EDUCATIONAL PROJECT

TOPIC:
MOTIVATIONAL TECHNIQUES TO STRENGTHEN THE SPEAKING SKILL

PROPOSAL:
DESIGN OF AN ENGLISH DIDACTIC GUIDE FOR BEGINNER STUDENTS

In Partial Fulfillment of the Requirements for the
DEGREE OF:
LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN
Major in: LENGUA Y LINGÜÍSTICA INGLESA

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UNIVERSIDAD DE GUAYAQUIL

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Architect
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DEAN OF THE FACULTY OF PHILOSOPHY, LYRICS AND SCIENCE OF EDUCATION
City,

From my considerations:

By the resolution of the member of the board of the directors from the Faculty of Philosophy, Lyrics and Science of Education, in this date of May 2015 in which an Advisor was appointed in this Educational Project of degree of Science in Education, specialization LANGUAGE AND LINGUISTIC.

I have to report the following:

That LINDAO LINDAO MARJORIE HAYDEE Y HERNANDEZ RAMIREZ MARTHA GEOVANNA designed and executed an educational Project with the theme: MOTIVATIONAL TECHNIQUES TO STRENGTHEN THE SPEAKING SKILL.

Project at the Faculty of Philosophy, coordinated by the Department of Researchers of the aforementioned institution and that corresponds to the problem: DESIGN OF AN ENGLISH DIDACTIC GUIDE FOR BEGINNER STUDENTS The same has been accomplished with the guidelines and recommendations given by the undersigned. The participant has successfully implemented various constituent stages of the project; by the exposed I proceed to the approval of the Project and to present it in consideration:

Yours faithfully,

[Signature]

CONSULTANT:
MSc. LARRY TORRES
DEDICATION

This project is dedicated to God because it has given me wisdom and has blessed me throughout my academic career.

This project is dedicated to my parents for their constant support in my education to finish my career which will serve me for all my life.

LINDAO LINDAO MARJORIE
DEDICATION

This project is dedicated to my parents who have supported me during my education giving me the opportunity to finish my career and believe that I could make it

This project is dedicated to my parents for their constant support in my education to finish my career which will serve me for all my life.

HERNANDEZ RAMIREZ MARTHA
ACKNOWLEDGEMENT

It is with immense gratitude that I thank for the support and help of my counselo
Msc. Larry Torres Vivar who was a great guide in achieving my educational
project, for his knowledge and patience may God always bless him.

LINDAO LINDAO MARJORIE
ACKNOWLEDGEMENT

It gives me pleasure in acknowledging the support and unconditional assistance of my counselor

MSc. Larry Torres Vivar.

HERNANDEZ RAMIREZ

MARTHA
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**SUMMARY:** This project was developed with the intention of solving a problem that the students of sixth grade, basic education at “Unidad Educativa Dr. Alfredo Baquerizo Moreno” were experimenting during the speaking activities in classes. For that reason we decided to investigate and find a suitable methodology for the improvement of this important ability in order to be able to take dictation in class, pay attention to the teacher’s instructions and be focus in class.

The use of surveys and questionnaires also provided us additional information to create and implement the necessary strategies to correct the problem.

During the implementation of this proposal we also received the help of the directives, teachers and parents.

We also have included a modern theoretical frame, the administrative frame and a wide explanation of our proposal.
REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

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<th>&quot;TÉCNICAS DE MOTIVACIÓN PARA FORTALECER LA HABILIDAD DE HABLAR&quot; PROPUESTA: &quot;DISEÑO DE UNA GUÍA DIDÁCTICA DE INGLÉS PARA ESTUDIANTES PRINCIPIANTE&quot;</th>
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RESUMEN: Este proyecto fue desarrollado con la intención de resolver un problema que los estudiantes de sexto grado, educación básica en la Unidad Educativa Dr. Alfredo Baquerizo Moreno estaban experimentando durante las actividades de oratoria en las clases. Por esa razón, decidimos investigar y encontrar una metodología adecuada para mejorar esta importante habilidad para poder tomar el dictado en clase, prestar atención a las instrucciones del docente y concentrarse en la clase.

El uso de encuestas y cuestionarios también nos proporcionó información adicional para crear e implementar las estrategias necesarias para corregir el problema.

Durante la implementación de esta propuesta también recibimos la ayuda de las directivas, maestros y padres.

También hemos incluido un marco teórico moderno, el marco administrativo y una amplia explicación de nuestra propuesta.

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ABSTRACT

Motivation, Types of Motivation, Importance of Motivation, The Importance of speaking skill in the classroom, The Voice, The posture, The look, The diction, How to Develop the speaking skill in the classroom, Strategies for develop the speaking skill, Using minimal responses, Recognizing Scripts, Using language to talk about language, Motivational Techniques in the classroom, Motivational Techniques to develop the speaking skills, Intonation dialogues, Objective, Open dialogues, Languages, Games, Objectives, Pictures, Description, Miming actions, Listening, Memory Games, Match the feelings, Story Outlines, Puzzles, Vocabulary Brainstorm, Pictionary, Magic Box, Dictation, Lyric matches, Sentence building, Vocabulary building, Games, How to Use Games to Learn English, Epistemological Foundation, Pragmatism, Pragmatism and Education, Pedagogical Foundation, Types of Pedagogy, Teaching Differential, Social Pedagogy, Constructivism, Constructivism And Education, Role of The Teacher, Constructivism In our Project, Sociological Foundation, Social Constructivism, Sociology of Education, Personal Conclusion, Legal Foundation, Contextual Frame, Human Talents, Glossary.

Palabras Claves:

MOTIVATIONAL TECHNIQUES – DIDACTIC GUIDE
ABSTRACT
Motivación, Tipos de motivación, Importancia de la motivación, La importancia de la habilidad para hablar en el aula, La voz, La postura, La mirada, La dicción, Cómo desarrollar la habilidad para hablar en el aula, Estrategias para desarrollar la habilidad para hablar, Usar un mínimo respuestas, Reconocimiento de guiones, Uso del lenguaje para hablar sobre el lenguaje, Técnicas motivacionales en el aula, Técnicas motivacionales para desarrollar las habilidades del habla, Diálogos de entonación, Objetivo, Diálogos abiertos, Idiomas, Juegos, Objetivos, Imágenes, Descripción, Acciones de simulación, Escuchar, Memoria Juegos, Emparejar los sentimientos, Contorno de la historia, Rompecabezas, Tormenta de ideas, Pictionary, Caja mágica, Dictado, Partidos líricos, Construcción de oraciones, Construcción de vocabulario, Juegos, Cómo usar los juegos para aprender inglés, Fundamento epistemológico, Pragmatismo, Pragmatismo y educación, Pedagógico Fundación, Tipos de Pedagogía, Diferencial Docente, Pedagogía Social, Constructivismo, Constructivismo y Educación, Rol del Maestro, Construir activismo en nuestro Proyecto, Fundación Sociológica, Constructivismo Social, Sociología de la Educación, Conclusión Personal, Fundamentos Legales, Marco Contextual, Talentos Humanos, Glosario.

KEY WORDS
TÉCNICAS MOTIVACIONALES - GUÍA DIDÁCTICA
INTRODUCTION

This project was developed with the intention of solving a problem that the students of sixth grade, basic education at “Unidad Educativa Dr. Alfredo Baquerizo Moreno” were experimenting during the speaking activities in classes.

For that reason we decided to investigate and find a suitable methodology for the improvement of this important ability in order to be able to take dictation in class, pay attention to the teacher’s instructions and be focus in class.

The use of surveys and questionnaires also provided us additional information to create and implement the necessary strategies to correct the problem.

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We also have included a modern theoretical frame, the administrative frame and a wide explanation of our proposal.

CHAPTER 1: THE PROBLEM

Location of the problem in context, Conflict situation, Causes and Consequences, Formulation of the problem, Delimitation of the problem, Variables of the investigation, Evaluation of the problem, Objectives of the investigation, General objective, Specific objectives, Questions of the investigation, Justification.
CHAPTER 2: THE THEORETICAL FRAME

Motivation, Types of Motivation, Importance of Motivation, The Importance of speaking skill in the classroom, The Voice, The posture, The look, The diction, How to Develop the speaking skill in the classroom, Strategies for develop the speaking skill, Using minimal responses, Recognizing Scripts, Using language to talk about language, Motivational Techniques in the classroom, Motivational Techniques to develop the speaking skills, Intonation dialogues, Objective, Open dialogues, Languages, Games, Objectives, Pictures, Description, Miming actions, Listening, Memory Games, Match the feelings, Story Outlines, Puzzles, Vocabulary Brainstorm, Pictionary, Magic Box, Dictation, Lyric matches, Sentence building, Vocabulary building, Games, How to Use Games to Learn English, Epistemological Foundation, Pragmatism, Pragmatism and Education, Pedagogical Foundation, Types of Pedagogy, Teaching Differential, Social Pedagogy, Constructivism, Constructivism And Education, Role of The Teacher, Constructivism In our Project, Sociological Foundation, Social Constructivism, Sociology of Education, Personal Conclusion, Legal Foundation, Contextual Frame, Human Talents, Glossary.

CHAPTER 3: METHODOLOGY

Antecedents, Modality of the investigation, Field research, Action investigation, Applied Research, Types of investigation, For its Application, For it is Nature, Quantitative Research, Qualitative Research, For its nature, Levels of the investigation, Level 1: exploratory, Level 2: descriptive, Level 3: explanatory, Procedures of the investigation, Instruments of the investigation, Methods, Types of methods, Direct observation, Inductive Method, Deductive Method, Heuristic Method, Scientific Method, Techniques, Types of techniques, Survey, Interview,
CHAPTER 4: ANALYSIS OF RESULTS
Analysis of results, Analysis of results and statistics, Conclusions, Recommendations

CHAPTER 5: THE PROPOSAL
Antecedents, Justification, Summarizing the diagnostic, The fundamental problem, Importance, Feasibility, Objectives of the proposal, General objective, Specific objectives, Description of the proposal, Application, Activities, Outlining, Instruments to Use, Contributors, Location, Materials, Legal Aspect, Pedagogical aspect, Psychological aspect, Sociological aspect, Vision, Mission, Policies, Beneficiaries, Social impact, Glossary.

ANNEXES
Glossary, Bibliographies, Documents, Surveys and interviews, Gantt’s diagram, The Administrative frame, Photos, Didactic guide.
CHAPTER 1
THE PROBLEM

LOCATION OF THE PROBLEM IN CONTEXT
Teaching English in the world is now viewed as a necessity for every aspect of daily life, especially for the people who want to get success.

Although not as frequently discussed as other aspects of reform, motivation is a crucial part of a student’s experience from preschool onward.

Motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they’re struggling, how much they attempt to engage or disengage their fellow students from academics, how they perform on assessments and so on. Hardly any aspect of the school environment is unaffected.

That is why, most students from public schools cannot reach a satisfactory level of proficiency since their traditional textbooks do not offer the opportunity to learn the contents in a different way or develop the communicative language skills efficiently and because of the lack of electronic devices they cannot listen to a CD with dialogues, readings and pronunciation drills performed by real native speakers.

And when teachers always use the same methodology, they may become predictable and, perhaps, less interested for their students, creating lack of understanding class, inefficient communicative competence, lack of attention and behavioral problems in class.
That is why the use of new motivational strategies becomes a necessity to enables learners to promote their communicative competence and study other aspects of the language such as structure, pronunciation and culture.

1.1.2 CONFLICT - SITUATION

The following educative project analyzes some difficulties that the students of sixth grade, basic education at “Unidad Educativa Dr. Alfredo Baquerizo Moreno” located in Guayaquil are experimenting during the language learning process.

The use of traditional methodology to teach the English contents and the lack of innovative didactic resources to present the information visually has caused serious learning problems that have been affecting the students in different ways.

The institution has different classrooms for teaching purposes but they do not have a language laboratory to present the contents through videos or songs and as a result, the students do not have the chance to listen to new words and expressions pronounced by real native speakers,

Besides the students do not have an official English textbook to do the exercises in class or at home and the teachers just use copies from different books and sources therefore they cannot study the contents in a logical sequence.

In addition, the lack of modern electronic devices due to financial problems in the school does not permit to improve pronunciation, develop fluency, take dictation or understand the teacher’s orders and explanations.
The lack of time is another problem because the students just receive English occasionally, and when they do not have supervision of their activities at home, they do not present homework or study their lessons, producing a deficient scholastic accomplishment.

That is why it is necessary to use new motivational strategies to provide more vocabulary, listening practice, conversations and other type of activities to present the language in a different way, avoiding repetition of the same activities year-by-year and inefficient communicative competence.

**CAUSES AND CONSEQUENCES**

**Chart 1**

<table>
<thead>
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<th>CAUSES</th>
<th>CONSEQUENCES</th>
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<tbody>
<tr>
<td>Traditional methodology</td>
<td>Lack of interest for the subject</td>
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<tr>
<td>The book does not provide extra practice for listening development</td>
<td>The learning process is not developed correctly</td>
</tr>
<tr>
<td>Ludic activities in the classroom are not often used to present the contents in a different way</td>
<td>Classes become repetitive and make the students to get bored</td>
</tr>
<tr>
<td>Their tasks are not supervised efficiently at home</td>
<td>Students do not do homework or study their lessons</td>
</tr>
<tr>
<td>External noise and other distractions</td>
<td>Lack of concentration to study the lessons</td>
</tr>
<tr>
<td>The institution does not have a language laboratory for the English classes</td>
<td>The students cannot watch videos or listen to music</td>
</tr>
<tr>
<td>Classrooms with lots of students</td>
<td>The students cannot participate in class constantly</td>
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**SOURCE:** “Unidad Educativa Dr. Alfredo Baquerizo Moreno”

**RESEARCHES:** Lindao Lindao Marjorie and Hernandez Ramirez
FORMULATION OF THE PROBLEM
How does the lack of effective motivational techniques affect the language learning process of the students of six grade basic education at “Unidad Educativa Dr. Alfredo Baquerizo Moreno”?

DELIMITATION OF THE PROBLEM
Field: Educational - Primary Level
Area: Foreign Language: English
Aspect: Elementary Public School Institution.
Topic: Motivational techniques to strengthen the speaking skill
Proposal: Design of an English didactic guide for beginner students

VARIABLES OF THE INVESTIGATION
Independent
Application and design of motivational techniques

Dependent
Improvement of the speaking ability

EVALUATION OF THE PROBLEM
Delimitation
This project is delimited because it will be done with the students of six grader basic education at “Unidad Educativa Dr. Alfredo Baquerizo Moreno”, which is located in Guayaquil

CLEAR
This project will be written using a standard terminology to make the understanding of the contents easy. In addition, there will be a glossary of important terms.

SEPECIFIC
It is specific because we have identified the problem, selected the different learning theories and the necessary information to fulfill the objectives.
FEASIBLE
It is feasible because we have the collaboration of the director, teachers, students and parents, who have given us their support to complete this work

RELEVANT
With the application of this project we will use relevant topics, strategies, dynamics and games to raise the motivation of the students

ORIGINAL
Our project is original because nobody has performed this research in this institution before

EVIDENT
The problem presented in this research is evident because it is causing inefficient communicative competence

OBJECTIVES OF THE INVESTIGACION
GENERAL
To innovate the teaching leaning process by means of motivational techniques the speaking skill of the students of 6th grade basic education at Unidad Educativa Dr. Alfredo Baquerizo Moreno.

SPECIFICS
- To design a booklet with new strategies and dynamics
- To select strategies according to the level of the students
- To encourage teachers to create a pleasant atmosphere in class
- To promote students’ participation in class
- To present new strategies to call the students’ attention
- To elaborate the necessary didactic material
- To find new learning theories for teaching English efficiently
QUESTIONS OF THE INVESTIGATION

- What are the causes of the problem?
- What learning theories will be used in this project?
- What methodology will be used?
- What kind of motivational strategies will be used in our proposal?
- How will the pronunciation be improved?
- What type of exercises will be used in our proposal?

JUSTIFICATION

Teachers, researchers and psychologists have considered the use and importance of a good motivation in class because it helps to assimilate the lessons and retain information.

Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act and it involves the biological, emotional, social and cognitive forces that activate behavior.

That is why our intention is to generate a process of change, placing the English language as a valuable tool in our society and the use of these new learning strategies will modernize the language practice and raise the interest and impetus of the students.

The second beneficiaries will be the teachers because they will receive a didactic guide with games, songs and other activities to improve their teaching ways and increase their motivation to work efficiently.

Finally, the linguistic elements of this research will benefit the institution because our proposal can be used as a guide for other students, courses and schools.
CHAPTER II
THE THEORETICAL FRAME

MOTIVATION
It come from the Latin words “motus or motio” which means movement and is the biological, emotional, cognitive, or social force that activates and directs behavior, it is said to be intrinsic or extrinsic. Some teachers confused motivation with emotion; they are related but are not the same.

The definition of motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behavior. Motivation is present in every life function. Simple acts such as eating are motivated by hunger. Education is motivated by desire for knowledge. Motivators can be anything from reward to coercion.

It is also a psychological process that is to awaken the interest, curiosity and willingness of the learner. Motivation is important in every aspect of our lives.

TYPES OF MOTIVATION
There are two main kinds of motivation: intrinsic and extrinsic:

INTRINSIC MOTIVATION: It is internal. It occurs when people are compelled to do something out of pleasure, importance, or desire.

INTERNAL MOTIVATION: It is the inner strength that drives them to learn and do something to satisfy a curiosity, need or interest, is to achieve the student learning must be motivated to do their intellectual work, it must be internal energy, desire and interest to learn
EXTRINSIC MOTIVATION: It occurs when external factors compel the person to do something. However, there are many theories and labels that serve as sub titles to the definition of motivation. For example: "I will give you a candy bar if you clean your room.

EXTERNAL MOTIVATION: It is the external force that drives the person who teaches learning arouses interest, curiosity and creativity of learners, teachers, fellow students, parents, and others.

IMPORTANCE OF MOTIVATION
The importance of motivation for students in learning institutions, schools, universities and organizations normally keep their students and employees motivated to carry out their work to the best of their ability (Osiki, 2001).

Motivation is the fuel that drives a person to fulfill their goals, wants, and needs. The importance of motivation should be learned as soon as possible to create a fulfilling life. Getting motivated is easy, and even fun.

Motivation is a critical component of learning. Motivation is important in getting students to engage in academic agricultural activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposed to.

THE IMPORTANCE OF SPEAKING SKILL IN THE CLASSROOM
Both students and teachers must build a strong rapport in order to create an effective learning environment. Teachers should set an excellent example in their speaking and listening skills, and should hold their students accountable for the same behavior. Some important listening and speaking skills are enunciation, projecting and active listening. In classes where these skills are hard to come by, try games and exercises in order to improve listening and speaking skill.
Tongue twisters can be an effective way to help students become better English speakers in the speech, taking us a few minutes to write some tongue twisters on the board and would work in this way, teacher and students.

It is important to integrate the culture of the English language and traditional 4 skills in the classroom in order to provide ideal conditions for language learning through materials organized thematically coherent and meaningful information, developing the capacity of students to process the material challenging, and reinvestment of knowledge in a sequence of progressively more complex tasks.

The four traditional language skills are essential components of English classes, and are sufficient to help our students become communicatively competent. In other words, are sufficient skills to enable students to use appropriate language system under any circumstances.

The oral expression serves as a tool to communicate about objects or processes external to it. Keep in mind that in certain circumstances oral expression is broader than speech and paralinguistic elements required to complete its final significance.

So this not only implies an adequate knowledge of the language, but also includes several non-verbal elements.

**Mentors**

Fillmore (1979: 93) identifies four different abilities that might be subsumed under the term Fluency: a) "the ability to talk at length with few pauses", b) "the ability to talk in coherent, reasoned, and “semantically dense” sentences, c) the ability to have appropriate things to say in a wide range of contexts.
**The voice:** The hearing image has a great impact for the audience. Through the voice can convey feelings and attitudes. It is important, above all, avoid a faint voice, barely audible, or a hoarse voice, too shrill, both extremes will produce discomfort and disinterest. On the contrary, we must develop the skill to give color and interest to what was spoken by the volume and tone of voice. The voice and gesture can highlight an idea or underline key points of the speech.

**The posture:** It is necessary that the teacher establish closeness with his audience (students). So, avoid rigidity and reflect serenity and dynamism. If one is to speak up, it is advisable to take a strong stance, upright. If, however, is to talk sense, it is preferable to assume an executive position with the spine very straight and the lower portion of the trunk leaning against the back of the chair.

**The look:** Of all the nonverbal components, the look is more important. Eye contact and gaze direction are essential for the audience feel welcome. The eyes of the speaker should reflect serenity and friendliness. It was necessary to look at each and every one of the recipients, or should be covered in a comprehensive and individual auditorium. Look at the floor, ceiling or window denote insecurity or fear and therefore should be avoided.

**The diction:** As stated above, the speaker must have a good command of language. Such knowledge involves an adequate command of the pronunciation of words, which is necessary for understanding the message. When speaking, you have to breathe easy, to project the voice and master the emphasis of intonation. We must not, on the contrary, cry and fall in the repetition of buzzwords like "green" or "this".
Conclusion
The aim for the English learner is to speak in class, interacting with the teacher and partners. It is really important to develop this skill through the techniques that the teacher can use like repetition, singing, answering questions etc.

