



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION**  
**CARRERA DE LENGUAS Y LINGÜÍSTICA**

**EDUCATIONAL PROJECT**  
**PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH**  
**LANGUAGE AND LINGUISTICS**

**TOPIC**

THE INFLUENCE OF PARTICIPATORY TECHNIQUES IN  
ORAL EXPRESSION

**PROPOSAL**

DESIGN A DIDACTIC GUIDE WITH PARTICIPATORY TECHNIQUES TO  
IMPROVE ORAL EXPRESSION

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La Srta. María José Nieto Miranda con CC. 0927479022 diseñó el proyecto educativo con el tema: **Influence of Participatory Techniques in Oral Expression**  
Propuesta: **Design a didactic guide with participatory techniques to improve oral expression.**

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

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## **DEDICATION**

I dedicate this study work to all those who were with me during this hard but satisfactory path, teachers, classmates and people I have met along the road. Everyone with or without knowing it, have collaborated in fulfilling this goal.

I would like to dedicate this project especially to my family, because they have been with me unconditionally in every step, giving me the strength to continue when I wanted to give up. Finally, thanks to me as well for having the patience and perseverance to accomplish this live objective

MARÍA JOSE NIETO MIRANDA

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MARÍA JOSE NIETO MIRANDA

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**“INFLUENCE OF PARTICIPATORY TECHNIQUES IN ORAL EXPRESSION”**

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**Abstract**

The aim of this educational project is to show the influence of participatory techniques in dialogues based on real contexts in the process of improving oral expression. This research was analyzed taking different points of view as psychological, philosophical, pedagogical, didactic, sociological and legal to acquire a quantity of information that was useful to link the theoretical framework which is supported by different psychologists, and other specialists in oral expression, and participatory techniques. Statistical methodologies were applied to analyze the data by teachers, which helped to confirm the hypothesis to present the most successful teaching strategy to improve oral expression in students. The results presented in this research show the deficiency in oral expression and confirm the need for the use of participatory techniques that will allow to improve this ability through the implementation of a didactic guide to teachers containing dialogues based on daily real activates to improve oral expression. The purpose of this teaching guide is to provide teachers with sufficient tools to create an interactive and dynamic environment in the classroom of the tenth year of elementary school of Vicente Rocafuerte de Guayaquil, for Zone 8 academic period 2018-2019.

**Key words:** oral expression, techniques, participative, contexts.



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### **Resumen**

El objetivo de este proyecto educativo es mostrar la influencia de las técnicas participativas en los diálogos basados en contextos reales en el proceso de mejora de la expresión oral. Esta investigación fue analizada tomando diferentes puntos de vista como psicológicos, filosóficos, pedagógicos, didáctica, sociológica y jurídica para obtener una cantidad de información útil para vincular el marco teórico que es apoyado por diferentes psicólogos, y otros especialistas en expresión oral, y técnicas participativas. Se aplicaron metodologías estadísticas para analizar los datos de los docentes, lo que ayudó a confirmar la hipótesis de presentar la estrategia de enseñanza más exitosa para mejorar la expresión oral en los estudiantes. Los resultados presentados en esta investigación muestran la deficiencia en la expresión oral y confirman la necesidad de utilizar técnicas participativas que permitan mejorar esta capacidad a través de la implementación de una guía didáctica para profesores que contenga diálogos basados en activaciones reales diarias para mejorar la expresión oral. El propósito de esta guía didáctica es proporcionar a los docentes herramientas suficientes para crear un ambiente interactivo y dinámico en el aula del décimo año de la escuela primaria de Vicente Rocafuerte de Guayaquil, Zona 8 período académico 2018-2019.

**Palabras claves:** expression oral, técnicas, participativas, contextos.

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RESUMEN: El objetivo de este proyecto educativo es mostrar la influencia de las técnicas participativas basadas en diálogos dinámicos en el proceso de desarrollo de expresiones orales. Primero esta investigación se analizó tomando diferentes puntos de vistas conceptuales filosóficas, educativas, pedagógicas y didácticas y legales con el fin de lograr una gama más amplia de información que es útil para ampliar el marco teórico. Se aplicaron metodología estadística para analizar los datos recopilados con un enfoque cuantitativo. El resultado presentado muestra la necesidad de usar técnicas participativas para incentivar a mejorar la expresión oral a través de una guía didáctica que contiene diálogos basados en contextos reales el objetivo de esta guía es proveer de herramientas a los maestros para crear un ambiente confiable y dinámico para los estudiantes del décimo año de básica del Colegio Vicente Rocafuerte correspondiente a la zona 8 de Guayaquil en el periodo lectivo 2018-2019.		
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<b>ABSTRACT:</b> The aim of this educational project is to show the influence of participatory techniques based on dynamics dialogues in the process of developing oral expressions. First, this research was analyzed by taking different points of view as philosophical, psychological, pedagogical, didactic, sociological, and legal in order to achieve a wider range of information that was useful to enlarge the theoretical framework which is supported by different psychologists, theorist, specialist in oral expression and participatory techniques. It was applied statistical methodologies to analyze the data was collected from teachers, which contributed to confirm the hypothesis presented to propose the most suitable learning strategies to improve the students' communicative skills. The results presented on this research which showed deficiencies in communicative competences and they confirmed the need of using participatory techniques that allow the enhancement of speaking skills through the implementation of a didactic guide for teachers, which contains dialogues based on real life situations and activities related to the development of oral skills.	
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## INTRODUCTION

The following research project enables data related to the improvement of oral expression through participatory techniques. These techniques are directly attached to the communicative approach and based on cooperative language learning; in order to provide a solution for the problem found through the observation guide in the English Classes, this study proposes a didactic guide to enhance the development of oral expression in students of tenth year.

The main objective of this project is to determinate the influence of participatory techniques in the development of oral expression in class, it is necessary to value the adequate user of this techniques to improve and strengthen speaking with the propose of design a didactic guide focused on this strategy.

Many educational problems exist in the establishment select, but the beneficiary most evident is the students of tenth grade of general Basic Education, where they show more difficult in the oral expression specially when they need to establish a simple conversation, as well as the absence of didactic resources to use during the process of speaking in class

This project is relevant because the participatory techniques allow that the students remember the information easier than they only repeat or memorize the concept or vocabulary. The participatory techniques help to improve the English learning acquisition in an active way because students have to practice and interact with others. It is common to practice using dialogues, some teachers use role plays, describing pictures but first they give a list of vocabulary to help to the students to make the conversation.

For those reasons, it is important the study and analysis of this educational problem to solve it and that teachers and students can have a didactic resource ti guide them and improve the level of study.

This research is divided four chapters which contain all the information related to the development of communicative competences through the use of participatory techniques. Because it is important to encourage to the student to develop to English language and to be able to communicate with people around the world.

Chapter I: Includes the problem, context of research, research and formulation problem, causes, objectives, questions and justification.

Chapter II: Contains theoretical framework with a background studio which mention people who have investigate about the variables and the theoretical basis.

Chapter III: Deals the methodology process, analysis and discussion of results which contains: methodological design, types of research, population and sample, operationalization of variables, research methods, techniques and tools of research, analysis and Analysis data, recommendations finally the conclusions.

Chapter IV: the proposal: title of the proposal, justification, objectives, and theoretical aspects, utility of their implementation, description, conclusions, bibliography and appendices.

## **CHAPTER I**

### **THE PROBLEM**

#### **RESEARCH PROBLEM:**

#### **CONFLICT SITUATION**

Through direct observation at Colegio Nacional Vicente Rocafuerte, it was evidenced deficiencies in the development of oral expression in students of the tenth year of basic education. The unprofessional activities which were took place when teaching English were inadequate and did not encourage students to participate. It is important to mention that teachers generally use their native language (Spanish) which decreases class participation, making difficult the process to expand the vocabulary, fluency, and confidence at the moment of expressing their ideas in the classroom. In addition, the limited use of participatory techniques during the class as well as the lack of material or creative tasks to motivate learners to use new oral expressions are factors to be considered as the main causes of this problem.

Oral expression is an essential part of the teaching-learning process, for this reason educators must know about the use of participatory techniques to develop speaking skills. According to research, these teaching techniques help students as well as teachers to improve foreign language acquisition through different conversations like

role plays based on real life contexts. With the implementation of these techniques in class, students feel more secure at the moment of expressing their ideas, tell a story or create an imaginary conversation in class.

## **SCIENTIFIC FACT**

Deficiency in speaking skills in students of 10<sup>th</sup> year of basic education from Colegio Nacional Vicente Rocafuerte during the academic year 2017-2018.

## **CAUSES OF THE PROBLEM**

Through observation, it has been detected the possible causes of deficiency in the development of speaking skills at Colegio Nacional Vicente Rocafuerte are:

- Limited participation in activities that involve the development of speaking skills.
- Inadequate use of motivational techniques to encourage students when expressing their ideas.
- Lack of didactic material to develop communicative skills in class.

## **FORMULATION OF THE PROBLEM**

How do participatory techniques influence in the development of speaking skills at Colegio Nacional Vicente Rocafuerte 10<sup>th</sup> year of basic education students during 2017-2018 school year?

## **OBJECTIVES OF THE INVESTIGATION**

### **GENERAL OBJECTIVE**

To determine the use of dynamic participatory techniques in the development of oral skills through a field, bibliography and statistical analysis to design a dialogue didactic guide in different real-life situations that allow to create an adequate learning environment.

## **SPECIFIC OBJECTIVES:**

- To analyze the importance of dynamic participatory techniques through a field, bibliography and statistical analysis.
- To analyze the importance of oral skills in English language acquisition.
- To design a didactic guide with dynamic participatory techniques of dialogues through the empiric and theatrical Analysis.

