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

PROYECTO EDUCATIVO
PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCION: LENGUA Y LINGÜÍSTICA INGLESA

TOPIC
“INFLUENCE OF SPEAKING TECHNIQUES IN THE
DEVELOPMENT OF THE QUALITY OF ORAL
EXPRESSION”

PROPOSAL:
“DESIGN OF A BOOKLET WITH DIFFERENT SPEAKING
EXERCISES”

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Firstly, I dedicate this research to God, because He gave me the forces to make this project. It has become a difficult job to do, but there is no other path to be successful in what we make. For allowing me to complete my studies and for filling me with patience and health, without God’s help I would not be able to persevere until the completion of my goals.

To my parents because they helped me during my whole life to be the person I am now, and giving me the opportunities to develop myself in this important career as linguistics is. And…

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Vanessa Escudero
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May almighty God richly bless all of you.

Vanessa Escudero
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**TITULO Y SUBTITULO:**
INFLUENCE OF SPEAKING TECHNIQUES IN THE DEVELOPMENT OF QUALITY OF ORAL EXPRESSION

**PROPUESTA:**
DESIGN OF A BOOKLET WITH DIFFERENT ACTIVITIES TO IMPROVE ORAL EXPRESSION

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**AREAS TEMÁTICAS:**
SPEAKING TECHNIQUES TO DEVELOP ORAL EXPRESSION

**PALABRAS CLAVE:**
SPEAKING TECHNIQUES, ORAL EXPRESSION

**RESUMEN:**
This research explores the use of speaking techniques in students from tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019. students show deficiencies in the linguistic competences, typical of the English language. The theoretical framework gathers information about the variables, based on the importance of speaking, types and implications, techniques, as well as the advantages of oral expression. On the other hand, the theoretical framework also collects accurate information about the types of speaking techniques and learning styles. The information was obtained through field observation where 43 students participated with a survey carried out to know how students perceive their speaking class and how they could improve on it. It became necessary to do a bibliographical research in order to have a broad knowledge of this topic in the field of education. The present project is an exploratory, descriptive and explanatory investigation that intends to discover an appropriate technique to improve reading comprehension skills by using graphic organizers. The data was collected during the period 2018 - 2019 with a population of 562 students of the institution; and a sample of 43 students. The interview was used to gather information from the principal and the teacher; This research is important because it will help the students of the tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019, since it proposes the practice of different speaking techniques and the use of speaking exercises that facilitate the development of this skill. Then, the use of a digital manual with visual stories becomes a novel and innovative tool for students who need to practice exercises that turn them into expert speakers.

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TÍTULO Y SUBTÍTULO:
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Esta investigación analiza el uso de técnicas orales en el fortalecimiento de las habilidades de expresión oral en los estudiantes de decimo de básica Paralelo “A” del Colegio Fiscal José Martínez Queirolo, zona 8, distrito 6, ubicada en Juan Montalvo, parroquia Tarqui 2, cantón Guayaquil, provincia del Guayas, año lectivo 2018 – 2019, que muestran deficiencias en las competencias lingüísticas, propias del idioma inglés. El marco teórico recopila información sobre las variables, basado en la importancia de la expresión oral, tipos e implicaciones, técnicas, así como las ventajas de las técnicas del habla. Por otro lado, el marco teórico también recoge información precisa sobre los tipos de técnicas para implementar en la expresión oral y los estilos de aprendizaje. La información se obtuvo a través de la observación de campo donde participaron 43 estudiantes con una encuesta llevada a cabo para saber cómo los estudiantes perciben su clase de inglés y cómo podrían mejorar en ello. Se hizo necesario hacer una investigación bibliográfica con el fin de tener un amplio conocimiento de este tema en el campo de la educación. El presente proyecto es una investigación exploratoria, descriptiva y explicativa que tiene la intención de descubrir una técnica apropiada para mejorar las habilidades de habla mediante el uso organizadores gráficos. Los datos se recogieron durante el período 2018 – 2019 con una población de 562 estudiantes en el colegio; y una muestra de 43 estudiantes. La entrevista fue utilizada para recabar información de la rectora y la maestra; esta investigación es importante porque ayudará a los estudiantes de decimo de básica, paralelo “A” del Colegio Fiscal José Martínez Queirolo, ya que propone la práctica de diferentes técnicas de habla y el uso de la expresión oral que facilitan el desarrollo de esta habilidad. Entonces, el uso de una guía con diferentes actividades se convierte en una herramienta novedosa e innovadora para los estudiantes que requieren practicar ejercicios que los conviertan en expertos hablantes.
RESUMEN

Esta investigación analiza el uso de técnicas orales en el fortalecimiento de las habilidades de expresión oral en los estudiantes de decimo de básica Paralelo “A” del Colegio Fiscal José Martínez Queirolo, zona 8, distrito 6, ubicada en Juan Montalvo, parroquia Tarqui 2, cantón Guayaquil, provincia del Guayas, año lectivo 2018 – 2019, que muestran deficiencias en las competencias lingüísticas, propias del idioma inglés. El marco teórico recopila información sobre las variables, basado en la importancia de la expresión oral, tipos e implicaciones, técnicas, así como las ventajas de las técnicas del habla. Por otro lado, el marco teórico también recoge información precisa sobre los tipos de técnicas para implementar en la expresión oral y los estilos de aprendizaje. La información se obtuvo a través de la observación de campo donde participaron 43 estudiantes con una encuesta llevada a cabo para saber cómo los estudiantes perciben su clase de inglés y cómo podrían mejorar en ello. Se hizo necesario hacer una investigación bibliográfica con el fin de tener un amplio conocimiento de este tema en el campo de la
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Palabras claves: expresión oral, técnicas de habla, Motivación, mejoramiento.
This research explores the use of speaking techniques in the development of quality of oral expression in students from tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019. that show deficiencies in the linguistic competences, typical of the English language. The theoretical framework gathers information about the variables, based on the importance of speaking, types and implications, techniques, as well as the advantages of oral expression. On the other hand, the theoretical framework also collects accurate information about the types of speaking techniques and learning styles. The information was obtained through field observation where 43 students participated with a survey carried out to know how students perceive their speaking class and how they could improve on it. It became necessary to do a bibliographical research in
order to have a broad knowledge of this topic in the field of education. The present project is an exploratory, descriptive and explanatory investigation that intends to discover an appropriate technique to improve reading comprehension skills by using graphic organizers. The data was collected during the period 2018 - 2019 with a population of 562 students of the institution; and a sample of 43 students. The interview was used to gather information from the principal and the teacher; This research is important because it will help the students of the tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019, since it proposes the practice of different speaking techniques and the use of speaking exercises that facilitate the development of this skill. Then, the use of a digital manual with visual stories becomes a novel and innovative tool for students who need to practice exercises that turn them into expert speakers.

Keywords: Speaking techniques, oral expression, motivation, improvement.
INTRODUCTION

The present research project is focused on achieving reading comprehension through the use of graphic organizers. This focus group is located in students from tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019.

Oral expression is a fundamental pillar for communication and it is precisely the group of students already mentioned in the previous paragraph who show a deficit of reading comprehension. This has been reason to consider a series of tools that, when properly applied, will overcome this deficiency.

Several authors define reading as the decoding of symbols that give meaning to different activities such as role plays and dialogues. Speaking can be carried out orally, but whatever the form, the important thing is to understand the text and the words in context; in such a way that there is reasoning and reflection on what is say.

In addition, speaking skills are a useful tool for text analysis. In them students can disaggregate the content of the reading making more understandable what is read. Oral expression serves to organize ideas in a sequential, orderly, accurate, and useful manner. Priority has been given to speaking techniques that serve to determine the parts of oral communication; to identify the characters that intervene in a conversation; to relate the causes and
effects that are detailed in a dialogue; among other forms of analysis that will help to overcome this deficit.

This research project is supported by four pillars, such as the theoretical basis, epistemological, psychological and Unquestionably, the central theme of this work has been investigated by other authors, but none has focused on the use of speaking techniques to achieve oral expression.

On the other hand, this research work has used a field methodology where it has been possible to show the facts in the classroom. In this way, a survey could also be applied to the students who are the focus of this work and the interviews to teachers and authorities of the educational establishment. In this way, this work is composed of four chapters that are detailed below:

CHAPTER ONE

It is structured with the location of the problem, assessment, definition of the problem, its causes and consequences, objectives, and rationale of this work.

CHAPTER TWO

This chapter includes the theoretical framework in which the problem is analyzed based on references and other important works. All of them established on the background, theoretical foundation contextual framework, and legal framework.
CHAPTER THREE

This segment contains the methodology of the investigation, types and level of research, procedures and instruments of research, methods, techniques, survey, interview, population and sample, and the application of research instruments. There is also a description of the results from the survey applied to students, the conclusions and recommendations according to those results.

CHAPTER FOUR

It includes the proposal, the digital handbook about visual stories with its background, rationale, summary diagnosis, fundamental problem, objectives, importance, feasibility, description of the proposal and appendixes section.
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EL TRIBUNAL EXAMINADOR OTORGA AL PRESENTE TRABAJO

LA CALIFICACIÓN DE: ____________________________

EQUIVALENTE A: ____________________________

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Tribunal Nº1

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Tribunal Nº 2

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Tribunal Nº 3
CHAPTER I

THE PROBLEM

1.1 INVESTIGATION CONTEXT

Every single language is important because is the way in which people develop and communicate to each other. There exist many languages around the world. Most of languages are relevant in what way they are used. There are three languages that are considered very important not only for people who speak them, but also for people who want to work.

English has become the most used in the entire world attracting more learners every day and making multilingualism as a basic tool and transforming the English language in the predominant in our country.

The English learning has been developed as the key to the development of both personal, and professional in Ecuador, and while the English language is taught as a second language in most of educational establishments, it is considered that the general level of English in Ecuador is low (index of English language proficiency (EF EPI) 2014)

Currently in public educational institutions, English teaching as a foreign language (EFL) starts from 8th grade of basic year which affects the level of students who could not acquire the second language in low courses.

It has been observed in many cases that teaching of English as a foreign language in public institutions are focused mainly on learning and reinforcement of the grammatical structures leaving apart almost everything about oral language development, generating a deep deficit in the quality of education that deserves a student, and it has a direct effect on students’ interest and predisposition toward the subjects they are studying, together with other factors,
such as the deficit of level of teachers or the little time that is given to students English as a subject is not well developed.

It is considered with no doubts that all the skills are important for the domain of a language, but, the speaking skill has a central role, and the practice of this skill is almost zero, mainly in the pupils of the tenth year of basic education José Martínez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019.

Learn a new language is not easy, and the development of oral expression plays a fundamental role in the acquisition of a second language… which is why it is considered to the development of oral expression basic to a quality education of other language.

1.2 CONFLICT SITUATION

The researcher has discovered that one of the biggest problems the students have in the learning process is located in the speaking skills inside public schools. This is an issue that is need it to approach it.

The currently education is based on grammar structures letting apart the development of the speaking skills. This is a problem that the students must solve in order to have a complete domain of the English language.

The oral expression stimulates the development of the student’s personality in the cognitive, affective, conductive, and psychological processes.

In addition, speaking skill helps to students to grasp and express their ideas and feelings in order to improve their knowledge and then, students will be able to speak, becoming them in good speakers of English language.
The speaking is attached to the students’ motivation. Learners ought to feel the necessity of participating actively and consciously, for it. It is accurate to encourage students to learn a second language.

The teacher is the guide to provide guidance to improve learners’ oral expression, being the motivator inside a class, encourage students with exercises and games to achieve the complete development of oral expression.

The observation process has let the researcher to apply the project to the students from tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019.

The researcher considers that the students mentioned before have in oral expression the main educational issue that affects the quality of English learning.

1.3 SCIENTIFIC FACT

Through a process of observation and analysis research in students from tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019.

The researcher has found that the students present low quality of the development of oral expression in class.

1.4 CAUSES

- Deficit in the teachers’ oral skills.
- Hours assigned to the English language within the academic sphere.
Lesson planning.
Motivation in students.
Teaching resources.

1.5 VARIABLE

INDEPENDENT

Oral expression

DEPENDENT

Speaking techniques

EVALUATION OF THE PROBLEM

Pertinence: It seems that this research is highly related to the career because it provides and promotes the educational development of the English language. The project will benefit the educational community in the area of the English language, by facilitating the education and the development of speaking skills in students and improving the process of acquiring a second language.

Delimited: The researcher has considered that this project will be develop in a period of three months within Jose Martinez Queirolo school, zone 8, district 6, province of Guayas, state of Guayaquil, Parish Tarqui 2, period 2018 – 2019. Which concerns a population of 590 included students and workers.

Relevant: The researcher has considered this project important, because it will benefit both teachers and students, raising the quality of the
English language standards and allowing the population in general the correct develop of oral expression.

**Feasible:** Considering time and socioeconomic sources. The researcher has concluded that the project can be applied within the time established and employs sources already available in the school.

**Contextual:** This project is related inside a social-educative framework, which concerns the English language as the way to improve the education standards in Ecuador.

**Viability:** Jose Martinez Queirolo located at zone 8, district 6, Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 – 2019 has approved the execution of this project in order to improve its academic standards inside the school and take the project as a source to implement in English classes.

1.6 PROBLEM FORMULATION

**JUSTIFICATION**

The English language teaching has to be developed in an efficient way to easy the learning process of students, the quality of education must be warranted, allowing students the improvement of themselves even the personal and professional aspects, making sure a future with equality of opportunities.

This project is an outstanding contribution in need to cover the deficit in the English language, being the low quality of the development of oral expression in English classes the main issue that falls on public education
establishments of our country, becoming the “teaching guide”, a useful tool to overcome the educational concerns.