HOW TO DEVELOP THE SPEAKING SKILL IN THE CLASSROOM
The objective of this project is to the methods and techniques for developing speaking skills among EFL students in the sixth basic classroom.

To develop speaking skills in English in the classroom, we will begin with warm-up activities that will help us to have a friendly and reliable with students as they need to develop the four basic skills such as listening, speaking, reading and write.

English teachers in the classroom are the most important source for students; we encourage fluency in everyday practice, to achieve good speech. The speed and the way we talk about teachers in a classroom, will directly affect students' ability both to understand and copy.

It takes constant practice with guided exercises and activities using the language, to improve speech skills., The teacher has to prepare daily activities designed to improve students' different abilities, and in this way have a very good fluent in English. Any student or person, who has made a serious attempt to learn to speak a language, knows that it takes much practice to develop speaking skills and have a good flow. The teacher will guide and show the students to improve their performance. This should be the role of language teacher - always busy, always providing activities that challenge students to be required every day more and more their academic performance.
Preparing students to be ready for the speaking of English is not a task that can be achieved at any moment. This is a process that starts as soon as students begin to learn the language work as a teacher is to guide them from the beginning, with the creation of activities that allow them to learn at a pace that can succeed.

This does not mean that students recite the words or phrases at random throughout the lesson, this means that the teacher has planned, has been able to develop the program as he wanted in the classroom and students who are "playing "the game, that is, speaking only English, including interactions student - student, creating a pleasant and motivating each other in the classroom.

Teachers should always design activities that allow students to speak and practice with their partners.

**STRATEGIES TO DEVELOP THE SPEAKING SKILL**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

**1. Using minimal responses**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking.
One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognizing scripts
Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language
Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever
the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

The strategies that the teacher should use should be interesting and should capture the students’ attention. In the class of young students, these activities are often focused on songs, poems, songs, plays, stories, games and total physical response. The games are good teaching tools that can be used to develop student learning.

Teachers should note that songs can develop language skills, providing enjoyment and fun in the classroom, the appearance of the satisfaction of learning the language through songs is directly related to affective factors.

The songs are one of the methods that achieve affective filter and promoting language learning English, and can be used to present a topic, creating a comfortable atmosphere and bring variety and fun with learning.

Teachers should choose activities that improve student learning and avoid boredom in class. Learning should be fun to create a cozy atmosphere, because the teacher has somehow become interesting activities for students. Therefore, we conclude that the interesting and fun strategies can be used to promote speaking in the classroom.
If strategies are motivating and engaging to the student's goals and interests, then you can have a positive impact on their speech.

**MOTIVATIONAL TECHNIQUES IN THE CLASSROOM TECHNIQUES:**

It is a systematic procedure, formula or routine by which a task is accomplished.

**MOTIVATIONAL TECHNIQUES TO DEVELOP THE SPEAKING SKILL**

In our proposal we used the following techniques to develop the speaking skill.

**1- INTONATION DIALOGUES**

**Objective.-** To be made aware of the different forms English intonation takes in relation to the grammar of the language and the attitudes conveyed by the speaker.

**Open Dialogues**

This game often leads to practice in responding to conversational cues but no to initiating conversation.

For a controlled open dialogue, make a cloze-like dialogue. Where you write down part of each student`s dialogues but leave in the dialogue for each student to fill in.

- **This man ▼ my father. He ▼ a teacher. His name ▼ Fred. He loves his job a lot. I and my dad ▼ really good friends. He ▼ very funny.**

- **This is Jack. He ▼ my brother. Jack ▼ 14 years old. His hobby ▼ playing the guitar. My brother has brown hair and black eyes. He ▼ short. Jack ▼ a tall boy.**
2- LANGUAGES GAMES
This game addresses students’ listening skills and tests their understanding of numbers, which is often an important part of language teaching materials.

Objective: To offer students a fun-filled and relaxing learning atmosphere. Also learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way. The task is described as follow:

What is the number?
Display a crossword game with the numbers from 1 to 100. Participants use the four basic operations (addition, subtraction, division and multiplication) to compute a simple mathematical equation provided orally by the instructor. They call out the correct answer as soon as possible.

3- PICTURES DESCRIPTION
Objective:-To learn take turns for miming representations, while the other students guess the term being the mimic.

Miming actions
The senses, letters of any alphabet, or numbers of any kind, are not allowed (it is the intent of this rule to prevent teams from inventing alphabets, codes, etc.). The following are acceptable symbols: arrows, a minus sign “-” to shorten a word, a plus “+” to lengthen a word (e.g., in response to “refract” from a team member, a “+” can be used to elicit the word “refraction”). All other symbols are not permitted unless they represent the word(s) given, (e.g., a circle for the word sun in a solar eclipse).
4- LISTENING MEMORY GAMES

Objective: Identify various matching sound in this memory matching game.

Match the feelings
Create a strong mental image that they are listening to the teacher and try to match the same picture to the word.
We can use feeling, emotions, relative members, senses, numbers, dressing.

5- STORY OUTLINES

Objective: To provides a link with the real live to the topic of the class.

Puzzles
This kind of game is to discover in any direction (horizontally, vertically or diagonally) (left, right, up, down). The students will develop the listening skill so they discover the word, picture or topic

6- VOCABULARY BRAINSTORM

Objective: To introduce the vocabulary related to topic of the class and generate questions about the topic.

Pictionary:
It is the ability to define a word.
You can use different word related to the topics such as sports, food, daily routing, and preposition of the places.

7- MAGIC BOX
Objective: To construct thoughtful and detailed hypothesis based on observations and research.
You can use real material: transportation, food, animals.
Using real object is better than using pictures. In the classroom or they can bring it in the school bag.

8- DICTATION
Objective: To demonstrate grammar in context and facilitate basic conversations.
Picture dictation
Provide recreation such as a sketch, Pictionary.
Recognize different sound and intonations or variations.
You can use animals, days of the week, part of the house.
9- LYRIC MATCHES

Objective: To develop the listening and reading skills in the students.

Songs: The students are highly motivated by song-based activities, which they perceive to be fun. Repetition in songs can aid long-term memory. The rhythmical aspect of music also aids rote memorization.

10- SENTENCE BUILDING

Objective: To try to test the grammar variation from your response in order to revise the unit or topic.

Match

- To identify different topics and what they do.
- Discuss about the topic using activity sheets included in the lesson or unit.
- You can use basic vocabulary, the animals, comparative, adverbs of frequency.
VOCABULARY BUILDING: DEFINITION

It refers to all the words in a language, or a special group of words. Studying flash cards and making an effort to integrate new words into your everyday speech is a great way to expand your vocabulary.

A vocabulary is a set of words known to a person or other entity, or that are part of a specific language.

The vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences.

Increasing the size of one's vocabulary, also called vocabulary building, is generally considered to be an important part of both learning a language and improving one's skills in a language in which one is already proficient.

GAMES: DEFINITION

A game is a recreational activity involving one or more players, defined by: a) a goal that the players try to reach, and b) some set of rules that determines what the players can do. Games are played primarily for entertainment or enjoyment, but may also serve an educational or simulation role.

Games can involve one player acting alone, but more often involve competition among two or more players (students).

Philosopher David Kelley, in his popular introductory reasoning text The Art of Reasoning, defines the concept "game" as "a form of recreation constituted by a set of rules that specify an object to be attained and the permissible means of attaining it."
These are motivating tools to encourage students to interact in class. By using games we can check what the student’s knowledge is. A game is basically play governed by rules. A language game is exactly the same but with clear linguistic rules to which all participants in the activity must conform.

There are many pedagogical games we can employ in the classroom such as: Guessing, dictate, miming, spelling games, tongue twister practice, conversations, role plays, etc.

**HOW TO USE GAMES TO LEARN ENGLISH**

Games are used to teach and to learn English to liven up lessons and create a relaxed learning atmosphere where students feel confident to practice new language skills.

The games provide alternative ways of learning Basic English vocabulary and take the form of board games, written games such as word searches or crossword puzzles, or action and role-playing games.

In order to create a positive learning experience, teachers link games with the curriculum or syllabus and make sure students understand what they will learn from the game.
EPISTEMOLOGICAL FOUNDATION

Epistemology is the science of human knowledge and the way the individual acts to develop their structures of thought. The work of epistemology is large and is also related to the justifications that humans can find their beliefs and types of knowledge, studying not only their methods but also its causes, its goals and intrinsic elements. Epistemology is considered one of the branches of philosophy.

For Piaget, epistemology is the study of the passage of the smaller states of knowledge to the states of a more advanced knowledge, wondering Piaget, how to know the subject (as one moves from one level of knowledge to another), the question the process is and not what is that knowledge itself (Cortes and Gil 1997).

To Ceberio and Watzlawick (1998), the term derives from the Greek episteme epistemology which means knowledge. And it is a branch of philosophy that deals with all the elements that seek to acquire knowledge and research foundations, limits, methods and validity.

From the Greek "episteme" which means knowing reflective, and "logos" which translates as discourse, epistemology is the theory of scientific knowledge, which takes its real expression from the heyday of the Renaissance and the Enlightenment.

Epistemology is also a branch of philosophy that asks and investigates the methods used in science knowledge, in order to find a method universally worth. Also discusses the origin of scientific knowledge, its causes, its objectives, its possibilities and limits, relations between the various sciences, common principles and the relationship between theory and practice of science.
PRAGMATISM
It is a practical, matter-of-fact way of approaching or assessing situations or of solving problems. It is an American movement in philosophy founded by C. S. Peirce and William James and marked by the doctrines that the meaning of conceptions is to look for in its practical implications that the function of thought is to guide action and that truth is preeminently to examine through the practical consequences of the belief.

PRAGMATISM AND EDUCATION (PHILOSOPHY)
Philosophy of education can refer to either the academic field of applied philosophy or to one of any educational philosophies that promote a specific type or vision of education, and/or which examine the definition, goals and meaning of education.

As an academic field, philosophy of education is "the philosophical study of education and its problems...its central subject matter is education, and its methods are those of philosophy".

The philosophy of education may be either the philosophy of the process of education or the philosophy of the discipline of education. That is, it may be part of the discipline in the sense of being concerned with the aims, forms, methods, or results of the process of educating or being educated; or it may be multidisciplinary in the sense of being concerned with the concepts, aims, and methods of the discipline."

As such, it is both part of the field of education and a field of applied philosophy, drawing from fields of metaphysics, epistemology, axiology and the philosophical approaches (speculative, prescriptive, and/or analytic) to address questions in and about pedagogy, education policy, and curriculum, as well as the process of learning, to name a few.
For example, it might study what constitutes upbringing and education, the values and norms revealed through upbringing and educational practices, the limits and legitimization of education as an academic discipline, and the relation between educational theory and practice.