## **RESEARCH QUESTIONS**

1. Will students be motivated to participate in class?
2. What pedagogical theories support the influence of dynamic participatory technique of dialogues in development of oral expression?
3. Will the design of a didactic guide encourage the development of oral skills in students?
4. Will innovative role plays enrich the students' interaction of language?

## **JUSTIFICATION**

This research is aimed at proposing a solution for a teacher's problem which is how to create a dynamic learning environment in class with the use of a didactic guide that contains different dialogues based on the real-life situations. These activities would make students feel comfortable with the conversations that involve vocabulary according to their level. It also constitutes a didactic resource for teachers because this guide includes some warm up activities related to the topic of the conversation or role play.

Dell Hynes (2014) explains in his research the importance communicative competences to speak properly, it is imperative that learners know how to socialize with other cultures or communities to develop speaking skills around real situations. Trying to raise the use of oral expressions in class the implementation of different didactic material will be practical for the teacher and very favorable for students.

Language is the link of communication around the world, therefore, it is important for learners to possess the necessary knowledge of English language in an adequate

manner and with appropriate resources available. Oral production, in class and in real life is necessary, however, not every person has developed it properly. Speaking skills are likely to be improved through the integration of some areas such as grammar and linguistics, nonetheless, teaching strategies and techniques must be varied and creative in order to learn English and be able to express ideas easily. The most important reason why this project represents an adequate alternative, is because of the need that the educational system has to enhance the way of how students learn.

It is vital to set a precedent about how important is to use different techniques to develop speaking skills because in this way there will be a change in the attitude of the school's community, and they will be more concerned about learning English. This project will be a benefit for teachers and students, especially by taking into consideration the plan "Toda una vida" created by the Ecuadorian government that clearly states:

"The main actors of the system must be the same people and nationalities. In 2015, there was a deficit in the number of teachers (1,605) and teaching materials; nine out of ten bilingual intercultural educational institutions do not have a baccalaureate program and higher education must still adjust to the needs and realities of the education. It is vital to ensure that the level of knowledge and skills acquired by students who opt for this modality are relevant and allow the expansion of opportunities and access to more rights." (Ash, 2003).

It is clear that there has been a deficit of teaching material in the Ecuadorian scholar system, that is why this project and the proposal will cause a positive impact in the process of change when teaching English as a foreign language, likewise, it is possible to assure the proactivity of this research, because the project is easy to understand and the didactic guide practical to use. This tool is very useful for teachers in class, even for students with special educational needs, because the content is based on the development of multiple intelligences.

## **CHAPTER II THEORETICAL FRAMEWORK**

### **BACKGROUND**

Ramon and Vera (2010) state in their research the relation of correcting speaking skills as smoothly as it can be, since strong corrections may cause fear or blocking. By taking this into consideration, students develop their self-confidence by providing them a safe environment in which the mistakes are corrected. Thus, helping the student to become more confident about the topic will fulfill the task's objectives as well as the learning needs.

Coloma and Paredes (2014) developed a project named "How to develop the oral and comprehensive English through the interactive techniques", it is stated that voiced images have an impact on the audience because they convey feelings and attitudes. In addition, the voice should be vivid and energetic when speaking in order to provide sound and conceptual meaning of what is being said with interactive techniques, real context-based activities mentioned in the project should be included.

Aguiño & Miranda (2014) stated in their project named "" that ludic activities might be effective tools when teaching English through educational games. It is also applied to the use of participative techniques in conversations that are based in real-life topics to express personal opinions, an example of these type of activities can be role plays, as it was mentioned in the project. The objective was to provide students with enough time to plan their speech, once the tasks have been completed students take their time to discuss what the role plays have been about.

Paul Davies (2015) claims that the use of different verbal times phrases in present simple, present continuous or passive voice to express what other people say may be the cause for lack of comprehension due to the fact that the information is incomplete. It is important that teachers encourage students to learn how to develop English language acquisition in an integral form.

Cohen (2014) proposed the illustration of vocabulary through the use of cards, since they are useful for visitors from other countries to establish a conversation with the local community. It will help to provide students with the basic vocabulary needed to

communicate using a foreign language. Students may be able to read and memorize the information of cards, this task may be catalogued as an exercise of vocabulary.

Loor (2018) analyses the use of Participatory Techniques in the development of oral expression and evaluates the application of this methodology at a secondary school, and it is suggested by the author the use of a didactic guide for the teacher to implement more varied exercises to improve speaking skills in English classes.

Arias (2010) proved that the oral expression is a fundamental part in the process the English language acquisition and it is necessary that students learn vocabulary, grammar rules and tone and verbal and nonverbal expressions to be able to communicate in a correct way.

## **THEORETICAL BASIS**

### **Oral Expression**

#### **Definition**

Oral expression is the way how people communicate to express their thoughts, feelings and ideas. To express correctly is necessary to use accurate vocabulary, adequate syntax and cohesion among the sentences presented to describe a topic. In the case of toddlers, they use words or short phrases to communicate, afterwards, language acquisition is developed through sentences. Oral expressions are useful to transmit ideas based on the tone and the lexicon according the situation. (Wagner, 2014)

There are different forms to develop oral expressions, in the case of speeches, presenters express their ideas from their own point of view; it has to be well structured before the presentation and it is common in the academic field. Discussions are also part of oral expressions, they are used to transmit or defend personal points of view and it is common in everyday situations. (Christensen, 2017)

Other kind of oral expressions are meetings and interviews, which are useful communication tools that contribute to reach agreements in real life or in any other area, such as business or politics (Chen, 2013).

Oral expression is the process of transmitting information or ideas using appropriate lexicon, ideas learn more about the types and benefits of oral communication, it is important to find out how you can improve these abilities (Hogan, 2005).

Students of a foreign language must not only learn grammar or vocabulary, but also they must be able to have a fluent conversation, something that for many students is not easy or comfortable. Speaking skills require face to face interactions in order to be developed, and this process starts inside of classrooms throughout all educational stages. For that reason, this can be catalogued as one of the priorities that EFL teachers have to achieve proficiency in the language (Stout, 2012)

### **Types of oral expression**

Oral expression is the process of transmitting information and ideas from one individual or group to another. This research is focused in oral communication, which can be divided in formal or informal, and for both of them, it is necessary to have face to face interactions, telephone conversations or discussions (Artavia, Duran, & Zamora, 2012).

Formal communication is the communication that people use in their jobs with a specific objective. It can take place in classrooms, business or in formal events such as a ceremony when giving a speech, examples of oral communication are interviews, discussion group, presentations, speeches (Dean, 2015).

Meetings are part of the formal ways to discuss the conditions of a contract or a specific situation, they could also be informal when meeting with friends or partners at school. In the same way, discussion groups are common different areas such as education or marketing, especially when experts want to analyze information related to trends and preferences of consumers (Coloma, 2014).

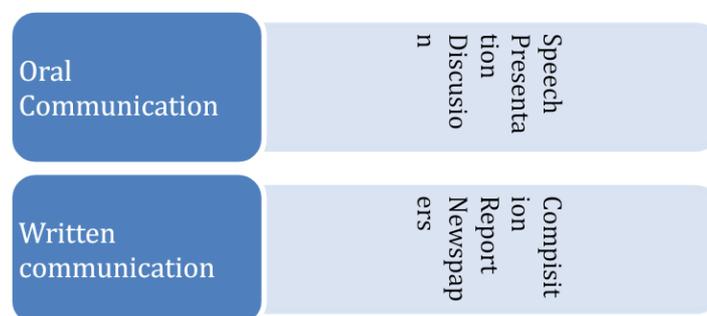
According to Leon (2014), interviews are common meetings between two people to agree on something or just to start a friendly conversation. Another type of formal oral communication are presentations, which can be divided in parts for example the presentations of a research or the presentations of a new product. People communicate with each other in a number of ways that depend upon the message and the context in which it is being sent. Choice of communication channel and style of communicating also affects communication.

Sartika (2014) claims that there are different types of communication based on the communication channels, one example is verbal communication, which is how people interact by using expressions to transmit a message. It is important to mention that people learn to express their ideas using expressions acquired since childhood that is why toddlers learn English languages because they listen words from their parents or adults.

By using the verbal communication people express a message that they expect other people to understand, however, when there is a lack of objectivity or wrong word choice, it is really difficult to get the right idea. When learning a foreign language, it is important that oral expression is clear and concise. In academic research, it is necessary to know special vocabulary according to the subject or the specific area (Coloma, 2014).

Sartika (2014) states that verbal communication is divided in (1) oral communication such as: the speech, presentation and discussion. The (2) written communication is divided in three main forms: the composition, report, newspaper.

Verbal Communication is further divided in different tasks presented in figure 1.

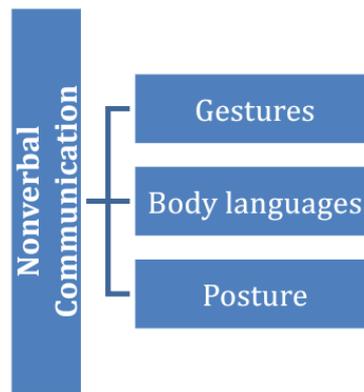


**Figure 1: Verbal Communication**

### **Nonverbal Communication**

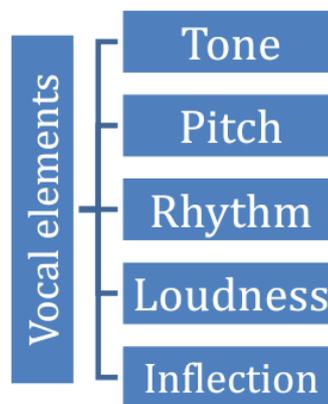
According to Education (2004), nonverbal communication is important because body language (gestures and posture) allow people to be understood and able to transmit the message which is being expressed. Some gestures like pointing using fingers, the posture and the hands moving, the use of eyes to get the attention of other people are part of body language. It is necessary to know how to combine nonverbal

and verbal communication to transmit messages clearly. In figure 2, it is detailed the components of nonverbal communication.



