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FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION SCHOOL OF LANGUAGES AND LINGUISTIC TOPIC

INFLUENCE OF KINESTHETIC ACTIVITY TO DEVELOP THE ORAL SKILL OF EFL (ENGLISH FOREIGN LANGUAGE).

PROPOSAL

CREATION OF A STRATEGY BOOKLET WITH KINESTHETIC ACTIVITIES AS A RESOURCE FOR THE TEACHERS

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

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

Atentamente

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Msc. Carlos Valle Navarro
Tutor
DEDICATION

We dedicate this work to our beloved Jesus who is the author of our lives, for giving us the wisdom and the strength to reach this important moment in our professional formation. To our parents to be by our side unconditionally being a fundamental base in our lives, to our brothers and sisters who have witnessed this difficult but very satisfactory journey, to our friends and relatives who have been that motivating voice always. We dedicate this work to being part of our lives and sharing our happiness.
THANKFULNESS

We thank God for giving us strength at all times, to our parents for their wise advice that helped us to face many challenges in the course of our career, our family and friends who always were in the moment giving us encouragement to continue in the midst of the difficulties, we thank all our teachers and tutors who were that inspirational source of learning, infinite thanks for being part of our lives.
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# REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

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| RESUMEN:            | El aprendizaje cestésico es un método de enseñanza que implica la interacción física entre los estudiantes y el ambiente. El método típico de enseñanza, en aula con el profesor hablando y los estudiantes escuchando y tomando notas, ha sido un método que se ha utilizado durante muchos años, pero es un método que no permite que los estudiantes asimilen el conocimiento en absoluto. Este proyecto implica mostrar que las actividades de aprendizaje cestésico pueden ser una alternativa muy útil. Las investigaciones sugieren que la comunicación no verbal tiene un papel importante en la competencia comunicativa en el segundo idioma, sin embargo, se ha prestado poca atención a incorporar este elemento esencial en sus aulas. Este trabajo comienza examinando las variables (habilidad cestésica y oral) y su relación entre ellas. Posteriormente, se comparten actividades específicas que unen los canales visuales y auditivos a través del uso de objetos reales en el aula para enseñar, drama, juegos de rol, juegos de memoria, charadas, juegos de cuerda y saltar con el propósito de estimular la creatividad de los maestros en la producción sus propias actividades en el aula para sensibilizar a los estudiantes sobre cómo codificar y decodificar las señales visuales y auditivas en los intercambios comunicativos. |
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**KEYWORDS:** kinesthetic, teaching, competence, method, assimilate

**ABSTRACT:** Kinesthetic learning is a teaching method that involves students' physical interaction among each other and the environment. The typical method of teaching, a classroom with the teacher talking and students listening and taking notes, has been a method used many years but it is a method that not let students assimilate knowledge at all. This Project entails to show that the kinesthetic learning activities can be a very useful alternative. Research suggests that nonverbal communication plays an important role in second language communicative competence, however little attention has been given to incorporate this essential element into their classrooms. This work begins by examining the variables (kinesthetic and oral skill) and their relation between them. Subsequently, specific activities that bring the visual and auditory channels together through use of real objects in classroom to teach, drama, role play, games of memory, charades, craft and jump rope games are shared with the purpose of stimulating teachers' creativity in producing their own classroom activities to raise students' awareness of how to encode and decode the visual as well as auditory cues in communicative exchanges.

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ABSTRACT

Kinesthetic learning is a teaching method that involves students’ physical interaction among each other and the environment. The typical method of teaching, a classroom with the teacher talking and students listening and taking notes, has been a method used many years, but it is a method that not let students assimilate knowledge at all. This Project entails to show that the kinesthetic learning activities can be a very useful alternative. Research suggests that nonverbal communication plays an important role in second language communicative competence, however little attention has been given to incorporate this essential element into their classrooms. This work begins by examining the variables (kinesthetic and oral skill) and their relation between them. Subsequently, specific activities that bring the visual and auditory channels together through use of real objects in classroom to teach, drama, role play, games of memory, charades, craft and jump rope games are shared with the purpose of stimulating teachers’ creativity in producing their own classroom activities to raise students’ awareness of how to encode and decode the visual as well as auditory cues in communicative exchanges.

Keywords: kinesthetic, teaching, competence, method, assimilate
INTRODUCTION

In a globalized world that evolves every day in economic and technological terms, the necessity of having a good command in written and spoken English has become a priority as it is the most accepted language worldwide. The reasons to learn English so urgently arise from the opportunities people have by travelling abroad, applying to a scholarship or by finding a job. The Ecuadorian government has emphasized through different means the importance of learning English and the expectations of becoming a bilingual country.

Notwithstanding, the Ecuadorian reality shows an inconvenient truth regarding this topic, as the results that have been obtained by students indicate that there is a poor level of proficiency in the target language. In that regard, it is assumed that there is an inconsistency between what students are supposed to do with their knowledge of the language and what they are doing in EFL classrooms. The reason for that might rely on the fact that students would not have the right preparation to develop language skills, and teachers would not have an appropriate training regarding assessment.

Through Minister of education, it has implemented the teaching of English in public schools from the basic grade up to Bachillerato to promote the teaching of English in public schools. As well as minister of education has designed a national plan for education (National Curriculum Guidelines for Foreign Language) based on international standards, these international standards is made of five components; cultural awareness, oral communication, reading, writing and language art. These components are relating between them to improve communicative skill competence (receptive and productive skills) in second language learners.

Most teachers are focus on teaching grammar to develop writing and reading, notwithstanding, it is important that teachers give importance to develop productive skills (writing and speaking), especially speaking
skill to interact with other people. The idea is that English teachers go beyond the grammaticality of being able to put the subject, verb, and object in the correct syntactic order, in other words the communicative abilities, demand that learners go beyond the linguistic context and heed the nonverbal cues.

Research suggests that nonverbal cues or behaviors plays an important role in the overall communicative process, yet little attention has been given to practical teaching techniques that will help teachers incorporate this essential element into their language classrooms. Researchers have believed convenient to apply and develop kinesthetic approach to create a feeling of well-being and understanding of others, to establish harmony and togetherness.

In this thesis work researchers will explain, describe, and relate two variables: the use of kinesthetic activities and oral skill through four chapters;

The first chapter is an explanation about the Problem: context of the investigation, conflict situation, scientific fact, causes, formulation of the problem, general objective, specifics objectives, questions of the investigation and justification.

The second chapter provides a detailed description of several theoretical frameworks; philosophical, pedagogical, psychological, social and legal.

In the third chapter is found the Methodology where it is explained how type of research and methods worked as well as they are presents the findings after administering the research instruments and its recommendations.
The thesis work end with chapter four where the proposal is explained, through justification, general and specific objectives, definitions, description of the proposal, feasibility, social, pedagogical, philosophical and psychological aspects.
CHAPTER I

THE PROBLEM

CONTEXT OF INVESTIGATION

This research is conducted at Republic of Venezuela School. It is in the province of Guayas, Guayaquil Canton, Garcia Moreno parish, at Tucán Street # 28. It belongs to District 3, Zone 8 Circuit 09D03C05, the Principal of the Institution is the Master Carlos Navarro Lituma. It has morning, afternoon and night shift and has a population of 1000 student from the first to the tenth basic Year of Education.

Republic of Venezuela School Public School is a training Institution of students with solid scientific knowledge, technological devices and values. Its mission is to prepare citizens with humanistic, technical and scientific knowledge useful to society prioritizing the training for good living, democracy, diversity and national unity. Permanently improves the quality of education teachers, administrative and service staff to better model development administrative and institutional.

The mission of the Republic of Venezuela is to educate students with autonomy and respect. The problem is that in this institution, as others Educational institutions, the students go to the next level by complying with the curriculum of training of English as a second language, but they have limitations when making practical application in real situations. That is, do not develop optimal levels of learning to encourage their English communicative action, significantly.

There is evidence that Ecuador is among the countries with the lowest level of English. A score of 51.67 out of 100 placed to Ecuador ranked 38th among 70 countries in the world, according to an assessment by EF (Education First, 2015). This is an international company
specializing in language teaching. The results show a reversal, considering that Ecuador reached position 35 in 2014.

According to the Project for Strengthening English Teaching, teachers scored 31 and 86. The results show an unsatisfactory development, to achieve effective management of communicative competence, and then is it considered that teachers should be guides learning towards optimal learning achievement. Ministerio de Educacion (2012)

The development of language skills need to be strengthened for using active learning methods and strategies such as Cooperative and Collaborative Methods where students work in groups to perform tasks collectively to achieve individual. It considers the need for implementation of a strategy booklet with kinesthetic activities as a resource for teachers for development of oral communication in the Republic of Venezuela School in the eighth Basic year, Levels A and B, there are 40 students in each classroom.

CONFLICT SITUATION

English language is the most common language used on international communication, due to many reasons and circumstances. First, it is the language of science, and research around the world. The education also uses English as a communicative foreign language for international students, as well as it is used in; politics, trade, security, intelligence and press.

It can be said that mastering the language and its culture will facilitate communication or integration with large number of people around the world. People across the world use language as a means of transferring and exchanging knowledge, thoughts, interpretations, feelings, actions, interactions, reactions, judgments, evaluations with others of different nationalities, backgrounds, races and social status. Knowing
more than one language is productive for everyone, the need for communication is one of the most important in a globalized world, it should be characteristic of modern education. If one considers that the challenge of modern education is to help develop the skills of students to live in their local community and global community, we can say that knowledge of English is not meeting expectations of real world.

After having applied observational method, it can be noted that Nowadays students come to school with poor knowledge of English, a fact that reduces expectations of international mobility and professional competence.

On second place, Students of the Republic of Venezuela School approve School English subject theoretically, but many students cannot develop the oral skills to communicate with others.

On third place, in conversational activities they have deficiencies in pronunciation, vocabulary limited and even poor listening to answer questions.

Finally, the full integration of skills is manifested in the communication difficulties of English. From this perspective, it was born the necessity to investigate reasons of deficiencies and provide alternative solutions for teachers to guide their students in the oral process for acquiring the oral skill.

**SCIENTIFIC FACT**

Deficiency of the students’ oral skill in the Eighth basic Year at Republic of Venezuela School, Zone: 8, District: 3, Guayas Province, Guayaquil Canton, School Year 2016-2017.
CAUSES

- Teachers use traditional methods of teaching English.
- Deficiency in the application of active methods.
- Teachers concentrate on teaching grammar rules whereas they neglect the oral practicing in the classroom.

PROBLEM STATEMENT

What is the influence of the kinesthetic activities to develop the oral skill of ESL of the students in the eighth basic Year in the Republic of Venezuela School in the School Year 2016-2017?

OBJECTIVES OF RESEARCH

GENERAL OBJECTIVE

✓ Analyze the influence of kinesthetic activity to improve the oral skill performance of students through a field, bibliographical and statistical analysis to design a booklet with kinesthetic activities as a resource for English teachers.

