communication in English is important for you</td>
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<tr>
<td>You want to practice speaking skill through dialogues</td>
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<tr>
<td>The way how you speak in English must be improved daily</td>
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<tr>
<td>Teacher uses different strategies to improve the oral fluency.</td>
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<tr>
<td>Practicing speaking skill you will reinforce the oral fluency</td>
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<tr>
<td>You think that improving oral fluency you can use it in real life</td>
<td></td>
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<tr>
<td>The text book used by the teacher is enough to acquire new knowledge</td>
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<tr>
<td>You will support a new didactic resource</td>
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<td></td>
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</tbody>
</table>
ANEXX

3

PHOTOS
DEVELOPING THE PROJECT
WORKING WITH THE TEACHERS
BUILDING EXTERIOR FACILITY
EDUCATIVE PROJECT TUTORINGS
ANEXX
4
THE
PROPOSAL
DIALOGUE

DIDACTIC GUIDE

AUTHORS: MARIANA POVEDA JIMENEZ
MARIA EUGENIA CAMPOVERDE
DIALOGUES

COMPLETE THE DIALOGUE

Hi! I’m ___________. What’s your name?
Hello, ___________. I’m ___________.

How do you spell that?

____________

How old are you?
I’m ___________. And how old are you?
I’m ___________.

What’s your telephone number?
My telephone number is ________________

Thank you! I will call you later. Bye-bye ____________!
Good bye ____________!
GREETINGS - DIALOGUES I

Hi! I'm _______.
Nice to meet you.

My name is _______.
Nice to meet you too.

Are you from _______.

Yes, I am. How about you?
Or
No, I'm not. I am from _______. And you?

I am from _______.

That's great! How old are you?

I'm _______.

Oh! I'm _______.
Or
Oh! I'm _______ too!

Obs.: You must fill the gaps according to your own information.
Hi. Are you ready to order?

A Chocolate milkshake. And to eat?

A cheeseburger and fries, ok. Anything else?

Alright. I’ll be right back.

Yes, please. I’ll have a chocolate milkshake.

I’ll have a cheeseburger and fries.

No, that’s all, thanks.
Label the pictures

1. Coke
2. Milkshakes
3. Iced Tea
4. French Fries
5. Onion Rings
6. Water Bottle
7. Burger
SIMPLE DIALOGUES FOR BEGINNERS.

Where do you live?
A: Where do you live?
B: I live in Pasadena.
A: Where is Pasadena?
B: It's in California.
A: Is it in northern California?
B: No. It's in southern California.
A: Is Pasadena a big city?
B: It's pretty big.
A: How big is "pretty big"?
B: It has about 140,000 people.
A: How big is Los Angeles?
B: It has about 3 million people.

Walking the dog.
A: Where are you going?
B: I have to walk the dog.
A: What kind of dog do you have?
B: I have a little poodle.
A: Poodles bark a lot.
B: They sure do.
A: They bark at everything.
B: They never shut up.
A: Why did you get a poodle?
B: It's my mom's dog.
A: So she likes poodles.
B: She says they're good watchdogs.

Let's go to the beach!
A: Let's go to the beach.
B: That's a great idea.
A: We haven't been in a while.
B: We haven't been in a month.
A: The last time we went, you almost drowned.
B: No, I didn't.
A: Then why did the lifeguard dive into the water?
B: I think he wanted to cool off.
A: He swam right up to you.
B: And then he turned right around.
A: Maybe you're right.
B: Maybe we should get going.

What's on TV?
A: I'm bored.
B: What's on TV?
A: Nothing.
B: There must be something on TV!
A: Nothing that's interesting.
GREETINGS DIALOGUES II

Hello, _______.

name

Oh, hi, _______.

name

Great to see you again. How are you?

Not bad, thanks. What about you?

Good, thanks.

---

<table>
<thead>
<tr>
<th>Hello!</th>
<th>How are you?</th>
<th>Good, thanks!</th>
<th>Andy you?</th>
<th>I’m great!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi!</td>
<td>How are you doing?</td>
<td>Not bad, not bad!</td>
<td>How about you?</td>
<td>I’m fantastic!</td>
</tr>
<tr>
<td>Hey!</td>
<td>How are you going?</td>
<td>Alright, thanks!</td>
<td>What about you?</td>
<td>Very well, thanks!</td>
</tr>
<tr>
<td>Alright!</td>
<td>Are you alright?</td>
<td>I’m OK!</td>
<td></td>
<td>Pretty good!</td>
</tr>
</tbody>
</table>

Obs.: You may change the highlighted words for the ones in the board.
DIALOGUE 1 Fill in the blanks then act the dialogue out.