**Figure 2: Nonverbal Communication**

In the process of learning English language, teachers have to encourage students to express with fluency and with appropriate body language according the situation and with a good body language. While these nonverbal behaviors may indicate feelings and attitudes, research suggests that body language is far subtler and less definitive than previously believed (Education, 2004). Para-linguistic: This area of nonverbal communication includes such vocal the elements presented in figure 3.



**Figure 3: Vocal Elements**

Moreno (2003) stated that for maximum teaching effectiveness, learn to vary these six elements of your voice. One of the major criticisms is of instructors who speak in a monotone. Listeners perceive these instructors as boring and dull. Students report that they learn less and lose interest more quickly when listening to teachers who have not learned to modulate their voices. Facial expressions: The facial expression is a way to express more directly feelings like happiness, sadness, friendship, joy or

others feelings. The mouth, eyelids, nose or cheeks are part of the face that help to express a message according the urgent.

### **Importance of oral expression**

In the study presented by Sartika (2014), it is stated that the importance of oral expression is based on the communicative competences of the people that speak in a foreign language because it is necessary to express correctly in different kind of scenarios. Communicative competence is the perfectionism of oral expression and it is one of the most important element of the English languages acquisition.

Communicative Competence refers to the ability of understanding, producing, and interpreting the different communicative events taking into account not only its explicit sense (what it seems to be more immediate for us), but also its implications; that is to say, what the speaker wants to say, what the listener wants to understand, their relationship, the social context. Therefore, communicative competences are influenced by social, cultural, and psychological factors that determine the use of a particular language in a particular situation (Stout, 2012).

This term was introduced by Hymes in language teaching in 1972, to complete Chomsky's Linguistic Competence term which could not explain all the factors which are important for a communicative purpose or in a communicative situation Yet, Chen (2013) remarks the action that people accomplish in the English learning process because students learn to speak English language with the contact with the environment and sometimes they learn English language in an unconscious way because they have to be able to express what they want in a languages and sometimes the routines or activities like watching television, listening to the radio help to improve the four skills of English language and provide words to be able to express without mistakes.

The four skills are important to develop English language acquisition, it is necessary to indicate different aspects which must be developed by students to improve in English language. Grammar helps to improve English language acquisition through the four skill because students to speak well must know to order the verb tenses, conjugations according to the time that people want to express. In the case of the pronunciation you have to know how to speak even how to address or how to

express yourself depending on the group of people to whom you are trying to direct the explanation (Sartika, The effectiveness of round table technique to improve students 'speaking, 2014).

The use of connectors and interlocking phrases, allow to develop oral expression properly and that the people who receives the message understand it correctly. The use of different books of topics and varied topics, as well as the use of newspaper, magazines, news or other kind allow the students to get information and vocabulary cording to the needs of the environment is being developed (Christensen, 2017).

### **Characteristics**

The oral expression is composed by words, phrases, phonemes and sounds that allow structure sentences to development properly the syntax in the sentences and speaker be able to send a message that is understandable to the listener. It is also important that students are able to express in a correct way or try to create a conversation thinking of routines or daily activities, in order to develop them capacity to use real situations, activities that are normal doing in real contexts (Schunk, 2012).

The second language acquisition is a very important part in foreign people. English language is the most important language around the world. The oral expressions are a mix of gestures, words and tones according the situation, in foreign people it is important. Students learn to speak correctly. In the case of teachers of English languages at the moment to impart a class especially when this is about a foreign language, teachers should show knowledge and confidence to students in order to influence them in a good way for improving their wants to learn and speak English a good ambiance in class encourage the student to think and speak in English (Krashen, 1982).

According to Williams, Goldenberg, and Marcelletti (2012), for the development of the English language, students must develop many aspects and sub aspects to be able to perform and communicate correctly in English, but the fluency and structure in a conversation is essential so that you can have a conversation regardless of the purpose of the conversation. Speaking is the most important skill that is being developed by students because there are cases that people know how to speak in English but do not know in certain way the other skills.

## **Participatory techniques**

### **Definition**

Participatory techniques are educational tools that are used in certain informative, consultative, decision-making processes scenarios, they are applied to acquire knowledge always starting from the practice. This means that it begins with what people know from personal experiences and the feelings that many situations originate, as well as of the problems and difficulties of our environment (Artavia , Duran, & Zamora, 2012)

As stated by Artavia , Duran, & Zamora (2012) all techniques have a variable and flexible application that can be adapted according to the type of group, educational needs, the moment in which it is located, the way the work is established, the objectives set, etc. With its correct application you can:

- Develop collective processes of discussion and reflection.
- That individual knowledge can be shared in order to develop more skills.
- Group work may lead to common point of reference.
- That the group can, through what has been studied, be more directly involved in new practices.

### **Importance of Participatory techniques**

The participatory techniques allow that the students remember the information easier than they only repeat or memorize the concept or vocabulary. The participatory techniques help to improve the English learning acquisition in an active way because students have to practice and interact with others. It is common to practice using a dialogue, some teachers use role plays, describing pictures but first they give a list of vocabulary to help to the students to make the conversation (Moreno, 2003).

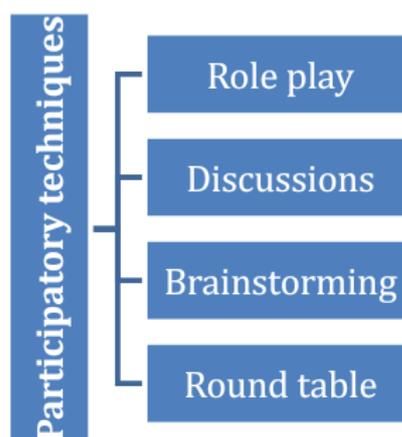
According to Sotelo (2013), the participatory techniques allow that students improve their vocabulary, these techniques have different steps but the same objective which is to motivate class participation. The participatory techniques permit to help an integral evaluation, stimulate students to participate in classes, in addition to, make

the classes more interactive as well as to improve the learning process in students. Participatory techniques are flexible, and students can develop their abilities, furthermore, they participate with their friends and they help to each other in English language which is important in the interaction of students and teachers.

The importance of participatory technique in real expression is fundamental because students can develop their fluency to express about a topic. The traditional methodology in English language acquisition consisted in the repetition of words in a notebook 5 times or more. This activity helps to memorize but they do not know how to develop the speaking part. The participatory techniques are resources or a didactic tool to make students work together and develop their knowledge about and specific topic in English language acquisition is well knowing because the contact with the environment is important to get English languages acquisition (Ortiz, 2002).

### **Types of participatory techniques**

According to García (1997) the participatory techniques are activities that allow the students to participate in class in an active way to improve the English language acquisition and build their knowledge while they are leaning new information. In the case of foreign people who learn a new language it is well known in English classes.



**Figure 4: Participatory Techniques**

Presentation and Animation Dynamics: The presentation is very important since first impressions will mark the group learning behavior, this means that if the ice needs to be broken to achieve active participation (Coloma, 2014). In this category, it is proposed "Pair Presentation ", "Written names" and "Story".

Realia is a common methods used in English language acquisition When teachers bring real objects to the classroom, provide an extraordinary source of learning, promoting the acquisition of the language in a vivid form, giving the students the opportunity to touch, feel, and listen to something that is considered the object of study (Derry, 2010)

General Analysis Techniques: They allow students to share ideas, summarize and synthesize discussions, the contribute to improve the environment so that relationships and Analysis of the topics are established, within this category we have chosen: "Role-play", "Brainstorm", "Brainstorm with cards" or round table (Kumar, 2015)

In role plays students imitate a real situation they have to make a conversation about a situation. They have to act according the character and they have to develop a specific story. It is common to use a guideline about the situation. They can practice with their partner and they have to use a group of vocabulary that they prefer according the topic (Education, 2004).

Brainstorming is an efficient technique to activate prior knowledge and it also helps students to developed cooperative learning, this strategy can be asked to be performed on their own, for identifying students´ level of vocabulary or it can also be applied as a whole class activity for interchanging ideas, having an outstanding feedback which benefits every single student. In a brainstorming, students give an extend vocabulary about a specific topic. This vocabulary is made in a group of students. It permits to get new words and build conversation. Students have to prioritize the words that are more important (Leon, 2014).

As stated by Sartika (2014), in a round table student express their point of view about a topic they can work in small groups or they can work together in pairs it depends on the teachers and how they have organized the activity. A round table can help in the development of a topic to explain its advantages and disadvantages or explain why one thing have been chosen after the other, it justifies the reason for their choice or selection in English classes.

Abstraction Exercises: They are very useful in the learning, concretion and analysis processes. Although they appear to be simple exercises, they allow passing from

simple memorization to the real capacity for analysis. On the other hand, communication Exercises provide enough vocabulary, they ease communication in all social processes (Sartika, 2014).

The use a conversation according and specific topic is important to improve English language because this is a common technique because it provides enough vocabulary to the students. For this reason, it is important to remark the relevance of organizational and planning dynamics because they allow to analyze and improve the organization to which they belong, to locate the distribution of work, to carry out planning (Mustafa, 2015).

Mustafá (2015) also states that problem analysis allows learners to visualize the internal and external factors that affect and hinder its operation: "Remove Obstacles or defend a specific point of view. It is possible analysis cause and consequences of a problem and how it is possible to solve it. At this point they are not producing the language independently but following a set model and making subtle changes provided by the teachers. This also builds motivation since students are confident of what they are saying and how they are practicing. Controlled practice precedes freer rehearsal as they enhance useful, although sometimes limited, preparation for speaking. A key aspect to consider is correction, at this point teachers might want to make students aware of mispronunciation or misuse of the structure whereas in fluency tasks correction should be avoided or provided as feedback at the end of the practice or lesson.