The researcher has observed that they are several facts that influent in quality of oral expression skill, among them it can be mentioned the low quality of lesson planning which left apart the oral expression as results bad consequences that affect students learning, one of these consequences that the researcher has found is the low development of students' oral expression.

The currently education is based on grammar structures, this is an issue that produces lack of motivation in students, due to this problem students look at the English class as a normal subject subtracting importance to the interest of students.

By the creation of a teaching guide for the development of oral expression will benefit both teachers and students. The use and proper management of activities to stimulate the students’ ability to express themselves in another language which will increase the overall level of the students in the English language.

In addition, it will contribute to the quality of English teaching and learning, because this project provides a didactic resource which will improve the use of oral expression in L2 (second language). Also, it will contribute immeasurably to the professional and personal growth of our students, ensuring a better future, in a world where a second language is a key to progress.
CHAPTER II

BACKGROUND

After a deep research, carried out in the library of the school of languages of the faculty of philosophy, University of Guayaquil, as well as other libraries of universities in the country. It was concluded, that the proposed research topic: "The influence of oral skills in the quality of the development of oral expression in the students of the tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019 contains a degree of similarity with other projects, but, it would be developed in a different way, in which the strategy application of methods would allow us to deal with the issues that students have to become a significant contribution to the bilingual education in the public schools of Ecuador.

The English language is widely used around the world. Mostly in this new era in which language learners are essential in the development of new alliances with other countries, having as a result future professional that will hold the future of Ecuador.

English has become an important key tool for communication and social development even in the professional field and on a personal level, for these and many more reasons the English has become the most frequently taught language transforming a conventional language into a trade language and the key to other opportunities in life.
In Ecuador, English teaching as a second language has not reached the way to encourage students as well as it has not been well acquired, this has generated that the development of this language would be very limited, particularly in the public system.

In public schools of Ecuador the problems surround the entire system, such as the amount of time devoted to the English as a subject, the predisposition of the student, or the level of teaching, all of these problems affect the proper learning of students.

One of the most significant problems is the lack of oral skill to develop the verbal expression of the students, causing several problems in the learning process of the learner and restrict their right to receive a quality education, resulting as the most daunting issue to solve.

This educational project is meant to become a significant contribution to the English teaching as a second language in public schools of Ecuador.

Being a guide that will enable the teacher to achieve the development of oral expression of students, through the application of oral skills that will improve the performance on students from the tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019.
SPEAKING TECHNIQUES

Speaking in a second language involves the development of a particular type of communication skill. The mastery of speaking skills in English is a priority for many second or foreign language learners (BS Jalali, M Khodabandehlou - Modern Journal of Language. 2016).

Speaking techniques have become the most important competence to communicate in a second language, it is important to recognize the issues that would involve the speaking in a normal conversation with a native speaker.

In order to develop an average communication with foreign people is important to master the speaking skills that increase the opportunities to obtain a job even in other countries.

This activity fosters the creativity and imagination of the learners as well as their public speaking skills. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life (H Kayi 2012).

It is important to develop the creativity in students to improve their speaking skills as a way to develop their imagination in order to create dialogues and different daily situations to be prepared for a future daily routine.

Speaking activities are relevant to increase the level of knowledge in students, not only for education, but, for life.

Also, it is crucial to emphasize that modern students have the necessity of a different type of teaching, the only way that modern students learn is by engage them, teachers might be an important part of their life, only if students
are hooked to learn and understand the different topics to develop speaking skills.

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language (LM Leong, SM Ahmadi, 2017).

To create an effective communication is relevant to develop a way in which students feel the necessity to wide their knowledge, teachers has found speaking skill as one of the most difficult to teach, due to students who only speak native language.

Furthermore, of the teaching of a second language, modern students need to be engaged to learn and apply a spoken language, and the use of different activities that allow students to have a better oral expression.

**ORAL EXPRESSION**

According to the CED (Colorado department of education) Oral expression is the ability to convey wants, needs, thoughts, and ideas meaningfully using appropriate syntactic, pragmatic, semantic, and phonological language structures.

The oral expression is an ability that all students need to develop in order to have a better communication, not only in mother tongue, but, in other languages too.
It is necessary to teach modern students how to express themselves in order to create links with others by using the correct words according to the place they would be.

The oral expression is the most important ability to express what people feel or thing by using different words to access to the world in which they are involved, giving a great importance in social, political, and cultural environment.

The researches have shown that students with good oral expression have better opportunities to obtain a great job.

Oral expression involves different abilities such as Syntax – word order; sentence structure Grammar – the rules of language Morphology – the smallest units of meaning in words Pragmatics/social language – making language choices based on social contexts; speaking/writing for specific audiences Semantics – knowledge of vocabulary; meaning-based language Phonology – understanding the sound rules of our language and use of sounds to encode the meaning of language Metalinguistics – the conscious consideration of language through use of language; meta-skills are crucial to reading.

These types of abilities convey to students to have a better idea in which they are developing.

**EPISTEMOLOGICAL FOUNDATION.**

“Epistemology basic is a branch of philosophy that investigates the origin, nature, methods, and limits of human knowledge. Such beliefs influence the development of knowledge because they are considered to be the central values or theories that are functionally connected to most other beliefs and knowledge.” (Pintrich 2012)
Epistemology refers to the study of knowledge, starting from its origin and obtaining, evaluating the criteria that support the mentioned knowledge, and that justified or invalidate it. “epistemology is the philosophical study of knowledge: its nature, its requirements, and its limitations.” (Laurence Bonjour, *Epistemology classic problems and contemporary responses*, 2010). It is for this that the Epistemology is very well-known as ”The theory of the knowledge” “The theory of knowledge is also referred to as Epistemology, from the Greek word for knowledge” episteme”” (Dan O’Brien, An Introduction to the Theory of Knowledge, 2006).

The develop of the oral expression is very important for the correct learning of a second language, and is in this context that the author proposes the group techniques as a way to improve the oral expression in students… “Positive group experiences, moreover, have been shown to contribute to student learning, retention and overall college success” (Astin, 1997; National Survey of Student Engagement, 2006)

2.1 THEORETICAL BASIS

2.1.1 SOCIOLOGICAL FOUNDATION

“Sociology as an analysis of social life”. Sociology is a disciplined eye which examine “how” people go forward in their normal life and locate the details in a map that expands beyond our immediate experiences. Zygmunt Bauman (2007). “sociologically thinking” Nueva Vision Buenos Aires.

Sociology is the study of how people develop their lives inside a society. Their object is the human being as a social animal searching the structure and
the process of the nature of society in general, as a person, group and societies, in which, people develop a way to communicate, order and behave to each other.

Inside public schools. Teachers must not let apart the sociology. It is necessary that the teacher would be able to manage a classroom with a large number of students. It is for that reason the researcher proposes the group techniques as a way to achieve a goal, such as the develop and improvement of oral expression, without missing the social aspects of students. Evelyn Toalombo Tipan in her Thesis about “Methodological strategies in the development of oral communication of the English language in the students of second baccalaureate” mentioned Aguilar M.J. in her job about” Sociology”. “A set of means and procedures applied in a group situation serves to achieve a double objective: Productivity and Social Congrats”.

2.1.2 PHILOSOPHICAL FOUNDATION

“Philosophy means the love of wisdom, it is the search for the larger picture, and this involves the demand for knowledge that allows us to understand our lives and the world around us. It is, accordingly, the insistence on the importance of values, a refusal to get totally caught up in the details of life and simply go along with the crowd”. (Robert Salomon, Kathleen Higgins, The big questions 2014).

Philosophy is considered as the motor which guides people to think, to watch out the world in other ways trying to get the explanation of what is the real sense of life. The philosophy allows us to find out the “why” of the things,
and it tries to solve the doubts, generating new knowledge over the already existent.

In addition, “when undergraduates ask question about the meaning of life and the nature of the universe, it is philosophy that ought to answer the questions.” (Robert Salomon, Kathleen Higgins, The big questions 2014).

The philosophy of education help teachers to maintain methods which can be used in classes. Teachers as guides, they need to be motivators and engage students to develop and find out the best way to develop their knowledge, in this case, oral expression, in order to improve the way they speak in real conversations, for it, Students will be able to achieve their goals.

2.1.3 PEDAGOGICAL FOUNDATION

According to Miguel Angel Vargas in his book “Guide to the design of an educative solution with support in a virtual informatic environment”. Says. “Pedagogy as a knowledge has been characterized by its interdisciplinary.

Pedagogy is theoretical and practical. Theorical in the way that the culture is characterized.

Identify cultural issues and necessities that can be solve with changes in an educative way. And, Practical, because a part of its knowledge has been built in the educative practice”.

Pedagogy helps to organize the educative process of each person, in all aspects, such as, psychological, physical and intellectual, without missing cultural aspects of the society. It is a tool to transmit knowledge.

In the English teaching, specially, in the development of the oral expression, it is very important “how teachers develop their classes”. It is here where pedagogy provides methods to improve the oral expression in students.
The researcher proposes oral skills as the method to improve the oral expression. In order to improve student’s oral expression that would become the tool to flourish the knowledge and possibly to obtain more warranties at the moment of getting a job.

2.2 LEGAL BASIS

2.2.1 Constitution of the Republic of Ecuador

Title VII

Regime of well living section first:

Art Education. 343.-

The national system of education shall have as its aim the development of capabilities and individual and collective potential of the population, which will allow the learning, and the generation and use of knowledge, skills, knowledge, arts and culture. The system will have as a center to the subject that learns, and operate flexibly and dynamically, inclusive, effective and efficient. The national education system will integrate an intercultural vision in line with the geographic, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities.
2.2.2 Organic Law of Intercultural Education

Third Chapter

Of the rights and obligations of students

Art. 7.

Students have the following rights:

B. Receive a comprehensive and scientific training that will contribute to the full development of his personality, abilities and potential, while respecting their rights, fundamental freedoms and promoting gender equality, the non-discrimination, the appreciation of differences, the participation, empowerment and cooperation.

Fourth Chapter

Of the rights and obligations of the and teachers

Art. 10.

Teachers in the public sector have the following rights:

To free access to the processes of professional development, training, upgrades, training continues, pedagogical and academic improvement at all levels and modalities, depending on their needs and those of the National System of Education;

To give support and follow the teaching and the students, to overcome the lag and difficulties in programming and in the development of competencies, capabilities, skills and abilities.
Sixth chapter,

Article 48

Title IV of the Bilingual Intercultural Education

First Chapter of the system of Bilingual Intercultural Education

The system of Bilingual Intercultural Education (SEIB) is substantial part of the National System of Education, through the Undersecretary of Bilingual Intercultural Education so devolved and with respect for the rights of the communes, communities, indigenous peoples and nationalities. The Intercultural Bilingual Education System comprises the set of all articulated policies, standards and members of the educational community from the community level, educational tracks, district and areas, which have a direct relationship with the processes of programming in ancestral languages and officers.

Article 88

Title IV of the Bilingual Intercultural Education

First Chapter of the system of Bilingual Intercultural Education

The Sub-secretary of Bilingual Intercultural Education, specialized in the development of knowledge, science, knowledge, technology, culture, science, knowledge, technology, culture, ancestral languages and the languages of intercultural relations, is an entity that diverts administrative, technical and financial support. Will be in charge of the planning, organization, innovation, direction, control, coordination in the zonal levels, district and community of
Bilingual Intercultural Education System, for which it will count with all the necessary resources.

Ensure participation at all levels and instances of the educational administration to the peoples and nationalities depending on their representativeness. The Secretary shall be responsible for incorporating the interculturality in the system and ensure the relevance of cultural and linguistic services and educational opportunities in the areas of its competence. The functional organic structure of the Office of the Sub-secretary of Bilingual Intercultural Education will respond to the specific features required by the system of Bilingual Intercultural Education
CHAPTER III.

METHODOLOGY

This research has been taken as a part of the content that might improve the capabilities of students of the tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 – 2019, It is also Determined as the unit of analysis, where it is intended to analyze the different aspects of the proposed topic.

This research describes the relation among English language and oral skills that represents a variable to enhance the quality of the development in oral expression.

It is considered this type of research that is focused qualitative because, it will be measured the level of English knowledge and improve the students’ abilities. And quantitative, because, it will be measured by the population and sample inside the researched school.

3.1 SCIENTIFIC RESEARCH

De-Poy and Gitlin (2011) define the scientific method as a systematic process that is properly controlled by the researcher who does a critical investigation on a phenomenon and who is also based on a theoretical part and that is also influenced by a hypothesis about everything that manages to investigate of this phenomenon.
This study will analyze the effectiveness of speaking techniques in an English class. The study will take place in students from tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019.

The school has approximately 590 students from fourteen until sixteen years. One of the secondary goals within this school is to find ways to motivate students to expand their vocabulary to express in a better way, through a booklet based on the use of speaking techniques to improve oral expression.

Crowther and Lancaster (2008), argue that the theoretical method is based on theories and that is why it is not only deductive; In addition, it is integral because it focuses on a field research. It is reflective because it is sensitive to the object of study and is interactive because it collects data that involves human beings who need to solve problems within the educational environment.

Moreover, the present work has a qualitative and quantitative approach. It is qualitative due to the methods and techniques that allow to approach the study on the influence of speaking techniques the development of quality of oral expression. It is quantitative because it identifies the problem through the management of numerical and statistical data.

Teachers and directives have been seeking to increase the students’ achievement to make them a reflective person when they express their critical thinking, someone who asks and produces ideas by their own.
That is why speaking techniques could be one possible solution to this problem.

3.2 Types of research

Fulfilling the needs required in this project, such as data collection and deep approach to the problem in study, it was decided the implementation of a field investigation.

To achieve a greater level of depth in the research it will be:

Exploratory, then seeks the necessary data collection so as to open paths in research, as well as for a proper analysis of the problem in question.