Good- half past twelve- bored- let's- how about- time- comedy

JENNY: Hi Sam, how are you?
SAM: Hi Jenny, I am.................. It is weekend and I want to go out.
JENNY: ..........................going to cinema.
SAM: That is a ................. idea. What kind of movies do you like?
JENNY: I like ...................... movies. What about you?
SAM: I like action movies.
JENNY: There is a good action movie on cinema.
SAM: Really? What ..................is the movie on?
JENNY: It is at....................... 
SAM: What is the movie ..................?
JENNY: It is about a policeman and a bank robbery.
SAM: That sounds great. ..................go to the cinema.

DIALOGUE 2

Must-matter-let's-headache-shouldn't-bed

MUM: What is the......................? Are you ill?
TOM: Yes, I have a terrible ......................and a sore throat. I feel very tired.
MUM: I think you have the flu. You ...................... go to school today.
TOM: Yes, I want to stay in ......................and rest.
MUM: But first we ......................go to the hospital and get some medicine.
TOM: OK mum. ......................go.
WELCOME TO ENGLISH
Dialogues

Make dialogues as in the example.

Who are they?
mother / Mary
A - Who is this?
B - This is my mother.
A - What's her name?
B - Her name is Mary.

brother / Jack
A - ..............................................
B - ..............................................

sister / Jenny
A - ..............................................
B - ..............................................

aunt / Margaret
A - ..............................................
B - ..............................................

uncle / Richard
A - ..............................................
B - ..............................................

How old are they?
Make dialogues as in the example
grandmother Helen / 85
A - This is my grandmother Helen
B - How old is she?
A - She is 85.

brother Jack 14
A - ..............................................
B - ..............................................

sister Jenny 21
A - ..............................................
B - ..............................................

aunt Margaret 37
A - ..............................................
B - ..............................................

uncle Richard 52
A - ..............................................
B - ..............................................

friend Daniel 29
A - ..............................................
B - ..............................................
A - ..............................................
Where are they?
Make dialogues as in the example.

grandmother Helen / in the kitchen
A - This is my grandmother Helen
B - Where is she?
A - She is in the kitchen.

brother Jack / TV room
A - 
B - 
A - 

sister Jenny / classroom
A - 
B - 
A - 

aunt Margaret / living room
A - 
B - 
A - 

uncle Richard / hospital
A - 
B - 
A - 

friend Daniel / London
A - 
B - 
A - 

What's their job?
Make dialogues as in the example.

grandmother Helen / housewife
A - This is my grandmother Helen
B - What is she?
A - She is a housewife.

brother Jack / student
A - 
B - 
A - 

sister Jenny / teacher
A - 
B - 
A - 

aunt Margaret / dentist
A - 
B - 
A - 

uncle Richard / doctor
A - 
B - 
A - 

friend Daniel / taxi driver
A - 
B - 
A - 

Complete the dialogues

A - Who's this
B - 
A - What's her name?
B - Mary.
A - How old is she?
B - 25.
A - What's she?
B - a dentist.
A - Where is she?
B - In the restaurant.
A - Where is the restaurant?
B - next to the cinema.

A - That’s my aunt.
A - 

B - Her name is Elisabeth.
A - 

B - She is 36.
A - 

B - 
A - 


You are a new student at an English course in Washington, the USA. Your teacher is talking to you.

Teacher: Hello.

You: ______________

T: How are you?

Y: I’m ________, thanks. And ________?

T: I’m very well, thank you. I’m Monica Gibson. What’s your name?

Y: My ____________

T: Pleased to meet you, (name) __________

Y: Nice ____________, too.

T: How do you spell your last name?

Y: It’s ____________

T: Are you Russian?

Y: No, ____________. I’m _(nationality)__

T: Where do you live?

Y: I live in _(country)__

T: I see. Which city?

Y: In ____________

T: What’s your address? I need it to fill in the form.

Y: It’s (house number) ____________ Street, apartment number ________.

(post code) ________(city)_____

T: Thank you very much. Do you work for a car company?

Y: No, ____________. I work in/for/at ____________

T: What’s your job?

Y: I’m a/an __________

T: And what do you do there?

Y: ____________

T: Are you married?
Y: Yes, _________. / No, _________.