SPECIFIC OBJECTIVES

✓ To describe kinesthetic activity through a field, bibliographical and statistical research.

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

✓ To design a booklet with kinesthetic activities as a resource for English teachers and improve oral skill in students.
RESEARCH QUESTIONS

This study is intended to answer the following questions:

✓ What activities would help to develop kinesthetic intelligence in students?
✓ What is the level of motor development in eighth grade year students at School Republic of Venezuela School?
✓ What activities can improve the level of development of the kinesthetic intelligence to have a better level of motor development in students at Republic of Venezuela School?

JUSTIFICATION

University of Guayaquil through its students as researchers and as changing generators, have the mission to help to the development of education in this city and in all country, with the implementation of an educative project aimed to improve language abilities at Republica de Venezuela public schools and with the main objective of analyze the influence of kinesthetic activity to improve the oral skill performance of students through a field, bibliographical and statistical analysis to design a booklet with kinesthetic activities as a resource for English teachers, whose beneficiaries will be parents, who see in their children a professional development and for what they can create products or solve problems; teachers, who are the most important part on teaching to carry out the development of abilities and capacities in students, they can use a methodological instrument as a helping material to develop oral skills in classroom; Directors, who through application of this didactic guide with kinesthetic activities their students reach high levels of proficiency in English giving relevance to the institution labor for the community.
Research is in an educative laws to guarantee the teaching, and the teaching of English as a second language:

The National Plan for Good Living establishes the means to guarantee fundamental rights in education. The National Government has initiated focused on improving educational quality processes, seeking an assurance that allows it to be the basis of development.


Art. 344. - The national education system includes institutions, programs, policies, resources and education stakeholders, as well as actions in the levels of initial education, basic and high school, and will be articulated with the higher education system.

This article specifies that the national education system needed to provide that education can be exercised in the best way and can better reach each person, regardless of the language of instruction, according to knowledge.

The Constitution of Ecuador, art.66, regarding the issue of Education mentions;

Education, based on ethical, pluralist, democratic, humanist and scientific principles, shall promote respect for human rights, develop critical thinking and encourage civic-mindedness; provide skills for work efficiency and production; stimulate creativity and the full development of personality and the special abilities of each person; and foster multiculturalism, solidarity and peace.

The national education system will integrate an intercultural vision according to the geographical, cultural and linguistic diversity of the
country, and respect for the rights of communities, peoples and nationalities.

Ministerial Agreement, N. 345041-14, Art. 1 provide that the English teaching, as of the 2016-2017 school year, regimen saw and 2017-2018, regimen cost be mandatory from the second grade of basic education to the third year of baccalaureate for all public institutions, fisco-misionals and individuals of the country.
CHAPTER II

THE THEORETICAL FRAMEWORK

BACKGROUND

To support this research work, it has performed an analysis of bibliographic documents and available information in the internet which contains information on the areas to investigate, selecting those most relevant theoretical proposals to support the concepts of the conception the problem and the development of the proposal solution to it.

Research into Internet similar projects applied to other institutions in Ecuador and other countries were found on internet for example the following:

Relationship between kinesthetic intelligence and the development of fine motor skills in children by Rozenblit (2016) he got based on trying to help with a contribution to the development of education, because children with well-developed kinesthetic intelligence will have better skills in the future.

Rozenblit’s research results show that the teacher has not knowledge about how to develop the kinesthetic intelligence this makes students have a low overall development and that over time students have difficulties in developing the criteria, attitudes and skills required for effective performance in their future and are limited to advance the development of each individual, therefore, a pedagogic proposal which is
consisting of "Creating an interactive CD for the development of kinesthetic intelligence"

Another similar work found, was learning styles in the processes of English language teaching and learning by Wong and Nunan (2011). It is focused particularly on sensory learning styles, including a visual, auditory and kinesthetic style. The research project was based on the method of observing, for which an own observation sheet was designed and piloted. Therefore, the recommendations for practice aim at incorporating the kinesthetic style into learning activities. After the research was concluded; It would be desirable for the teachers to consider the current state the and offered recommendations and implement at least some of them.

THEORETICAL FOUNDATIONS

This research study is focused in the kinesthetic activity considering aspects of the methodology in the development of learning English Language and development of kinesthetic learning activities.

DEFINITION OF LEARNING STYLES

Words like perceive, process, store, and recall are related with learning, and many people do that in different ways, some people can learn by listening, can learn by watching, can learn by touching, all these ways are named learning styles. For Felde and Henriquez (2012) learning style is the ways in which an individual characteristically acquires, retains, and retrieves information.
Learning different kinds of learning styles can be defined, classified, and identified in many ways. Generally, they are overall patterns that provide direction to learning and teaching. Learning style can also be described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in each situation.

Styles influence how students learn, how teachers teach, and how the two interact. Each person is born with certain tendencies toward styles, but these biological or inherited characteristics are influenced by culture, personal experiences, maturity level, and development. Style can be considered a “contextual” variable or construct because what the learner brings to the learning experience is as much a part of the context as are the important features of the experience itself.

Each learner has distinct and consistent preferred ways of perception, organization, and retention. These learning styles are characteristic cognitive, affective, and physiological behaviors that serve as pretty good indicators of how learners perceive, interact with, and respond to the learning environment.

**TYPES OF LEARNING**

Lob (2009) notes that “the learning type theory maintains that the (individual) learning performance of pupils is enhanced by taking into consideration the different channels of perception.” (p.2).

According to Vaster (as it is cited in Lob 2009) content can be learned in different ways suitable for the different learning types of learners.

- Visual learning
- Auditive learning
- Kinesthetic learning
Visual learning

It means to learn by seeing and looking, Pourhossein, (2012). In this type of learning, learners use a visual sense to write down directions and pay better attention to lectures if they watch them. Learners who are visual-spatial usually have difficulty with the written language and do better with charts, demonstrations, videos, and other visual materials.

In visual learning it can be used; imagen, pictures, colors, and maps to organize information and communicate with others

Auditive learning

It means to learn by hearing and listening, Pourhossein, (2012). In this type of learning, learners focus his attention on the sounds for example: when they read out loud. It is easier to them to speak and listen rather than read and write. They often do better talking to a colleague or a tape recorder and hearing what was said.

In auditive learning it can be used playing, conducting, or composing music, and sound engineering

KINESTHETIC

It means to learn by touching and doing things, Pourhossein, (2012). In this type of learning style, learners do best when they are taught to touch and move parts of something. It is believed that students lose concentration if there is little or no external stimulation or movement. Nowadays, this type of learning style is becoming one of the most used activities practiced in classroom.
In kinesthetic learning it can be used practicing sports and exercise, and other physical activities, learner can notice and appreciate textures, for example in clothes or furniture and making models, or working out jigsaws.

LEARNING STYLES CHARACTERISTICS

Solomon and Felder (2014) mention different types of characteristic for each type of learner.

Visual Learners

- Reader/observer
- Scans everything; wants to see things, enjoys visual stimulation
- Enjoys maps, pictures, diagrams, and color
- Needs to see the teacher’s body language/facial expression to fully understand
- Not pleased with lectures
- Daydreams; a word, sound or smell causes recall and mental wandering
- Usually takes detailed notes
- May think in pictures and learn best from visual displays

Auditory Learner

- Interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances
- Prefers directions given orally
- Seldom takes notes or writes things down
- Prefers lectures to reading assignments
- Often repeats what has just been said; talks to self

Tactile/Kinesthetic Learner
• The “Do-er”
• Needs to touch, handle, manipulate materials and objects, especially while studying or listening
• Counts on fingers and talks with hands
• Good at drawing designs
• Often doodles while listening, thus processing information
• Good at sports, mechanics, using appliances and tools
• Often adventurous
• May find it hard to sit still for long periods
• May become distracted by their need for activity and exploration

KINESTHETIC LEARNING

DEFINITION

Cuaresma (2008) students can learn well when they can move their body, and/or use your hands and sense of touch. Writing or drawing diagrams are physical activities that can fall into this category as well. Making up about 5% of the population, tactile and kinesthetic learners absorb information best by doing, experiencing, touching, moving, or being active in some way.

• Enjoy feeling, discovery, and action
• Remember by using tools, building models, and manipulating things
• Learn through emotions, touch, movement, and space
• Enjoy demonstrations of concept demonstrations
• Master skills through imitation and practice
• Benefit from hands-on teaching techniques
• Find it difficult to sit still for long periods of time
• Remember who did what in the past, rather than what they said or how they looked
• Prefer to stand, walk about or use large motor muscles when learning
• Learn well from field trips and excursions
• Tend to collect things
• Do not have good hand-writing
• Are weaker at spelling
• Talk fast, using hands to communicate
• Benefit from role-playing and simulations
• Enjoy having background music while studying or working
• Good at sports
• Take frequent breaks when studying
• Think in terms of physical action
• May play a musical instrument
• Enjoy exploring the environment
• Participate in martial arts, dance
• Can grasp concepts when abstract theories are combined with practical experience
• Enjoy science experiments, construction games, arts and crafts
• Could be considered hyperactive
• More relaxed and open to learning in a beanbag than a hard chair
• Good internal compass for finding their way around
• Get restless during long lectures
• Comfortable touching others as a gesture of friendship
• Prefer participating actively rather than watching video or reading from a book
• Learn more effectively when free to move
• Studies effectively laying on floor or bed, fidgeting, tapping fingers, or touching objects.

**KINESTHETIC MEMORY**

Depending upon memory systems the kinesthetic learners respond differently. The different kind of learners mainly includes whole body
learners, hands-on learners, doodlers, students learning through emotional experiences. The learning and the memory is generally short term. To achieve a long-term memory, different techniques can be used depending on the learning style. Mind mapping, story mapping, webbing, drawing can be used to enhance the learning of a doodler. For the hands-on learner, role play, clay, building and math manipulative can be used. The whole-body learner can learn better through role-playing, body mapping, puzzles and use of computer technology which allows for certain movement while learning. Barnhill (2010)

The influence of physical activity in the developing brain is promising area of research that could benefit children with physical and cognitive impairments.

Kinesthetic learning is often listed in surveys of learning styles, verbal and visual learning. Despite this recognition as an important learning style, kinesthetic activities have not received much attention at the college level. In fact, the degree to which physical activity is present in the classroom appears to drop to nearly zero as students’ progress from primary to secondary to post-secondary school.

“Individuals that are kinesthetic learn best with and active, hands on, approach. These learners favor interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly.” Prabowo (2015).

This concept explains how important the development of these kinesthetic activities at the time of interacting with other people because it helps us to develop ourselves better in a regular part of our lives, I mean these coordinated actions are those that allow the human being better results in our different stages.
Children enter kindergarten as kinesthetic and tactual learners, moving and touching everything as they learn. By second or third grade, some students have become visual learners. During the late elementary years some students, primarily females, become auditory learners. Yet, many adults, especially males, maintain kinesthetic and tactual strengths throughout their lives, Dunn (1994).