"Exploratory research is done mostly when the objective is to examine an issue or research the problem studied, which have many doubts or it has not been addressed before" (Hernandez, et al, (2003))

Descriptive, to be able to select the main characteristics of the research, thus, be able to describe and define the different parts of the problem.

"Descriptive research search to specify the properties, characteristics and important profiles of individuals, groups, communities, or any other phenomenon that is subject to further analysis (Dhanke, (1989) cfr Hernandez, et al, (2003))."

Feasible research.

The Management Association (2015), argues a feasible research is possible because it is the result of a diagnostic case of study. It uses a systematic process to find a solution to a research problem.
3.3 POPULATION AND SAMPLE

3.3.1 POPULATION

Kumar (2008), describes that each analysis made in a scientific investigation must be quantified and that each of the phenomena to be investigated is constituted in the population that is the object of study.

3.3.2 SAMPLE

Kumar (2008), states that the sample as a part of the universe in research.

This research work has taken a sample of 45 students from a Universe of 590 in the highschool Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 – 2019 applied in students from tenth year of basic education.

3.3.3 STRATUM

For our project, the proposed sample represents 43 students, one teacher and one Director. We used a stratified sampling procedure from a universe of 590 people,

it was considered the object of study that corresponds to 43 students or. This technique was used to ensure a fairly representation of the variables to study.

Because the population is 590 people it is necessary to apply the following formula to determine the size of the sample:

\[ n \geq \frac{p(1-p)}{[SE(p)]^2} \]
where \( n \) = sample size,

\( p \) = sample proportion,

\( SE(p) \) = required standard error of the sample proportion

<table>
<thead>
<tr>
<th>Directives</th>
<th>Universe</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Pupils</td>
<td>577</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>590</td>
<td>45</td>
</tr>
</tbody>
</table>

*Table No. 1 Stratum*

*Source: “Thomas Martinez Queirolo” High school.*

Elaborated by: Vanessa Escudero

In this population of 590 people defined as a sign to 43 students for the tenth year of basic education.

### 3.4 RESEARCH TOOLS AND TECHNIQUES

With regard to the techniques and methods used for the collection of data on this research, used the survey, which consisted of 10 questions about the research problem. The questions were closed-type
## Picture of Operationalization of Variables

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSION</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Speaking techniques</td>
<td>Oral skills</td>
<td>Stages of oral expression. Projects Discussions Bingo cards Spellings Metacognitive strategies Strategies partner</td>
</tr>
<tr>
<td>Dependent Development of the quality of oral skills</td>
<td>Teaching models</td>
<td>Behaviorism Constructivist Social constructivism Historical Cultural Vygotsky Gagne Teaching in the development of oral skills. Planning of</td>
</tr>
</tbody>
</table>
3.5 RESEARCH METHODS

(McNeill and Chapman 2005). Determines that the empirical research methods are a series of practical procedures with the aim of revealing the fundamental characteristics and essential relationships of the object of study.

It is determined that an effective method to discover the necessities of students and how to improve them, is to know what are the limits of students and teachers.

The research has been taken by pragmatic procedures with a specific job, to declare the deficiencies of students and teachers and take them into a better type of knowledge that warrant the accomplishment of both in a socio-cultural way.

Empirical research methods represent a level in the research process whose content comes essentially from experience, which is subject to certain rational elaboration and is expressed in a specific language.

Trochim and Donnelly, (2006) argue that the theoretical framework is focused on two fields in research which are theory and observation.

This research contains theory and observation to develop one specific goal in which is remarkable to recognize the abilities of students from the tenth
Swanson (2013), defines theoretical methods must prove the understanding of theories and concepts that are pertinent to the topic of the research project. It is not something already found, it demands a logical model study.

Theoretical methods would improve the understanding of the statistics in order to have a superior expertise about the requirements that students have.

3.6 TECHNIQUES AND INSTRUMENTS

It is indispensable to start the research with some instruments to understand the necessities of the students, it is also important to develop the way in which students feel engaged and hooked with different activities to make them improve in oral expression by the usage of speaking techniques.

The teacher is the guide that students need to establish the level of the students to create more participative classes with the interaction of students inside the classroom.

3.6.1 SURVEY

According to a webpage QuestionPro (2018). Surveys are a research method used for collecting data from people to gain information on various topics. Surveys have a variety of purposes and can be carried out in many ways depending on the methodology chosen and the objectives to be achieved.

The data is usually obtained through the use of standardized procedures whose purpose is to ensure that each respondent is able to answer the questions at a level playing field to avoid biased opinions that could influence
the outcome of the research or study. A survey involves asking people for information through a questionnaire.

A survey is a type of questionnaire that involves two type of characters: A pollster and a respondent. It is understood that the pollster is the person who is in charge of asking questions to the respondent.

At the same time, the respondent is the person who answers the pollster questions.

(Floyd, 2009, p.9) tells us that the reason of a survey is to produce statistics, that is, quantitative or numerical descriptions about some aspects of the study population.

Likewise, it is imperative to enunciate that surveys can help by giving the statistics that the researcher needs to understand by using numerical descriptions of the questioned sample:

3.6.2 SAMPLE OF THE SURVEY

According to Merriam Webster dictionary (2018). A representative part or a single item from a larger whole or group especially when presented for inspection or shown as evidence of quality.

It has been considered as a sample to question the students from tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 - 2019.
3.6.3 INTERVIEW

For the authors Gill and Stewart (2008), the interviews can be of three types: structured, semi-structured and unstructured. In the first place, the structured ones are those that contain a list of questions that can be done verbally and whose answers are limited. However, unstructured interviews consist of questions that can be open and that do not maintain any kind of structure and can be long-term. Meanwhile, semi-structured interviews contain a set of key questions where the answer is full of details.
1.- Do you believe that it is necessary to innovate English classes with the application of speaking techniques? Why?

2.- How do you think that the teaching of English with speaking activities will develop the oral expression of students?

3.- How important is that the students increase their oral expression, especially at early age?
1.- Do you consider that the methodology that you use is the correct for engaging students, what do you think you should change?

2.- Will this project whose proposal is about the usage of speaking activities to improve the oral expression of the students would be a tool to improve English classes, and how would you support it?

3.- Have you ever taught that speaking activities would improve the student’s participation in the classroom, why?
3.7 SURVEY TO STUDENTS

3.7.1 OBJECTIVE

To give relevance to the students` point of view about the shift of the oral expression through the use of speaking activities in the English teaching-learning process.

3.7.2 SPECIFIC INFORMATION

Write an “x on the answer you consider the most appropriate on each of the required questions.

A- Always  C- Sometimes
B- Frequently  D- Never

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Do you like to speak in English?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Do you feel motivated to learn English?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Does The teacher bring students speaking activities to increase their motivation in class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Are there speaking activities focused on the development of oral expression?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Do you feel comfortable to apply speaking activities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>With a good pronunciation, you will get through a good oral expression at school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Is it necessary to participate in contests of oral expression at school, with the use of speaking activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Would you like to participate in more speaking activities to improve your oral expression?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Do you feel comfortable when you participate in speaking activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Do you think you improve your level of oral expression by working in speaking skills?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOURCE:** Jose Martinez Queirolo

**RESEARCHER:** Vanessa Escudero
3.8 ANALYSIS OF RESULTS STUDENTS’ SURVEY

TABLE N. 1

Sample: 43 Course: 10\textsuperscript{th} grade

Do you like to speak in English?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Frequently</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>Never</td>
<td>21</td>
<td>49%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: Jose Martínez Queirolo
RESEARCHER: Vanessa Escudero

GRAPHIC N. 1

ANALYSIS:

According to the results the researcher has concluded that only one percent of students from tenth course said that English is a very complicated subject and there are not any activities. This graphic tells us a failing in the practice and development of the oral expression within the classroom. The students don’t have a domain of the English language, limiting them to communicate in English with their partners.
TABLE N. 2

ANALYSIS OF RESULTS

Sample: 43 Course: 10th grade

Do you feel motivated to learn English?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>15</td>
<td>35%</td>
</tr>
<tr>
<td>Frequently</td>
<td>16</td>
<td>37%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: Jose Martínez Queirolo
RESEARCHER: Vanessa Escudero

GRAPHIC N. 2

ANALYSIS:

The graphic no.2 demonstrates that the 37% of the students answer that they “frequently” feel motivated to learn English, the 35% answer that “always”, the 21% answer “sometimes” and only the 7% didn’t participate actively in the oral activities. According to the results the researcher has concluded that the most of students (the 72%) agree about participating in oral activities in order to apply them making the process teaching-learning in the English language.
### TABLE N. 3

**Sample:** 43  
**Course:** 10th grade

**Does The teacher bring students speaking activities to increase their motivation in class?**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Frequently</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>Never</td>
<td>16</td>
<td>37%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>43</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**SOURCE:** Jose Martinez Queirolo  
**RESEARCHER:** Vanessa Escudero

### ANALYSIS:

The graphic No. 3 demonstrates that the 37% of students “never” said that the teacher brought them any activity in English. According to the results the researcher has established that most of students don’t work with any speaking techniques in English classes, the application of new methods could benefit to the improvement of teacher’s classes and the raising development of oral expression in students.
TABLE N. 4

Sample: 43  Course: 10th grade

Are there speaking activities focused on the development of oral expression?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Frequently</td>
<td>12</td>
<td>28%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>10</td>
<td>23%</td>
</tr>
<tr>
<td>Never</td>
<td>19</td>
<td>44%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: Jose Martínez Queirolo
RESEARCHER: Vanessa Escudero

GRAPHIC N. 4

ANALYSIS:

The graphic No.4 demonstrates that the 44% of students consider that the teacher “never” work with speaking exercises to increase their oral expression in class, the 23% considers that “sometimes”, the 28% that “frequently” and just the 5% of students consider that the teacher “always” work with speaking exercises to increase oral expression.

The results have shown that students are not working with speaking activities to increase oral expression.
TABLE N. 5
Sample: 39 Course: 10th grade

Do you feel comfortable to apply speaking activities?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>17</td>
<td>40%</td>
</tr>
<tr>
<td>Frequently</td>
<td>15</td>
<td>35%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: Jose Martinez Queirolo
RESEARCHER: Vanessa Escudero

GRAPHIC N. 5

ANALYSIS:

The graphic No.5 shows that the 39% of students “always” feel comfortable participating in group activities, the 35% answer that they “frequently” feel comfortable, only an 14% answer “sometimes”, the same percentage, and 12%, of students that answer “never”. According to the results the researcher has concluded that most of students would feel comfortable with speaking activities, the application of speaking exercises could be very advantageous for the development of the English language.
With a good pronunciation, will you get through a good oral expression at school?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Frequently</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>16</td>
<td>37%</td>
</tr>
<tr>
<td>Never</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: Jose Martínez Queirolo
RESEARCHER: Vanessa Escudero

According to the results the researcher has found that the application of speaking skills focused on oral expression, are performed in an insufficient time in the English classes, limiting the correct development of the oral expression.
Is it necessary to participate in contests of oral expression at school, with the use of speaking activities?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Frequently</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>17</td>
<td>40%</td>
</tr>
<tr>
<td>Never</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: Jose Martinez Queirolo
RESEARCHER: Vanessa Escudero

ANALYSIS:

The graphic No.7 demonstrates that the 36% of students answer that the speaking techniques applied “never” are varied and different, the 41% answer that “sometimes”, the 18% of students answer that “frequently” and only a 5% of students answer that the group techniques applied are “always” varied. According to the results the researcher has concluded that the application of the techniques focused on develop of the oral expression needs to be reinforced.
Would you like to participate in more speaking activities to improve your oral expression?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td>Frequently</td>
<td>20</td>
<td>47%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: Jose Martínez Queirolo
RESEARCHER: Vanessa Escudero

GRAPHIC N. 8

ANALYSIS:

The graphic No.8 demonstrates that the 46% of students answering that the speaking activities would improve their oral skills increase their motivation, 33% answer “frequently” and 14% answer that “sometimes” the group activities increase their motivation...Only the 7% said “never”. According to the results the researcher has concluded that a big part of students wants to improve their skills. The application of speaking activities could benefit in the teaching process, engaging students’ motivation and developing the oral expression.
Do you feel comfortable when you participate in speaking activities?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Frequently</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>22</td>
<td>51%</td>
</tr>
<tr>
<td>Never</td>
<td>14</td>
<td>33%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>43</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**SOURCE:** Jose Martinez Queirolo  
**RESEARCHER:** Vanessa Escudero

**GRAPHIC N. 9**

ANALYSIS:

The graphic No.9 says that the 51% of students answer that they “always” would feel comfortable meanwhile they are improving their oral expression by doing any speaking activity.
TABLE N. 10

Sample: 43 Course: 10th grade

Do you think you improve your level of oral expression by working in speaking skills?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8</td>
<td>19%</td>
</tr>
<tr>
<td>Frequently</td>
<td>19</td>
<td>44%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>43</td>
<td>100%</td>
</tr>
</tbody>
</table>

SOURCE: Jose Martinez Queirolo
RESEARCHER: Vanessa Escudero

GRAPHIC N. 10

ANALYSIS:

The graphic No.10 demonstrate that the 44% of students “frequently” they improve the oral expression in classes if they have the activities needed to practice, the 21% answer “always”, the 21% of students answer “sometimes” and a 16% of students answer “never”.
3.9 CONCLUSIONS AND RECOMMENDATIONS

3.9.1 CONCLUSIONS

Oral expression is necessary for the cognitive development of students. Understanding what speaking techniques imply an analysis and interpretation of main ideas and comprehend details, recognition of pronunciation in context, identification of the keywords to understand, facts, situations and outcomes within a role play or dialogue.

Students figured out that it is difficult to understand a speaking activity without any preparation and that is only full of letters. On the other hand, educators are aware that students need a guide to go through a speaking and understand it from beginning to end.