Instead of being taught in philosophy departments, philosophy of education is usually housed in departments or colleges of education, similar to how philosophy of law is generally taught in law schools.

The multiple ways of conceiving education coupled with the multiple fields and approaches of philosophy make philosophy of education not only a very diverse field but also one that is not easily defined. Although there is overlap, philosophy of education should not be conflated with educational theory, which is not defined specifically by the application of philosophy to questions in education.

Philosophy of education also should not be confused with philosophy education, the practice of teaching and learning the subject of philosophy.

Philosophy of education can also be understood not as an academic discipline but as a normative educational theory that unifies pedagogy, curriculum, learning theory, and the purpose of education and is grounded in specific metaphysical, epistemological, and axiological assumptions.

These theories are also called educational philosophies. For example, a teacher might be said to have a perennials educational philosophy or to have a perennials’ philosophy of education.

We use the pragmatism as a practical, matter-of-fact way of approaching or assessing situation or of solving problems. However, we might wonder why people insist on doing things and using processes that do not work.
**PEDAGOGICAL FOUNDATION**

Pedagogy is the discipline that organizes the educational process of every person, emotionally, physically and intellectually taking into account the cultural aspects of society in general.

Pedagogy is the art of educating and teaching children. It is also the discipline that is responsible for regulating the educational process and referred to as the correct use of teaching strategies and the art or science of teaching; the instruction in teaching methods.

Pedagogy literally means the art and science of educating children and often is used as a synonym for teaching. More accurately, pedagogy embodies **teacher-focused** education. In the pedagogic model, teachers assume responsibility for making decisions about what will be learned, how it will be learned, and when it will be learned. Teachers direct learning.

Pedagogy is the art or science of teaching. The word comes from the ancient Greek pedagogue, the slave who took little boys to and from school as part of paideia. The word “paideia” refers to children, which is why some like to make the distinction between pedagogy (teaching children) and (teaching adults).

**WHY IS IT IMPORTANT?**

We believe it is important to put a focus on pedagogy not only as part of our remit to ‘contribute to improving standards of teaching and learning’ but to celebrate the considerable expertise and judgment’s teachers employ on a daily basis. It’s at the heart of teacher professionalism.

Pedagogy is the discipline that organizes the educational process of every person, emotionally, physically and intellectually taking into account the cultural aspects of society in general.
Pedagogy is the discipline that is responsible for regulating the educational process as well as solves problems that arise because of the education wing appearance.

**Pedagogy** literally means the art and science of educating children and often is used as a synonym for teaching. More accurately, pedagogy embodies **teacher-focused** education. In the pedagogic model, teachers assume responsibility for making decisions about what will be learned, how it will be learned, and when it will be learned. Teachers direct learning.

**TYPES OF PEDAGOGY**

1- **TRADITIONAL EDUCATION**

Traditional pedagogy is one in which all knowledge is transmitted in the child and their learning is in the machining without any changes or transform it into an analytical and reflective be picky.

2- **TEACHING DIFFERENTIAL**

It stands, therefore, the need for individualization of instruction in any defined group. This will highlight the development of a teaching model / student-centered learning, especially in those aspects related to the analysis of the effectiveness of instructional strategies aimed at taking the adaptation of education to the individual human differences.

3- **SOCIAL PEDAGOGY**

It is the theoretical and practical science is the study of social education, both as individual’s standardized individuals or groups with maladjustment problems, marginalization and social exclusion, using strategies of prevention, care and social reintegration or the satisfaction of needs covered by basic human rights.
CONSTRUCTIVISM

Constructivism is a theory of knowledge that argues that humans generate knowledge and meaning from an interaction between their experiences and their ideas. During infancy, it was an interaction between human experiences and their reflexes or behavior-patterns. Piaget called these systems of knowledge *schemata*.

Constructivism is not a specific pedagogy, although it is often confused with constructionism, an educational theory developed by Seymour Papert, inspired by constructivist and experiential learning ideas of Jean Piaget. Piaget's theory of constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements.

CONSTRUCTIVISM AND EDUCATION (PHILOSOPHY)

In the constructivist classroom, the teacher serves as a guide for the students in their learning journey. The constructivist theory of pedagogy places the student's active experiences at the center of the teaching event, focusing on knowledge construction instead of knowledge reproduction. Constructivist education highlights the use of real-world contexts and activities to facilitate the students' education.

ROLE OF THE TEACHER

In the constructivist classroom, the teacher acts as a facilitator of knowledge acquisition. Interacting extensively with the students, the teacher provides a supportive environment for the children to develop process, attitudes and skills. The teacher actively encourages the students, who work primarily in groups, to ask questions and contextualize their own learning experiences.
Constructivist teachers encourage and teach to all learning styles, attempting to improve the students’ learning experience by developing an understanding of how each individual student learns. The teacher's responsibilities to evaluate students' performances are interwoven throughout the entire teaching process.

**CONTRUCTIVISM IN OUR PROJECT**
Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become “expert learners.” This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn HOW TO LEARN

**SOCIOLOGICAL FOUNDATION**
It is the social science that studies collective phenomena produced by the social activity of humans within the historical and cultural context in which they are immersed.

Mannheim, defines sociology as The science that deals with the fact of man's sociability as an aspect of his being and existence, taking into account the different ways in which men are grouped or merely related, trying to be explained by different means the causes, manifestations and consequences of these aggregates and those human relations.

The main purpose of sociology is the scientific understanding and explanation of social reality. Since in this situation there are institutions, associations, social groups formed by men, sociology deals with each other. It deals with man, but unlike other disciplines, not physiological or psychological appearance but in its social dimension. Man is not born alone but within a family, a community.
Etymologically, is formed by two words: Socius = Society and logos = study or science. Sociology is the science of society, or is the science of society as a whole.

**SOCIAL CONSTRUCTIVISM**

Social Constructivist scholars see learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence the importance of encouraging guesswork and intuitive thinking in learners. One of the most obvious places that the impact of social constructivist theories can be seen is in the design and organization of classrooms.

Social constructivism encourages the learner to arrive at his or her own version of the truth that’s why through our project we want to reach the students being an important part of a new culture which is the English culture.

The influence of constructivism in education today can be seen in a variety of social constructivist applications are commonly found in schools through the widespread use of cooperation and collaborative teaching strategies such as: Teams, Games, Tournament.

It is not enough the knowledge of a Foreign language to achieve the communication with success. Even, to understand in a right way the acting out skill is necessary to take into account extra linguistics elements of the communicative event.

This philosophical foundation considers sociologically that the success of the Educative communicative take not root in that the learning is a social interaction in which the participants carry out a role or status the docents
teach meanwhile the students learn. It is important not to forget that when we act in a society, we put in practice our socio-cultural knowledge and our prior-experience for filling in blanks that aren´t given by the teachers but by the experience.

SOCIOLOGY OF EDUCATION
The sociology of education is a discipline that uses the concepts, models and theories of sociology to understand the social dimension of education. It has been cultivated by sociologists who have had a growing interest in education and the teachers who have gone to appeal almost exclusively to psychology, to balance it, and sociology.

Emile Durkheim, one of the fathers of sociology, is considered the founder of the discipline with his work education and sociology, education: its nature, role and pedagogical developments in France, published after his death in 1917.

The sociology of education must be distinguished from social pedagogy, which is a pedagogical discipline aimed at social education of man, and educational sociology intended primarily moral, has been to improve the conduct of man as social being and turn to improve society.

PERSONAL CONCLUSION
For successful communication, students require more than the formal ability to present well and a range of formulaic expressions. Successful communication is context dependent; the oral communication reflects the persistent and powerful role of language and communication in human society. However the communication is a dynamic interactive process that involves the effective transmission of facts, ideas, and thoughts.
Communication is an exchange of meaning and understanding. Meaning is central to communication. Communication is symbolic because it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication.

Communication is an interactive process. The two communication agents involved in the communication process are sender and receiver both the communication agents exert a reciprocal influence on each other through inter-stimulation and response.

**LEGAL FOUNDATION**
The regulation to develop the design and execution of educative projects was approved in session of the Honorable Directive Council on January 15th, 1999 and ratified on February 9th of the same year. The Directive Council arranged that the educative projects must be performed until by two under-graduates. Among the objectives of the regulation, we have:

- To design and execute the educative projects by applying the scientific method to contribute the improvement of the education quality
- To contribute the integral, harmonic and permanent development of the future professionals
- To guarantee the research through technical resources to make an efficient investigation

**CONTEXTUAL FRAME**
Our project is going to be applied with forty five students of sixth grade basic education of Dr. Alfredo Baquerizo Moreno School which is located in Guayaquil. The Institution has two floors cement building: On the first floor there is a D.O.B.E, department, a computer lab and eleven classrooms.
On the ground floor there are restrooms for boys and girls, two toilets for teachers, a bar, a playground, a hall, the director’s office, a recreational area for pre elementary kids, a resource room, a chemistry lab, a medical department, and other eleven classrooms.

**HUMAN TALENTS**
This institution is administrated by Lcda Dolores Coello de Cruz who is the director of the school. There are forty five teachers. The school has one thousand two hundred students and the activities are carried out in the morning.

**GLOSSARY**

**ACTIVITIES:** This is a group of tasks that are intended to fulfill the different aspects to carry out.

**APPROACH:** The pedagogical approach his to draw attention or interest of an issue or problem from a few assumptions to try to resolve it correctly, so the teacher puts it clearly, this serves to educate or teach the specific item to be treated.

**AUDIOVISUAL:** Pertaining to methods of education and training that make use of both hearing and sight.

**BEGINNERS:** A person who has just started to do or learn something; novice.

**CROSSWORD:** It is a game. Modern crosswords take the form of a square grid of black and white squares; the
aim is to fill the white squares with letters, forming words reading across and down, by solving clues which yield the words. The black squares have no letters, and are used to separate words. Squares in which answers begin are numbered, left to right, top to bottom.

**DEVELOPMENT:** Determination of the best techniques for applying a new device or process to production of goods or services

**EFFICIENCY:** Rational use of the means that count toward a predetermined goal is the requirement to avoid or cancel extravagance and error.

**EPISTEMOLOGY:** A theoretical discipline, analytical, which aims to study scientifically valid knowledge procedures and components.

**FLASHCARD:** Card with a picture or word on it used as cue.

**FOSTER:** To have an activity or something else develops or increases in intensity

**GAME:** This is a free action, developed in time and space, with tension and feelings of joy, accepting rules in free form

**GRAMMAR:** The science which treats of the principles of languages; the study of forms speech, and their relations to one another, the art concerned with
the right use and application of the rules of a languages, in speaking or writing.