### **Characteristics of participatory techniques**

According to Brinton et. al. (2014), the participatory techniques allow students to develop as active people and build in learning process trough practice in the classroom, this methodology differs representative from the behaviorist who focuses only in repetition and process of memorization. It also explains the importance of using vocabulary so that people know enough words to express themselves in another language than their native tongue because they have known the grammar for the structure and words according the topic this is the basic information to be able to improve English language acquisition.

The fundamental problem in English language it is that several words have a lot of meaning. There are also compound words or words that using according to their context or place in which the conversation is taking place. In the case of participatory technique, the behavior and confident of the students is a special part in the English learning process. Teachers have to identify which students is really confident and they want to speak but is more important to encourage the student that are shy and feel scared about to interact in classes (Celce-Murcia, Brinton, & Snow, 2014).

Coloma (2014) claims that for the learning of the English language it is necessary that people at an early age develop cognitive processes in an easy way and that is why it can be learned more quickly in the first years of life and children also have to if they have contact with another language they can learn it without problem. In the case of students in a classroom. There are different types of students, they are trouble makers. Because students want to be seen and participate but their outgoing way of being helps them practice without fear. There are also students who believe they know everything without a problem but who do not necessary perform well in classroom. There are also students who are nervous and who do not want to explain anything and much less participate in classes.

## **PHILOSOPHICAL FOUNDATION**

Constructivism focuses on philosophical and axiological theories, the aimed at remarking human resources as main characters in the current pedagogy. To reinforce, Tomar (2014) stated that “the philosophical conception of man assumes three components: Cultural, historical and social”, it is important to highlight that the axiology is part of the philosophy because it helps the human being in the transmission of values to the society in a meaningful way.

According to Tomar (2014), the axiology represents the science that describes how the personality of a child may be modeled by the teacher. It is necessary to mention that human values are mainly taught at home by parents and practiced at school. Students apply the human values in their social environment and teachers must never impose ethical codes or behavioral standards when evaluating learners' performance.

The current research focuses in the human being and the axiology, the main problem at public schools in Ecuador is the lack of values inside of the classroom. It is easy to identify students who have difficulties in the learning process because of personal factors such as:

- Parents spend most of their time working.
- The excessive use of technological devices without any control.
- Sociocultural factors like music, dances or alcohol consumption.
- Lack of spaces for cultural practices.

Nowadays, there is no control from parents in the use of technological devices, students find all kind of information and interpret it without any guide, which in most of the cases expose them to dangerous situations that represents fundamental factors for behavioral development. These facts show that the learning process may be altered by the attitude that students demonstrate in classrooms based on personal situations, and that is why teachers must not only be focused on knowledge but also in the inclusion of exercises that allow learners to apply their values.

This show that learning originates from the attitude that demonstrate the begins that surround the student against an aspect social considered from their values, ethical, moral practice of values will form humanistic individuals and participatory.

## **SOCIOLOGICAL FOUNDATION**

According to Nunan (2000), the language is a way to demonstrate feelings and express our though the cultural meaning and a way to communication. The sociological foundation of language consists of the environment linguistic where people involved, a child learns to speak in consequence of the interaction with the other people.

In English language acquisition, it is possible that the scaffolding is given by a family member or an adult who teaches vocabulary conversations and expressions according to the situation. People learn with the contact of other people and they express according the context of the situation (Derry, 2010).

The development of oral expression in a second language depends on the practice of the dialogues and speaking in classes, students demonstrate the English language acquisition when they are able to express their ideas or feelings using words. The use of participatory techniques is well now in English language, because it is necessary to learn another language, use specific conversation or dialogues according specific situation. Students have to know enough vocabulary to speak correctly in English language (Leon, 2014).

In School is important to demonstrate competency through oral communication, participate in group discussions, express ideas, try to create a conversation thinking of routines or daily activities, in order to develop their capacity to use real situations, activities that are normal doing in real contexts (Chiu, 2000).

According to Vygotsky (1978), this theory focuses on the constructivism learning process and the relationship between language and thinking processes, the thinking and tough are expressed in words trough the cognitive process of people. In this research the author expresses the idea that the learning process is more effective when it is used different techniques and the student can learn by doing something.

Thinking and Speech, to describing investigations into the origins and nature of this unification and the new entity, verbal thinking, created by thinking and language processes. In examining the processes through which both the human species and individuals create internal mental systems as they develop the ability to receive and produce signs to communicate meaning, he made the analysis of the origins and nature of verbal thinking the central focus of his investigations (Boscolo, 2010).

Teachers have to know how motivate student to increase their capacity of think in another language, in the process of teaching learning, educators must create a system to give different information and strategies to students to produce or establish a conversation easily, based on a structured plan for motivate classroom to speak in English (Chiu, 2000).

The connection within the mind and the language process show the importance of motivation in class through activities that include the capacity to analyze a situation and create or cultivate the scope of each student for develop their foreign language acquisition. This term was introduced by Hymes in language teaching and complete

Chomsky's Linguistic theory which couldn't explain all the factors which are important for a communicative purpose or in a communicative situation. Chomsky emphasized in the approach of communication by the surrounded of the people and they acquired different speaking competence with the experience (Davies, 2015)

Chiu (2000) stated that great communication skills are a ticket to success in the academic and business world and knowing when to choose oral communication and polishing speaking skills may help in all educational stages. Chiu also claims that language use pervades social life, the elements of social life constitute an intrinsic part of the way language is used. Linguists regard language as an abstract structure that exists independently of specific instances of usage (much as the calculus is a logic-mathematical structure that is independent of its application to concrete problems), but any communicative exchange is situated in a social context that constrains the linguistic forms participants use. How these participants define the social situation, their perceptions of what others know, think and believe, and the claims they make about their own and others' identities will affect the form and content of their acts of speaking.

On the other hand, Krashen (1982) explains that there is the linguistic performance which explains sociolinguistic factors, the other side of a good speaker, and maybe the most difficult part for teachers and students, because here intervenes fluency, creativity, and imagination. It is about creating or developing a topic naturally with a clear idea about what we the speaker talking about.

As stated by Brinton & Snow (2014), the failure to provide an explicit place for sociocultural features may be accidental. The restriction of competence to the notions of a homogeneous community, perfect knowledge, and independence of sociocultural factors does not seem just a simplifying assumption, the sort that any scientific theory must make that were so, then some remark to that effect might be made; the need to include a sociocultural dimension might be mentioned; the nature of such inclusion might even be suggested. Nor does the predominant association of performance with imperfection seem accidental. Certainly, any stretch of speech is an imperfect indication of the knowledge that underlies it, for users that share the knowledge, the arrangement might be thought of as efficient.

## LINGUISTIC FOUNDATION

Brinton & Snow (2014) emphasize the use of participatory techniques and how they provide enough vocabulary to improve the oral expression according to the topic. Because using dialogues or another kind of this technique students can have an example of what they can speak or express in a particular situation. The use of grammar translation approach is well known in English language. The principal resources are the bilingual dictionaries. This tool helps the students to obtain enough vocabulary to be able to communicate to another people.

The phonetic training approach focuses in the development of stress and intonation of words according different situation. The spoken language is really important in oral communication. The words are using according to their usefulness but teachers emphasized in the application of the vocabulary and general pronunciation of words in English language. The direct method is used because it is easy to understand. This method provides familiar words to use in conversation and daily activities. This vocabulary enhance interaction in the classroom. In class, teachers can use flashcards, pictures and games to be the classroom more active (Krashen, 1982).

According to Kumar (2015), reading is an elemental part in the English language learning process because with reading students can learn more words and including grammar rules to apply in the oral expression. In audio lingual methods focus in the grammar structure and phonological structure to understand the application of a foreign language. This methodology consists in the repetition of words, conversation or listening exercises in class, through the communicative method, progress are based on how the competence of oral expression is developed and the ability to express oneself in English is increasing in classes.

According to Mustafa (2015), students need to practice with other people in the language they are trying to learn. In other countries is used the exchange to a foreign country where the native or primary language is the one that they are trying to know. The interrelation with the environment is essential to know how they are expressed in different real scenarios, in these cases cultural exchanges also allow to know the culture of the country.

Traditional English classes have consisted in developing the four skills based on memorization or repetition exercises, these were successfully applied in previous years. However, in recent years, there has been a rise in the use of new participatory techniques which have allowed students to learn more quickly and easily, nevertheless, it is important to mention that Information and Communication Technologies or electronic devices can also be used to improve English in students more significantly (Christensen, 2017).

## **EDUCATIONAL FOUNDATION**

The constructivism is the theory most important of education because the principles are that student remember what they do and practice. The cognitive process that occurs through the practice of a certain situation makes the students learn more effectively. This theory refers to the learning process in students have to be interactive and they have to practice and built their knowledge while they are doing determinate activity (Brown, 2013).

According to Nunan (2000), in the case of Skinner's theory express that people learn language by the contact with the environment and people learn to speak with the proximity of other people. Toddlers repeat phonemes and sound and create words but with the time they learn the representation of the word by the pictures or object. It is also described by Brown (2013) that speaking and how people learn to communicate in oral form including they do not how to write or develop another language skill, the speaking is the most important skill in English language acquisition.

According Brinton et. al. (2014) the vocabulary is a fundamental part of oral expression. Students needs to learn numbers really large of words to be able to express according different situation, the grammar is a fundamental part of the oral expression because it helps to build sentences with sense and without mistakes of syntax. Until today, classes have been traditionally following a guide book and an exercise book making conversations and answer but not using other resources in class. In the case of speaking it is that for people speaking in public in the native language is usually complicated and that is why speaking in public or with other people in classes also generates fear in students.