From the time when people begin to take their first steps indicate that a future so will be your behavior so from small could be found by far going to get the development in the classroom, that is named behavior.

The idea of kinesthetic learning as a sub-set of active learning has received very little attention from the higher education community. The small quantity and quality of data that does exist is largely outside the engineering community. Although the author will continue to explore the use of kinesthetic activity during lecture, future research should be conducted to first develop measures to assess kinesthetic learning in engineering classrooms and second to use those measures to develop best practices.

CHARACTERISTICS OF KINESTHETIC LEARNERS IN THE CLASSROOM

According to Major (2016) kinesthetic has the following characteristics;

1. Let them move! If you tell them they can stand up, swing their legs, or even pace the floor if they are not disrupting the other students, their performance will improve.
2. Use novelty and change where you teach lesson to help break up long periods of time when the students would be sitting in their desks.

3. Teach kinesthetic learners to visualize what they are learning. If you are teaching them steps for solving a problem, have them go inside their imaginations and “see” themselves following the steps.

4. Their attention follows their hands. Teach them draw sketches or diagrams of what they are hearing in a lesson, or when doing a sheet of math problems, teach them to point to each problem they come to. Let them use flashcards with information they are learning.

Teachers will be successful in reaching all their learners at one time if they will develop a teaching style that is a synthesis of methods that target the whole brain.

PEDAGOGICAL FOUNDATIONS

The purpose of this research is to discuss strategies for implementing kinesthetic activities in the classroom. Students learn by touching, feeling, moving, and experiencing.

Restak and others (1979) have indicated that many students do not become strongly visual before third grade that auditory acuity first develops in many students after the sixth grade, and that boys often are neither strongly visual nor auditory even during high school. Therefore, since most young children are tactual and kinesthetic learners, such resources should be developed and used, particularly for those who are having trouble learning through lectures, direct verbal instructions, "chalk talks," and textbook assignments.
Instruction should be introduced through an individual's strongest perceptual strength and reinforced in the two next strongest modalities (Bauer, 1991; Carbo, 1980; Dunn, 1990 a; Kroon, 1986; Ingham, 1989; Martini, 1986; Weinberg, 1983; Wheeler, 1980, 1983). Further, because many youngsters are enthusiastic about designing and building tactual/kinesthetic games and materials, they can easily teach themselves through this procedure. Use the easy to follow directions in this chapter to help primary youngsters gradually achieve instructional independence.

Students who do well in school tend to be those who learn either by listening in class or by reading. This leads most of us to believe that the brighter students are auditory and/or visual learners. However, we usually teach by telling (auditory), assigning readings (visual), or explaining and writing on a chalkboard (auditory and visual). Youngsters who can absorb through these two senses are the ones who retain what they have been taught. They also respond well on tests, which are either auditory (teacher-dictated) or visual (written or printed).

Two decades of research have verified that many students who do not do well in school are tactual or kinesthetic learners, Dunn (1990); their strongest perceptual strengths are neither auditory nor visual. These boys and girls tend to acquire and retain information or skills when they can either handle manipulates or participate in concrete, real-life activities. Because so little of what happens instructionally in most classes responds to the tactual and kinesthetic senses, these students are, in a very real sense, handicapped. Once they begin to fall behind scholastically, they lose confidence in themselves and either feel defeated and withdraw (physically or emotionally) or begin to resent school because of their repeated failures.

Many students appear to be essentially tactual or kinesthetic learners. As they grow older, some youngsters begin to combine tactual
and visual preferences; for them. Eventually, some youngsters develop auditory strengths and can function easily in a traditional class where much of the instruction occurs through discussion or lecture.

The thesis authors have found some parallels between age and perceptual strengths among students. Even among high scholars, however, many continue to be unable to learn well either by listening in class or by reading. Sensory strengths appear to be so individualized that it is vital to test each student and then recommend resources that teach to that student's strengths rather than his or her weaknesses, when you observe that young learners are not learning through reading or from class discussions or lectures. Experiment with several of the following resources to provide tactual or kinesthetic instruction that may reverse their underachievement.

**PRINCIPLES OF LEARNING**

Dwarakanath (2014) indicates some learning principles:

1. Learning is an active process in which the learner uses sensory input and constructs meaning out of it.

The more traditional formulation of this idea involves the terminology of the active learner (Dewey's term) stressing that the learner needs to do something; that learning is not the passive acceptance of knowledge which exists "out there" but that learning involves the learner s engaging with the world according to Dewey "Study is effectual in the degree in which the pupil realizes the place of the numerical truth he is dealing with in carrying to fruition activities in which he is concerned. This connection of an object and a topic with the promotion of an activity having a purpose is the first and last word of a genuine theory of interest in education."
2. People learn to learn as they learn

Learning consists both of constructing meaning and constructing systems of meaning. For example, if we learn the chronology of dates of a series of historical events, we are simultaneously learning the meaning of a chronology. Each meaning we construct makes us better able to give meaning to other sensations which can fit a similar pattern according to Resnik "The most important message modern research on the nature of thinking is that the kinds of activities traditionally associated with thinking are not limited to advanced levels of development. Instead these activities are an intimate part of even elementary levels of reading, mathematics and other branches of learning."

3. The crucial action of constructing meaning is mental

It happens in the mind. Physical actions, hands-on experience may be necessary for learning, especially for children, but it is not sufficient; we need to provide activities which engage the mind as well as the hands according to Dewey "The object enters dialog with the learner only after being transformed by him other. In fact, it is the set of significant units organized by the learner and the relationships that he or she constructs between them that constitute the cognitive object that, in turn, constitutes knowledge."

4. Learning is a social activity

Our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family as well as casual acquaintances, including the people before us or next to us at the exhibit. We are more likely to be successful in our efforts to educate if we recognize this principle rather than try to avoid it. Much of traditional
education, as Dewey pointed out, is directed towards isolating the learner from all social interaction, and towards seeing education as a one-on-one relationship between the learner and the objective material to be learned. In contrast, progressive education recognizes the social aspect of learning and uses conversation, interaction with others, and the application of knowledge as an integral aspect of learning.

5. Motivation is a key component in learning

Not only is it the case that motivation helps learning, it is essential for learning. This idea of motivation as described here is broadly conceived to include an understanding of ways in which the knowledge can be used. Unless we know “the reasons why”, we may not be very involved in using the knowledge that may be instilled in us. Even by the most severe and direct teaching.

APPLICATIONS OF LEARNING STYLES IN THE CLASSROOM

Various researchers have attempted to provide ways in which learning styles can take effect in the classroom. Two such scholars are Dr. Rita Dunn and Dr. Kenneth Dunn (1978). Dunn and Dunn write that “learners are affected by their: (1) immediate environment (sound, light, temperature, and design); (2) own emotionality (motivation, persistence, responsibility, and need for structure or flexibility); (3) sociological needs (self, pair, peers, team, adult, or varied); and (4) physical needs (perceptual strengths, intake, time, and mobility)” (Dunn & Dunn, 1978). They claim that not only can students identify their preferred learning styles, but that students also score higher on tests, have better attitudes, and are more efficient if they are taught in ways to which they can more easily relate. Therefore, it is to the educator’s advantage to teach and test students in their preferred styles (Dunn & Dunn, 1978). Although learning styles will inevitably differ among students in the classroom, Dunn and
Dunn say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign, the development of small-group techniques, and the development of Contract Activity Packages. Redesigning the classroom involves locating dividers that can be used to arrange the room creatively, clearing the floor area, and incorporating student thoughts and ideas into the design of the classroom (Dunn & Dunn, 1978). Small-group techniques often include a “circle of knowledge” in which students sit in a circle and discuss a subject collaboratively as well as other techniques such as team learning and brainstorming. Contract Activity Packages are educational plans that facilitate learning by using the following elements: 1) clear statement of what students need to learn; 2) multisensory resources (auditory, visual, tactile, kinesthetic) that teach the required information; 3) activities through which the newly-mastered information can be used creatively; 4) the sharing of creative projects within small groups of classmates; 5) at least 3 small-group techniques; 6) a pre-test, a self-test, and a post-test (Dunn & Dunn, 1978).

**SOCIAL FOUNDATION**

According to the LOES (2010) there are new paradigms in the Ecuadorian education; the concept of building a new institution under the principles of quality, relevance and social responsibility.

The attention they should give Ecuadorian education centers is a requirement to meet legal basis necessary for continuous quality improvement in the education.

A good education depends on what society wants to follow the most important moment, according to his ideals and possibilities for action. Research on education and society refers primarily to the relationship of education with the needs and quality of life of the people, development
and progress of society and the challenges of the contemporary world, according to the science and technology, and the expansion of the requirements of socialization and active participation in civic life.

In conclusion, the education need a set of people committed to working together for quality education in the service of society work. In consequence, researchers have proposed an instrument designed to help a group of the community in Guayaquil by providing a teaching guide at Republica de Venezuela public school.

**PHILOSOPHICAL FOUNDATION**

Badiou (2011) The materialist dialectic of man and society concept is only achieved through the scientific concept of comprehensive education and this should not be considered outside the real and objective consideration of the practical and social relations that are conducive.

Really it is not easy to analyze education in its overall concept and its concrete determination in the process of improving society. In this case, the study of a foreign language determines possibilities to eradicate limits and establish a more effective union of the population, understanding that only in this way can be achieved full development.

Through knowledge, man acts in reciprocity with other men, which implies a form of self-knowledge as to put the subject revealed his way of being with their peers while reflected in it, of Hence the dialectical relationship subject-subject and intra-subject and its theoretical, practical, epistemological and methodological in the learning process.

**LEGAL FOUNDATION**
According to the National Development Plan for Good Living (2013), they have set objectives aimed at increasing the capacities of the population, understanding that these are essential for improving the living conditions of the population.

**OBJECTIVE 2:**

Improve the capabilities and potential of the population. Work for the development and citizens, strengthening their capacities and potential through incentives to their feelings, imagination, thoughts, emotions and knowledge. (National Plan for Good Living 2013-2017, 2013, p. Obj. No.2)

Analyzing the target presented the importance of improving individual skills so that these are the basis for the improvement of society described. It is therefore a fundamental right education, this being the means to eradicate poverty, discrimination and the condition of being human.

According to the regime of Good Living, inclusion and equity, they respond to each person own rights, these being inalienable, indefeasible and imprescriptible.

It is the responsibility of the State

1. To strengthen public education and coeducation; ensure ongoing quality improvement, expansion of coverage, physical infrastructure and the necessary equipment in public educational institutions. (Regime of Good Living, 2010, p. Art. 347)

Education is the base structure of any society, being the legal framework an element that allows guarantee this quality, based on current constitutional principles. To this extent, Good Living is achieved to the
extent that the population has access to an education that will enable through the knowledge acquired to improve their condition.

CHAPTER III

METHODOLOGY

RESEARCH DESIGN

This chapter focuses on the methodology of the study to achieve objectives, the sample of the study is described and explained, the required information. The study covers students of eighth basic year and English teacher at Republic de Venezuela School.