**GROUP WORK:** An activity, usually communicative, done by groups of three or more People.

**IMPROVE:** To bring into a more desirable or excellent condition; make better.

**LEARNING:** Process by which an individual acquires skills or practical skills, includes news content, or adopts new strategies of knowledge and /or action.

**LUDIC:** Most of investigators are considered participatory teaching techniques, being a process of interaction between teacher and students, aimed at developing knowledge and skills, contributing to the achievement of motivation.

**METHOD:** Procedure followed to find the truth and teach something to do with order

**MOTIVATION:** Structure invented by psychologists to explain the departure point, direction, integrity and consistence of the human conduct oriented toward an objective.
PARTICIPATION: The act of sharing in the activities of a group; the teacher tried to increase his students’ engagement in class activities.

PHONEMIC: Refers to the characteristic of a one to one correspondence or Phonemes (sounds) and graphemes (letters).

RESOURCES: Something that can be used for support or help.

SEMANTIC: The study of the development and changes of the meaning of Speech forms. Semantics is also a study of the process by which meaning is derived from symbol, signs, text, and other meaning-bearing forms.

SKILLS: It is the ability and skill to do something, this is obtained as innate or acquired or perfected, by learning and practice.

STRATEGY: It is the art of directing operations to achieve an objective.

TECHNIQUE: It is the way and the means we use to get to the end proposed.

TEACHING: Teaching is an event organized jointly by the interaction of 3 components: a teacher or teaching one or more students or learners and the object of knowledge.
CHAPTER III
THE METHODOLOGY

ANTECEDENTS
The methodology involves interaction between the researcher and his or her subject, as well as his or her data. Action research is more qualitative in nature and is outcome based in that it aims to improve the methods used in educational, social science, community, and other settings.

Also known as participatory research, it calls for insight, reflection, and personal involvement with the topic being explored. Action research is conducted in real world settings by the people directly involved with the problem or situation being investigated.

A classic in its field, research methods in education retains the clear, concise writing style and organization that has made the book so popular. It helps with the evaluation of research literature as well as the mastering of research methodology. It emphasizes the rationale for commonly used research procedures and their applications.

MODALITY OF THE INVESTIGATION
FIELD RESEARCH
It deals with the creation and collection of actual and authentic information by using methods such as face-to-face interviewing, surveys, and direct observation.

This investigation is going to collect information from 45 students of 6th grade, directives and teachers at “Unidad Educativa Dr. Alfredo Baquerizo Moreno”
ACCORDING TO THE EVIDENCE

ACTION INVESTIGATION:

It is often used to improve the quality of an organization and its performance. This action research has the potential to generate genuine and sustained improvements in schools.

It gives educators new opportunities to reflect on and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with fellow team members; and to make decisions about which new approaches to include in the team's curriculum, instruction, and assessment plans.

ACCORDING WITH THE OBJECTIVES

APPLIED RESEARCH

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

This research is applied because it intends to solve problems with the English listening skill providing interactive didactic materials with audio visual exercises.

TYPES OF INVESTIGATION

FOR ITS PURPOSE:

It is an applied research because action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular school operates, how they teach, and how well their students learn.
This information is gathered with the goals of gaining insights, developing reflective practice, effecting positive changes in the school environment, and improving student outcomes and the lives of those involved.

**FOR ITS APPLICATION**

*It is a feasible research* because we have the support of the authorities of the institution, the assistance of the teachers, the help of the students, and the necessary resources to diagnose the causes and consequences of the problem and provide a possible solution through our proposal.

**FOR ITS NATURE**

**QUANTITATIVE RESEARCH**

It is a research method based on the methodological principles of positivism and logical positivism and development that adheres to strict design standards before beginning the investigation. The objective of this research is to study the quantitative properties and phenomena and their relationships to provide a way to establish, develop, strengthen and review the existing theory. Quantitative research develops and uses mathematical models, theories and hypotheses that concern natural phenomena.

**QUALITATIVE RESEARCH**

It is an interpretive research generates theories, hypotheses. It is subjective phenomenological research (by introspection) of interactionism, symbolic, interpretive, voluntaristic human nature because human beings possess a will to act and create the environment. It is holistic, flexible and resourceful in the development and reformulation, with such modifications as are necessary.
FOR ITS NATURE

It is exploratory and descriptive research because as teachers we have the mission of solving English educational problems providing explanations and describing methods and techniques for that purpose.

LEVELS OF THE INVESTIGATION

LEVEL 1: EXPLORATORY
The investigation is exploratory because its objective is to clarify concepts and establish references in order to get contact with the investigated phenomena and facilitate the formulation of the problem.

LEVEL 2: DESCRIPTIVE
The second level of this investigation is descriptive because analyzes the causes of a problem and its consequences.

LEVEL 3: EXPLANATORY
In the third level the investigation is explanatory because it describes the characteristics and the relationship with the element and components of the object to be studied. This description served to identify some characteristics and elements of the problem.

PROCEDURES OF THE INVESTIGATION

1- Formulation of the problem
2- Elaboration of the theoretical frame
3- Design of the investigation
4- Selection of the sample
5- Application of the instruments of investigation
6- Analysis and interpretation of results
7- Conclusions and recommendations
8- Elaboration of the proposal
INSTRUMENTS OF THE INVESTIGATION

METHODS

A method is an established, habitual, logical, or prescribed practice or systematic process of achieving certain ends with accuracy and efficiency, usually in an ordered sequence of fixed steps.

TYPES OF METHODS

We have used several methods for the investigation:

Direct Observation
Inductive Method
Deductive Method
Heuristic Method
Scientific Method

DIRECT OBSERVATION

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

Observation provides the opportunity to document actions, behavior and physical aspects without having to depend upon peoples’ willingness and ability to respond to questions. This method was used to identify the problem and the consequences that were affecting the students at “Unidad Educativa Dr. Alfredo Baquerizo Moreno”

INDUCTIVE METHOD

This is a method that acts as a starting-point for investigations in the field of both natural and human sciences. The inductive method is to obtain the general from the particular. Generally speaking one can call this an empirical method. Empirical means based on experience — or an initial, individual experience.
The inductive method is a process of using observations to develop general principles about a specific subject. A group of similar specimens, events, or subjects are first observed and studied; finding from the observations are then used to make broad statements about the subjects that were examined. These statements may then become laws of nature or theories.

**DEDUCTIVE METHOD**
Deductive method involves beginning with a general concept or given rule and moving on to a more specific conclusion. This method starts from the concept base relating the studies of problem.

A deductive approach to teaching language starts by giving learners rules, then examples, then practice. It is a teacher-centered approach to presenting new content. This is compared with an inductive approach, which starts with examples and asks learners to find rules, and hence is more learner-centered.

We think that the deductive approach applied in our Project may be suitable with lower level learners who need a clear base from which to begin with a new language item, or with learners who are accustomed to a more traditional approach and so who lack the training to find rules themselves.

**HEURISTIC METHOD**
It refers to experience-based techniques for problem solving, learning, and discovery. Where an exhaustive search is impractical, heuristic methods are used to speed up the process of finding a satisfactory solution.
It is a method of solving a problem in which one tries each of several approaches or methods and evaluates progress toward a solution after each attempt. It is relating to be creative.

**SCIENTIFIC METHOD**

Scientific method refers to a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge. This method is based on gathering empirical and measurable evidence subject to specific principles of reasoning.

The Oxford English Dictionary says that scientific method is: "a method or procedure that has characterized natural science since the 17th century, consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypothesis."

**TECHNIQUES**

**Definition**

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

**TYPES OF TECHNIQUES**

The techniques that we have used in this research are:

- Surveys
- Interviews
- Questionnaires
- Population
- Sample
SURVEYS
Definition
It is a gathering of a sample of data or opinions considered to be representative of a whole.

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

INTERVIEWS
Definition
Conversations, such as one conducted by a reporter, in which facts or statements are elicited from another.

It is a serious conversation that searches solution to a problem of education. It was done with the opinions of the director of the institution, the English teacher and some students.

QUESTIONNAIRES
Definition
It is a form containing a set of questions; submitted to people to gain statistical information.

It serves four basic purposes: to collect the appropriate data, make data comparable and agreeable to analysis, minimize partiality in formulating and asking question, and to make questions engaging and varied.

POPULATION
Definition
Population is a group of individuals or items that share one or more characteristics from which data can be gathered and analyzed.
They are the people at “Unidad Educativa Dr. Alfredo Baquerizo Moreno” such as: directives, teachers, students and representative parents that support the development of this research.

SAMPLE
Definition
A sample is a subset of a population. Typically, the population is very large, making a census or a complete enumeration of all the values in the population impractical or impossible.

A sample is a portion, piece, or segment that is representative of a whole, an entity that is representative of a class; a specimen.

For this investigation we have considered the following sample: 45 students of 6th grade, one directive and one English teacher.

<table>
<thead>
<tr>
<th>STRATUM</th>
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</thead>
<tbody>
<tr>
<td>ITEM</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>TOTAL:</td>
</tr>
</tbody>
</table>
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICA
INTERVIEW TO THE DIRECTOR

OBJECTIVE
To know the point of view about the importance of motivational techniques for strengthen listening and speaking skills.

01- Do you think it is necessary applied a Guide with Motivational Techniques Resources to improve the English learning process? Why?

Answer: The method you want to implement in our school will be helpful for our students, because it help them into their knowledge.

02- How would you support the implementation of this project? Why?

Answer: The implementation of project is very important in our school, because we know the lack of resources, methodologies and techniques in Ecuadorian Education, so this project would be helpful for our pupils.

03- Do you think this proposal will contribute to improve linguistic performance in our students?

Answer: Of course, your proposal is interesting therefore that should be implementing in many school in the city.

04- Do you think our proposal will enhance the learning process?

Answer: We are sure that this learning process will be reinforced by the use of new interactive methodologies.

05- Do you think school performance in English subject would improve if there were an English laboratory?

We are aware that we have to improve our teaching-learning process by using software, new programs and videos
INTERVIEW TO THE ENGLISH TEACHER

OBJECTIVE
To know teachers’ point of view about the importance of motivational techniques to strengthen the speaking skill.

1- Do you think that by using a guide with motivational techniques, the teaching of English will be improved?

Answer: Yes, I do. Because the students will be able to be more participative, their self-esteem will be increased and their skill will be better.

2- Are you satisfied with the scholastic accomplishment of your students? Why?

Answer: The students will be satisfied because they can communicate in English with another people.

03- What are the most important causes that the students have in speaking English?

Answer: There are many causes, for example the lack of motivation, interest, the students are fair to speaking English in front of another classmates and teacher staff but the cause most important is that our school does not have audio linguistics resources.