Speaking activities are a useful and economical tool, easy to use and that highlights essential elements in a reading to achieve their understanding.

The authorities are also aware that oral expression is the basis for the development of all other cognitive skills of students and are willing to provide the support that is necessary to innovate in the classroom the oral expression in class.

3.9.2 RECOMMENDATIONS

Teachers who teach a foreign language should be the first to look for tools to become expert speakers.

The institutions that regulate the universities of the country, should demand that the university students approve special courses in techniques for speaking. This would help to graduate teachers with the ability to speak and ensure a teaching process more in line with the needs that are presented in the classrooms of the country's schools.
All educators in schools should implement speaking clubs and hold contests that motivate students to participate in oral stories; that is, convert students into communicators so that they enrich their lexicon as well as their oral and written fluency.

The Ecuadorian Government through the Ministry of Education should implement incentives such as scholarships to all students of universities and schools that read a certain number of books. This will not only be beneficial for them, but also for the Ecuadorian culture.
CHAPTER IV

4. THE PROPOSAL

4.1 TITLE

DIDACTIC GUIDE WITH DIFFERENT ACTIVITIES TO IMPROVE ORAL EXPRESSION

4.2 JUSTIFICATION

The majority of the students of the 10th grade 1 of the school “Jose Martinez Queirolo” show difficulty in their oral expression, problem that was observed during classes, some of the students’ participation were limited because of other student’s knowledge that come from other institutions or they did not have any class in English, and these students presented a basic level of the English language. Therefore, this project proposes activities in which students first work with classmates by using speaking activities that will be performed according to the content in the curriculum.

4.3 GENERAL OBJECTIVE

To evolve the oral expression in the students with different speaking activities that might improve the low level of knowledge while enriching the knowledge of students with a higher level of the English language in order to raise student’s participation and interactivity in class.
4.4 SPECIFIC OBJECTIVE

To promote the use of the speaking skills inside the classroom as the main tool of interaction,

To create a comfortable environment to increase students’ participation in the classroom.

To develop a model of student by improving the speaking skills to develop the quality in oral expression.

4.5 THEORETICAL ASPECTS

Vygotsky probably believed that a person’s ability to imitate is the basis for a subjective zone of proximal development when he referred that “It is well established that the child can imitate only what lies within the zone of his intellectual potential” (Vygotsky, 1987, p.209). A teenager is able to engage in interaction with more competent activities which convert into important to have a better communication with others by using specific tasks that the child would feel comfortable. Otherwise, students will not be able to perform activities alone.

4.5.1 FEASIBILITY

It is feasible because it is applied to each student. So, the students will understand the content of the communication involved. In addition, the students will have a better pronunciation by having more speaking activities that will expert students.
4.5.2 LEGAL

The Art 185 of the “LOEI” mentions that the teacher has to recognize and potentiate the students as individuals inside the class by using different strategies to improve their skills. It also mentions that the teacher has to reinforce the knowledge according to the accomplishments of the students and objectives of the class, and to develop the participation of the students in the learning activities.

Therefore, this research project has legal basis since the teacher has to recognize the student’s knowledge, Likewise, the differentiation of speaking skills to potentiate their oral expression, in order to promote a better interaction when working with students with different levels in the English knowledge.

4.5.4 HUMAN RESOURCES

For the application of this research project the teacher will need some objects or extra information that students will bring to class, and these activities and materials will be developed and performed by the same students. The teacher will only become the guide of students by monitoring the activities and convey the students if needed.
4.5.5 POLITICAL

The 4.4th objective of the “well living national plan” mentions that the teacher has to harmonize the educative process according to the proficiency that the student ought to have at the end of the school year, abilities, competences and learning accomplishments in order to be promoted to the next level of their studies. Besides, this project has basis on this article, because it wants that all students finish their school year with a mall gap of knowledge between them.

4.6 INTRODUCTION

The didactic manual is divided into units that correspond to those in the Student Book. It gives practice in grammar through oral activities, vocabulary, and communication capabilities.

Get started as the easy level, and Reach for the top, the most challenging level. Designed for improving speaking skills in classes, “Take it easy” recognizes that all students will be motivated if they are given tasks that allow them to succeed as well as to achieve higher goals.

Most students will benefit from completing the two levels of the guide. Students who already have a basic knowledge of English may find it easier to attain an A1.2 level at the end of the school year.
4.7 METHODOLOGICAL RECOMMENDATIONS

Given that this guide will use a direct method and communicative approach, this project recommends that the teacher encourage students to think and to express themselves in English at all times, do not punish them when they make common mistakes.

This guide will provide images that students can use as guide, but the teacher should take to classes, objects and other pictures related to the topic if necessary, or ask the students to bring these objects to classes beforehand.

This guide provides many activities related to the cultural background of the students and real world-task that the teacher should promote in the classroom.

4.8 TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes and dislikes</td>
<td>Express likes and dislikes using the vocabulary learnt in class with some degree of fluency.</td>
</tr>
<tr>
<td>Colors and numbers</td>
<td>Share his/her work by describing it and make questions about his/her partner’s work with some degree of fluency and pronunciation.</td>
</tr>
<tr>
<td>Daily routines</td>
<td>Describe his/her and their partner’s daily routines using the objects they brought with a degree of fluency and expressing their ideas clearly.</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Adjectives</td>
<td>Describe his/her favorite movie character using the objects they've made with some fluency, pronunciation and using a great deal of vocabulary</td>
</tr>
<tr>
<td>Can/Can’t</td>
<td>Use Can/can’t to state their abilities using the information given by the teacher making as few pauses as possible while speaking and using complete and varied sentences.</td>
</tr>
<tr>
<td>Personal pronouns and Verb to be</td>
<td>Describe a city using adjectives and the verb to be with some degree of fluency and expressing their ideas clearly.</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How much/how many</td>
<td>Exchange information with his/her classmates using the objects they brought using long sentences, a great deal of vocabulary and with fluency.</td>
</tr>
<tr>
<td>Professions/ Verb to be (interrogative)</td>
<td>Make questions about someone’s profession with fluency and good pronunciation.</td>
</tr>
<tr>
<td>Family members/Possessive('s)</td>
<td>Explain his/hers and others family trees using long sentences, with a rich vocabulary and fluency.</td>
</tr>
<tr>
<td>Do/Does</td>
<td>Describe a celebrity using the information given by the teacher with some degree of fluency and vocabulary.</td>
</tr>
</tbody>
</table>

**4.9 DESCRIPTION**

This project research consists in the elaboration of a didactic guide for the teacher and students which contains speaking activities, for the improve pupil’s oral expression.
This didactic guide will give the teacher a variety of activities for students with A1.1 and A1.2 level of the English language as well as integrated activities for both levels.

This didactic guide has a respective explanation about the strategies to follow when doing activities, like:

1. - Divide students in small groups according to the activities, no more than 6 students per group, so that they all can have an opportunity to express themselves appropriately.

2. - Distribute the content in order to make 2 activities during the week in which the content is being taught, 1 for the differentiated activities and 1 for the integrated activity.

3.- Select students with leadership aptitudes to be in charge of a group when performing the mixed level activities, so they don’t feel bored when doing the activities and to help students with a lower level. Encourage the leader to delegate work and not to do it by themselves, so all students learn from the activities.

4. - Tell students that the pictures in the guide can provide useful information and that they should use the vocabulary in it as much as possible.

5. - Move unobtrusively from group to group to help, encourage, and praise students as needed. Listen to pairs or groups with typical or interesting conversations—you may wish to call on these to share their work during the check.

6. - Check the guide regularly beforehand, there are some activities that require the students to bring objects or information from their home.
4.10 CONCLUSIONS

It is unquestionable that this guide strengthens the language competences in the located in students from tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 – 2019 because through the scientific research, it is demonstrated that there is a lack of speaking skills.

This guide will also reinforce students’ vocabulary in context, understanding of a selection through the use of speaking techniques, and students will be able to enjoy speaking as well as teachers will develop a didactic class.

The direct beneficiaries will be students from tenth year of basic education Jose Martinez Queirolo belonging to zone 8, district 6, located at Juan Montalvo, parish Tarqui 2, canton of Guayaquil, Guayas province, period of the academic year 2018 – 2019 because they will develop other language competences through speaking analysis with the support of oral expression usage.

Besides, it is noticeable that when a person develops reading comprehension, it is easier to improve in other subjects because speaking is the base for communication.

Another beneficiary is the institution because students as well as teachers will get the proposal of this project as a guide for the use of speaking activities to develop oral expression.

We are convinced that this project will have a positive impact in the community of Jose Martinez Queirolo high school. Students and teachers will be motivated to improve in the oral expression with this tool that will be provided by us.
BIBLIOGRAPHY


5. THE PROPOSAL

“DESIGN OF A BOOKLET WITH DIFFERENT ACTIVITIES TO IMPROVE ORAL EXPRESSION”
## LIKE AND DISLIKES

### Do you like...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like playing basketball?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you dislike watching TV?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you love eating ice cream?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you hate studying?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you enjoy swimming?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you like drinking milk?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you love reading books?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you dislike shopping?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you enjoy going to school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you like listening to music?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you hate eating meat?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you love riding a bike?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:**
- Love: ❤️❤️❤️❤️❤️
- Enjoy: ❤️❤️❤️
- Like: ❤️❤️
- Dislike: ✗✗
- Hate: ✗✗✗

Fill in the information about your partner:

Your partner loves __________

He/She enjoys __________

He/She likes __________

He/She dislikes __________

He/She hates __________
| I love   | eating pizza |
| I adore  | japanese food |
| I enjoy  | playing soccer |
| I like   | watching TV |
| I don’t like | going to the movies |
| I dislike | reading books |
| I hate   | studying English |
| I detest | dancing |
|          | singing |
# Free Time Activities

Do you like to do these activities on weekends? Check your answers and compare them with a partner.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to the movies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play computer games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eat out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch sports on TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to the park</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do crossword puzzles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read the weekly newspaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go fishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to the classical music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Let's talk about SPORT

#### Conversation cards

<table>
<thead>
<tr>
<th>What's your favourite sport? How often do you play it?</th>
<th>How many hours of sports do (did) you have in school? Is (was) this enough?</th>
<th>Which sports have you played? Which one did you enjoy most?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which sport would you like to try? Explain why.</td>
<td>Which sports do you think are dangerous? What can happen?</td>
<td>Is there a sports centre near your home? How often do you go there?</td>
</tr>
<tr>
<td>Playing sports or computer games? Which do you prefer? Why?</td>
<td>Which sports are popular in your country? Talk about them.</td>
<td>Do you prefer playing or watching sports? Explain.</td>
</tr>
<tr>
<td>Have you ever been to a sports match? Talk about it.</td>
<td>Have you ever won an award or medal in a sports competition? Talk about it.</td>
<td>Name 3 sports played with a ball. Explain the rules for one.</td>
</tr>
<tr>
<td>Do you prefer individual or team sports? Explain why.</td>
<td>Who's your favourite sports personality?</td>
<td>Name 3 winter sports. Have you tried any?</td>
</tr>
<tr>
<td>Do you think famous sports players are overpaid? Explain.</td>
<td>Which sports is your country good at? Name the most famous players.</td>
<td>Name 3 team sports and 3 individual sports. Explain the rules for one.</td>
</tr>
</tbody>
</table>

#### Match

<table>
<thead>
<tr>
<th>badminton</th>
<th>canoeing</th>
<th>cricket</th>
<th>cycling</th>
<th>fencing</th>
<th>golf</th>
<th>ice hockey</th>
<th>taekwondo</th>
<th>Thai boxing</th>
<th>water polo</th>
</tr>
</thead>
</table>

#### Do, play or go?

| aerobicics | basketball | football | judo | running | skiing | swimming | tennis |

Work in groups. Can you guess the rules?
What color do you like?
1. Color four leaves green.
2. Color three leaves yellow.
3. Color three stems orange.
4. Color two stems purple.
5. Color the ground brown.
6. Color the centers of three flowers red.
7. Color the centers of four flowers purple.
8. Color two flowers yellow.
9. Color three flowers orange.
10. Color two flowers blue.
Use a die and markers. When you land on one of the circles, you must say the name of the colour, or the number, or what the picture shows!
COLOURS

YELLOW
GREEN
BROWN
RED
PINK
ORANGE
BLUE
PURPLE
WHITE
BLACK

COMPLETE THE LETTERS
HOW MUCH/ MANY

ENGLISH GRAMMAR

HOW MUCH? - HOW MANY?

When we want to know the quantity or amount of something, we ask questions starting with How much and How many.

**HOW MUCH?** I want to know the QUANTITY or AMOUNT

HOW MUCH + UNCOUNTABLE NOUN
- How much sugar would you like? - How much money did you spend?
- How much time do we have to finish? - How much milk is in the fridge?

**HOW MUCH?** I want to know the PRICE

HOW MUCH + SINGULAR OR PLURAL NOUN (or with the verb COST or BE).
- How much is this dress? - How much did your jacket cost?
- How much are these shoes? - How much will it cost me?

**HOW MANY?** I want to know the QUANTITY or AMOUNT

HOW MANY + PLURAL (COUNTABLE) NOUN
- How many days are there in January? - How many books did you buy?
- How many students are in this room? - How many cousins do you have?

The noun is often omitted in the question when it is obvious what we’re talking about.
- A: I would like to buy some cheese. - B: How much (cheese) would you like?
- A: I need some coins. - B: How many do you need?
- A: I need some sugar. - B: How much do you need?
Greed is defined as an intense and selfish desire for something, especially wealth, power, or food.

Do you know a greedy person? Why do you think this person is greedy?

When it comes to certain foods, are you greedy?

If you find yourself in front of chocolates, do you always buy some to eat?