T: Oh, Have you got any children?
Y: Yes, _________. I've got _________. / No, _________.

T: How old are you?
Y: I'm _________.

T: Really? And what month do you have your birthday?
Y: In _________.

T: Do you have any hobbies?
Y: Yes, _________. I like/love _________. (verb + ing)

T: That's great! Do you do any sports?
Y: Yes, _________. I _________. / No, _________.

T: What time do you usually start work?
Y: At _________.

T: And when do you finish?
Y: At _________.

T: What days can you come for our English lessons?
Y: I can come on _________. and _________. How much is one lesson?

T: It's $13.89 if you come twice a week.
Y: That's _________.

T: Can you give me your phone number, please?
Y: Of course. It's _________.

T: And what's your e-mail address?
Y: It's _________.

T: Thank you. Would you like something to drink?
Y: Yes, _________.

T: Now let's meet other students.
Y: _________.


At the Zoo

John: Here we are at the zoo. Listen to that elephant!

Susan: Isn’t it loud?

John: Yes. It’s very loud. Let’s go and see the kangaroos.

Susan: Can we see the monkeys first? They are my favourite animals at the zoo.

John: Alright. The monkeys are this way.

Here they are.

Susan: Oh look! That monkey is climbing up high.

John: And that monkey is swinging by its tail.

Susan: Aww! Look at the little baby with its mother.

John: That big monkey is eating a banana.

Susan: I like watching the monkeys. They are so funny.

John: Yes. The monkeys are funny.

Shall we go and see the kangaroos now?

Susan: OK. Where are the kangaroos?

John: The kangaroos are this way.

There they are. Look at that big kangaroo hopping along.

Susan: Look at that kangaroo. I think it has a baby. Yes. The baby is looking out of its mother’s pouch.

Oh! The baby is coming out. It’s hopping around on the grass.

John: A baby kangaroo is called a ‘joey’. It’s climbing back into the pouch now.

Susan: I’m so happy that I saw the baby joey.

Thank you for inviting me to the zoo today, John.

John: That’s OK Susan. I’m glad you could come with me.
Exercises:

*Listen to the dialogue and answer these questions:*

Where are John and Susan? .................................................................

Which loud animal can they hear? ....................................................

Which is Susan’s favourite animal? ..................................................

Which animals did they look at first? ..............................................

Write down the present continuous verbs you hear:

...........................................................................................................

...........................................................................................................

...........................................................................................................

The mother kangaroo carries its baby in a:

a. purse
b. pocket
c. pouch

A baby kangaroo is called a:

a. Johnny
b. Joey
c. Jenny

Why was Susan happy? .....................................................................

*ANSWER KEY*
Put in order these DIALOGUES

①
You: Yes, please. I’d like a salmon sandwich.
Merlin: Good choice. Anything else?
Merlin: Good evening. Are you ready to order?
Merlin: OK, your order will be ready in ten minutes.
You: White wine, please.
You: That’s all for now. Thank you.
Merlin: OK. And what would you like to drink?

😊
WAITER
And the soup of the day is very good too.
Would you like a salad with your steak?
All right.
Hello there. Ready to order?
Today we have steak.
OK. And to drink?
Certainly. Do you prefer red wine?

YOU
Yes, that will be fine.
Yes, please.
We’d like a steak and a soup.
A bottle of wine, please.
That sounds good.
What do you recommend today?

😊
Yes, I’ll have three scrambled eggs with country ham, toast and jam, please.
Good morning. Are you ready to order?
I’ll have some iced tea.
Would you like anything to drink?
Could I have a pie?
Anything else?
Sure. Coming right up.
Short dialogues

- In pairs, choose a topic and prepare a dialogue to present to the class. You can make the dialogue as detailed you like.
- Minimum 10 sentences per person
- You have 15 minutes to prepare your dialogue
- We will vote for the best conversation! (funniest, most interesting etc)
- If you prefer, you can think of another conversation topic not on the list to talk about

You and a friend went for a walk in the countryside and are lost
You and a friend are discussing your teacher / class at school / university
You bump into an old school friend at the supermarket
You and a friend are discussing a shared hobby
You disagree with your brother/sister about whose turn it is to wash the dishes
You are feeding ducks at the park with a friend
You and a friend see somebody robbing a house and discuss what to do
You and a friend are in a clothes shop and you think the clothes are horrible
You ask your boyfriend/girlfriend to marry you
You and a friend are having a coffee at a bar and discuss your jobs
You and a friend are discussing which film to see at the cinema
You and a friend are discussing a sport match you saw yesterday
You work in a clothing shop and are trying to sell a dress / shirt to a customer
You and a friend are discussing which city you would like to live in
FIND THE DIALOGUE

FIND THE DIALOGUE.

d) Goodbye, Mr Otter.
e) I'm think so, but I'm not sure. Can Mr.
Spring phone you later to confirm it?
f) Oh, I see. Would you like to arrange a
new appointment now?