04- What have you done to improve the performance of the students in classroom?

Answer: The teachers have provided some techniques to motivate students to learn English.

05- Would you like to have additional electronic resources to teach English?

Answer: The electronic resources are very helpful in teaching English language and especially to students in our school.
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION

ESCUELA DE LENGUAS Y LINGUISTICA

SURVEY TO STUDENTS

OBJECTIVE
To know students’ point of view about the importance of motivational techniques to strengthen the speaking skill

SPECIFIC INFORMATION
Write an "x" on the answer you consider the most appropriate on each of the required questions

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>INDIFFERENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>01- Do you like English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02- Do you think English is easy to learn?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03- Is your English class dynamic and well-motivated?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04- Do you have problem at the moment of speaking?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05- Would you offer your help for the application of this proposal?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06- Does your English teacher use audiovisual resources to motivate the learning process?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07- Can you express your ideas in English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08- Is there an English laboratory in this school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09- Would you like to have additional handbook to support the learning process?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10- Would you offer your help to this project?</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
CHAPTER IV
ANALYSIS OF RESULTS

Educational problems affect the students in different ways, therefore the use of direct observation, surveys to students and personal interviews to teachers and directives provided a deeper vision of all their necessities.

The authorities of the institution and the English teacher were interviewed with five open questions. They provided their personal opinions about other aspects of the learning process.

The technique that we used with forty-one students of seventh course was the survey that included ten close questions with three different alternatives. The answers were very helpful to get conclusions and set recommendations that were of great importance to elaborate the proposal. We obtained the following results:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>INDIFFERENT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Do you like English?</td>
<td>42</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>02</td>
<td>Do you think English is easy to learn?</td>
<td>26</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>03</td>
<td>Is your English class dynamic and well-motivated?</td>
<td>45</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>04</td>
<td>Do you have problem at the moment of speaking?</td>
<td>12</td>
<td>24</td>
<td>9</td>
</tr>
<tr>
<td>05</td>
<td>Can you write words correctly</td>
<td>12</td>
<td>24</td>
<td>9</td>
</tr>
<tr>
<td>06</td>
<td>Does your English teacher use audiovisual resources to motivate Learning?</td>
<td>8</td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td>07</td>
<td>Can you express your ideas in English?</td>
<td>7</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>08</td>
<td>Is there an English laboratory in this school?</td>
<td>0</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>09</td>
<td>Would you like to have additional handbook to support the learning process?</td>
<td>29</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Would you offer your help to this proposal?</td>
<td>45</td>
<td>-</td>
<td>0</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS
Survey to students

Sample: 45 students
Course: 6th grade

Question 1: Do you like English?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42</td>
<td>93,93%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2,38%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>4,44%</td>
</tr>
</tbody>
</table>

TOTAL 45 100%

COMMENT
According to the results, 93,33% of the students like their English classes, 2,38% of them answered negative and 4,44% replied indifferent that is to say they find the language learning process interesting therefore the design of our didactic guide becomes a necessity to make classes more dynamic.
ANALYSIS OF RESULTS
Survey to students

Sample: 45 students  
Course: 6th grade

QUESTION 2: Do you think English is easy to learn?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>57.78%</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>37.78%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>4.44%</td>
</tr>
</tbody>
</table>

TOTAL: 45 100.00%

COMMENT

According to the results, 57.78% of the students think that English classes are easy to learn. 37.78% of them answered negative and 4.44% replied indifferent that is to say they find the language learning process funny. Therefore, it is necessary to make classes more dynamic.
ANALYSIS OF RESULTS
Survey to students

Sample: 45 students  
Course: 6th grade

QUESTION 3: Is your English class dynamic and well-motivated?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

TOTAL: 45 100.00%

GRAPHIC 3

COMMENT
According to the results, 100% of the students think that English classes are dynamic and well-motivate all the time so, the 0% of them answered negative and the 0% replied indifferent, both options are not percent.
ANALYSIS OF RESULTS
Survey to students

**Sample:** 45 students  
**Course:** 6th grade

**QUESTION 4:** Do you have problem at the moment of speaking?

### CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>26.67%</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>53.33%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
<td>20.00%</td>
</tr>
</tbody>
</table>

**TOTAL:** 45 100.00%

### GRAPHIC 4

![Bar chart showing frequency of responses](image)

**COMMENT**

According to the results, 26.67% of the students think that speak English is easy but the 53.33% of them answered negative and 20% replied indifferent that is to say that speak English is more difficult for the students therefore they need our guide motivation in order to eliminate the fear to speak in our students..
ANALYSIS OF RESULTS
Survey to students

Sample: 45 students
Course: 6th grade

QUESTION 5: Can you write words correctly?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>26.67%</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
<td>53.33%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
<td>20.00%</td>
</tr>
</tbody>
</table>

TOTAL: 45 100.00%

GRAPHIC 4

COMMENT
According to the results, 26.67% of the students think that write some words in English is simple. In another hand the 53.33% of them answered negative because it is so hard write in English and 20% replied indifferent.
ANALYSIS OF RESULTS
Survey to students

Sample: 45 students
Course: 6th grade

QUESTION 6: Does your English teacher use audiovisual resources to motivate Learning?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>17.78%</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>64.44%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>17.78%</td>
</tr>
</tbody>
</table>

TOTAL: 45 100.00%

COMMENT
According to the results, 17.78% of the students think that the English Teacher motivate them 64.44% of them answered negative because he does not use audiovisual resource in class and 17.78% replied indifferent, so our purpose is very important for teaching English in this school.
ANALYSIS OF RESULTS
Survey to students

Sample: 45 students
Course: 6th grade

QUESTIONS 7: Can you express your ideas in English?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>15.56%</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
<td>66.67%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>8</td>
<td>17.78%</td>
</tr>
</tbody>
</table>

TOTAL: 45 100.00%

GRAPHIC 7

COMMENT
According to the results, 15.56% of the students think that say ideas in English is easy to do but, the 66.67% of them answered negative and 17.78% replied indifferent because of do not fell motivation in English class sometimes.
ANALYSIS OF RESULTS
Survey to students

Sample: 45 students
Course: 6th grade

QUESTION 8: Is there an English laboratory in this school?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>45</td>
<td>100%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

TOTAL: 45 100.00%

GRAPHIC 8

COMMENT
According to the results, 0% of the students say yes and 0% say no but 100% of them answered negative because there is not a lab in the school.
ANALYSIS OF RESULTS
Survey to students

Sample: 45 students
Course: 6th grade

QUESTIONS 9: Would you like to have additional handbook to support the learning process?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>64.44%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>15.56%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
<td>20.00%</td>
</tr>
</tbody>
</table>

TOTAL: 45 100.00%

GRAPHIC 9

COMMENT
According to the results, 64.44% of the students say that they would like a handbook in another hand the 15.56% of them answered negative but the 20% replied indifferent that is to say that the pupils urgently needed our guide that support the learning process.
ANALYSIS OF RESULTS
Survey to students

Sample: 45 students  
Course: 6th grade

QUESTIONS 10: Would you offer your help to this project?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>Alternative</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

TOTAL: 45 100.00%

COMMENT

According to the results, 0% of the students answered negative and the 0% says indifferent, but the 100% say are willing to collaborate in our English project.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

• These new techniques will help teachers and students to work efficiently.
• Students recognized that English is very interesting when new methods and technologies are used in class.
• Ludic activities are good elements to present the English contents
• The use of innovative didactic materials helps to call the students´ attention.
• Classes should be more practical in order to the students become more participative.
• The use of constantly motivation and oral practice promote the educative competences.

RECOMMENDATIONS

• It is necessary to use Ludic Activities to obtain good results in class
• It is very important to motivate the students day by day.
• Classes should be interactive and practical.
• It is a necessary to use videos, songs, chants, games to make classes more interesting.
• The Government system should provide more resources for the educative community.
• It is necessary to use new didactic materials all the time.
• Parents should always supervise tasks and homework at home.
CHAPTER V
THE PROPOSAL

DESIGN OF AN ENGLISH DIDACTIC GUIDE
FOR BEGINNER STUDENTS

ANTECEDENTS

Nowadays, learning English is very important in different areas of education therefore people in general need to know this language to get better job opportunities. Some of the most important textbooks are written in this language and it is necessary to know lots of words and phrases to understand their contents.

The language of vocabulary provides the opportunity to use new words in conversations or real situations and they are an excellent way to introduce grammar contents, that is why it is necessary the use of this proposal to provide the possibility to develop comprehension skills.

JUSTIFICATION

The proposal is an additional tool to support the objectives of the classroom that is to say, the development of the active skills of the language in which learners talk about their interests.

Therefore the use of games, puzzles, crosswords and other funny activities will cause a great impact and change the students´ attitude for the English language

Finally this work will promote a dynamic and interactive learning, helping the students to work proficiently and with responsibility since the use of this information promote critical thinking in the class and the development of the educative competences.
SUMMARIZING THE DIAGNOSIS

According to the results taken from the surveys, questionnaires and interviews at “Unidad Educativa Dr. Alfredo Baquerizo Moreno” during the diagnostic stage, we could determine the different learning problems in this educative institution, so this valuable information helped to choose the best alternatives to offer a good solution to benefit the educative community.

THE FUNDAMENTAL PROBLEM

The foundation of this proposal is based on primary the necessities of the students such as the lack of new strategies and resources to present the English contents, monotonous procedures to assimilate new words and expressions according to the students´ age.

IMPORTANCE

Our proposal is important because it is going to increase the English level of the students, improve their learning styles, change their attitude for the subject and improve their scholastic accomplishment.

Besides it will provide some motivational strategies and techniques that will call the students´ attention, raise their interest and the opportunity for educators to be updated since the new didactic material will strengthen the teaching and learning abilities of the educative community.

FEASIBILITY

This proposal is feasible because we have the support of the authorities at “Unidad Educativa Dr. Alfredo Baquerizo Moreno”, teachers and parents that is to say, the necessary human resources to put in practice this work.
We also have financial resources to elaborate the additional didactic guide and the collaboration of our tutor who has offered his help during the whole process.