For this projects researcher used a plan to describe how, when and where data will be collected and analyzed, it will be analyzed in two approaches quantitative and qualitative. Based on in these two approaches researchers have established different questions to clear up the understanding of variables using prior literature, knowledge and experience, in the same way researchers could elaborate an analysis and interpretation of data with the purpose of satisfying the posed questions about the problem of the investigation.

As well as, this project were not possible if researchers had not used instruments of investigation such as: observation, interview and survey to collect vital information.
TYPES OF RESEARCH

EXPLORATORY

In this project, researchers have used this type of research because it has been necessary to find backgrounds or similar projects due to the study about kinesthetic to improve oral skills has not been much explored, so it would be hard to answer the research questions without necessary information to get a conclusion. As well as through this type of research researchers could know the community, population, the context and variables applied, Cazau (2006).

DESCRIPTIVE

Researchers have used this type of research because they consider that it is necessary describe the precedents of the problem by identifying some aspects in educative community and its members, Cazau (2006), such as: specifying definitions, features, classifications describing statistic results from student survey, describe the members of the educational community, describing the methodology used by the English teacher and the oral activities used by him.

CORRELATION

Hernández et al., (2003), express that this type of research describes relationships between two or more categories, concepts or variables at a given time.

The correlational research in this project was used because it is important establish relation between kinesthetic activities and oral skill. It was used when researchers applied the chi-square or when researchers
compare variables in legal, psychological, pedagogical, social and philosophical foundations.

**BIBLIOGRAPHICAL**

Cazau (2006), from this bibliographical research, the inquiry continues with a theoretical investigation, with an empirical field research or with an experimental empirical investigation. For this research bibliographical research was used because from the first moment the problem was formulated, researchers began checking extensive literature connected to the problem. For example: For this purpose, researchers look for information in academic journals, conference proceedings, government reports, books, legal documents, researchers from different authors, visiting Guayaquil University library or by surfing on the internet.

**POPULATION AND SAMPLE**

**POPULATION**

In geography and sociology is the group of people living in a geographical area or space. Biological population is the set of individuals of the same species that inhabits a determined extension in a given moment.

The population that we will take to carry out the collection of the information will be those that are part of Republic of Venezuela School Public School to whom it is wanted to help to improve the oral skills in the classroom.
### POPULATION

<table>
<thead>
<tr>
<th>Section</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Teachers</td>
<td>2</td>
<td>0.66 %</td>
</tr>
<tr>
<td>Students</td>
<td>300</td>
<td>99.33%</td>
</tr>
<tr>
<td>Total</td>
<td>302</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Source:** Republic of Venezuela School.

**Elaborated By:** Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

**Chart N° 1**

### SAMPLE

In statistics, a sample is a subset of cases or individuals of a population. In several applications it is important that a sample be a representative sample and for this a suitable sampling technique must be chosen to produce a suitable random sample.

In the institution that will be carried out the survey will consider a sample of 10 teachers and 80 students to carry out the surveys about the project.

<table>
<thead>
<tr>
<th>Section</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>1</td>
<td>2.33%</td>
</tr>
<tr>
<td>Students</td>
<td>100</td>
<td>97.67%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Republic of Venezuela School.

**Elaborated By:** Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

**Chart N° 2**

The sample is also represented by the next formula, considering all data gathered from the Republic of Venezuela Public School.

\[ n = \frac{(PQ \times N)}{((N-1)^e + 2/k^2 + PQ)} \]

Where:

\( N = \) Sample.

\( PQ = \) Population variance = 0.25.

\( E = \) Error margin = 0.10
K = Constant of error correction = 2.

N = Population = 300

\[ n = \frac{154 \times 0.25}{(154-1)^* \left[ 0.10 \right] ^{2/2^2} + 0.25} \]

n = 38, 5/ (0, 6325)

Sample = 60, 86 = 6

**TABLE OF OPERATION OF VARIABLES**

<table>
<thead>
<tr>
<th>DEPENDENT VARIABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VARIABLE</td>
</tr>
<tr>
<td><strong>THE ORAL SKILL</strong></td>
</tr>
<tr>
<td>DEFINITION</td>
</tr>
<tr>
<td>LEARNING STYLES</td>
</tr>
<tr>
<td>TYPES OF LEARNING</td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>CHARACTERISTICS</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>PRINCIPLES OF LEARNING</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>APPLICATIONS OF LEARNING</td>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VARIABLE</td>
</tr>
<tr>
<td><strong>KINESTHETIC ACTIVITIES</strong></td>
</tr>
<tr>
<td>KINESTHETIC LEARNING</td>
</tr>
<tr>
<td>KINESTHETIC MEMORY</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>CHARACTERISTICS</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Source:** Republic of Venezuela School.
**Elaborated By:** Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

*Chart. N. 3*
RESEARCH METHODS

The selection of the research method is crucial for what researchers can make conclusions about a phenomenon. It affects what researchers can say about the causes and factors influencing the phenomenon. It is also important do not forget to choose a research method which is within the limits of what the researcher can do.

EMPIRICAL METHOD

This method was applied because it was necessary apply what researchers had already known from some problems in public schools and the application of English language teaching resources, so that it is going to be a base on the beginning of project.

QUANTITATIVE RESEARCH

As it is explained by Cazau (2006) Quantitative research is to explain phenomena by collecting numerical data that are analyzed using mathematical methods. In this project this Data appears in the forms of numbers and specific measurements as well as research findings in quantitative research can be illustrated in the forms of tables, graphs and pie-chart. This method was used because it is necessary to know mathematically for example; determine how many people there are in the institution, population, sampling, analyzing of survey results applied to students in the eighth grade A, determine the relation between variables through chi-square test and describe the feasibility of the proposal.

QUALITATIVE RESEARCH

According to Cazau, (2006) in the qualitative method the researcher operates in two moments: First, the researcher conducts discussions,
open interviews, life histories and reproduces or compiles documents such as: historical, biographical, oral traditions, referring to the field or population in which the research is centered. Finally, the researcher analyzes and interprets the information collected.

In this project this method was used because it was necessary to know the following aspects;

- Brief characteristics of Republic of Venezuela public school
- Republic of Venezuela history
- Actual situation of public school
- Economic and social situation at Republic of Venezuela public school and its members
- Actual situation of teaching and learning of English language in public schools
- Teaching Methodology
- Quality of didactic materials

This data appears in the forms of context of investigation, causes of the problem, justification and conclusions.

**LOGICAL HISTORY METHOD**

For Escamilla (2017) “the logical historical method allows us to study the facts of the past to find causal explanations for the specific manifestations of societies” (p.3). Researchers used this method because it is essential to know the problem from the beginning such as; bad application of teaching and learning process, specifically the insufficiency of oral skills.
INDUCTIVE METHOD

For Castillo (2010) the application of the inductive method entails a study of from the to the general. Inductive method was applied because without this method it would be very difficult to get conclusions about the data collected through research, for example; on the second chapter different definitions are explained with the intention to give to know what a short story is and what is reading skill from the ideas to the general one.

DEDUCTIVE METHOD

In this Project this method was used because it was important to establish different questions to whole of the project, questions that need to be answered logical and coherently to explain the purpose of the research. On the other hand, independent and dependent variables are big concepts that need to be explained starting from its definitions, importance, characteristics, types and literacy process and numeracy process. Castillo (2010).

TECHNIQUES AND INSTRUMENTS

In the compilation of primary or true information were used the following techniques:

OBSERVATION

As it is explained by Kothary (2004) observation method implies the collection of information by mean of researcher’s own observation. This technique was used because there is no other way to find information useful to apply an investigation, it is the first thing a researcher must do, and for example researchers in this project have used this technique to:

- Observe teacher methodology
• Observe student´s motivation
• Observe didactic materials to teach English
• Observe reading materials to teach English
• English level proficiency
• How many English teachers the institutions have?
• How many students are there in eighth grade?
• observe social, pedagogical, psychological and legal aspects

SURVEY

For Hernández et al., (2003), Survey involves collecting information, from a large group of people, by means of questionnaires but other techniques such as interviews or telephoning may also be used. It was applied a survey because the research needs real information to know opinions about specific oral activities applied by their English teacher, communicative strategies and methodology used in classroom by the teacher and the use of a booklet with kinesthetic activities to develop the oral skill through the information collected. To achieve this, it was used a student survey about 100 students with structured questioning to know different points of view from the variables. For this work the information is classified in categories whose results are in tables to be analyzed quantitatively.

INTERVIEWS

According to Cazau (2006) the interview is a situation in which the researcher and the interviewees have a dialogue to obtain data for an investigation. The interview was used because in this project the teaching of English language, methodology used in classroom and different strategies to develop oral skill at Republic of Venezuela public school is also analyzed, therefore it is exclusive information of the eight grade
English teacher. This information helps to the project determine conclusions and recommendations.

**OBSERVATION FORM**

<table>
<thead>
<tr>
<th>GUAYAQUIL UNIVERSITY</th>
<th>OBSERVATION FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher observed:</strong></td>
<td>Lcda. Yolanda Zambrano</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td>May, 26th, 2017</td>
</tr>
<tr>
<td><strong>Number of students:</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>Grade:</strong></td>
<td>8A-B-C</td>
</tr>
<tr>
<td><strong>Theme:</strong></td>
<td>The use of article Vocabulary: fruits Grammar: Article A and An</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>TEACHER</th>
<th>STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Learning Methods &amp; Strategies</td>
<td>Teacher centered, explain all content</td>
<td>Repetition emphasis</td>
</tr>
<tr>
<td>Tools</td>
<td>Markers: Blue, red, board.</td>
<td>Pencil, eraser, notebook, colors.</td>
</tr>
<tr>
<td>Materials</td>
<td>Teacher book: Book Starfish</td>
<td>Students notes</td>
</tr>
<tr>
<td><strong>Linguistics:</strong> Target language use/EFL.</td>
<td>-Teacher use English in class translating words from Spanish so he can illustrate better for students the “equivalent Spanish word” in English.</td>
<td>Students do not answer to the questions It seems they do not understand.</td>
</tr>
<tr>
<td>Pedagogical implications</td>
<td>-when teacher ask for meaning of a word, students do not participate. - In order to encourage student participation teacher started to speak in Spanish.</td>
<td>- Few student participate with their eloquence. For example when teacher asks what an egg is? They say gato… and pronounce so many words until teacher say yes. Guessing words was the main process done by Students.</td>
</tr>
<tr>
<td>Supra-segmental Features: (Tone and inflection, voice features, non-verbal sound)</td>
<td>Teacher uses a soft tone of voice because he was exhausted he had sore throat, despite this the explanation about the topic were written on the board, he explained how to use articles an and a by indicating the grammar rule on the boards</td>
<td>Students participation was low they did not talk to much they were looking at the teacher and concentrated on written language on the board to perfectly transcribe from the board to their notebooks.</td>
</tr>
<tr>
<td></td>
<td>In this lesson teacher supported his Instructions by widely opening his eyes and indicating everything on the board.</td>
<td>Students stand up several times to check words Spelling, to sharpen even do pencil tip was good enough to write it seems they enjoy sharpening movement or being outside their desk.</td>
</tr>
</tbody>
</table>

**Elaborated By:** Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana  
**Source:** Republic of Venezuela School.  

**Chart N° 4**
TEACHER INTERVIEW

UNIVERSITY OF GUAYAQUIL

The aim of this study is INFLUENCE OF KINESTHETIC ACTIVITIES TO DEVELOP THE ORAL SKILL OF EFL (ENGLISH FOREIGN LANGUAGE). CREATION OF A BOOKLET WITH KINESTHETIC ACTIVITIES AS A TEACHER RESOURCE, the information provided will remain confidential and will be used only for the intended research purposes.