PUT Tl:

A)

B)
Dialogues

Pupil: Teacher, can you help me?
Teacher: Yes, sure.
Pupil: I don't remember the plural of 'mouse'.
Teacher: The plural is 'mice'.
Pupil: Thank you very much,
Teacher: Ask me if you have any doubts.

Anne: How long have you practiced yoga?
Sonia: I've practiced it for three years.
Anne: When and where do you do it?
Sonia: I often do it at the gym three times a week.
Anne: Do you think you can teach me?
Sonia: I'm sorry but I think you'd better do a course with a proper teacher.

Harry: Excuse me, sir. Can you tell where is the Hilton Hotel?
Patrick: Sorry, sir, but I'm also a tourist.
Harry: Where did you buy that hot dog?
Patrick: Just round the corner. I'll show you.
Harry: You are very kind.

Boy: Would you like some orange juice?
You: Thanks a lot but I'm drinking some tea now.
Boy: May I share some of your biscuits?
You: Yes, go ahead.

Doctor: What's the matter with you?
Patient: I've got headaches very often.
Doctor: You shouldn't work so many hours and get more sleep.
Excuse me teacher. Can I take one of these apples?
I love them and I am a bit hungry this morning.

Now, I’m the teacher and you are my pupil. Don’t talk and listen to me, please. I’m going to explain the lesson. Did you understand?

Be careful, Tom! Don’t copy!
I’m watching you. I know you didn’t study for the test. Your parents won’t be glad if they know about your bad results.

Peter, Do you want to listen to this exciting story that I am going to read to your little sister? I’m sure you’ll like it.

Lucy, I want to tell you about our friend Sylvia. I saw her yesterday at the pub. A handsome man was drinking with her. I think she has a new boyfriend. She was very happy.

My Goodness! This woman is crazy and wants to kill me.
Complete the sentences in the dialogue. Use the words from below.

A: Hello, I’d like to make a reservation for three people for tonight at eight o’clock.

W: Hello! I’ll be your host tonight.

B: Wonderful! I’m quite thirsty. Do you have a list of appetizers?

W: Yes. It’s on the last page of the menu.

W: Are you ready to order or would you like another minute?

A: I think we’ll start with an appetizer or two, before we order our main course.

A: I don’t like the atmosphere of this restaurant. The lights are too bright and the music is too loud.

B: I agree, but it does have a wonderful location right next to the lake.

A: I think I’ll just get a salad for my main course, because everything on the menu is so delicious.

B: Yes, that’s true, but you pay a lot of money for service and the food!

W: Are you interested in anything for dessert? We have cheesecake, apple pie, and ice cream.

A: No, I think we’ll just have the apple pie. Thank you.

W: Was everything satisfactory?

B: Yes. The food was wonderful. Give my compliments to the chef.

Order | Dessert
--- | ---
Main Course | Beverages
Waiter | Delicious
Satisfying | Menu
Reservation | Quality
Appetizer | Atmosphere
Chef | Expensive
Bill | Location
Talking About Sports (1)

Activity 1:
Read the sketch. Use a dictionary to understand the vocabulary. Prepare to read it with a partner.

SKETCH
Student A: meets Student B when he is on his way to the beach
Student B: is on his way to play volleyball with his friends on the beach

I'd like = I would like

Student A - Hi, AlQXime? How ore you doing?
Student B - Hi, Philippo! I'm fine, thanx. I'm sorry, I don't have time to talk. I'm going to play volleyball with my friends on the beach.

Student A - Oh, I love volleyball.
Student B - Oh, yeah? Do you want to play volleyball with me?

Student A - Sure!
Student B - Ok, let's go! Are you a good volleyball player?

Student A - Yes, I'm pretty good, and you?
Student B - I'm pretty good, too. What other sports do you like to play?

Student A - I like hockey, but only in winter. And you?
Student B - I like to play hockey, but I prefer to go skiing in winter.