## LEGAL FOUNDATION

According to the Common European Framework of Reference for languages (2002) establish that the level A2 correspond the basic user learners because students can understand basic vocabulary about daily routines activities or familiar expressions to communicate in a general form. In this level students can communicate in a simple form and they can exchange information. People can develop in a social environment, in a basic conversation or sentences to describe their families.

According to the Ministry of Education (2012), the English Students' Book from the government for 10th year of General Basic Education at Colegio Vicente Rocafuerte, the activities that they should be able to perform for speaking skills are the following: Talk about hobbies and leisure activities, express agreement or disagreement about controversial topics, talk about rules, express advice and emphatic opinions and determine main ideas, supporting information, and examples in a reading.

According to the Ministry of Education of Ecuador (2014), the level of European Framework of Reference for languages for tenth basic year must be based in the development of communicative competences which are divided in:

- Linguistic Competence which refers to the ability of producing utterances in an efficient way in all its grammatical levels. It is formed by lexical, grammatical, semantic, phonologic and orthographic competence.
- Sociolinguistic Competence: It is the ability of understanding and producing different utterances in different contexts of use where different factors play an important role, such as the relationship between participants, their situation. Aspects to take into account here are social relationships markers, politeness norms, popular wisdom expressions, register differences, dialect and accent differences.
- Pragmatic Competence: It makes reference to the ability of acting efficiently in a language taking into account grammatical forms and meaning to complete a text (spoken or written) in different communicative events. It includes student's mastery of texts, discursive genres, and community speech Analysis. To master this, there are needed rhetorical, cohesive or cohesion devices for conversational organization.

- Strategic Competence: it has to do with the individual's effective use of language by means of his capacity for using verbal and non-verbal resources to fix errors that can be produced when communicating due to different events that may limit the communicative process.
- Communicative competence: is the first of the eight basic competences that a learner has to have acquired.

## **RESEARCH CONTEXT**

This project takes place at Colegio Vicente Rocafuerte which is located in Guayaquil City near the University of Guayaquil. This research contributes to solve several problems in communicative competences and teachers confirm the need to use participatory techniques to enhancement of speaking skills.

The students of tenth year of Basic Education at Colegio Vicente Rocafuerte must be able to show a level of English that allows them to express correctly in topics such as daily routines or introducing themselves, however, students consider English is a boring subject and they do not realize the importance to speak in English language. The level A2 correspond the basic user learners because students can understand basic vocabulary.

There are large and numerous classrooms and it is difficult to make individual exercises, for this reason, teachers have to find the better way to make the English language process more easily than others subjects.

## **CHAPTER III**

### **METHODOLOGY, PROCESS ANALYSIS, RESULTS AND DISCUSSION**

#### **METHODOLOGICAL DESIGN**

This research uses qualitative and quantitative methods because it is applied interviews to the teachers of tenth year of basic education at Colegio Vicente Rocafuerte to know if they apply participatory techniques in English classes. It was applied a survey to the students to identify how English classes are and the problems

in the development of speaking in students. The data analysis takes an important part of this research. Through the application of surveys statistical data were obtained to know the behavior and processes that occur in English classes and what is the methodology of teachers in the Colegio Vicente Rocafuerte and if this methodology helps to improve the level of English language acquisition.

The research is cross-sectional, non-experimental and descriptive. Additionally, bibliographic research was used in order to get information about participatory techniques based on dynamics dialogues in the process of developing oral expressions from other authors.

## **TYPES OF RESEARCH**

### **DESCRIPTIVE RESEARCH**

In the descriptive research the variables of the sample and population are evaluated. The principal objective of this kind of method is describe the behavior of the variables that are subject of the research (Sampieri, 2015).

In this research are described the characteristics that influence the development of the oral expression in students of tenth year of basic education at Colegio Vicente Rocafuerte and the impact using participatory techniques to improve the speaking skills in students. In this project, it was applied a survey to the students, interviews to the teachers and bibliographic research in students.

### **EXPLICATIVE RESEARCH**

The explicative research tries to find the explanation of the cause that impact in the behavior of the variables. It is consisting on synthesis, analysis and interpretation of the phenomenon of being studied (Cegarra, 2012).

This project has an explicative research because explain the causes and the effect of the problem of oral expression in students of tenth year of basic

education at Colegio Nacional Vicente Rocafuerte and how the use of participatory techniques based on dynamics dialogues can improve the oral expressions.

## PURPOSEFUL RESEARCH

The purposeful research is a process that uses a set of techniques and methods to diagnose a situation and propose solutions to problems raised in research (Sampieri, 2015).

The present research project is propositional because through the data Analysis, it is necessary to find a solution for the deficiency of oral expression by designing a didactic guide with participatory techniques.

## POPULATION AND SAMPLE

### POPULATION

**The population that was selected for this research project, were the students of 10th year GBE in the Colegio Nacional Vicente Rocafuerte Academic year 2017-2018. The sample was 41 students of 10th year GBE section.**

**Table 1: Sample and population**

No.	Description	Numbers
1	English teacher	1
2	Students	41
Total		42

### SAMPLE

The sample is 41 students of 10th year GBE in the Colegio Nacional Vicente Rocafuerte Academic year 2017-2018.

## OPERATIONALIZATION MATRIX CHART OF VARIABLES

**Table 2: Operationalization of Variables**

VARIABLES	DIMENSIONS	INDICATORS
<p>INDEPENDENT VARIABLE</p> <p>PARTICIPATORY TECHNIQUES</p>	<p>DEFINITION</p> <p>IMPORTANCE OF PARTICIPATORY TECHNIQUES</p> <p>TYPES OF PARTICIPATORY TECHNIQUES</p> <p>EXERCISES OF PARTICIPATORY TECHNIQUES</p> <p>CHARACTERISTICS OF PARTICIPATORY TECHNIQUES</p>	<p>NUMBERS OF EXERCISES</p> <ul style="list-style-type: none"> <li>• DYNAMICS</li> <li>• DIALOGUES</li> <li>• ROUND TABLE</li> <li>• ROLE PLAY</li> <li>• BRAIN STORMING</li> <li>• DISCUSSIONS</li> <li>• DESCRIBING PICTURES</li> </ul>
<p>DEPENDENT VARIABLE</p> <p>ORAL EXPRESSIONS</p>	<p>DEFINITION</p> <p>ELEMENTS OF ORAL EXPRESSIONS</p> <p>TYPES OF ORAL EXPRESSIONS</p> <p>IMPORTANCE OF ORAL EXPRESSION</p> <p>CHARACTERISTICS OF ORAL EXPRESSION</p>	<p>VOCAL ELEMENTS</p> <p>TONE, PITCH, RHYTHM</p> <p>LOUDNES, INTERLOCUTION</p> <p>GESTURE, BOSY LANGUAGE, POSTURE</p> <ul style="list-style-type: none"> <li>• CODE</li> <li>• MESSAGE</li> <li>• SPEECH</li> <li>• MEETING</li> </ul> <ul style="list-style-type: none"> <li>• FORMAL COMMUNICATION</li> <li>• INFORMAL COMMUNICATION</li> <li>• ORAL COMMUNICATION</li> <li>• WRITTEN COMMUNICATION</li> </ul>

**Source:** Chapter II, Theoretical Framework Foundations

**Developed by:** Maria José Nieto

## **METHODS FOR THE INVESTIGATION**

The methods applied in the present research project are the following:

### **ANALYTIC-SYNTHETIC METHOD**

The analytic- synthetic is the method of research consist of the division of everything in its parts. The elements allow observe the causes, the environment and the effects and after the relationship of the reaction (Sampieri, 2015).

This method allows to proof the impact of participatory techniques based on dynamics dialogues in the process of developing oral expressions for students of tenth year of basic education at Colegio Nacional Vicente Rocafuerte and be aware about the behavior of this techniques in students and how we can improve the speaking skills.

### **INDUCTIVE-DEDUCTIVE METHOD**

The inductive – deductive method focuses from the particular to the general to reach a specific conclusion in the research to help to solve the problem (Cegarra, 2012).

The Inductive-Deductive method allows to study a particular case to find general conclusions. In this present research, the objective is to know how the participatory techniques based on dynamics dialogues can improve the process of developing oral expressions in students of tenth year of basic education at Colegio Nacional Vicente Rocafuerte.

### **STATISTICAL METHOD**

The statistical method consists in the sequences of process to manage of data information in the research. The data analysis is composed with the recollection, count, presentation, synthesis and analysis (Sampieri, 2015).

In the statistical method it is used the quantitative research because it was applied a survey to the student of Colegio Nacional Vicente Rocafuerte to know what their opinion of English classes are.

## TECHNIQUES AND RESEARCH INSTRUMENTS

Survey: It was applied a survey to the students of tenth year of basic education at Colegio Nacional Vicente Rocafuerte to know the behavior of participatory techniques based on dynamics dialogues in English classes.

### OBSERVATION GUIDE

In the observation guide, it was necessary to understand the situation of the oral expression in students of tenth year at GBE at Colegio Nacional Vicente Rocafuerte and how the participatory techniques are positive in English classes because different parameters were included to be evaluated to take into account how oral expression is developed by the students of the Colegio Nacional Vicente Rocafuerte and what is the methodology and techniques used by teachers in the classroom.

The observation was done by using an instrument of investigation; it was an observation sheet in English classes. Researchers evaluated an English class through it and determined the use of participatory techniques from the English teacher.

The observation sheet consisted of 5 statements; with close statements to know how the development of the English classes is and how students improve their oral expression.

### TEACHER`S INTERVIEW

The purpose of this interview directed to the English teacher is what kind of techniques are used to improve oral expression in students of tenth year of basic education at Colegio Nacional Vicente Rocafuerte.

The purpose to interview to the English teacher will give to know about the techniques that the teacher uses at English class and be aware of the principal problems in speaking of the students.