Are you happy with the amount of money that you have? Do you always want more?
ASK QUESTIONS WITH THE WORDS GIVEN and ANSWER

13. How much /the piano lessons? 15 $ /hour

14. How much /the course? 200 pounds

15. What time /the gym/open? 7 am every day
Speaking exercise:
Some, any, much and many (with countable / uncountable nouns)

• Have you got ____ (any / some)

???

○ Yes, but not ______ left. (much / many)

• Could I have ______? (some / any)
  ○ Yes, here you are, but could you buy ____
    the next time you go shopping.

    _____ or _____

• Oh, then I am not taking ______ (any / some)
  ○ Don’t worry, I don’t have ______ (much / many), so you can take
    _____ (some / any).
### Daily Activities

- What time do you usually go to bed at night? Why?
- What time do you usually get up in the morning? Why?
- What do you often eat for breakfast? Why?
- What time do you usually arrive at school or work?
- What do you usually eat for lunch? Why?
- Where do you usually eat lunch?
- What time do you usually get home from school or work?
- About how many hours of TV do you watch TV every day?
- What is your favorite TV show?
- About how many hours are you on-line every day?
- What is your favorite website?
- Can you cook? How often do you cook? Can you cook well?
- Tell me about your best friend. How often do you see him/her?
- What time do you usually eat dinner?
- What hobbies do you have?
- What time do you usually go to bed at night?
What’s he like?

Describing People

Task: ask your colleague questions about how often they do something. Above there are some verbs as ideas, and below a reminder of the frequency adverbs.

<table>
<thead>
<tr>
<th>clean</th>
<th>eat</th>
<th>relax</th>
<th>play (sports or instruments)</th>
<th>study</th>
</tr>
</thead>
<tbody>
<tr>
<td>do the grocery</td>
<td>drink wine</td>
<td>listen to music</td>
<td>phone (friends, relatives,…)</td>
<td>do the gardening</td>
</tr>
<tr>
<td>go shopping</td>
<td>walk</td>
<td>run</td>
<td>speak a foreign language</td>
<td>go on holidays</td>
</tr>
<tr>
<td>swim</td>
<td>sing</td>
<td>drive</td>
<td>read something</td>
<td>watch TV</td>
</tr>
<tr>
<td>dance</td>
<td>drink coffee</td>
<td>go to the cinema</td>
<td>eat ethnic food (what kind?)</td>
<td>feed your pet</td>
</tr>
<tr>
<td>go to the gym</td>
<td>cook</td>
<td>write emails</td>
<td>use the internet</td>
<td>drink tea</td>
</tr>
</tbody>
</table>

How often do you .....?

<table>
<thead>
<tr>
<th>often</th>
<th>sometimes</th>
<th>seldom</th>
<th>every now and then</th>
<th>never</th>
<th>always</th>
<th>hardly ever</th>
<th>rarely</th>
<th>usually</th>
</tr>
</thead>
</table>

Name: ______________________________
<table>
<thead>
<tr>
<th>ambitious</th>
<th>arrogant</th>
<th>assertive</th>
<th>bad-tempered</th>
<th>calm</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheerful</td>
<td>conscientious</td>
<td>easy-going</td>
<td>eccentric</td>
<td>funny</td>
</tr>
<tr>
<td>immature</td>
<td>impulsive</td>
<td>insecure</td>
<td>insincere</td>
<td>loyal</td>
</tr>
<tr>
<td>open-minded</td>
<td>optimistic</td>
<td>possessive</td>
<td>reserved</td>
<td>self-confident</td>
</tr>
</tbody>
</table>
Comparative Adjectives Worksheet

Write a sentence for each comparative adjective.

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________
The Bottle-Nose Dolphin is faster than the green turtle.

Alaskan crab are delicious to eat!

The crazy kids ate Mexican food together.

Why is an elephant so much larger than a tiny mouse?

Where did you buy the American flag?

Ten colorful clowns rode in a car that was very small.

Warm chicken nuggets are my favorite food.

Are you smarter than me?
<table>
<thead>
<tr>
<th>What is your best personality trait?</th>
<th>What are some characteristics of your personality?</th>
<th>What is your best personality trait?</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you could change any aspect of your personality, what would it be?</td>
<td>In what way has your personality changed? Why has it changed?</td>
<td>Are male and female personalities different?</td>
</tr>
<tr>
<td>What kind of people do you get along well with?</td>
<td>What personality types are you attracted to?</td>
<td>Is your personality more similar to your mother’s or father’s?</td>
</tr>
<tr>
<td>Do you think birth order makes a difference in your personality?</td>
<td>Do you think we are born with our personalities, or do we develop them because of what happens to us?</td>
<td>What personality traits do you consider important in a good friend / a boss / a partner?</td>
</tr>
</tbody>
</table>

**Fun Adjectives Review Worksheet**

- An adjective is a word that describes a noun.
- Adjectives can describe what kind, how many, and which one of a person, place or thing.

  *furry*: what kind  *two*: how many  *this*: which one

Begin at the **START**. Create a path to the **FINISH** by shading in the boxes that have adjectives.

<table>
<thead>
<tr>
<th>START</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue</td>
</tr>
<tr>
<td>at</td>
</tr>
<tr>
<td>noisy</td>
</tr>
<tr>
<td>powerful</td>
</tr>
<tr>
<td>these</td>
</tr>
<tr>
<td>you</td>
</tr>
<tr>
<td>CLASSMATE'S NAME</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>... can speak three languages.</td>
</tr>
<tr>
<td>... can draw a funny picture.</td>
</tr>
<tr>
<td>... can whistle like a bird.</td>
</tr>
<tr>
<td>... can sing a song in English.</td>
</tr>
<tr>
<td>... can tell you the capital city of Canada.</td>
</tr>
<tr>
<td>... can jump really high.</td>
</tr>
<tr>
<td>... can count backwards from 20 (20, 19, 18, ...).</td>
</tr>
</tbody>
</table>

**A:** Can you speak three languages?
**B:** Yes, I can!
**A:** What languages can you speak?
**B:** I can speak English, Spanish and Portuguese.
Can or Can’t

1. Look at the pictures and then match the pairs.

a) Jamie can’t drive a car.
b) Mark and Paul can play volleyball.
c) Little bird can’t fly.
d) Toto can play chess.
e) Nancy can draw clouds.
f) Steve can read and write.
g) Greg can rollerskate.

2. Look and write the answers into the bubbles.

Can /swim/Jack

not /can /I /touch

Play I /can /tennis

Kate /swing /can

3. Look and write can or can’t.

They ___run, but they ___swim.
They ___smell, but they ___fly.

They ___Fly, but they ___run.
They ___read, but they ___hear.
**Let's talk about MUSIC**

### Conversation cards

<table>
<thead>
<tr>
<th>What's your favourite kind of music?</th>
<th>Can you play a musical instrument? If so, which one?</th>
<th>How often do you listen to music?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been to a concert or live show? Talk about it.</td>
<td>Have you ever sung karaoke? Did you like it?</td>
<td>Do you like to sing? Why (not)?</td>
</tr>
<tr>
<td>How many CDs do you have? What's your favourite?</td>
<td>Do you have an MP3-player? How often do you use it?</td>
<td>Have you ever downloaded music from the Internet? Why?</td>
</tr>
<tr>
<td>Do you prefer music in English or in your own language? Why?</td>
<td>Which musician or band would you most like to meet? Why?</td>
<td>Do you ever listen to loud music? When?</td>
</tr>
<tr>
<td>Can you dance? What's your favourite dance?</td>
<td>Do you listen to music on the radio? What's your favourite radio station?</td>
<td>When you listen to music, do you try to understand the words (lyrics)?</td>
</tr>
<tr>
<td>Would you like to be a famous singer? Why?</td>
<td>What's your favourite singer? Why do you like him or her?</td>
<td>What's your favourite band? Why do you like it?</td>
</tr>
</tbody>
</table>

### Tick the music you like

- classical
- easy listening
- heavy metal
- hip hop
- jazz
- R&B
- rap
- rock
- salsa
- traditional

### Match instruments and pictures

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>accordion</td>
<td>piano</td>
<td>saxophone</td>
<td>flute</td>
</tr>
<tr>
<td>drums</td>
<td>tambourine</td>
<td>guitar</td>
<td>triangle</td>
</tr>
<tr>
<td>harmonica</td>
<td>trumpet</td>
<td>organ</td>
<td>violin</td>
</tr>
<tr>
<td>Can it...?</td>
<td>children</td>
<td>turtle</td>
<td>shark</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>... swim?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... jump?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... run?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... speak English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... eat chocolate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... drink water?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... watch TV?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... dance flamenco?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What can you do?

Match the sentences to the pictures.

1. He can play the guitar.
2. They can ski.
3. He can ride a bike.
4. She can sing.
5. They can swim.
6. He can run.
7. They can dance.
8. He can play golf.
9. She can play tennis.
10. He can play football.
11. He can drive a car.
12. She can play the piano.

Answer the following questions. Then ask your friend.

2. Can you dance? ........................ Friend: ........................
3. Can you swim? ........................ Friend: ........................
5. Can you play the guitar? ........................ Friend: ........................

Now write sentences about what you can or can't do.

E.g. We can ski. / We can't ski. / I can ski but she can't.

1. ...........................................................
2. ...........................................................
3. ...........................................................
4. ...........................................................
5. ...........................................................
Find Someone Who ...

A: Can you draw a funny picture?
B: Yes, I can!
A: Really? Show me!

... can sing a song.  
- Alex

... can say the alphabet (‘A’ to ‘Z’) really fast.

... can draw a funny picture.

... can say, “Hello” in three languages.

... can make a sound like a bird.

... can write with his/her left hand.

... can whistle.

... can count backwards from 20 (20, 19, 18, ...).

... can tell you the capital city of Australia.

... can add this: $1,983,023 + 569,902 =$
Possessive Pronouns Sentence Maze

Directions: Connect the words in each sentence. Find your way from the beginning of the maze to the end.

Start:

their on trespassing is dog are our
territory.
though perspective, then help my draw
his its measure and triangle, a
the teacher explained your angles barbershop the
angles right quartet
members fifteen times
next their sang eyes about a
song.
her people their move, you
most their blink muscles your
your muscles there
tentacle
contract and relax.
green eyes with
name. my
muscles there
The octopus own tentacle
its lifted my
Hancock
john
my Constitution
### Can You...? Speaking Board Game

**Don't just say "Yes, I can"... Show them YOU can!!**

<table>
<thead>
<tr>
<th>START</th>
<th>FREE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Can you say</strong></td>
<td><strong>Can you name</strong></td>
</tr>
<tr>
<td>&quot;I Love You&quot;</td>
<td>the capital cities of</td>
</tr>
<tr>
<td>in 3 languages?</td>
<td>10 countries?</td>
</tr>
</tbody>
</table>

**Can you...?**

- Can you juggle?
- Can you raise one of your eyebrows?
- Can you snap your fingers?
- Can you stand on one foot for one minute?
- Can you whistle a tune?
- Can you say a tongue twister in English?
- Can you introduce yourself to a classmate?
- Can you draw a puppy?
- Can you sing in English?
- Can you imitate any sound?
- Can you say 10 words in English that start with the letter "R"?
- Can you jump on one foot?

**GO BACKWARDS 3 SPACES**

- Can you name 10 animals in English?
- Can you hold your breath for 1 minute?
- Can you spell the word "Comfortable"?
- Can you write a word with your left hand?
- Can you talk about your family for 1 minute?
- Can you name 10 vegetables?
- Can you say 10 words that start with "h"?
- Can you say 10 verbs in past?
- Can you touch the 4 walls of this classroom?

**LOSE A TURN**

- Can you name 10 colours in English?
- Can you turn around 5 times?
- Can you name 10 occupations?
- Can you say THANK YOU in 3 languages?
- Can you draw a doctor?
- Can you draw 5 spaces
- Can you touch your nose with your tongue?
- Can you spell the word "whiteboard"?

**GO FORWARD 3 SPACES**

- Can you do 3 squats?
- Can you say the numbers backwards from 15 to 1
- Can you name and point at 10 parts of the body?
- Can you act like a monkey for 15 seconds?
- Can you name 15 parts of the house?
- Can you name the names of all your classmates?
- Can you hug one of your classmates?

**START AGAIN**

**FINISH**
GRAMMAR DISCUSSION
POSSESSIVE ADJECTIVES
Student ‘A’

Discuss the questions below with your partner.

1. Who is my partner right now?
2. What is our teacher’s name?
3. Do you have a job? Do you like your job?
4. Do you like the location of our school? Is it easy to get to?
5. How many classmates are there in class? What are their names?
6. What did you do on your last holiday?
7. Can you guess my favorite kind of movie?
8. At what time does our class finish?
9. How many brothers and/or sisters do you have? What are their names?
10. Finish this sentence: “I really like my ....”

GRAMMAR DISCUSSION
POSSESSIVE ADJECTIVES
Student ‘B’

Discuss the questions below with your partner.

1. Who is your partner right now?
2. Who is the leader of our country? What is his/her name?
3. What do you like to do in your free time?
4. Do you have a pet? What is its name?
5. Do you think our classmates did their homework?
6. What is your hobby?
7. How many people live in our country?
8. Can you guess my favorite kind of music?
9. At what time does our class start?
10. Finish this sentence: “I really don’t like my ....”
Possessive Pronouns

1. My dad is a writer.
The computer is ___.

2. This is Sally’s car: it isn’t ___ so I can’t drive it.

3. Ann has three cats. ___ names are Spot, Ink and Blue. The milk is ___.

4. Sheri is ___ teacher and the classroom is ___, too.

5. ‘Is this Billy’s pen?’
‘No, it’s ____! Thanks for finding it.’

6. That is Mr and Mrs Smith’s house.
The Ferrari is also ____________.

7. That new Iphone is ____. It’s ____ birthday present from mum.

8. ‘Is this iPad Susan’s?’
‘Yes, it is ___. She was looking for it.’