- How students in your class to learn English?
- Why to learn English is difficult for your students?
- Which are problems that you find to teach English in public schools?
- What type of methodology do you apply to develop oral skills?
- Do you know other type of methodology to teach English using oral activities?
- Why do you consider that oral activity is very important for your students?
- Why do you consider that it important to have additional oral resources a part of these indicated from the text to develop oral skills?
- Would you use a booklet with kinesthetic activities to develop oral skill?
- How do you believe this booklet would you help?
- How this booklet would help to the high school?
INTERVIEW ANALYSIS

After having applied the Teacher interview it can be concluded that:

- Teacher uses a text book for activities or grammar and writing, in some occasion practice some reading and listening, in oral skill students can find little dialogues, these dialogues are practiced on the class in pairs.
- students find English difficult because they have few vocabulary and few extra activities to practice more
- the overcrowded is a big problem for teachers because they find it difficult to control too many student’s behaviors
- Little dialogues are practice in class alone there is no other oral activity practiced.
- Teacher says that they seldom apply brainstorming or questioning as other methodology to teach English.
- Teacher does need help from extra material to develop oral skill in class and improve English proficiency in their students.

In consequence to all points observed in the teacher interview it is suggested that to improve the level of English in public schools it is necessary to help teacher with additional resources to develop oral skills in her students.
STUDENT SURVEY

UNIVERSITY OF GUAYAQUIL

OBJECTIVE: To know through student opinion about teacher methodology. Use of kinesthetic activities to develop oral skill

1. In class participate actively

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

2. Enjoy working in English class

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

3. English language is very difficult to learn

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

4. Teachers use other activities along with those used in the student book

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

5. English activities encourage learning

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

6. Teacher should use new activities in class to motivate learning

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

7. Have you heard about kinesthetic activities?

☐ Totally agree ☐ Agree ☐ Indifferent ☐ Disagree ☐ Totally disagree

8. Would you like that English class be more dynamic?
9. In public schools the government encourages students who like learning English.

10. Grouping activities and role playing make English language learning easier.
DATA ANALYZE

ANALYSES OF RESULTS

Survey realized to 100 students of 8th grade at Republic of Venezuela public School.

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<tr>
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<td>100%</td>
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</table>

Source: Republic of Venezuela School.
Elaborated By: Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

1. In class participate actively

Comment: According to the foregoing chart, students have manifested that they do like to participate in class, it can be because they look for acquiring a better English level proficiency, Thereby, it is suggested, motivate students using different types of resources specially those where students can express ideas in oral way.
DATA ANALYSE
100 Students

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<td>TOTAL</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Source: Republic of Venezuela School. Elaborated By: Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

2. Enjoy working in English class

Comment: According to the chart above, most of the students express to enjoy working in English class it can be due to teacher can be using a very good method, the idea of learning a new language or students can be giving importance to the idea of learning English, it is suggested implement activities where student develop oral proficiency in English.
DATA ANALYSE

100 students

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<td>100%</td>
</tr>
</tbody>
</table>

Source: Republic of Venezuela School. Elaborated by: Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

3. English language is very difficult to learn

Comment: According to the chart number 3, students have manifested hardly ever totally about English language is very difficult it can be because of insufficiency of didactic resources and methods to improve different levels of English; therefore, it is recommended the use of new activities that wake-up interest of students and they can improve their English in all its competences.
DATA ANALYSIS

100 students

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</tbody>
</table>

Source: Republic of Venezuela School.
Elaborated By: Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

4. Teachers use others activities along with those used in the student book

![Bar chart showing frequency of teachers using other activities]

Comment: students have manifested that their teacher does not use other activities to reinforce all knowledge given by the English book that student use in class, therefore, it is suggested that teacher use new activities where students feel interest by all what they are learning.
DATA ANALYSIS

100 Students

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<td>Agree</td>
<td>14</td>
<td>14%</td>
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<tr>
<td></td>
<td>Indifference</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>10</td>
<td>10%</td>
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<tr>
<td></td>
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<td>33</td>
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<td>TOTAL</td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Republic of Venezuela School.
Elaborated By: Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

5. Oral activities encourage learning of English language

![Bar chart showing frequencies of responses to the question: Very frequently - 38 (38%), Frequently - 14 (14%), Occasionally - 5 (5%), Rarely - 10 (10%), Never - 33 (33%)]

Comment: the opinion about if oral activities encourage learning English language is divided there is a light difference in their opinion it can be due to students do not know different oral activities or there is insufficiency of all English language competence. Therefore, it is recommended the use more activities or introduce multiple activities where teacher can develop reading, writing, listening and speaking skill.
6. Teacher should use new activities in class to motivate learning

Comment: students agree about teacher should use new activities in class to motivate learning in this question most students feel the lack of activities that motivate English language learning it can be due to in public school the access to technology, insufficiency of innovating resources or low professional development affect or they are like a wall that hinder students reach a better English level. Thereby, it is suggested to use new and appropriated activities for each one of the English language skill.
DATA ANALYSIS

100 Students

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<th>FREQUENCY</th>
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<td></td>
<td>Agree</td>
<td>9</td>
<td>9%</td>
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<td></td>
<td>Indifference</td>
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<td>10%</td>
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<td></td>
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<td>100%</td>
</tr>
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</table>

Source: Republic of Venezuela School.
Elaborated By: Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

7. Have you heard about kinesthetic activities?

Comment: students have manifested do not know anything about kinesthetic activities. It can be due to teacher can be using the same method for teaching English every day, therefore, it is suggested that teacher update their methods of teaching in class.
DATA ANALYSIS

100 students

<table>
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<td>Disagree</td>
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<tr>
<td></td>
<td>Totally disagree</td>
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<td></td>
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</tbody>
</table>

Source: Republic of Venezuela School.
Elaborated By: Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

8. Would you like that the English class be more dynamic?

Comment: Students manifested that they do want to learn English, but they need that their teacher use activities where students get feel motivated through dynamic activities, therefore it is suggested the use of dynamic activities to create an environment learning more effective where students like learning and enjoy working in class.
DATA ANALYSIS

100 students

<table>
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<td>Agree</td>
<td>8</td>
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</table>

Source: Republic of Venezuela School.
Elaborated By: Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

9. In public schools the government encourages students who like learning English.

Comment: majority of students mention that they do not have any encouragement for those students who like learning English in public schools, it can be due to lack of scholarships for those who want to learn English, therefore it is expected that government promote a English learning programme.
DATA ANALYSIS

100 students

<table>
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<th>FREQUENCY</th>
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<td>Grouping activities and role playing make English language learning easier</td>
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<tr>
<td>Totally agree</td>
<td>65</td>
<td>65%</td>
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<tr>
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<td>100%</td>
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</tbody>
</table>

Source: Republic of Venezuela School.
Elaborated By: Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana

10. Grouping activities and role playing make English language learning easier

Comment: According to the chart above, students agree with the use of grouping or role-playing activities it can be because they enjoy represent some characters or situation as well as they can represent a real situation it make they learn in better way, therefore it is recommended the use of activities that reinforce the oral or speaking skill.
CALCULATED CHI – SQUARE

Chi – square is a probability instrument used in statistics especially when researcher needs to know if his hypothesis is accepted or not. Chi-square is commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis.

The following chart was taken from student survey at Republic of Venezuela School. It was taken two questions the first one comes into the dependent variable and the second one comes into independent variable.

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<td></td>
<td>Totally agree</td>
<td>38</td>
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Once the data is registered and taking in account the observed data it was found values expected.

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CHI square calculated 34,3809524
freedom grades 1
alfa(p) 0,05
tabular chi square 3,841
DISTRIBUTION CHI - SQUARE TABLE

After it was found the calculated chi-square (34.39) and knowing the freedom degrees according to the number of categories (2) it is checked and compared with the tabular chi-square, shown in the chart below.

Finally, the hypothesis can be deduced through comparing calculated chi-square and tabular chi-square, when calculated chi-square is greater than tabular chi-square the alternate hypothesis is accepted and in the other hand zero or null hypothesis is rejected.

Values of the Chi-squared distribution

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<td>7.779</td>
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<td>10.828</td>
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</table>
When the chi-square calculated is greater than tabular chi-square the alternate hypothesis is accepted and in the other hand zero hypothesis is rejected.
CONCLUSION

It was established some aspects that were object of study at Republic of Venezuela School to find the problem.

It was observed the students and teacher in a normal English class, the result of this observation was:

STUDENTS:

- The students seldom participated in class.
- The students did not feel motivated by their teacher.
- The students focused on repetitions
- The student seldom answered questions of comprehension.
- The students seldom do the oral activities
- The students seldom take the teacher’s recommendations.

TEACHER:

- The motivation during the class was regular.
- Encouragement of an oral activity was regular.
- Excessive use of word repetition
- Oral communication activities are limited
- The student’s interest was regular.
- Teacher should have helping or auxiliary materials to structure their lessons and improve his weaknesses and keep his strength.
RECOMMENDATIONS

This observation evidenced that there are difficulties in the methodological treatment of oral activities. therefore, it is necessary to apply different recommendations:

- It is recommended that the teacher uses motivational activities such as: role plays, jumping games or warm ups.
- Teacher should practice in classroom movement activities where all his or her Students can participate.
- Teacher should encourage Students to modify and adapt activities by themselves.
- Teacher should achieve that his Students learn doing things rather than memorize concepts.
- Teacher should create activities to develop oral skills with comprehension questions inclusive.
- Teacher can use reading or writing activities and complement it with speaking activity.
- Teacher should use games or role plays or any other kinesthetic activity because students can use speaking skill along with their body language being more creative adapting scene as they want to do, as well as, it will motivate them in participating more in class, due to role plays activities is designed to be working in groups.
CHAPTER IV

THE PROPOSAL

Influence of kinesthetic activities to develop the oral skill of EFL (English Foreign Language). Creation of a strategy booklet with kinesthetic activities as a resource for the teachers.

JUSTIFICATION

According to the results of research on the development of oral language skills in English, to students from eighth year of primary school education Republic of Venezuela is proposed a strategy booklet with kinesthetic activities as a resource for the teachers.