OBJECTIVES

GENERAL
To innovate the Basic English learning process through the design and implementation of a didactic guide with motivational techniques to create an inter-dynamic learning environment for the students of sixth grade at “Unidad Educativa Dr. Alfredo Baquerizo Moreno”

SPECIFICS
- To use the new didactic guide with vocabulary items to increase the students’ lexicon
- To train the English teachers to use guide in class
- To usegame and other ludic activities in class
- To make the teaching-learning process more dynamic and fun
- To elaborate the appropriate didactic materials for the students
- To provide new teaching strategies for the educative community

DESCRIPTION OF THE PROPOSAL
Our proposal will be implemented during the present school year 2012 with the students of sixth grade, basic Education at “Unidad Educativa Alfredo Baquerizo Moreno”. The didactic guide will be elaborated with basic vocabulary and written exercises to be done in class

In our proposal, every activity will be designed according to the level of the students and supported by pictures, charts, flashcards and videos. Twenty sessions will be needed to explain the contents to the students. More information is provided according to these parameters:
1. OUTLINNING: The didactic guide is an additional resource for the students of sixth grade, basic education with different motivational strategies to promote the use of vocabulary and increase their lexical

2. ACTIVITIES: We will offer demonstrative classes for the students to give details about the importance of motivation in class to stimulate the language learning process

3. APPLICATION: The proposal will be applied under the supervision of the directives, the English teacher and our tutor according to the following phases:

   PHASE I       Presentation of the proposal
   PHASE II      Implementation of the proposal
   PHASE III     Evaluation of the proposal
   PHASE IV      Analysis of the final results

4. INSTRUMENTS TO USE: We will use the additional didactic guide with basic words, vocabulary, flashcards, worksheets, multimedia contents and evaluation sheets.

5. CONTRIBUTORS: We have the collaboration of the Director of the Institution, English teachers, and the forty five the students of sixth grade basic education and the help of our tutor.

6. LOCATION AND PHYSICAL UBICATION
   Our proposal is going to be applied at “Unidad Educativa Dr. Alfredo Baquerizo Moreno” which is located on Lizard Garcia and the A street in Guayaquil.

7- MATERIALS
   For the application of this proposal we will use markers, acrylic boards, English books, cameras, dictionaries, internet, pictures, cards, evaluation sheets, flash card and our guide with motivational techniques.
LEGAL ASPECT
The regulation to develop the design and execution of educative projects was approved in session of the Honorable Directive Council on January 15th, 1999 and ratified on February 9th, 1999. The Directive Council arranged that two under-graduates must perform the educative projects.
Among the objectives of the regulation, we have:
- To design and execute the educative projects by applying the scientific method to contribute the improvement of the education quality
- To contribute the integral, harmonic and permanent development of the future professionals
- To guarantee the research through technical resources to make an efficient investigation

PEDAGOGICAL ASPECT
Pedagogy is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. It is a human systematic activity, which orientates the educational actions and of training, where there appear the principle, methods, practices, ways of thinking and models, which are their constitutive elements. It is a constant application in the teaching-learning process.

PSYCHOLOGICAL ASPECT
Psychology is the scientific study of behavior and experiences and deals with mental processes and actions. Psychology in education is indispensable in the elaboration of an educative project because it provides information about how learning is produced, and how relationships among teachers and students are conducted.
Educational psychology is a discipline which is focused on studying how people learn. One area of interest in educational psychology is the study of the acquisition of knowledge, with particular interest in populations who acquire knowledge, in unusual ways, such as gifted children, developmental disabilities, and children with autism.

Psychology is an excellent tool in education because it helps teachers to understand children’s attitudes and also how to select techniques to motivate students to learn. It is also used to develop self-esteem which is very important for achieving goals in every area of knowledge.

SOCIOMETRIC ASPECT

With the development of this project we intend to contribute with the community by preparing excellent citizens for the society. In addition teachers and students will work with more enthusiasm in class.

VISION

To promote a quality learning process through the integration of informative and communicative technologies in class to reach a meaningful learning experience.

MISSION

To provide new methodologies designed to enhance the students’ knowledge in order to they become competent people and raise their living standards.

POLICIES

The authorities of the institution, teachers, and parents are always interested in training students capable and responsible to society on the right track in its comprehensive learning, able to face any situation in life.
BENEFICIARIES
Our proposal will benefit students and teachers at “Unidad Educativa Alfredo Baquerizo Moreno” which is located in Guayaquil.

SOCIAL IMPACT
Nowadays, the English language is considered a very useful tool as well as modern technology; therefore this proposal intends to create motivating, enjoyable and productive classes implementing new tools and educative programs applied to learning in order to contribute with a part of the bilingual frame of the institution.
GLOSSARY

TECHNIQUE: It is the way and the means we use to get to the end proposed.

MOTIVATION: Structure invented by psychologists to explain the departure point, direction, integrity and consistence of the human conduct oriented toward an objective.

ACTIVITIES: This is a group of tasks that are intended to fulfill the different aspects to carry out.

GUIDE: This is a booklet that aims to bring the truth about different topics.

LEARNING: Includes the activities of human beings to achieve attainment of the objectives sought, is an individual activity that takes place in asocial and cultural context and is carried out through a process of internalization in which each new student reconciles knowledge.

KNOWLEDGE: The ability to apprehend the man has Information about their environment and themselves.

EFFICIENCY: Rational use of the means that count toward a predetermined goal is the requirement to avoid or cancel extravagance and error.
Ability to achieve objectives and goals set with in mal resources and time, achieving optimization.

**TEACHING:**
Teaching is an event organized jointly by the interaction of 3 components: a teacher or teaching one or more students or learners and the object of knowledge.

**ASSESS:**
Identify the value of something.

**SKILLS:**
From the Latin "enabling", is the ability and skill to do something, this is obtained as innate or acquired or perfected, by learning and practice.

**APPROACH:**
The pedagogical approach is to draw attention or interest of an issue or problem from a few assumptions to try to resolve it correctly, so the teacher puts it clearly, this serves to educate or teach the specific item to be treated.

**LEARNING:**
Process by which an individual acquires skills or practical skills, includes news content, or adopts new strategies of knowledge and/or action.

**PARTICIPATION:**
The act of sharing in the activities of a group; the teacher tried to increase his students' engagement in class activities.
ACCOMPLISH: To complete or finish a task or goal.

ACCURATE: Factual or truthful, or closely conforming to a standard ascertained through painstaking care or due diligence. Measurements or statements are accurate when they have been verified for their correctness.

BACKGROUND: The act of reviewing both confidential and public information to investigate a person or entity's history.

BRANCHES Any division extending like a branch; any arm or part connected with the main body of thing; ramification; as, the branch of an antler; the branch of a chandelier; a branch of a river; a branch of a railway.

DUTY: Ethical, legal, or moral accountability, owed always or for a certain period, specially to someone who has a corresponding right to demand satisfaction of an obligation.

ENGAGE: Engage in something to take part in a particular activity, especially one that involves competing with other people or talking to them.

FIELDWORK: Work done or firsthand observations made in the field as opposed to that done or observed in a controlled environment.

FRAMEWORK: The English word "framework" (framework) defines, in general terms, a standardized set of concepts, practices and criteria to focus on a particular type of
problem is for reference, to confront and solve new problems of a similar nature.

HANDLING: A touching, feeling, or manipulating with the hands.

HOUSEHOLD: The household is the basic unit of analysis in many social, microeconomic and government models. The term refers to all individuals who live in the same dwelling.

INSIGHT: Is the understanding of a specific cause and effect in a specific context.

LANDSCAPE: Is both science and art, and requires good observation and design skills.

MEASURE: A number or quantity that records a directly observable value or performance.

RESEARCH: Is formal work undertaken systematically to increase the stock of knowledge, including knowledge of humanity, culture and society.

SURROUNDINGS: Surroundings are the area around a given physical or geographical point or place.

SHARE: Single unit of ownership in a corporation, mutual fund, or any other organization.

USAGE: Something permitted or established by custom or practice.
**TODDLER:** Toddler development can be broken into a number of interrelated areas.

**TOWARD:** Expressing the relation behaviour or an attitude and the person or thing at which it is directed or with which it is concerned.

**TRUTH:** Is most often used to mean in accord with fact or reality.
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ANNEX
ONE
DOCUMENTS
ANTIPLAGIO
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIC, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA: Lenguas y Lingüística
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. LARRY TORRES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por LINDAO LINDAO MARJORIE HAYDEE Y HERNANDEZ RAMIREZ MARTHA GEOVANNA, con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACION en la CARRERA: Lenguas y Lingüística.

Se informa que el trabajo de titulación: “Motivational Techniques To Strengthen The Speaking Skill” PROPUESTA “Design Of An english Didactic Guide For Beginner Students”, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUNG, quedando el 3% coincidencia.

MSc. LARRY TORRES
MSc.

LARRY TORRES

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

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

En dicha designación consta el nombre del estudiante de la Escuela de Lenguas y Lingüística: LINDAO LINDAO MARJORIE HAYDEE Y HERNANDEZ RAMIREZ MARTHA GEOVANNA

TOPIC: “MOTIVATIONAL TECHNIQUES TO STRENGTHEN THE SPEAKING SKILL” PROPUESTA “DESIGN OF AN ENGLISH DIDACTIC GUIDE FOR BEGINNER STUDENTS”

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

Atentamente,

MSc. Jacinto Calderon Vallejo
DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA
ANNEX TWO
SURVEYS AND INTERVIEWS
INTERVIEW TO THE DIRECTOR

ENTREVISTA AL DIRECTOR

OBJETIVO: CONOCER EL PUNTO DE VISTA DE LA DIRECTORA ACERCA DE LA IMPORTAN
CIA QUE TIENE LAS TÉCNICAS MOTIVACIONALES PARA REFORZAR EL LISTENING Y SPEAKING EN NUESTROS ESTUDIANTES.

1. ¿CREE USTED NECESARIO APlicAR UNA GUÍA CON TECNICAS MOTIVACIONALES COMO RECURSOS EN EL PROCESO DE ENSEÑANZA APRENDIZAJE PARA MEJORAR EL INGLE? POR QUÉ?
EL MÉTODO QUE USTED QUIERE IMPLEMENTAR EN NUESTRA ESCUELA, AYUDARÍA A NUESTROS ESTUDIANTES, PORQUE ESTÁ AYUDANDOLOS EN APRENDER INGLE.

2. ¿CÓMO USTED AYUDARÍA A IMPLEMENTAR ESTE PROyECTO?
LA IMPLEMENTACIÓN DE ESTE PROyECTO ES MUY IMPORTANTE PARA NUESTRA ESCUELA, PORQUE CONOCemos LA FALTA DE RECURSOS, METODOLOGÍAS Y TECNICAS EN LA EDUCACIÓN ECUATORIANA, DE ESTA MANERA AYUDARÍA A LOS ALUMNOS.

3. ¿PIENSA USTED QUE ESTA PROPUESTA CONTRIBUIRÍA A MEJORAR EL DESARROLLO LINGÜÍSTICO DE LOS ESTUDIANTES?
POR SUPUESTO! SU PROPUESTA ES INTERESANTE POR LO TANTO DEBERÍA IMPLEMENTARSE EN MUCHAS ESCUELAS DE LA CIUDAD.