Student A - I like skiing too, but I'm not a very good skier.
Student B - How often do you go skiing?

Student A - Not very often. Just once a month.
Student B - That's not enough practice to be good at it. Do you want to go skiing with me every next winter?

Student A - Sure. I'd like that.
Student B - Okay! Great! I'll call you in December.
How Are You Feeling Today?

PAIR WORK – CONVERSATION SKILLS

Rule here: Do not say FINE!

We need to expand our vocabulary when answering this question.

How are you?

- Great  Wonderful  Happy
- Good  Alright  Awesome  Well
- Really  Good  Not bad

- Not so good  Sad  Tired
- Hungry  Angry  Fed up  Sick
- Sleepy  Exhausted  Lazy

Can you think of any other ways to say how you feel?

Remember, don’t use the word ‘FINE’. This is a generic answer and we want to practise saying in other ways how you feel. It’s good practise!

Practise in pairs.

Ask each other how you are.
Try not to use the same answer twice!
Student A: Choose a card, read the profile carefully, be ready to answer the questions of your partner.
Student B: Ask your partner questions about his:

<table>
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<tr>
<th>Name</th>
<th>Bella</th>
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<tbody>
<tr>
<td>Country</td>
<td>Spain</td>
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<td>school Student</td>
</tr>
<tr>
<td>Languages</td>
<td>Spanish, English, Italian</td>
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<td>Dancing, cooking</td>
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<td>To become a professional flamenco performer</td>
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<tr>
<td></td>
<td>Good at P.E., Arts, Languages; not so good at Math’s</td>
</tr>
<tr>
<td>Other information</td>
<td>Pet Rottweiler named Rich</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Billy</th>
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<tbody>
<tr>
<td>Country</td>
<td>US</td>
</tr>
<tr>
<td>Age</td>
<td>13</td>
</tr>
<tr>
<td>Occupation</td>
<td>College Student</td>
</tr>
<tr>
<td>Languages</td>
<td>English</td>
</tr>
<tr>
<td>Dream</td>
<td>Soccer, basketball</td>
</tr>
<tr>
<td>Subjects</td>
<td>To buy himself a race car</td>
</tr>
<tr>
<td></td>
<td>Good at Science and P.E., real bad at Arts</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Jessica</th>
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<tbody>
<tr>
<td>Country</td>
<td>Colombia</td>
</tr>
<tr>
<td>Age</td>
<td>12</td>
</tr>
<tr>
<td>Occupation</td>
<td>School student</td>
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<tr>
<td>Languages</td>
<td>Spanish, English</td>
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<tr>
<td>Dream</td>
<td>Collecting soft toys, reading magazines</td>
</tr>
<tr>
<td>Subjects</td>
<td>To open a fashion magazine</td>
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<tr>
<td></td>
<td>Good at history, music</td>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Naisha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Dominican Republic</td>
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<tr>
<td>Age</td>
<td>15</td>
</tr>
<tr>
<td>Occupation</td>
<td>College student</td>
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<tr>
<td>Languages</td>
<td>Spanish</td>
</tr>
<tr>
<td>Dream</td>
<td>Hanging out with friends, discos</td>
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<tr>
<td>Subjects</td>
<td>To become a top model</td>
</tr>
<tr>
<td></td>
<td>Good at music, bad at Math’s and Science</td>
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Dialogues

Excuse me teacher. Can I take one of these apples?
I love them and I am a bit hungry this morning.

Now, I'm the teacher and you are my pupil. Don't talk and listen to me, please. I'm going to explain the lesson. Did you understand?

Be careful, Tom!! Don't copy!
I'm watching you. I know you didn't study for the test. Your parents won't be glad if they know about your bad results.

Peter, Do you want to listen to this exciting story that I am going to read to your little sister? I'm sure you'll like it.

Lucy, I want to tell you about our friend Sylvia. I saw her yesterday at the pub. A handsome man was drinking with her. I think she has a new boyfriend. She was very happy.

My Goodness! This woman is crazy and wants to kill me.
I am going to talk to Mr Harper. I need a day off because my son is getting married. Would you like to go with me?

I need to buy some clothes for my son. He's just finished university and he needs to wear an elegant suit for his job. I'll go shopping this afternoon with him.

What were you doing when you heard the noises in the street? Can you describe the man and the woman that you saw? Do you think they were carrying guns?

Today it's Saturday and my parents are taking me to the National Museum. I love sculptures and paintings. Do you want to come with us?