The significance of this research is to contribute to teaching the English language with traditional methods which located the student as a passive receiver agent a turn by applying active methodology involving students in meaningful processes that enrich their knowledge.

This proposal aims to provide an alternative solution after completing the corresponding studies, conducting surveys and analysis of results. It is concluded that a restructuring is needed as to how the methodology is handled in English Language Teaching to students the eighth year of Basic Education School Republic of Venezuela.

According to the results, current levels in oral language proficiency in the English language of students under study are not entirely satisfactory, identifying weaknesses in academic processes mainly related to methodologies and activities undertaken. In this case, it has not been able to
reach a good level, although the teacher feels committed to improving academic quality and correct existing weaknesses so that the student has best skills in the use of language.

**GENERAL OBJECTIVE**

To develop the oral skill through of kinesthetic activities with the creation of a strategy booklet with kinesthetic activities as a resource for the teachers, in the school Republic of Venezuela in the school year 2016 – 2017

**SPECIFIC OBJECTIVES**

- Establish the fundamentals underpinning the development of the booklet as a viable proposal to support the teaching of the School to develop oral language skills in students.

- Propose an orderly, viable and clear booklet that allows the teacher to guide the implementation of activities that encourage participation, collaboration, cooperation and teamwork of students.

- Establish the feasibility of its implementation by proposing a mechanism by which the teacher can reap the benefits of its use.

**THEORETICAL ASPECTS**

The active method integrates a set of methodologies that allow the teacher to define activities of interest from the student, encouraging the development of their capabilities.
This active method is consolidated based on the implementation of innovative activities proposed by the teacher, whose practice leads to the construction of knowledge, thereby promoting the development of autonomy and collaborative attitudes that occur in the constant group work developed.

ELEMENTS TO BE CONSIDERED IN THE METHODOLOGY ACTIVE

There are several elements to be taken into consideration in the design of active methodologies supported in these tools are:

TEACHER

Its function is to plan the academic processes include to develop language skills. Must focus on oral skills, setting objectives and goals you hope to achieve. In this case, the booklet will guide the design and use of viable and accessible for faculty strategies, the teacher to plan activities of student interest, encouraging participation, and motivating them to fulfill their responsibilities.

STUDENT

Their role is based on an active and dynamic participation in class in response to the planned activities. Use correctly each activity applying in the class to give a better result. Their participation allows you to develop practical knowledge and naturally.
FINANCIAL FEASIBILITY

The financial resources used in this thesis project will be covered by the authors of the thesis. The financial feasibility is calculated by summing the amounts of the initial investment and the final project investment.

<table>
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<tr>
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LEGAL FEASIBILITY

The legal basis is the principle on which this thesis project is based. As a result, the legal basis allows us to make this proposal in accordance with the guidelines established in the Organic Law of Intercultural Education (LOEI). Such guidelines guide us to make decisions about what to do in any circumstance, indicating about the obligations we have valued and how we fulfill them to keep within the legal framework.

Chapter 2. Art. 5. Education as an obligation to State.- The State has an inescapable and inexcusable obligation to guarantee the right to education, the inhabitants of Ecuadorian territory and universal access
throughout life, for which generate the conditions that guarantee equal opportunities to enter, remain in, mobilize and graduate education services. The State exercises the rectory on the Educational System through the National Education Authority in accordance with the Constitution of the Republic and the law.

The State guarantees, free and secular public education quality.(LOEI, 2011)

Citizens and citizens individually and collectively, communities, peoples and nations have the right and responsibility to participate in the higher education process, through the mechanisms established in the Constitution.

General Principles, Chapter One, Scope, Principles and Purposes

b. Plurilingual. - The right of all persons, communes, communities, peoples and nationalities to form in their own language and in the official languages of intercultural relations; as well as other relationship with the international community; LOEI, (2011)

TECHNICAL FEASIBILITY

The manual is a useful resource that allows teachers to obtain a clear and accurate guide mainly in the implementation of strategies and activities that improve the quality of education.

From the institutional point of view, the manual does not generate greater investment in the acquisition and use; it is an achievable resource by teachers.
The manual can offer orderly and systematic content that teachers can use or adapt to their needs, becoming an element that improves their classes.

Today digital media facilitate the distribution of the manual, not necessarily have to be printed, it can be digital, this being a mechanism that reduces costs and maximizes use.

Said elements to identify the manual is a useful, appropriate, flexible, adaptable educational resource that allows teachers to improve their planning, is an accessible resource that allows the teacher to use it in their work.

**HUMAN RESOURCES FEASIBILITY**

The Republic of Venezuela School promotes continuous improvement in their academic processes. From the administrative point of view, all internal areas are responsible for generating value to the student, providing quality services that promote the production of educational quality.

It is understandable that it is entirely feasible the availability of staff, beginning with teachers who have an interest as observed and improve its management, resource finding viable mechanisms. The collaboration of all staff in activities such as printing and distribution of the manual and its respective distribution is also feasible so that teachers and school can benefit from improving their planning content for the benefit of the student.

**POLICY FEASIBILITY**

Political management is in Good Living the essence of development within this establishes the means to guarantee fundamental rights of the
education. The National Government has initiated the improvement of the educational quality processes, seeking an assurance that allows it to be the basis of development.

Accreditation processes are aligned toward the overall improvement of education, promoting better educational management. In this sense, all research focused on improving management is viable to the extent that its implementation supports the development of the student.

As above, the political feasibility is based on finding ways to ensure quality education as a right constituted the necessary population to improve their quality of life.

DESCRIPTION OF THE PROPOSAL

APPROACH AND STRATEGY TO VALIDATE THE PROPOSAL

The creation of a manual concerning active methods and their application in the English language to develop oral language skills represents a program to improve strategies in teaching.

Its development found in the development of oral language skills, it aims to improve the academic processes used based on a model where collaboration, cooperation and active participation are the benchmarks of development.

It is intended that the student incentive to comply with the proposed activities, developing motivation in their behavior with the classmates and teachers to reach an adequate development of oral language skills.
In this way the criterion to evaluate the proposal focuses on two main elements. The first changes in academic by the teacher, allowing these processes are developed under a dynamic approach that encourages the student. The second, levels of development of oral language skills is the main purpose in using manual.

Strategies to evaluate the manual are primarily the evaluation of the implementation process by the teacher, who will be responsible for the study and application and the second assessing the acquisition of skills by the student under study.

The persons responsible for the proposal validity are responsible for the Republic of Venezuela School and teachers, being a necessary evaluation to start perfecting the instrument developed.

**PROPOSAL**

Influence of kinesthetic activities to develop the oral skill of EFL (English Foreign Language). Design of a booklet with kinesthetic activities as a resource for being by teachers

The proposal developed presents a clear, concrete and precise manual comprised of lessons that guide teachers to define their class strategies based on the development of activities that encourage collaboration, cooperation and active participation of students.

To do this, the manual provides procedures development, practical activities and evaluation mechanisms which allow you to have a proper understanding of the utility of each activity.
The proposal is made up of lines of development, in which the teacher finds various management options, allowing classes are attractive and motivating for the student.

CONCLUSIONS

The manual for the development of oral language skills is a useful tool for teaching guidelines provided in the definition of activities that encourage student interest and allow them to participate actively while maintaining a cooperative and collaborative work.

Its development has focused on the use of various categories of work in which you will find activities that you can apply, knowing in each objective, development processes and evaluation.

The manual has been developed so that it can be adapted, refined and modified according the needs of teachers. Its contents allow to have alternatives that allow teachers to change their academic processes towards the implementation of active methods supported by the participation and collaboration.

Its development and implementation is a contribution for quality assurance in learning the English language, an effort being developed based on the diagnostic results obtained.
REFERENCES


Pourhossein. A, (2012) Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching. Iran English Language Department.C:
Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/1007-5145-1-PB%20(1).pdf


ANNEXE I
ASIGNACIÓN DEL TUTOR

G. No. 432
Guayaquil, 25 de Octubre del 2016

MSc.
Carlos Valle

PROFESOR DE LA ESCUELA DE LENGUAJES 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-Autor del Proyecto Educativo de los estudiantes de la Escuela de Lenguas y Lingüística: PICO DE LA CRUZ MARÍA AUXILIADORA Y SANTANA SÁNCHEZ MERCY DIANA, con el siguiente tema:

TOPIC: Influence of kinesthetic activities to develop the oral skill of ESL (ENGLISH FOR ESOL LANGUAGE).

PROPISTA: Design of a strategy booklet with kinesthetic activities as a resource for the teachers.

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

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

DIRECTOR DE LA ESCUELA DE LENGUAJES Y LINGÜÍSTICA

MSc. Antonio Sánchez Ávila

73
Guayaquil, 22 septiembre de 2016

Ab.
JACINTO CALDERÓN VALLEJO, MSc.
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN - UG
Ciudad.-

De mi consideración:

Reciba un cordial saludo a la vez que me permito comunicarle que atendiendo la solicitud presentada por las estudiantes PISCO DE LA CRUZ MARÍA AUXILIADORA y SANTANA SÁNCHEZ MERCY DIANA, de la Escuela de Lenguas y Lingüística, para poder realizar el proyecto de investigación previo la obtención de su títulos de Licenciadas, este rectorado, acepta que desarrollen su tema: INFLUENCE OF KINESTHETIC ACTIVITIES TO DEVELOP THE ORAL SKILL OF EFL (English foreign language), con la propuesta: DESIGN OF A STRATEGY BOOKLET WITH KINESTHETIC ACTIVITIES AS A RESOURCE FOR THE TEACHERS.

Atentamente,

Lcdo. Carlos Navarro Lituma, MSc.
Rector
ANNEXE II
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: LENGUAS Y LINGÜÍSTICA.
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc. Carlos Valle Navarro, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por Mercy Diana Santana Sánchez C.I.: 0930003884 y María Auxiliar Pisco De La Cruz C.I.: 0923163430 con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en lenguas y lingüística.

Se informa que el trabajo de titulación:

TOPIC:
INFLUENCE OF KINESTHETIC ACTIVITY TO DEVELOP THE ORAL SKILL OF EFL (ENGLISH FOREIGN LANGUAGE).

PROPOSAL:
CREATION OF A STRATEGY BOOKLET WITH KINESTHETIC ACTIVITIES AS A RESOURCE FOR THE TEACHERS

ha sido orientado durante todo el periodo de ejecución en el programa Antiplagio URKUM quedando el 2% de coincidencia.