Teacher's interview



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

ENTREVISTA

DIRIGIDA AL PROFESSOR DE INGLES DE DECIMO GRADO DEL COLEGIO VICENTE ROCAFUERTE

- 1.-What are the principal difficulty in English language acquisition in student of 10th year GBE in the Vicente Roca fuerte High school?
- 2.-Which are the principal weakness in students to learn English language
- 3.-How do you consider your student's speaking skill level is?
- 4.-Why it is important to use new strategies in English class?
- 5.-What do you think about participatory techniques?
- 6.-Do you use another kind of activities additional of teacher's book?

**Figure 5: Interview to the English Teacher**  
Source: Chapter III, Methodology  
Developed by: Maria José Nieto

**STUDENTS' SURVEY**

This instrument was elaborated with twelve items, those are based in the variables and the last one is focused in the proposal. The survey is designed by the Likert scale with close answers in order to be easier to recollection of data analysis.



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ENCUESTA

Survey to the students of 10th year GBE at Vicente Roca fuerte High School.

- 1 Strongly agree
- 2 Agree
- 3 Indifferent
- 4 Disagree
- 5 Strongly Disagree

No.	Question	Alternatives				
		1	2	3	4	5
1	You think English classes are interesting					
2	You understand to English teacher in classes					
3	You are able to speak in English					
4	Teacher use activities in class to develop oral					
5	You participate in English classes					
6	It is possible to improve speaking skills using participatory techniques					
7	The teacher applies participatory techniques in English classes					
8	Types of participatory techniques most used in					
9	The teacher encourages to students to					
10	Teacher dominated English classes					
11	Use different types of resources in classes					
12	Teacher use a guide with participatory					

**Figure 6: Students' Survey**

Source: Chapter II, Theoretical Framework Foundations  
Developed by: Maria José Nieto

## ANALYSIS AND DATA ANALYSIS

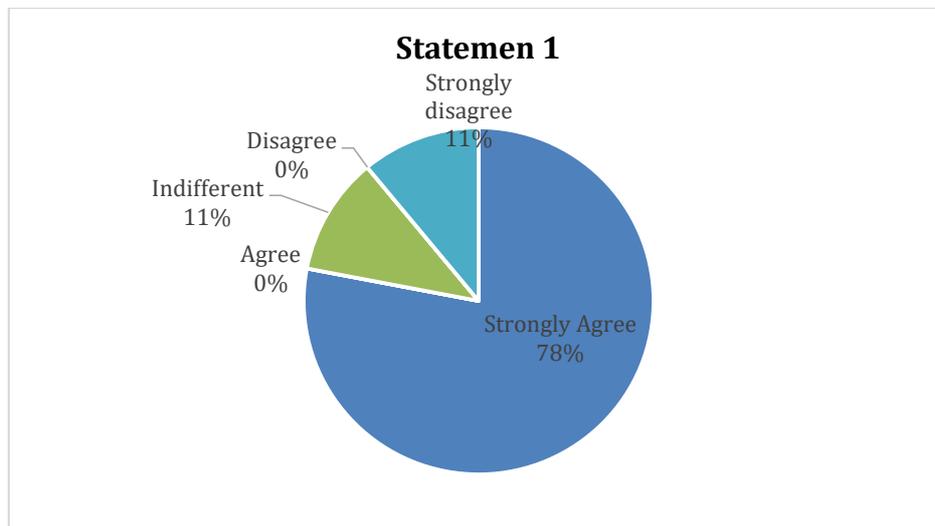
The information obtained from the survey, interview and observations presented through information tables, statistical charts and comments with its respective analysis and data Analysis is focusses to explain the behavior of the Influence participatory techniques based on dynamics dialogues in students of tenth year of basic education and how the English language are developed.

Survey directed to students

**Table 1: You think English classes are interesting**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	31	78%
Agree	0	0%
Indifferent	5	11%
Disagree	0	0%
Strongly Disagree	5	11%
TOTAL	41	100%

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto



**Figure 7: You think English classes are interesting**

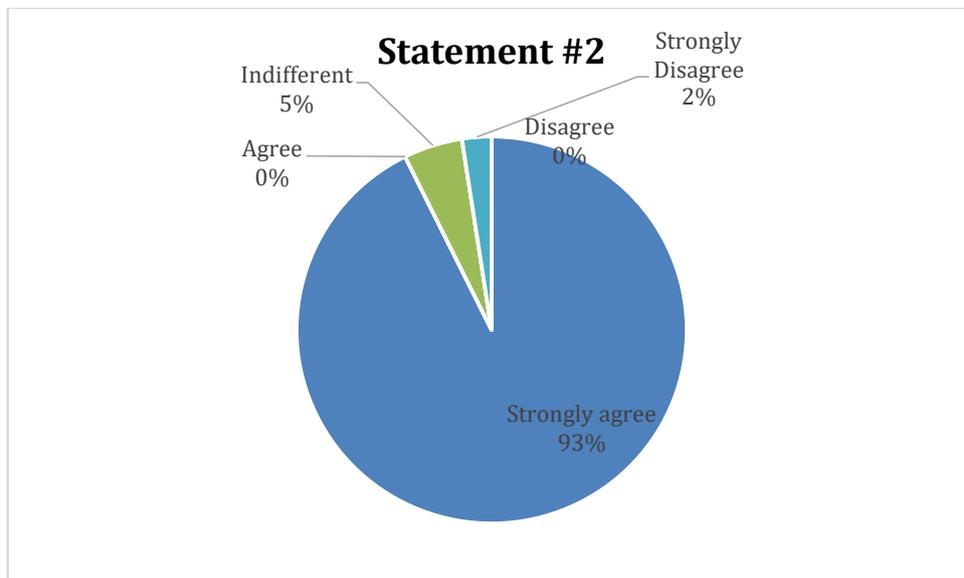
**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto

**Analysis.** - 78% of the students think English classes are interesting, 11% of the students do not think English classes are interesting and 11% are indifferent. Students feel nervous and worried about English classes because they do not want participate. This result show the need of student to use a tool to catch their attention in class and it could be the use of participatory techniques.

**Table 2: You understand the English Teacher**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	21	53%
Agree	0	0%
Indifferent	16	36%
Disagree	0	0%
Strongly Disagree	4	12%
TOTAL	41	100%

**Source: Colegio Nacional Vicente Rocafuerte**  
**Author: María José Nieto**



**Figure 8: You understand to English teacher in classes**

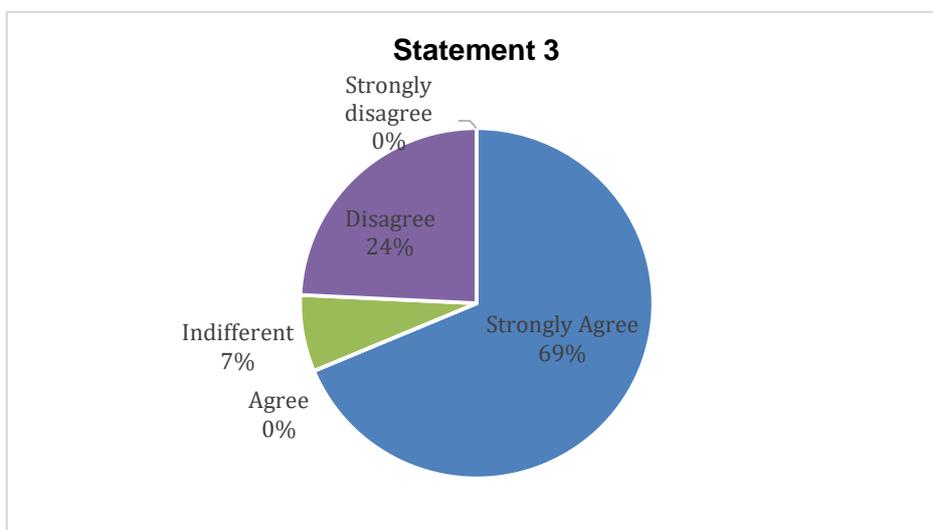
**Source: Colegio Nacional Vicente Rocafuerte**  
**Author: María José Nieto**

**Analysis.** - 93% of the students strongly agree that they understand the English Teacher, the 5% consider are indifferent, while the 2% strongly disagree.

**Table 3: You are able to speak in English**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	28	68%
Agree	0	0%
Indifferent	3	7%
Disagree	10	24%
Strongly Disagree	0	0%
TOTAL	41	100

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto



**Figure 9: You are able to speak in English**

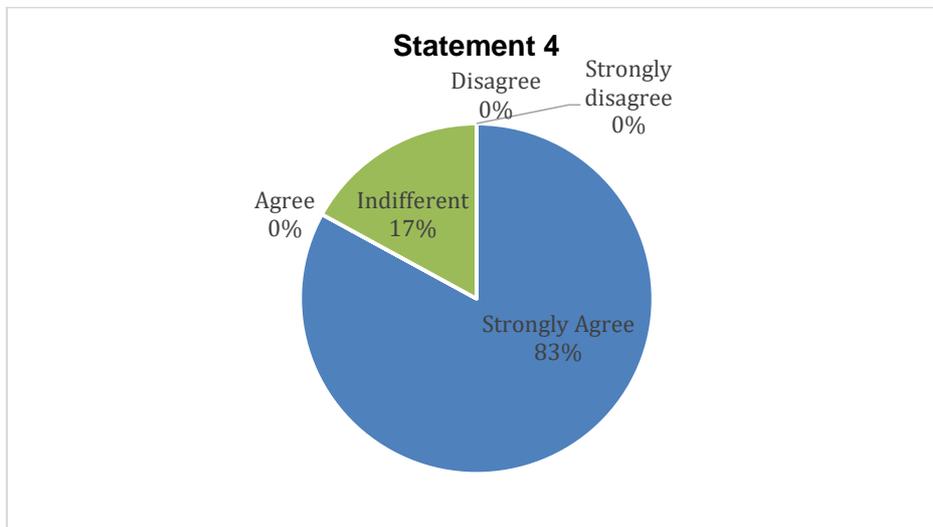
**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto

**Analysis.** - 69% of the students like to speak in English, 24% of the students do not like to communicate in English and 7% are neutral.