4. ¿PIENSA USTED QUE LA PROPUESTA MEJORARÍA EL PROCESO DE APRENDIZAJE?
ESTAMOS SEGUROS QUE EL PROCESO DE APRENDIZAJE SERÁ REFORZADO A TRAVÉS DEL USO DE ESTA NUEVA METODOLOGÍA INTERACTIVA.

5. ¿CREE USTED QUE LA ASIGNATURA DE INGLÉS MEJORARÍA SI HUBIERA UN LABORATORIO DE INGLÉS?
ESTAMOS CONSCIENTES DE QUE DEBEMOS MEJORAR NUESTRO PROCESO DE ENSEÑANZA APRENDIZAJE USANDO LA TECNOLOGÍA, EN ESTE CASO, CON PROGRAMAS, ESPERANDO TENGAN UN APRENDIZAJE PRONTO.
INTERVIEW TO THE ENGLISH TEACHER

ENTREVISTA AL PROF. DE INGLES

1. ¿CREE USTED QUE LA GUIA CON TECNICAS MOTIVACIONALES MEJORARIA LA ENSEÑANZA DEL IDIOMA INGLES?
   SI, PORQUE LOS ALUMNOS SERIAN CAPACES DE PARTICIPAR Y SU AUTOESTIMA INCREMENTARIA AL IGUAL QUE SUS HABILIDADES.

2. ¿ESTA USTED SATISFECHO CON EL LOGRO EN SUS ESTUDIANTES? ¿PORQUÉ?
   LOS ESTUDIANTES ESTAN SATISFECHOS POR QUE PUEDEN COMUNICARSE EN INGLES CON OTRAS PERSONAS.

3. ¿CUALES SON LAS CAUSAS MAS IMPORTANTES QUE LOS ESTUDIANETS TIENEN AL HABLAR INGLES?
   CREO QUE HAY MUCHAS CAUSAS, POR EJEMPLO LA FALTA DE MOTIVACIÓN, EL MIEDO AL HABLAR INGLES FRENTE A LOS COMPAÑEROS O FRENTE AL PROFESORES, PERO LA CAUSA MAS IMPORTANTE ES QUE EN NUESTRA ESCUELA NO TIENEN RECURSOS PARA EL AUDIO EN INGLES.

4. ¿LE GUSTARIA QUE SUS ALUMNOS MEJOREN EN EL CAMPO DE HABLAR EN INGLES?
   POR SUPUESTO, SERIA EXCELENTE PARA ELLOS MEJORAR EN ESE CAMPO.

5. ¿QUE HAN HECHO PARA MEJORAR EL DESARROLLO DE LOS ESTUDIANTES EN EL AULA?
   LOS PROFESORES HAN SUMINISTRADO ALGUNAS TECNICAS QUE MOTIVEN A LOS ALUMNOS A APRENDER INGLES.

6. ¿LE GUSTARIA TENER UN RECURSO ELECTRONICO PARA ENSEÑAR INGLES?
   LOS RECURSOS TECNOLOGICOS SON DE MUCHA UTILIDAD PARA LA ENSEÑANZA DEL INGLES Y ESPECIALMENTE PARA LOS ALUMNOS DE NUESTRA ESCUELA.
# SURVEY TO STUDENTS

**PROYECTO Nº 7 SPEAKING**  
MORA-SOLIS

**EDUCATIVE PROJECT**

**TOPIC:**  
MOTIVATION TECHNIQUES TO STRENGTHEN THE SPEAKING SKILL

**AUTHORS:**  
LINDAO LINDAO MARJORIE & HERNANDEZ RAMIREZ MARTHA

**SURVEY TO STUDENTS**

MARK AND “X” IN THE BOX ACCORDING TO YOUR OPINION

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<td>03- Is your English class dynamic and well motivated?</td>
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<td>04- Do you have problem at the moment of speaking?</td>
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<td>05- Can you write words correctly?</td>
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<td>06- Does your English teacher use audiovisual resources to motivate</td>
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<td>07- Can you express your ideas in English?</td>
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<td>08- Is there an English laboratory in this school?</td>
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<td>09- Would you like to have additional handbook to support The learning</td>
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<td>10- Would you offer your help to this project?</td>
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FIRMA DEL PROFESOR ___________________________ FECHA/ENTREGA _____________

FIRMA DEL PROFESOR GUÍA ___________________________
## GANTT’S DIAGRAM

### CHRONOGRAM OF ACTIVITIES

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THE ADMINISTRATIVE FRAME

HUMAN TALENTS
Director of the high school
Teachers
Students
Parents
Tutor
Librarian
Cyber Operator

MATERIALS
Textbooks
Office supplies
Photocopies
Didactic material,
English dictionaries,
English grammar books

ELECTRONICS
Computer
Printer
Digital camera
Scanner
TV-set
DVD
Modem
Pen drive
Compact discs
CD player
# THE ADMINISTRATIVE FRAME

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**TOTAL:** $1435
ANNEX THREE PHOTOS
THE INSTITUTION
ANNEX FOUR

THE DIDACTIC GUIDE
ENCOURAGE THE WRITING SKILL

THROUGH LUDIC TECHNIQUES
UNIT 1

Activity one “Call the Word”

For this exercise, it is important that the teacher has revised new words in advance. It can be also grammar, structures, compound nouns, phrasal verbs even complete statements etc.
GAME ONE

Ask students to direct to the bottom of the classroom and make one say a word out loud and as competition the one who knows how to write and arrives first to the board, writes it on. Then he/she stays and repeat the exercise with another word.

Note: the teacher can do this exercise with other kind of words.

GAME TWO

Activity two: similar sounds

Ask the students to group in three, and in the same way as the former drill, two of them will stay at the bottom of the classroom, and the third student will approach to the teacher to listen to three words the teacher will say. The student will go to the group of two at the bottom will tell the second student the words, and then to the third who finally will approach to the blackboard and write the three words. The group that complete the three words in three different sets wins.
Note: In the same way, the teacher can vary the exercise over and over according to the necessity.

**GAME THREE**

Activity three: Machine words

Work in groups up-to 5 students, form two groups of five and ask each group to prepare a bunch of words. Draw which group remains at the blackboard and which at the bottom. The group that stays at the bottom will prepare to say the words out-loud to the group that is at the board. It will be a lot of words that will be said as a machine gun. The board group will take notes, recall, repeat, and altogether will form a statement, taking into account grammar and structure.

Then change turns and the group that has created as many statements as possible wins the game.
GAME FOUR

Bring words to the class

For this exercise, the teacher will form groups of three and will allow the groups to collect as many real objects or things from the playground or from a park nearby. They will name those objects with the help of a dictionary from where they will get the objects meaning. After that, they will go to the blackboard and write a whole statement. The next group will do the same exercise and the one who has complete the whole sentence by using all the words, wins.
GAME FIVE

Piñata words

Prepare as many words that have been taught during the term or week, cut as many sheets of paper into small ones and write one word on each piece of paper. Fold the small papers in tiny ones. After having made plenty folded papers, put them into a balloon an burst it into and have the students pick as many little papers as possible from the floor. Each student will alone expand the papers and find the words, and create a statement from the words found.

Note: This game can be held by two or single. The one that has completed the sentence correctly wins.

It can also be as many statements as the teacher suggests.
UNIT 2

ACTIVITY GUIDE

Activity one

In this activity, we will go over the vocabulary used to describe situations and the use of the present tense of the verb to be and intrinsically motivate to the students to realize short sentences.

Development

The teacher shows with the help of flash cards different words found in the text, this will help familiarize students with the mentioned objects and to motivate them to learn. The teacher will emphasize the information with simple questions and to practice vocabulary to have them express their opinion.

What is this? Is the pant red?

This is a pant No, the pant is blue
…..Activity Two

It is suggested to instruct students to describe the gestures by the teacher, emphasizing the verb conjugation.

Students will make sentences using components who have studied and write them on the board.

Activity three

For this activity, the teacher will ask students to select a character known. It can be an actress, actor, singer, player, relative set. With this, the intrinsic motivation will be enhanced so the students can do their own materials.

Development

The teacher will ask students to carefully observe the images and information presented on the activity found in the student’s book.

Then, it will be strengthened by making small questions about the images and the activity to the class.

How many people are in this picture?
How many names of countries does in this picture have?

What type of information was fond?

.....Activity four

The students will read the texts and the teacher will help by correcting pronunciation, writing on the blackboard the difficult words to read and then repeat. This will motivate the student and dynamically to participate in class and increase vocabulary.

To continue the exercise, students have will write the selected character information and then present it to the class.

..... Activity five

To evaluate de lesson, the students will create working in pairs their own profile and present it to the class to make questions using information questions.
Activity six

To relate the contents learned with the activity to be performed, seeking to intrinsically motivate students so that they can apply themes in the classroom with the teacher's help. Development

It will motivate students to activate prior knowledge, performing a visual activity query to be performed. The assistance of the teacher is to ask questions such as:

With the help of students, it will be proceeded to read the dialogue and asked to underline the new words.

By using acting situations the students will differentiate the basic grammar punctualating prepositions of place and so possessive adjectives.
….. Activity seven

Students will practice what they have learned reading small notes and doing exercises in pairs, this exercises will motivate students to develop other activities that presents the workbook.

Activity eight

In this activity, the students will be encouraged to make the description of the entertainment they do or know.

Development

For this activity, we need to make small questions to students about different forms of entertainment they know. It will help in turn to create an enabling environment for the development of the clases launching.

The teacher should write the answers on the board, which will serve as vocabulary and will serve in the realization of the class.
Once they have activated the previous knowledge of students, it will be proceeded to read the dialogue individually and quietly at first, then as a group, they will underline unknown words and entertainments mentioned.

..... Activity nine

To end the activity and to evaluate the understanding of the text, students will express the views of the text.

Activity ten

It is important to know the data of the relevant events to what is necessary to intrinsically motivate students to perform a sketch with the main activities undertaken during the year.

Development

The students will be able to ask identify the image, that are in the lesson to be performed and will relate to a personal activity carried out by them. Then, they will read quietly and
personally to continue with the questions of monitoring the success.

The teacher will explain the grammar part of the exercise, using gestures, flash cards, real objects and even creating fun and motivating class from the students themselves.

..... Activity eleven

Exercise...

To practice the strategy, students will work in pairs for questions and answers using the terms learned in the lesson and finally will read in front of their partners.

Activity twelve

In this lesson, we will learn personal and physical information from people through reading in order to motivate students to perform exposure of a family member.

Development
To start the activity, we will proceed to ask questions to other students about their family using the auxiliary do / does.

The completion of the reading will be done with the help of the students, asking them to underline the words they do not know, this will motivate to increase vocabulary.

..... Activity thirteen

It will be indicated to students that reading have adjectives that describe people physically.

Students will form groups to read the reading again but making body movements according to the text.