Msc. Carlos Valle Navarro
Tutor
CERTIFICADO DEL O LA RESPONSABLE DE ANTI-PLAGIO
ANNEXE III
## OBSERVATION FORM

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<th>UNIVERSIDAD DE GUAYAQUIL</th>
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<tr>
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<td>Grado:</td>
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<tr>
<td><strong>CARACTERISTICAS KINESTISICAS:</strong></td>
<td>(movimiento del cuerpo y expresiones faciales)</td>
</tr>
</tbody>
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**Elaborado por:** Pisco de la Cruz María Auxiliadora and Santana Sánchez Mercy Diana  
**Fuente:** Republic of Venezuela School.
## ENTREVISTA AL PROFESOR

### UNIVERSIDAD DE GUAYAQUIL

### INFLUENCIA DE LAS ACTIVIDADES KINESTÉSICAS PARA DESARROLLAR LA HABILIDAD ORAL: CREACIÓN DE UN FOLLETO CON ACTIVIDADES KINESTÉSICAS COMO UN RECURSO PARA EL PROFESOR

- **¿Cómo aprenden inglés sus estudiantes?**
  
  Ellos aprenden practicando y reforzando diariamente en el aula y en casa el vocabulario y los diferentes temas según el libro de actividades.

- **¿Por qué aprender inglés es difícil para los estudiantes?**
  
  Porque el inglés no es su lengua materna, esto les dificulta un poco su aprendizaje, otra opción es que tal vez a todos no les gusta mucho la materia ya que se limitan mentalmente en el “no puedo” esto hace que ellos no puedan aprender rápidamente.

- **¿Qué problemas usted encuentra para enseñar inglés en los colegios públicos?**
  
  Los alumnos no tienen las bases necesarias del idioma, lo que dificulta el aprendizaje de temas nuevos con más contenido que solo el básico, no hay el suficiente apoyo en casa para inculcar a los alumnos la importancia de aprender un nuevo idioma.

- **¿Cuál es la metodología que usted aplica para desarrollar la habilidad oral?**
  
  Yo elijo para desarrollar la destreza oral, trabajos orales en pareja eligiendo algún tema, ellos deben expresarse primero con su compañero y luego frente al salón de clases, demostrando su dominio del idioma; esto lo hago muy seguido de distintas formas, por ejemplo mostrándoles dos imágenes y ellos deben observar y describir lo que observan en esa imagen la historia que está detrás; de esta manera los alumnos van perdiendo los nervios y les guste más la materia.

- **¿Conoce usted otro tipo de metodología para enseñar inglés usando actividades orales?**
  
  El dialogo es el más aplicado porque mediante el diálogo ellos pueden descubrir muchas cosas nuevas, expresarse con el mundo, dar a conocer lo que ellos son, lo que ellos desean y conocer nuevas experiencias.

- **¿Por qué usted considera que las actividades orales son muy importantes para los estudiantes?**
  
  Las actividades orales son muy importantes porque ayudan a que el estudiante pierda el miedo al hablar inglés y a su vez tenga más fluidez al momento de expresarse.

- **¿Por qué considera importante tener recursos adicionales a parte de esos indicados en el texto guía para desarrollar actividades orales?**
  
  Sí, es muy importante que el profesor tenga recursos adicionales para que refuerce los conocimientos aprendidos y así los estudiantes se sientan más motivados al aprender inglés.

- **¿Usted usaría un folleto con actividades kinestésicas para desarrollar la habilidad oral?**
  
  Sí, me encantaría, ya que tendría muchas alternativas para aplicarlas en el salón de clase, así el inglés sería más dinámico y divertido para los estudiantes.

- **¿Cómo cree usted que este folleto le ayudaría?**
  
  Me ayudaría a como una fuente de recursos adicionales para el desarrollo de las habilidades orales.

- **¿Esté folleto ayudaría a la institución educativa?**
  
  Claro que sí, ayudaría a que los profesores enriquezcan sus conocimientos y puedan aplicarlos activamente en el salón de clase ya que los estudiantes necesitan clases dinámicas y activas, eso ayudaría mucho.
ENCUESTA

UNIVERSIDAD DE GUAYAQUIL

El objetivo es conocer la opinión de los estudiantes acerca de la metodología del profesor y el uso de actividades kinestésicas y el desarrollo de la habilidad oral

11. Participas activamente en clase
   o Totalmente de acuerdo
   o de acuerdo
   o Indiferente
   o en desacuerdo
   o Totalmente en desacuerdo

12. Te gusta trabajar en clases de inglés
   o Totalmente de acuerdo
   o de acuerdo
   o Indiferente
   o en desacuerdo
   o Totalmente en desacuerdo

13. El idioma inglés es muy difícil de aprender
   o Totalmente de acuerdo
   o de acuerdo
   o Indiferente
   o en desacuerdo
   o Totalmente en desacuerdo

14. El profesor usa otras actividades junto con las actividades del texto guía
   o Totalmente de acuerdo
   o de acuerdo
   o Indiferente
   o en desacuerdo
   o Totalmente en desacuerdo

15. Las actividades de inglés estimulan el aprendizaje
   o Totalmente de acuerdo
   o de acuerdo
   o Indiferente
   o en desacuerdo
   o Totalmente en desacuerdo

16. El profesor usa nuevas actividades en clase para motivar el aprendizaje
   o Totalmente de acuerdo
   o de acuerdo
17. ¿Alguna vez escuchaste hablar de actividades kinestésicas?
   - Totalmente de acuerdo
   - de acuerdo
   - Indiferente
   - en desacuerdo
   - Totalmente en desacuerdo

18. ¿Te gustaría que las clases de inglés sean más dinámicas?
   - Totalmente de acuerdo
   - de acuerdo
   - Indiferente
   - en desacuerdo
   - Totalmente en desacuerdo

19. En los colegios públicos el gobierno estimula a los estudiantes quienes les gusta aprender inglés
   - Totalmente de acuerdo
   - de acuerdo
   - Indiferente
   - en desacuerdo
   - Totalmente en desacuerdo

20. las actividades grupales o de roles hacen que el aprendizaje del inglés sea, más fácil.

21. Totalmente de acuerdo
    - de acuerdo
    - Indiferente
    - en desacuerdo
    - Totalmente en desacuerdo
ANNEXE IV
EVIDENCIAS FOTOGRÁFICAS

EDIFICIO DE LA ESCUELA FISCAL “REPÚBLICA DE VENEZUELA”

Edificio donde funciona la Escuela Fiscal República de Venezuela, ubicada en Túcán entre Argentina y San Martín, Guayaquil-Ecuador. (26 De Mayo 2017)

Fuente: Escuela Fiscal República de Venezuela

Elaborado por: Mercy Santana Sánchez Y María Auxiliadora Pisco de la Cruz, 2017
ENTREVISTA CON LA DOCENTE LIC. YOLANDA ZAMBRANO, PROFESORA DE LENGUA EXTRANJERA DE LOS OCTAVOS GRADOS

Con la Licenciada, Yolanda Zambrano profesora de los octavos grados, en su entrevista a través de un cuestionario .(26 De Mayo, 2017)

Fuente: Escuela Fiscal República de Venezuela

Elaborado por: Mercy Santana Sánchez Y María Auxiliadora Pisco de la Cruz, 2017
Con los estudiantes de Octavo grado, paralelo “C”, aplicando las encuestas de nuestra investigación.(26 De Mayo, 2017)

**Fuente:** Escuela Fiscal República de Venezuela  
**Elaborado por:** Mercy Santana Sánchez Y María Auxiliadora Pisco de la Cruz, 2017
Supervisión y seguimiento de desarrollo de tesis de grado por parte del Msc. Carlos Valle. (2016, desde Agosto, 25 a Agosto, 21)

**Fuente:** Escuela Fiscal República de Venezuela

**Elaborado por:** Mercy Santana Sánchez Y María Auxiliadora Pisco de la Cruz, 2017
ANNEXE V
PROPOSAL

KINESTHETIC ACTIVITIES TO IMPROVE ORAL SKILL
INTRODUCTION

Regular physical activity helps children and teenagers perform better in school integrating movement as part of classroom teaching and learning.

The commitment of the present project with the educational community is to provide a purpose on how to develop an engaging class for eighth grade students; taking into account learning styles and students preferences, in order to create first a sense of knowing oneself and therefore to know each other in class interaction to promote students' involvement in the class, consequently in the society.

GENERAL OBJECTIVES

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

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

SPECIFIC OBJECTIVES

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

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

A teacher develops multiple roles, for example a teacher has the listener and the performer role; he will be opened to his students’ questions or doubts and will answer them in a polite manner, speaking in the clearest way, in order to students do not feel restrained by the attitude of their classmates or the same teacher.

Teachers always have to be prepared to possible questions, no matter what the topic is, in that way teachers answer them and give confidence to their students. Teachers have to be as creative as possible because their students are in an age they get distracted easily, so it is necessary for teachers to have a variety of activities to maintain students focus on the topic, moreover their classes will become interesting and students will enjoy the most. Additionally, teachers’ criteria of choosing the best class material has to be based on students likes and the ease they can access and handle it considering visual, auditory and kinesthetic channels.

Also, it is important the way teachers evaluate the process and the final tasks, giving to the students a personal feedback to strength their abilities and help them with the aspects they have to improve. Students’ parents have an important role here, since they will be informed about their children process in the English class, in order to support children at home and get a better result in the classroom.

STUDENTS’ ROLE

As well as teachers, students are very important during the implementation of this pedagogical booklet, because they are the aim of this project. As it was previously said, what teachers must be worried about is the knowledge students
get during the class, so teacher’s role is very linked to student’s role. First of all, the role of students has to be active, so this involves constant participation by them, which facilitates the process of evaluation given by the teachers, since he can monitor them by their questions and the notes made in the class.

Students also have to feel free to ask and express their own ideas about a subject, not only to their teacher but also to their peers, thus the cooperative learning and the confidence given by teachers are evidenced.

THE ROLE OF MATERIALS

The role of materials is also important in the advancement of an EFL class, since all roles together complement each other for the development of an efficient and holistic class. First, it is necessary to study the population to create or adapt material depending on their likes, ages, and English level.

Teacher can use for his class:

**Toys** to provide the opportunity of touching them, in order to create an interesting environment and students feel integrated.

**Music** can work as a relaxing tool when teachers are starting a class, moreover it can work also during the development of any topic. The use of songs which require movements that are more significant for children and they can internalize better the words used in the songs.

**Images** may be used to support all language skills (writing, listening, reading and speaking)
**Games** can be used with some implements or instrument to carry out a physical activity with the aim of learning words used in class. For example: the use of imperatives, *Run quickly!*-*Go ahead!*-on your mark, ready, go!

**USING KINESTHETIC ACTIVITIES IN CLASSROOM**

**Step 1**
Learners are introduced to the aims, design and content of the unit or lesson. They will learn to identify and understand the key features of kinesthetic activity.

**Step 2**
Learners follow specific instructions according to the activity; game, role play, role play card, making a craft, using a puppet, dance, jump rope or activities with real objects so that they begin practice words or phrases in English.