**Table 4: Teacher use activities in class to develop oral expression**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	34	83%
Agree	0	0%
Indifferent	7	17%
Disagree	0	0%
Strongly Disagree	0	0%
TOTAL	41	100

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto



**Figure 10: Teacher use activities in class to develop oral expression**

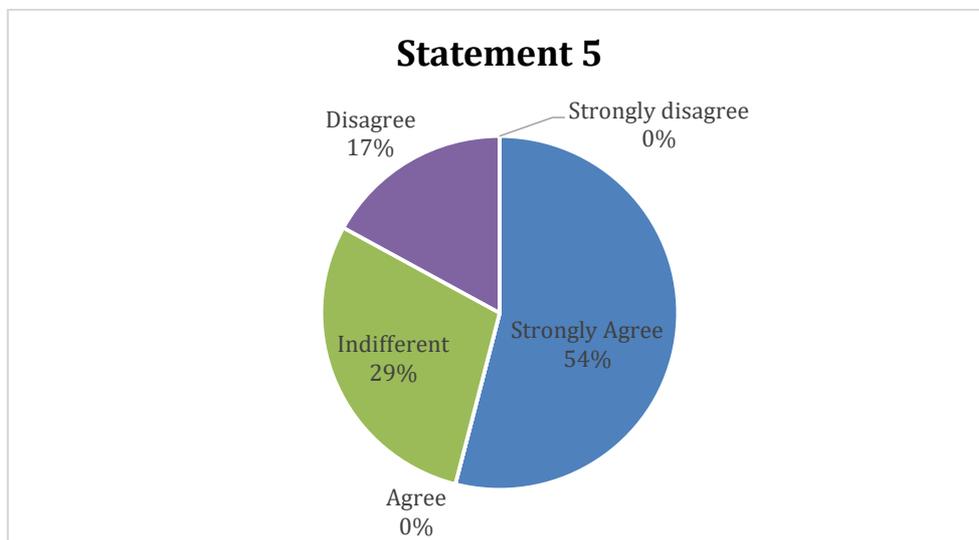
**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto

**Analysis.** -83% of the students consider that the teacher use activities to develop oral expression, on the other hand, 17% remain neutral. However, nobody disagrees.

**Table 5: You participate in English classes**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	22	54%
Agree	0	0%
Indifferent	12	29%
Disagree	7	17%
Strongly Disagree	0	0%
TOTAL	41	100

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto



**Figure 11: You participate in English classes**

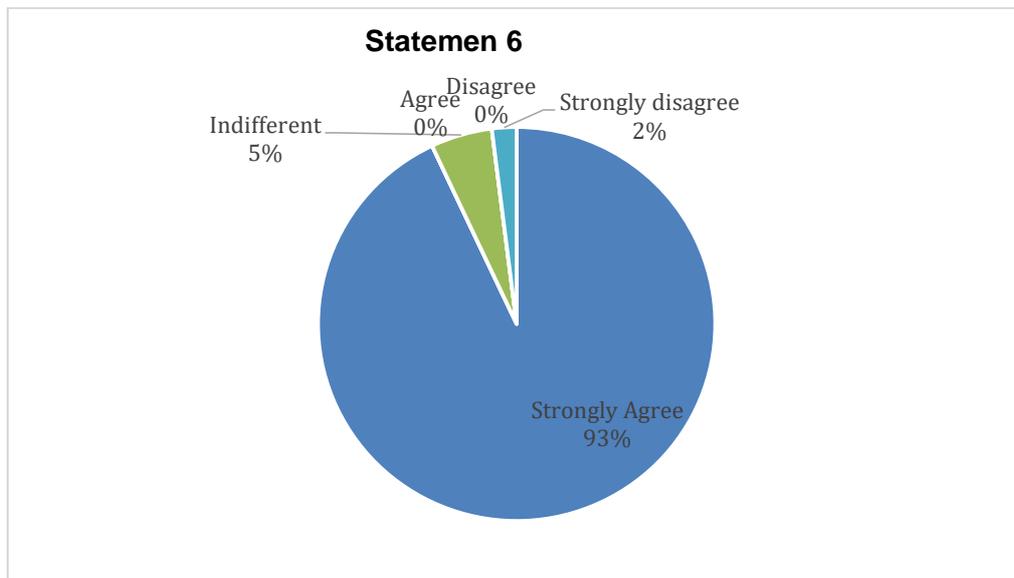
**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto

**Analysis.** - The 54% of the students participate in English Classes, the 17% of students do not participate in English classes and the 29% participate partially.

**Table 6: It is possible to improve speaking skills using participatory techniques**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	38	93%
Agree	0	0%
Indifferent	2	5%
Disagree	0	0%
Strongly Disagree	1	2%
TOTAL	41	100

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto



**Figure 12: It is possible to improve speaking skills using participatory techniques**

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto

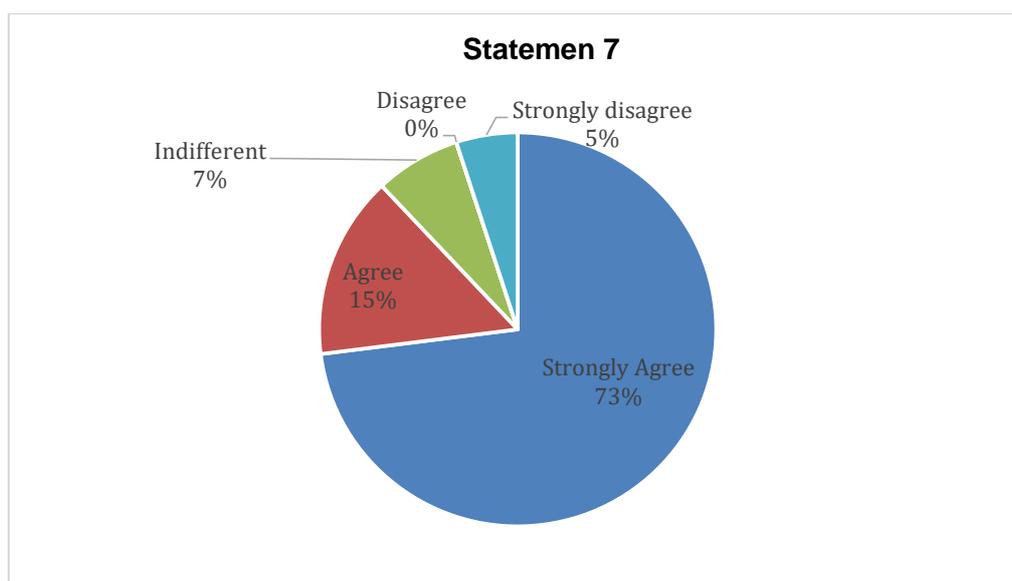
**Analysis.** - The 93% of the students considered it is possible to improve speaking skills using another kind of techniques, the 2% do not consider that it is possible to improve speaking skills using another kind of techniques and 5% partially.

**Table 7: The teacher applies participatory techniques in English classes**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	30	73%

Agree	6	15%
Indifferent	3	7%
Disagree	0	0%
Strongly Disagree	2	5%
TOTAL	41	100%

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto



**Figure 13: The teacher applies participatory techniques in English classes**

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto

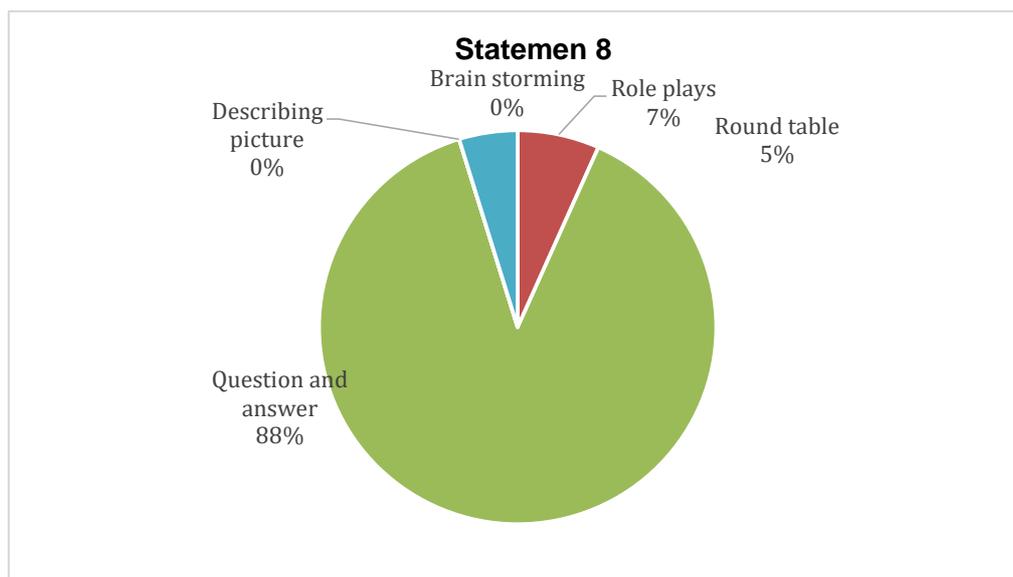
**Analysis.** - The 73% of the students strongly agree that the teacher applies participatory techniques in English classes, the 15% agrees, 7% are indifferent and 5% do not consider the teacher applies participatory techniques in English classes.