9. ‘Hi Jill, is this dictionary ____?’

10. Those cakes are ____. We bought them for lunch.

11. Don’t play with that ball or Baby John will cry. It’s ____ favourite toy.

12. They are twins, and the bikes are _____.

13. Have you seen Sue?
I think this bag is _____.

14. ‘Give Joe and Mike those books, will you? They are __________.’
Whose is it?

Match the sentences to the images.

A. This is Joan’s book.
B. That is Louise’s house.
C. Those are Sammy’s toys.
D. That is Liam’s car.

Reflexive pronouns

We use reflexive pronouns in a sentence when the subject and the object are the same.

Compare these sentences:

Tony cut the carrots.

Tony cut them.

In these sentences, the carrots is the object of the sentence.

In this sentence, we use an object pronoun.

Tony cut himself.

In this sentence, Tony is the subject and object of the sentence.

What did Tony cut?
Tony cut Tony. >
Tony cut himself.
Fun with Personal Pronouns Worksheet Part 1

A pronoun is a word that takes the place of a noun. A personal pronoun is used to substitute the names of people or things that perform actions. Common Personal Pronouns include: I, me, he, she, it, him, her, you, we, they, them.

Directions: Read each sentence below. Circle the personal pronoun that best completes each sentence.

Example A: (I / me) believe you are a terrific ball player.
Answer: I

1. Please tell him that (she / he) needs to eat before soccer practice.

2. The judge notified (they / her) that she won the case.

3. (She / I) want to travel around the world.

4. (They / Them) work well together as a team.

5. Do you know if (me / I) was selected as the captain?

6. (I / He) can’t stand it when I forget my keys in my car.

7. Do you know if (he / they) will show up time?

8. Make sure (he / I) knows the rules to the board game.

9. Why does (she / it) not have the directions on the box?
Complete the sentences with the words below.

✓ fireman  a cook  drives  animals  a police officer  She  gets up
a uniform  helps  a kitchen  people  a stadium  a uniform  station  a nurse
He  wears  a vet  a fire station  an animal hospital  helps  wears
a uniform  hospital  football  He  She  a footballer  wears  a fire engine

He's a fireman
He works in ______________________
He wears ______________________
He drives ______________________
He helps ______________________

She's ______________________
She works in a police ______________________
She ______________________
She ______________________ a police car.
She ______________________ people.

She's ______________________
She works in ______________________
She ______________________ at 5 o'clock in the morning.
She ______________________

He's ______________________
He works in ______________________
He ______________________
He helps ______________________

He's ______________________
He plays ______________________
He works in ______________________
He ______________________ a uniform.

She's ______________________
She works in a ______________________
She ______________________ a uniform.
She ______________________ people.
Job Riddles 1
Can you find out what I am?

I move people around.
I drive a car.
I change a tire.
I drive a taxi.

I wear a uniform.
I work in a surgery.
I work in a hospital.
I make sick people better.

I wear a uniform.
I often have a gun.
I conduct traffic.
I catch thieves.

I wear a uniform.
I am often a woman.
I work in a hospital.
I help a doctor.

I like the ocean.
I have nets.
I work on a boat.
I catch fish.

I work outdoors.
I work with cement.
I wear a hard hat.
I build houses.

I use markers or chalk.
I work in a school.
I have students.
I give homework.

I work in the sky.
I'm often a woman.
I serve food and drinks.
I'm usually good-looking.

I don't have a job.
I stay at home.
I am a woman.
I take care of my family.

I wear a uniform.
I travel a lot.
People call me captain.
I fly planes.

I put things together.
I often work in shifts.
I work in a factory.
I work on an assembly line.

I work in an office.
I make phone calls.
I send emails.
I make appointments.

I work at or near home.
I drive a tractor.
I grow vegetables.
I have animals in the field.

I work with scissors.
I work in a salon.
I wash, dry and brush.
I cut hair.

I'm a sports star.
I make a lot of money.
I play for big clubs.
I wear football boots.

I wear a uniform.
I work in shifts.
People in trouble call me.
I put out fires.

I wear a uniform.
I walk or cycle a lot.
I don't like dogs.
I deliver mail.

I wear a uniform.
I drive a vehicle.
I pick up people.
I drive a bus.

I wear a white hat.
I feed people.
I work in a kitchen.
I cook.

More worksheets available on www.ESLprintables.com

Author: PhilipR
JOBS & OCCUPATIONS SPEAKING CARDS

teacher
- tasks: teaches students, develops skills, plans lessons
- places: kindergartens, public schools, private schools
- features: clever, patient, helpful, creative, dedicated

plumber
- tasks: puts in water-pipes, repairs water-systems, maintains
- places: houses, factories, maintenance departments
- features: practical, hard-working, accurate

vet
- tasks: cares for the health of animals, looks after sick animals, gives medicine to animals
- places: (private) clinics, hospitals, farms, zoos
- features: brave, compassionate, sensitive

waiter
- tasks: serves people, carries trays, looks after customers
- places: restaurants, cafés, bars
- features: polite, patient, strong, fast

dentist
- tasks: fixes teeth problems, examines people’s teeth, cures teeth
- places: surgeries, hospitals, clinics
- features: patient, human, sympathetic, friendly

policeman
- tasks: protects lives, catches criminals, enforces laws
- places: offices, agents, outdoors, streets, roads
- features: brave, strong, firm, communicative

nurse
- tasks: takes care of sick or injured people, helps a doctor, gives medicine
- places: hospitals, surgeries, clinics
- features: kind, patient, helpful, good

shop assistant
- tasks: serves in a shop, sells things, gives information about the products
- places: supermarkets, smaller shops, shopping malls
- features: flexible, polite, communicative, helpful

lawyer
- tasks: defends people in courts, gives legal advice, analyzes legal problems
- places: (private) offices, courts, companies
- features: communicative, determined, inventive, problem-solver
“This is my family”

Practice introducing your family.
Families Speaking Cards

**THE TAYLORS**

Place: Birmingham
Address: 256 Down Street
Type of house: detached
Members:
- father: John, 36, mechanic
- mother: Doris, 32, nurse
- children: Miriam, 6; Tom, 7; Kevin, 9 months

Relatives: grandma, granddad, an uncle, a cousin
Pets: two parrots, some goldfish

**THE JOHNSONS**

Place: Bradford
Address: 71 Pembroke Street
Type of house: terrace house
Members:
- father: Peter, 42, clerk
- mother: Jane, 36, teacher
- children: Sarah, 10; Ralph, 11; Ken, 5

Relatives: two aunts, an uncle, a grandma, three cousins
Pets: a rabbit

**THE BROWNS**

Place: Romsey
Address: 15 Rose Lane
Type of house: bungalow
Members:
- father: David, 28, engineer
- mother: Teresa, 26, shop assistant
- child: Nora, 3

Relatives: two grandmas, two granddads, an aunt, no cousins
Pets: a puppy

**THE MORGANS**

Place: Dunmore
Address: 143 Oriel Street
Type of house: semi-detached
Members:
- father: Eric, 31, soldier
- mother: Anna, 29, vet
- children: Diana, 9; Sam, 6

Relatives: a granddad, an aunt, two cousins
Pets: a cat, a dog

**THE COOPERS**

Place: London
Address: 211 Cowcross Street
Type of house: flat
Members:
- father: Nigel, 46, factory worker
- mother: Grace, 34, manager
- child: Felicity, 12

Relatives: three uncles, two grandmas, a grandpa, five cousins
Pets: a dog

**THE SCOTTS**

Place: Sheffield
Address: 62 Fisher Row
Type of house: detached
Members:
- father: Henry, 45, dentist
- mother: Ella, 36, lawyer
- children: Lily, 16; Nancy, 11; Percy, 10; Ray, 1; Zoe, 1

Relatives: a grandma
Pets: no

**THE JACKSONS**

Place: Lockinge
Address: 412 Broad Street
Type of house: semi-detached
Members:
- father: Scott, 32, policeman
- mother: Angela, 30, hairdresser
- children: Amy, 4; Sean, 2

Relatives: two grandmas, two granddads, two aunts, a cousin
Pets: a hamster

**THE CLARKS**

Place: Manchester
Address: 651 Church Lane
Type of house: terrace house
Members:
- father: Jerome, 29, architect
- mother: Michelle, 26, chef
- child: Hugo, 3 months

Relatives: an aunt, two uncles, a grandma, a grandpa, four cousins
Pets: no

**YOUR FAMILY**

Place: 
Address: 
Type of house: 
Members: 
- father: 
- mother: 
- children: 

Relatives: 
Pets: 

islcollective.com
# Let's talk about FAMILY

Family: (1) relatives living together; (2) all your relatives (also: extended family)

<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many people are there in your family?</td>
<td>Do you have any brothers or sisters?</td>
<td>How many grandparents have you got?</td>
</tr>
<tr>
<td>Who are they?</td>
<td>Talk about them.</td>
<td>How often do you see them?</td>
</tr>
<tr>
<td>How do your parents earn a living? (= what are their jobs) Talk about it.</td>
<td>What does your family usually do on Sundays? Talk about it.</td>
<td></td>
</tr>
<tr>
<td>How many cousins do you have? What do you do when you see them?</td>
<td>Who's the oldest in your family? Who's the youngest? Talk about them.</td>
<td></td>
</tr>
<tr>
<td>Pick a family member. Describe looks (= outside) and character (= inside).</td>
<td>Does your family eat meals together? What else do you do together?</td>
<td></td>
</tr>
<tr>
<td>Talk about the relative you like most. Say why you like him or her.</td>
<td>Would you live with your parents after getting married? Why or why not?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are there any rules in your family? What are they? Do you think they are fair?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do your parents look like? Do you take after them? (= look like them)</td>
<td>Is family important to you? Explain why.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fit into the family tree:</td>
<td>Match</td>
<td></td>
</tr>
<tr>
<td>1 (you)</td>
<td>1. family reunion</td>
<td>a. son of your sister or brother</td>
</tr>
<tr>
<td>2 aunt</td>
<td>2. cousins</td>
<td>b. daughter of your sister or brother</td>
</tr>
<tr>
<td>3 cousin</td>
<td>3. stepmother</td>
<td>c. family that lived a very long time ago</td>
</tr>
<tr>
<td>4 father</td>
<td>4. in-laws</td>
<td>d. children of your uncle and aunt</td>
</tr>
<tr>
<td>5 grandfather</td>
<td>5. great-grandfather</td>
<td>e. husband of your sister</td>
</tr>
<tr>
<td></td>
<td>6. niece</td>
<td>f. father of your children</td>
</tr>
<tr>
<td></td>
<td>7. ancestors</td>
<td>g. get-together of an extended family</td>
</tr>
<tr>
<td></td>
<td>8. brother-in-law</td>
<td>h. father of your grandparents</td>
</tr>
<tr>
<td></td>
<td>9. nephew</td>
<td>i. parents of your husband or wife</td>
</tr>
<tr>
<td></td>
<td>10. granddaughter</td>
<td>j. your father's new wife</td>
</tr>
</tbody>
</table>

---

**Family Tree**

Why not make your own family tree?
Complete the sentences. Use the following words:
cousin husband grandmother wife aunt nephew son Homer Marge Homer’s Marge’s brother sister Abraham grandfather mother Herb grandparents niece

1. Bart is Homer’s and Marge’s _________.
2. _________ and _________ are Bart’s parents.
3. Lisa is _________ and _________ daughter.
4. Herb is Homer’s _________.
5. Patty is Selma’s _________.
6. _________ is Homer’s father.
7. Abraham is Bart’s _________.
8. Jackie is Marge’s _________.
9. _________ is Maggie’s uncle.
10. Selma is Lisa’s _________.
11. Marge is Homer’s _________.
12. Homer is Marge’s _________.
13. Abraham and Mona are Bart’s _________.
14. Ling is Lisa’s _________.
15. Maggie is Patty’s _________.
16. Bart is Selma’s _________.
17. Jackie is Maggie’s _________.
FAMILY MEMBERS

Find the words and copy them below the right pictures:

parents  father  daughter
brother  mother  sister
grandfather  grandmother  children

parents
grandfather
father
mother
sister
daughter

VOCABULARY WORKSHEET BY HERBER
Modern Family: Season 1, Episode 1

Look at the Modern Family family tree and complete the sentences:

brother-in-law  nephew  grandfather  nieces  step-uncle
siblings  step-grandmother  cousin  step-mom

1) Jay is Luke's ____________________.
2) Gloria is Hayley's ____________________.
3) Phil is Mitchell's ____________________.
4) Gloria is Claire's ____________________.
5) Claire and Mitchell are ____________________.
6) Lily is the ____________________ of Hayley, Alex, and Luke.
7) Alex and Hayley are Mitchell's ____________________.
8) Luke is Mitchell's ____________________.
9) Manny is the ____________________ of Hayley, Alex, and Luke!

Vocabulary

1) orphanage ______
2) banister ______
3) out of control ______
4) uptight ______
5) chillax ______
6) drama queen ______
7) jackass ______
8) cream puff ______ & ______

a) rebellious; wild
b) idiot (slang)
c) combination of "chill" and "relax" (slang)
d) an excessively emotional person
e) a home for children without parents
f) an offensive word for a gay man
g) tense; always worried
h)
TOPICS DISCUSSION
SCHOOL
Student ‘A’

Discuss the questions below with your partner.

1. Why do people go to school?
2. How many years should children go to school?
3. Do you / Did you like school? Why? / Why not?
4. Do teachers have easy jobs? Why? / Why not?
5. What are / were your favorite school subjects? (math, history, English, ... ?)
6. Do you think students have too much stress? How can they relax more?
7. Talk about your favorite teacher when you were younger.
8. Talk about three ways you can get low grades in school.
10. What did you study in your last class?