**Step 2**
Learners practise oral skills by sharing a dialogue in pairs or in group.

**TIME**

Time Allocation of the lesson

It is recommended that approximately a total of 6 periods be allocated to the teaching of this lesson. The suggested number of periods is based on the assumption that schools are running 40-minute periods. The breakdown for the three parts can be as follows:
ASSESSMENT

Assessment in the oral lesson will focus on learners’ demonstration of their ability to:

- understand concepts
- apply this understanding to create little dialogues
- produce a oral activity
- comment helpfully on the work of others
- tell or perform a scene orally
- make a role play about topics used in class

BOOKLET CONTENTS

UNIT ONE
- **JUMP ROPE**

UNIT 2
- **CRAFT**

UNIT THREE
- **REALIA**

UNIT FOUR
- **GAME OF MEMORY**

UNIT FIVE
- **ROLE PLAY**

UNIT SIX
- **ROLE PLAY CARDS**
Jump Roping is the act of using a rope type instrument to hold with both hands and swing around the body while jump over it with the feet. Jump roping is recognized as a great way to get exercise.

It is an easy and cheap way to exercise, and very effective. Not only does it work the cardiovascular system, but also builds muscles in the legs and arms. The great advantage to jump roping is that students like to do it for fun. There are a lot of exercises that people consider not fun, but jump roping is usually not one of them.

**JUMP ON YOUR OWN**

Jump rope for exercise should use low, fast jumps. Keep it easy on your knees by staying on the balls of your feet (the portion of the foot between your arch and toes). Hold your arms by your sides with your elbows bent and use your wrists to turn the rope instead of your elbows. Jump just high enough to clear the rope, usually about 1.25 centimetres with your feet together. This move takes a little bit of practice to find the proper wrist motion and to coordinate the timing of your jumps.
EXERCISE 1

Play ‘Apples, peaches, pears and plums’ with friends

This is a playground jump rope game. A long jump rope is needed for this. Each player takes a turn to play while the rest of the team chants the song. Two people hold the long jump rope and swing it. The words go:

“Apples, peaches, pears and plums Tell me when your birthday comes…”

The rope speeds up as everyone chants the months of the year starting with January.

“January, February, March, April…”

The player tries to get to their birthday month without tripping on the rope.

EXERCISE 2

Relay races in teams

The class is divided into two jump rope teams and they line up at the starting line. The teams are shown where the finishing line is. Give the first player in each team a jump rope. When the relay race starts, the first players from each team jump rope toward the finish line, turn around and return to the starting line. They pass the jump ropes to the next player and continue until one team completes the race. The first to finish is the winner.
EXERCISE 3

Jump Rope Tag

- There will be two taggers, and all other students will be chased. When a student gets tagged the first time, they must go over to the bleachers and perform five good jump rope jumps.

- If there is not a jump rope available, the student will wait for another student to finish.

- When a student is tagged a second time, they must stand still and practice jump roping in their spot without the jump rope.

- The game ends when there is only one student being chased left.
UNIT 2

CRAFT

Tactile learners are great with their hands. They have the ability to create masterpieces in watercolors, or build anything out of clay or blocks. Put those crafty little hands to good use, particularly during the holidays and let them enjoy fall, spring, Easter, Halloween, Thanksgiving or Christmas crafts.

EXERCISE 1

MAKE YOUR OWN TIGER PUPPET

The aim in to use a puppets as a classroom activity is describe animals appareances or animals body parts through puppets, it is possible to work in pairs to crate a short dialogue in classroom, students can adapt the classroom environment to give a realistic view of the place in this case for example: the animal forest.
HI, MY NAME IS
UNIT 3
REALIA

The use of realia, or real life objects that you bring into the classroom, is the ideal strategy for tactile-kinesthetic learners. Plastic fruits and vegetables are a lot better than flashcards. Real clothes or costumes are better than illustrations. For instance, bring a toy tea set to teach asking for/offering drinks.

Here are the reasons realia should be included in the classroom:

- Kinesthetic learning is the type of learning that students will most effectively acquire, mostly because they will have hands-on experience.
- The use of realia brings a welcome change in the class, a break from typical class activities like reading and writing.
- The unexpectedness of having to suddenly interact with real objects will keep students on their toes; it will create excitement, and they’ll have fun.
- Students have the chance to practice real life situations like using maps and asking for directions in a foreign language, but with the guidance of someone who speaks fluently and will help them get it right. Once they hit the street, they will feel more confident in speaking the language with the locals.
- Students will clearly understand the reason they’re learning a particular ESL component. Instead of wondering when and where they might have use for a particular language element, they’ll know the reason.
EXERCISE 1

FRUITS AND VEGETABLES

What do we usually do when we have to teach fruits and vegetables in English? We use flashcards and illustrations, right? But what if we were to bring a basket full of fruits and not only have students name them, but also take part in a surprise indoor picnic? I can assure you students will be both surprised and thrilled, and even though they may not be in the mood for a fruit salad, one thing is certain: this is one lesson they'll never forget.

This is what the use of realia in the classroom is all about: the use of real life objects that students can touch, feel, and even smell to effectively teach ESL components.

EXERCISE 2

EATING OUT

Design and print out a simple menu with the food you’d like to teach including starters, main courses, and desserts. In small groups, have one student play the role of waiter and take orders, while the other students order their meals. Then have students switch roles. You may also include as many props as you’d like, like a full table setting to teach tableware vocabulary. Students may ask the waiter for a missing item like a spoon, fork, or napkin.
EXERCISE 3

ASKING FOR DIRECTIONS

Get some real city maps from the local tourist office and give one to each pair of students. Have them take turns asking and giving directions to popular city sights?

EXERCISE 4

TELL ME ABOUT YOUR FAMILY

Real family photos are great for not only learning about relationships but also physical descriptions. Have students bring one family photo each and describe family members. Students may also take turns asking classmates questions.

EXERCISE 5

CELEBRATE THE HOLIDAYS

Learning English is not only about learning to speak in a foreign language. Students should learn about cultural elements as well. Special holidays like Halloween, Thanksgiving, and Christmas offer unique learning opportunities. To teach students about Halloween, plan a celebration complete with pumpkin carving, costume contest, and typical games like bobbing for apples. Give your students the chance to experience the holidays and not just read about them.
EXERCISE 6

THE JOB INTERVIEW

Do you have students who will be applying for jobs in English? Try to get your hands on some real job applications and have students practice filling them out in class. You may also conduct job interviews using real life interview questions. This type of practice will not only teach them the vocabulary they should know; it will give students the boost of confidence they need.
UNIT 4

GAMES OF MEMORY

Tactile-kinesthetic learners love playing games like any child, but they will thrive in those with plenty of action. Prefer games where they have to race to the whiteboard to those where they have to only move pieces across a board. Choose games where they shoot baskets instead of those where they have to sit.

EXERCISE 1

GAME INSTRUCTIONS

Cut all the pictures out and stick them on cardboard pieces of the same size. Put all cards with the pictures facing down on a table and mix them up. “Memory” is a card game for two players. On each turn, a player turns over two cards (one at a time) and keeps them if they match. If they successfully match, that player also gets to take another turn. When a player turns over two cards that do not match, those cards are turned face down again and it becomes the next player’s turn. The player with the most pairs of cards wins.
UNIT 5

ROLE PLAYS

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

EXERCISE 1

AT A TRAVEL AGENCY (PART ONE)

Aims:

- Students will be involved in the topic of travelling
- Students will be able to read four texts on summer destinations
- Students will be able to design their own travel brochures

Teaching aids: a handout – travel brochure (DESTINATION FORM), texts adapted from students’ course book, blackboard, dictionaries, travel catalogues.

Procedure

Engage: The teacher tells students what they are going to do during the two lessons. Then, she writes some questions on the blackboard. Students work in pairs and ask each other questions on travelling, written on the blackboard:
Do you like travelling? Have you ever been at a travel agency? Would you like to work at a travel agency? Where would you like to go on your summer holidays? The teacher asks students to open their books and asks them to describe the pictures in pairs.

**Study:** Students read the texts and answer to questions below the texts. The teacher translates the unknown words into Spanish, and students write down the words in their notebooks. The teacher tells them about the activity they are going to do during the second lesson. Now listen everyone. Imagine you work at a travel agency; each travel agency has two agents, so you will work in pairs. Each travel agent will design his or her own travel brochure about one city in Ecuador. Then you will work in fours; first, students from one pair are travel agents and the others are customers who want to buy a trip. Then you change your roles. Finally, you have to choose only one option from the two trips and book a trip. If we have time, you will have a chance to go to other travel agencies. The teacher explains the whole activity one more time in Spanish to make sure students understood the procedure. The teacher distributes the blank travel brochures to students and they are to fill it in. The teacher translates the unknown words into Spanish.
**EXERCISE 1: handout**

<table>
<thead>
<tr>
<th>Destination:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation (hotel / hostel / camping):</td>
<td></td>
</tr>
<tr>
<td>Food:</td>
<td></td>
</tr>
<tr>
<td>Tourist Attractions:</td>
<td></td>
</tr>
<tr>
<td>Customs:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Adapted by Mercy Santana Sánchez Y María Auxiliadora Pisco de la Cruz, 2017

**EXERCISE 2**

**AT A TRAVEL AGENCY (PART TWO)**

**Aims:**

- Students will be able to read an example dialogue
- Students will have known new expressions
- Students will be able to role-play: at a travel agency
- Students will be able to justify their choice of one summer destination
Teaching aids: a handout – an example

EXAMPLE DIALOGUE - at a travel agency

T- travel agent   C- customer
T: Good afternoon. How can I help you?
C: Hello! I would like to go on a trip to Ambato city.
T: Great! Where would you like to go?
C: I don’t know... What can you recommend (me)?
T: I recommend Manta.
C: What is Manta famous for? ... (questions)
C: Could you tell me more about the hotel?
T: It is a five-star hotel, there is a pool...
C: Is the hotel in the center of Manta?
T: Yes... ...
C: Thanks for the information. I'll think about it.
T: You are welcome.

Adapted by: Mercy Santana Sánchez Y María Auxiliadora Pisco de la Cruz, 2017

Procedure

Study: Students read in pairs the example dialogue. The teacher translates the expressions in bold into Polish. The educator also drills the expressions several times to make sure students remember them better: **Ok, now please repeat after me: I would like to go on a trip, etc.** Then, the teacher distributes useful expressions to students and asks them to read the expressions and then she translates the unknown words into Spanish.

Activate: The activate stage is based on communication. Students role-play — at a travel agency. Learners may look at the example dialogue or take down their own notes. If they „visit" the travel agencies in their group, they can go to the other agencies in a classroom. Finally, students choose only one summer destination which seemed to be the most attractive one for them.
and arrange buying a ticket. At the end of the lesson learners are asked to write in their notebooks five sentences justifying their choice.

**EXERCISE 2: handout**

<table>
<thead>
<tr>
<th>Destination:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation (hotel / hostel / camping):</td>
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Adapted by Mercy Santana Sánchez Y María Auxiliadora Pisco de la Cruz, 2017*
UNIT 6
ROLE PLAYS CARDS

EXERCISE 1

VISIT TO THE DOCTOR

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

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

EXERCISE 2

WHAT ARE MADE OF?

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

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