TOPICS DISCUSSION
SCHOOL
Student ‘B’

Discuss the questions below with your partner.

1. At what age should children start to go to school?
2. Why do teachers give tests to students?
3. Are you / were you a good student?
4. Is it okay to cheat on tests? Why? / Why not?
5. How many students should be in one classroom? Why?
6. Do you / Did you like to sit at the front of the class, the middle or the back? Why?
7. Talk about three ways you can get good grades in school.
8. Should the ‘school day’ be longer (more hours) or shorter (fewer hours)? Why?
9. How were schools different 100 years ago?
10. Should schools be fun? Why? / Why not?
FREE TIME SPEAKING CARDS

Gerard
job: student
amount of free time: about two hours a week
usually: plays basketball
sometimes: goes to the cinema with his friends
twice a week: goes swimming in winter: goes skiing

Lorna
job: secretary
amount of free time: not too much
usually: plays table tennis
sometimes: watches romcoms
in the mornings: runs five miles in spring: goes hiking

Becky
job: pupil
amount of free time: enough
every day: goes to dance lesson
usually: plays with his friends
once a week: has a piano lesson
in the evenings: reads a book

Paul
job: retired
amount of free time: a lot
in the mornings: cooks
every afternoon: works on crossword puzzles
three times a week: meets his friends in a café in the evenings: walks his dog

Toby
job: pupil
amount of free time: not enough
four times a week: goes to volleyball training
at the weekends: watches cartoons on TV
sometimes: plays computer games
in summer: goes on holiday with his family

Irene
job: housewife
amount of free time: very little
every day: watches TV
in the afternoons: relaxes
once a week: drinks a coffee with her friends
at the weekends: does the gardening

Felix
job: student
amount of free time: too much
always: plays computer games
sometimes: reads computer magazines
in the evenings: plays multiplayer games with his friends

Nora
job: teacher
amount of free time: not enough
in the mornings: listens to music
every day: practises the guitar
twice a week: goes jogging
at the weekends: goes window-shopping with her daughter

You
job:
amount of free time:
every day:
once/twice/three times a week:
in the evenings:
at the weekends:
in spring/summer/winter/autumn:
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________ is the president of the USA?</td>
<td>a. How</td>
</tr>
<tr>
<td></td>
<td>b. When</td>
</tr>
<tr>
<td></td>
<td>c. Who</td>
</tr>
<tr>
<td></td>
<td>d. When</td>
</tr>
<tr>
<td>2. ___________ does the president of the USA live?</td>
<td>a. Who</td>
</tr>
<tr>
<td></td>
<td>b. Why</td>
</tr>
<tr>
<td></td>
<td>c. When</td>
</tr>
<tr>
<td></td>
<td>d. Where</td>
</tr>
<tr>
<td>3. ___________ eggs are there in a dozen?</td>
<td>a. Which</td>
</tr>
<tr>
<td></td>
<td>b. How many</td>
</tr>
<tr>
<td></td>
<td>c. How long</td>
</tr>
<tr>
<td></td>
<td>d. How much</td>
</tr>
<tr>
<td>4. ___________ is the weather like in winter?</td>
<td>a. What</td>
</tr>
<tr>
<td></td>
<td>b. When</td>
</tr>
<tr>
<td></td>
<td>c. Where</td>
</tr>
<tr>
<td></td>
<td>d. How</td>
</tr>
<tr>
<td>5. ___________ is it winter in South Africa?</td>
<td>a. Why</td>
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<tr>
<td></td>
<td>b. How</td>
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<tr>
<td></td>
<td>c. When</td>
</tr>
<tr>
<td></td>
<td>d. What time</td>
</tr>
<tr>
<td>6. ___________ do you call the brother of your father?</td>
<td>a. Who</td>
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<td></td>
<td>b. What</td>
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<tr>
<td></td>
<td>c. Why</td>
</tr>
<tr>
<td></td>
<td>d. When</td>
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<tr>
<td>7. ___________ is the richest man in the world?</td>
<td>a. What</td>
</tr>
<tr>
<td></td>
<td>b. Where</td>
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<tr>
<td></td>
<td>c. Who</td>
</tr>
<tr>
<td></td>
<td>d. How</td>
</tr>
<tr>
<td>8. ___________ do dogs wag their tail?</td>
<td>a. How many</td>
</tr>
<tr>
<td></td>
<td>b. How far</td>
</tr>
<tr>
<td></td>
<td>c. What</td>
</tr>
<tr>
<td></td>
<td>d. Why</td>
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<tr>
<td></td>
<td>b. What</td>
</tr>
<tr>
<td></td>
<td>c. Where</td>
</tr>
<tr>
<td></td>
<td>d. When</td>
</tr>
<tr>
<td>10. ___________ does a can of Coke cost?</td>
<td>a. How many</td>
</tr>
<tr>
<td></td>
<td>b. How</td>
</tr>
<tr>
<td></td>
<td>c. How much</td>
</tr>
<tr>
<td></td>
<td>d. How long</td>
</tr>
<tr>
<td>11. ___________ do lions eat?</td>
<td>a. What time</td>
</tr>
<tr>
<td></td>
<td>b. Where</td>
</tr>
<tr>
<td></td>
<td>c. Who</td>
</tr>
<tr>
<td></td>
<td>d. What</td>
</tr>
<tr>
<td>12. ___________ legs does a beetle have?</td>
<td>a. How many</td>
</tr>
<tr>
<td></td>
<td>b. How</td>
</tr>
<tr>
<td></td>
<td>c. How much</td>
</tr>
<tr>
<td></td>
<td>d. How long</td>
</tr>
<tr>
<td>13. ___________ does the sun go down near the equator?</td>
<td>a. Why</td>
</tr>
<tr>
<td></td>
<td>b. Where</td>
</tr>
<tr>
<td></td>
<td>c. When</td>
</tr>
<tr>
<td></td>
<td>d. How long</td>
</tr>
<tr>
<td>14. ___________ is Mount Everest?</td>
<td>a. How much</td>
</tr>
<tr>
<td></td>
<td>b. How</td>
</tr>
<tr>
<td></td>
<td>c. How high</td>
</tr>
<tr>
<td></td>
<td>d. How heavy</td>
</tr>
<tr>
<td>15. ___________ did Neil Armstrong say when he first set foot on the moon?</td>
<td>a. Why</td>
</tr>
<tr>
<td></td>
<td>b. How</td>
</tr>
<tr>
<td></td>
<td>c. When</td>
</tr>
<tr>
<td></td>
<td>d. What</td>
</tr>
<tr>
<td>16. ___________ is the snow cap on Mount Kilimanjaro melting?</td>
<td>a. Why</td>
</tr>
<tr>
<td></td>
<td>b. How</td>
</tr>
<tr>
<td></td>
<td>c. When</td>
</tr>
<tr>
<td></td>
<td>d. Where</td>
</tr>
<tr>
<td>17. ___________ animal is bigger? A hippo or a whale?</td>
<td>a. Why</td>
</tr>
<tr>
<td></td>
<td>b. When</td>
</tr>
<tr>
<td></td>
<td>c. Which</td>
</tr>
<tr>
<td></td>
<td>d. How many</td>
</tr>
<tr>
<td>18. ___________ pandas are left in the wild?</td>
<td>a. Where</td>
</tr>
<tr>
<td></td>
<td>b. Which</td>
</tr>
<tr>
<td></td>
<td>c. How much</td>
</tr>
<tr>
<td></td>
<td>d. How many</td>
</tr>
<tr>
<td>19. ___________ discovered America?</td>
<td>a. When</td>
</tr>
<tr>
<td></td>
<td>b. Who</td>
</tr>
<tr>
<td></td>
<td>c. Why</td>
</tr>
<tr>
<td></td>
<td>d. What time</td>
</tr>
<tr>
<td>20. ___________ is the coldest place on Earth?</td>
<td>a. When</td>
</tr>
<tr>
<td></td>
<td>b. Who</td>
</tr>
<tr>
<td></td>
<td>c. Why</td>
</tr>
<tr>
<td></td>
<td>d. Where</td>
</tr>
<tr>
<td>CLASSMATE'S NAME</td>
<td>Who...?</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
</tr>
<tr>
<td>... always gets up before six in the morning.</td>
<td></td>
</tr>
<tr>
<td>... always has a big breakfast.</td>
<td></td>
</tr>
<tr>
<td>... exercises 2 or 3 times each week.</td>
<td></td>
</tr>
<tr>
<td>... goes on-line more than 3 hours each day.</td>
<td></td>
</tr>
<tr>
<td>... does homework after class.</td>
<td></td>
</tr>
<tr>
<td>... cooks dinner every day.</td>
<td></td>
</tr>
<tr>
<td>... goes to bed after midnight.</td>
<td></td>
</tr>
</tbody>
</table>

**Do you ...?**

Yes, I do.
No, I don’t.
Mr. Brown’s Weekly Routine

- Mr. Brown is a very busy man. Use the pictures on the left (and your imagination) to write sentences about what he does.

1. On Sundays, he does the laundry.

2. _______________________

3. _______________________

4. _______________________

5. _______________________

6. _______________________

7. _______________________

8. _______________________
1. **Do or Does:**
   1. ____ you go to school?
   2. ____ Polly study well?
   3. ____ Sam help you with physics?
   4. ____ they take part in the competition?
   5. ____ you clean your room every day?
   6. ____ Alice live in Brighton?
   7. ____ Ben go in for football?
   8. ____ you watch Olympic Games competitions?
   9. ____ Tom drive his car well?
  10. ____ they prefer riding their bikes?
  11. ____ your parents allow you to play tennis?
  12. ____ she get up early every day?
  13. ____ you like rainy weather?
  14. ____ Tim like to go to the theatre?

2. **Don't or Doesn't:**
   1. I ____ like to play basketball.
   2. Sam ____ dive very well.
   3. They ____ break the window at school.
   4. You ____ know how to use this device.
   5. He ____ help me to solve this problem.
   6. We ____ sleep at the lectures.
   7. I ____ like to swim in the pool.
   8. Liz ____ play computer games.
   9. They ____ go to the disco club on weekdays.
  10. She ____ cook dinner, she cooks breakfast.
  11. We ____ train at the stadium.
  12. Ben ____ play chess, he plays football.
  14. He ____ lose his things, he is very neat.

3. **Did or Didn't:**
   1. ____ you make a snowman yesterday?
   2. I ____ like math's at all.
   3. He ____ drink coffee last year.
   4. ____ he win a gold medal last week?
   5. Nick ____ believe in ghosts.
   6. ____ they know how to repair computers?
   7. Sam ____ watch TV the whole week.
   8. What ____ you do yesterday?
   9. ____ Tom feed his parrot yesterday?
  10. She ____ take your book.
  11. ____ he hurt his hand yesterday?
  12. Alice ____ know how to use this device.
  13. ____ they bring this cat home?
  14. You ____ fulfill your homework.

4. **Do, Does or Did:**
   1. What ____ you do every day?
   2. Where ____ she go yesterday?
   3. Why ____ she go in for hockey this year?
   4. Whom ____ you send an SMS yesterday?
   5. When ____ they come to the gym on Monday?
   6. Whom ____ you usually help?
   7. Whose book ____ you take yesterday?
   8. What time ____ she usually come home?
   9. How long ____ they train last year?
  10. What book ____ he read every day?
  11. Where ____ they go often in the evening?
  12. Where ____ they come from 2 years ago?
  13. What subjects ____ he often choose?
  14. What subjects ____ you like last year?

5. **Don't, Doesn't or Didn't:**
   1. I ____ like coffee, I prefer tea.
   2. Polly ____ enter the university last year.
   3. Sam ____ go in for sports, he's very lazy.
   4. The boys ____ make a snowman yesterday.
   5. She ____ receive letters every day.
   6. We ____ often watch football matches.
   7. Bob ____ understand that rule yesterday.
   8. I ____ eat apples at all.
   9. She ____ stay at the hotel in Madrid last year.
  10. He ____ listen to jazz, he likes rap.
  11. They ____ go abroad last year.
  12. Luis ____ take part in this conference.
  13. She ____ visit many places in Paris in June.
  14. We ____ want to go to the beach today.

6. **Correct the mistakes:**
   1. I doesn't play computer games.
   2. Does they train in this sports club?
   3. Do he play football today?
   4. Does she help you yesterday?
   5. The boys doesn't swim well.
   6. She didn't jog today.
   7. Bill don't buy books yesterday.
   8. I doesn't often wear jeans.
   9. Do you clean your room yesterday?
  10. They doesn't arrive in time.
  11. Tom don't know grammar rules.
  12. Do he forget his books at home?
  13. We doesn't laugh at these jokes.
  14. They don't repeat the words yesterday.
ANNEXES
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA Y LETRAS Y CIENCIAS DE LA
EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

PROYECTO EDUCATIVO
PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCION: LENGUA Y LINGÜÍSTICA INGLESA

TOPIC
"INFLUENCE OF SPEAKING TECHNIQUES IN THE
DEVELOPMENT OF QUALITY OF ORAL
EXPRESSION"

PROPOSAL:
"DESIGN OF A BOOKLET WITH DIFFERENT ACTIVITIES TO
IMPROVE ORAL EXPRESSION"

RESEARCHER:
IDANEA VANESSA ESCUDERO DELGADO

COUNSELOR:
Master Alfonso Sánchez
Guayaquil-Ecuador
2019
Guayaquil, enero de 2019

MSc.
Pilar Caicedo Spooner
Colegio Fiscal “José Martínez Queirolo”
RECTORA
Ciudad.-

De mis consideraciones:

Yo, Vanessa Escudero Delgado con C.I 1206352567, solicito autorización para realizar el trabajo de investigación con el fin de obtener datos que nos ayuden a ostentar el título de Licenciadas en Lengua y Lingüística Inglesa, de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil.

El propósito del investigador es brindar una herramienta para la institución sobre cómo mejorar el habla en inglés, en los estudiantes de decimo paralelo “A”, de la institución que Ud. tan acertadamente dirige.

En espera de que nuestra solicitud tenga una respuesta favorable, quedamos de Ud. muy agradecidas.

Atentamente,

[Signature]

Idáneal Vanessa Escudero Delgado
1206352567
Guayaquil, enero del 2019

MSC.
SANTIAGO GALINDO MOSQUERA
DECANO DE LA FACULTAD DE FILOSOFÍA
LETRAS Y CIENCIAS DE LA EDUCACIÓN
CIUDAD.-
De mis consideraciones:

En virtud que las autoridades de la Facultad de Filosofía, Letras y
Cienicas de la Educación me designaron Consultor Académico de
Proyectos Educativos de Licenciatura en Ciencias de la Educación,
Mención: Lengua y Lingüística Inglesa, el día 10 de abril de 2019

Tengo a bien informar lo siguiente:

Que la integrante ESCUDERO DELGADO IDANEA VANESSA con
C.I.1206352567 diseñó el proyecto educativo con el Tema: "INFLUENCE
OF SPEAKING TECHNIQUES IN THE DEVELOPMENT OF QUALITY OF
ORAL EXPRESSION". Propuesta: "DESIGN OF A BOOKLET WITH
DIFFERENT ACTIVITIES TO IMPROVE ORAL EXPRESSION"

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

La participante ha ejecutado las diferentes etapas constitutivas del
proyecto; por lo expuesto se procede a la APROBACIÓN del proyecto, y
pone a vuestra consideración el informe de rigor para los efectos legales
correspondientes.

Atentamente,
Master Alfonso Sánchez
Consultor Académico
Guayaquil, marzo de 2019

MSc.
Pilar Caicedo Spooner
Colegio Fiscal "José Martínez Queirolo"
RECTORA
Ciudad.-

De mis consideraciones:

Yo, Vanessa Escudero Delgado con C.I 1206352567, solicito autorización para realizar el trabajo de investigación con el fin de obtener datos que nos ayuden a ostentar el título de Licenciadas en Lengua y Lingüística Inglesa, de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil.

El propósito del investigador es brindar una herramienta para la institución sobre cómo mejorar el habla en inglés, en los estudiantes de decimo paralelo "A", de la institución que Ud. tan acertadamente dirige.

En espera de que nuestra solicitud tenga una respuesta favorable, quedamos de Ud. muy agradecidas.

Atentamente,

[Signature]

Idánea Vánessa Escudero Delgado
1206352567
Picture 1. Working with the classroom, explaining the survey

Picture 2. Working with the counselor Msc. Alfonso Sánchez
Guayaquil, enero de 2019

MSC.
CARLOS VALLE NAVARRO.
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA.
FACULTAD DE FILOSOFÍA Y LETRA Y CIENCIAS DE LA EDUCACIÓN.
UNIVERSIDAD DE GUAYAQUIL.

ACUERDO DEL PLAN DE TUTORÍA

Nosotros, Alfonso Sánchez, docente tutor del trabajo de titulación de Idáneia Venessa Escudero Delgado estudiante de la Carrera de Lenguas y Lingüísticas, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario: 20:00 pm – 21:00 pm, los días miércoles.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

[Señalización firmas]

Venessa Escudero Delgado
120635256 - 7

MSC. Alfonso Sánchez
090794456-1
# INFORME DE SEGUIMIENTO PARA EL TRABAJO DE TITULACIÓN

**TUTOR:**  
*Carlos Valle Maamra*

**TIPO DE T. TITULACIÓN:**  
Vanessa Escudero

**ESTUDIANTE (S):**  
Influence of speaking skills in the development of quality of oral expression. Design of a booklet with group activities.

<table>
<thead>
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<th>FECHA DE TUTORIA</th>
<th>ACTIVIDADES DE TUTORIA</th>
<th>DURACION</th>
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<th>FIRMA TUTOR</th>
<th>FIRMA ESTUDIANTE</th>
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Revisión de Jefe de área
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<th>FECHA DE TUTORÍA</th>
<th>ACTIVIDADES DE TUTORÍA</th>
<th>DURACIÓN</th>
<th>TÍTULACIÓN</th>
<th>NOMBRES DE CARRERAS (S)</th>
<th>TAREAS ASIGNADAS</th>
<th>FIRMA TUTOR</th>
<th>FIRMA ESTUDIANTE</th>
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<td>13/08/2008</td>
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</table>

Revisión de Jefe de área
INTERVIEW TO THE TEACHER

1.- Do you consider that the methodology that you use is the correct for engaging students, what do you think you should change? the methodology applied in public schools have changed for it, the teachers need to improve them in a speaking communication.

2.- Will this project whose proposal is about the usage of speaking activities to improve the oral expression of the students would be a tool to improve English classes, and how would you support it? Yes, it is an important tool for teachers.

3.- Have you ever taught that speaking activities would improve the student's participation in the classroom, why? Actually, I tried, but I couldn't. Because I have no any tool to develop it.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN

INTERVIEW TO THE DIRECTOR

1.- Do you believe that it is necessary to innovate English classes with the application of speaking techniques? Why?
   Yes, I think that all the skills are important
   But speaking is the best way of communication.

2.- How do you think that the teaching of English with speaking activities will develop the oral expression of students?
   It is important to develop speaking in order to have our students able to communicate.

3.- How important is that the students increase their oral expression, especially at early age?
   It is extremely important, the first way of communication is through speaking.
<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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</thead>
<tbody>
<tr>
<td>Do you like to speak in English?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Do you feel motivated to learn English?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does The teacher bring students speaking activities to increase their motivation in class?</td>
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<tr>
<td>Are there speaking activities focused on the development of oral expression?</td>
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</tr>
<tr>
<td>Do you feel comfortable to apply speaking activities?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>With a good pronunciation, you will get through a good oral expression at school?</td>
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<tr>
<td>Is it necessary to participate in contests of oral expression at school, with the use of speaking activities?</td>
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</tr>
<tr>
<td>Would you like to participate in more speaking activities to improve your oral expression?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you feel comfortable when you participate in speaking activities?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Do you think you improve your level of oral expression by working in speaking skills?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Jose Martinez Queirolo
RESEARCHER: Vanessa Escudero
Guayaquil, enero de 2019

MSc.
CARLOS VALLE NAVARRO
DIRECTOR DE LA ESCUELA DE LENGUA Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA Y LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL

De mis consideraciones:

Envío a Ud. el informe correspondiente a la tutoría relativa al Trabajo de Titulación Influence of Speaking Techniques in the Development of the Quality of Oral Expression of 10th Grade at Colegio José Martínez Quintero de la estudiante Négres Valeria Escudero Delgado, indicando que ha cumplido con todos los parámetros establecidos en la normativa vigente:

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

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

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

Atentamente,

MSc. Alfonso Sánchez
C.I. 090014486-1
MSc.
Alfonso Sánchez Ávila
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación y en alcance a la nómina entregada a usted el 16 de Noviembre del 2018, se le comunica que ha sido designado Revisor-Aseor de Proyectos Educativos.

En esta designación consta el nombre de la estudiante de la Escuela de Lenguas y Lingüística: ESCUDERO DELGADO IDAÑA VANESSA.

TOPIC: INFLUENCE OF SPEAKING TECHNIQUES IN THE DEVELOPMENT OF THE QUALITY OF ORAL EXPRESSION.

PROPOSAL: DESIGN OF A BOOKLET WITH DIFFERENT SPEAKING EXERCISES

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,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI
CARRERA LENGUAS Y LINGÜÍSTICA

<table>
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<tr>
<th>Funcionario Responsable</th>
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<tr>
<td>Elaborado por</td>
<td>Ing. Alexandra Delgado López</td>
<td>SECRETARIA</td>
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<tr>
<td>Aprobado por</td>
<td>Ing. Carlos Valle Navarro, MSc.</td>
<td>DIRECTOR</td>
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Unidad de Titulación

Hemeroteca de Evaluación Trabajo de Titulación

Título del Trabajo: Influence of Speaking Techniques in the Development of the Quality of Oral Expression
Autor(a): Escudero Delgado Idánea Vanessa

<table>
<thead>
<tr>
<th>Aspectos Evaluados</th>
<th>Puntaje Máximo</th>
<th>Calificación</th>
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<tbody>
<tr>
<td><strong>Estructura académica y pedagógica</strong></td>
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<tr>
<td>Propuesta integrada a Domingo, Misión y Visión de la Universidad de Guayaquil</td>
<td>4.5</td>
<td>4.6</td>
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<tr>
<td>Relación de pertinencia con líneas y sublíneas de investigación Universidad / Facultad / Carrera</td>
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<tr>
<td>Base conceptual que cumple con los fines de comprensión, interpretación, explicación y sistematización en la resolución de un problema.</td>
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</tr>
<tr>
<td>Coherencia en relación a las medidas de actuación profesional, problemáticas, lineamientos y tendencias de la profesión, problemas a señalar, prevenir o solucionar de acuerdo al PNID-BV</td>
<td>2.5</td>
<td>2</td>
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<tr>
<td>Demostrar el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalezcan el perfil de la profesión.</td>
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<td>1</td>
</tr>
<tr>
<td>Responda como propuesto innovador de investigación al desarrollo social o tecnológico.</td>
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<td>0.3</td>
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<tr>
<td>Responda a un proceso de investigación - acción, como parte de su propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.</td>
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<td><strong>Rigor Científico</strong></td>
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<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>4.5</td>
<td>4.3</td>
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<tr>
<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.</td>
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<tr>
<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.</td>
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<tr>
<td>El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.</td>
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<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
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<tr>
<td><strong>Pertinencia e Impacto Social</strong></td>
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<td>Pertinencia de la investigación</td>
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<td>Innovación de la propuesta proporcionando una solución a un problema relacionado con el perfil de egreso profesional</td>
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*El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.*

FIRMA DEL DOCTOR DE TRABAJO DE TITULACIÓN

No. C.J. 990794456-1
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. Alfredo Sánchez, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Víctor Escobar Peñalosa C.C. 3209337567 con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Lenguas y Línguísticas mención Inglés – Francés.

Se informa que el trabajo de titulación: "Influence of speaking techniques in the development of quality of oral expression", ha sido orientado durante todo el periodo de ejecución en el programa antirplagio (indicar el nombre del programa antirplagio URIUNOS quedando el 9 % de coincidencia).

MSc. Alfredo Sánchez
C.C. 000784896 - 1
### ASPECTOS EVALUADOS

<table>
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<tr>
<th>ESTRUCTURA Y ESCRITURA DE LA MEMORIA</th>
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<tr>
<td><strong>La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo</strong></td>
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<td><strong>Los objetivos específicos contribuyen al cumplimiento del objetivo general</strong></td>
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<td><strong>Los antecedentes teóricos y conceptuales complementan y aportan efectivamente al desarrollo de la investigación</strong></td>
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<td><strong>Resumen de la información se relaciona con los datos obtenidos</strong></td>
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<td><strong>Conclusión que se expresa el cumplimiento de los objetivos específicos</strong></td>
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<td><strong>Las conclusiones son pertinentes, factibles y válidas</strong></td>
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<td><strong>Selección y correspondencia con el tema, de las citas y referencia bibliográfica</strong></td>
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</table>

### IMPACTO SOCIAL

| Asignación de la investigación/innovación de la propuesta | 0.5 | 0.5 | 0 | 0 |
| Investigación propone una solución a un problema relacionado con el sector y el área profesional | 0.3 | 0.3 | 0 | 0 |
| Basado en las líneas/sublíneas de investigación de la Carrera/Esquema | 0.3 | 0.3 | 0 | 0 |

### CALIFICACIÓN TOTAL

| | 50 | 50 | 0 | 0 |

**RESULTADO**: Se debe promediado con la calificación del Tutor y con la calificación de obtención en la sustentación.
Sr./Sra.
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD
UNIVERSIDAD DE GUAYAQUIL
Ciudad:

De mis consideraciones:

Envío a Ud., el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación _____ (título) _____ del estudiante, _______ . Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

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

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

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

Una vez concluida esta revisión, considero que el estudiante _______ está apto para continuar el proceso de titulación. Particularmente les comunicamos a usted para los fines pertinentes.

Atentamente,

DOCENTE TUTOR REVISOR
P. ____________
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS
ESCUELA DE IDIOMAS/CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

Título del Trabajo: Influence of speaking techniques in the development of the quality of oral expression
Autor(s): Escudero Delgado Idánea

ASPECTOS EVALUADOS | PUNTAJE MÁXIMO | CALF.
--- | --- | ---
**ESTRUCTURA ACADÉMICA Y PEDAGÓGICA** | | 
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil. | 4.5 | 4.4 |
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad / Carrera | 0.3 | 0.3 |
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema. | 0.4 | 0.4 |
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV | 1 | 1 |
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalezcan el perfil de la profesión | 1 | 1 |
Responde como propuesta innovadora de Investigación al desarrollo social o tecnológico. | 0.4 | 0.3 |
Responde a un proceso de investigación - acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera. | 0.4 | 0.2 |
**RIGOR CIENTÍFICO** | | 
El título identifica de forma correcta los objetivos de la investigación | 4.5 | 4.3 |
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación. | 1 | 1 |
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia. | 1 | 1 |
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos. | 0.8 | 0.8 |
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica | 0.7 | 0.5 |
**PERTINENCIA E IMPACTO SOCIAL** | | 
Pertinencia de la investigación | 1 | 
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional | 0.5 | 0.5 |
**CALIFICACIÓN TOTAL** * | | 
*El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral. | 10 | 9.7

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