**Table 8: Types of participatory techniques most used in classes**

OPTIONS	QUANTITY	PERCENTAGE (%)
Brain storming	0	0%
Role plays	3	7%

Question and answer	38	93%
Describing picture	0	0%
Round table	0	5%
TOTAL	41	100%

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto



**Figure 14: Types of participatory techniques most used in classes**

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto

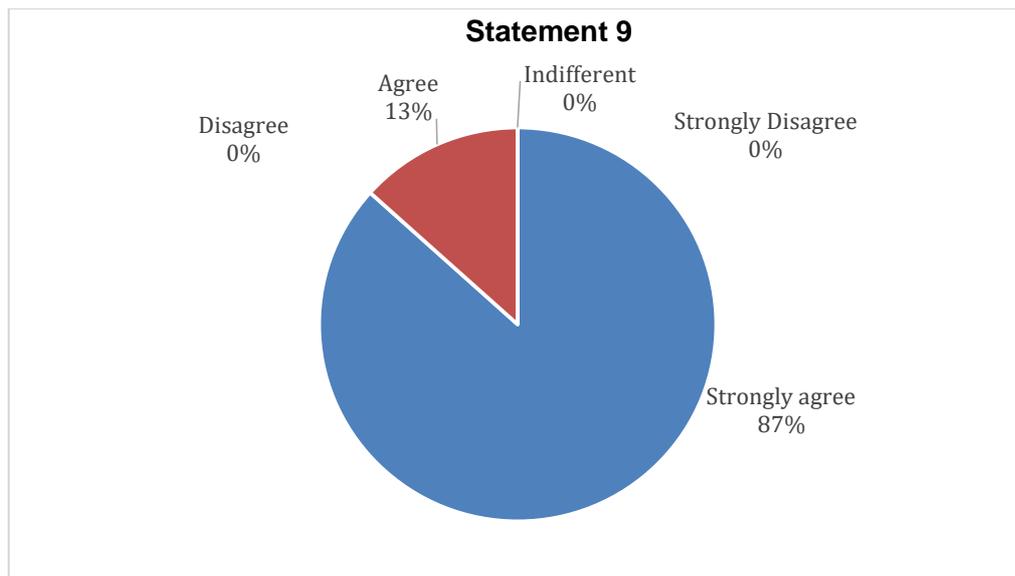
**Analysis.** - The most used participatory techniques are question and answer 88%, the 7% of students said that the most used participatory techniques are role plays, 5 % consider is round table, and describing picture and brain storming are not used in classes.

**Table 9: The teacher encourages to students to participate in classes using participatory techniques**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	32	78%

Agree	8	12%
Indifferent		0%
Disagree	0	0%
Strongly Disagree	0	0%
TOTAL	41	100%

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto



**Figure 15: The teacher encourages to students to participate in classes using participatory techniques**

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto

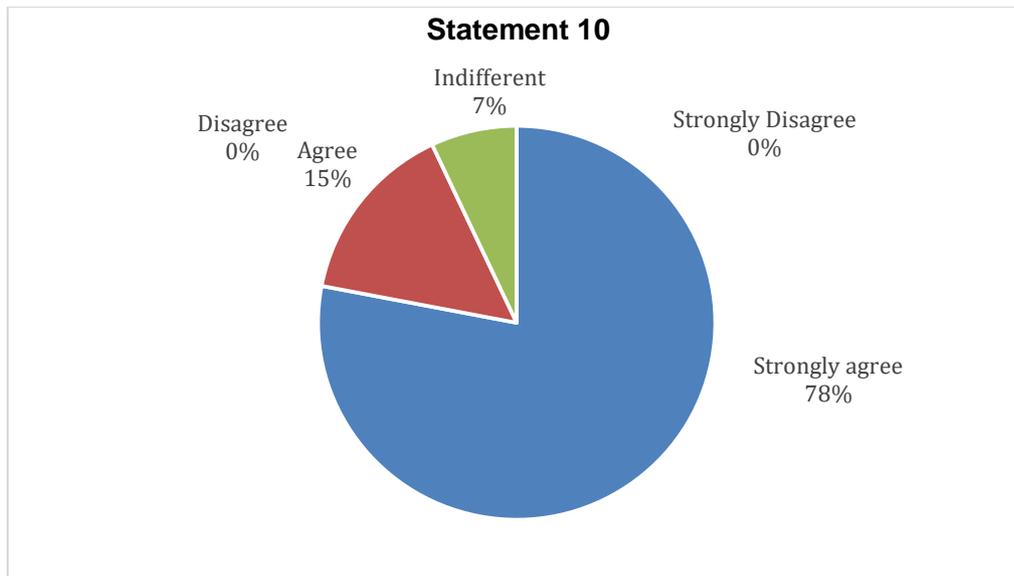
**Analysis.** - 87% of the students strongly agree that the teacher encourages students to participate in classes, 13% only agrees, however nobody disagrees with the idea.

**Table 10: Teacher dominated English classes**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	32	78%
Agree	6	15%
Indifferent	3	7%

Disagree	0	0%
Strongly Disagree	0	0%
TOTAL	41	100%

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto



**Figure 16: Teacher dominated English classes**

**Source:** Vicente Rocafuerte High School  
**Author:** María José Nieto

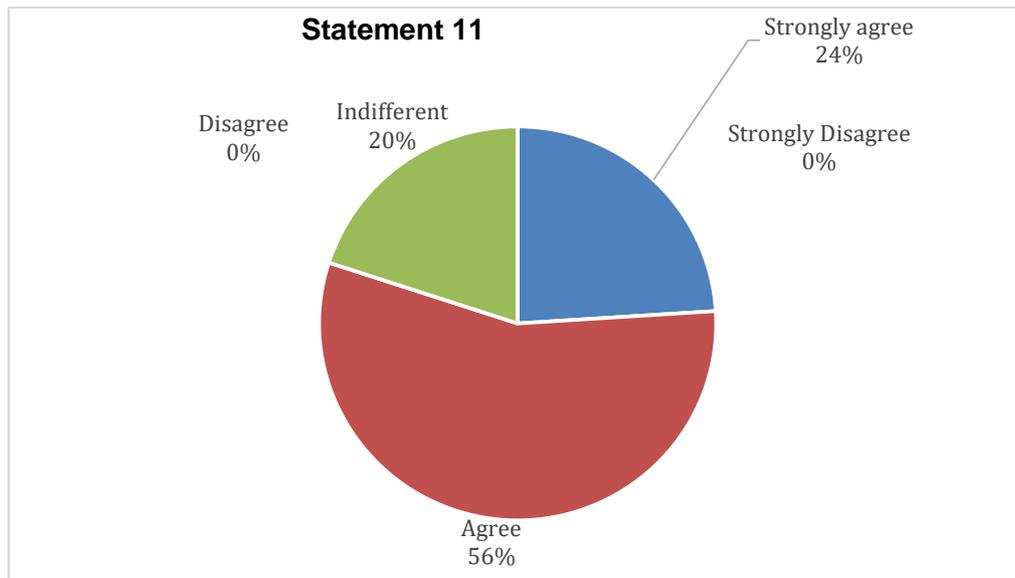
**Analysis.** – 78% strongly agree and 15% agree that the teacher dominates English classes, 7% the students remain neutral about the question.

**Table 11: Use different type of resources in classes**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	10	24%
Agree	23	56%
Indifferent	8	20%
Disagree	0	0%

Strongly Disagree	0	0%
TOTAL	41	100%

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto



**Figure 17: Use different type of resources in classes**

**Source:** Colegio Nacional Vicente Rocafuerte  
**Author:** María José Nieto

**Analysis.** – The 56 %, most of the students consider that the teacher uses different types of resources in classes, 20% of the students are indifferent.

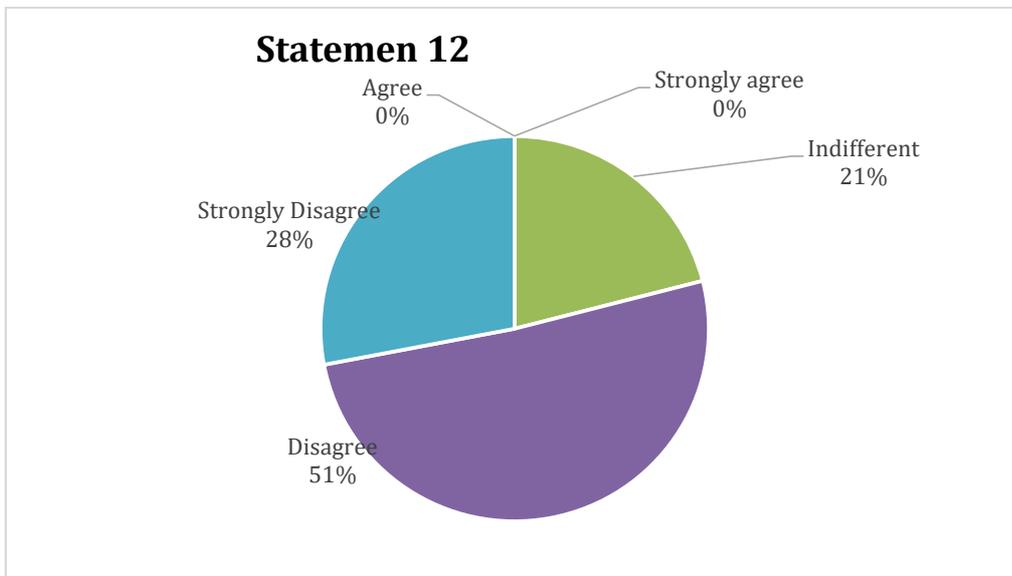
**Table 12: Teacher use a guide with participatory techniques**

OPTIONS	QUANTITY	PERCENTAGE (%)
Strongly agree	0	0%
Agree	0	0%
Indifferent	8	21%
Disagree	20	51%

Strongly Disagree	11	28%
TOTAL	41	100%

**Source:** Vicente Rocafuerte High School

**Author:** María José Nieto



**Figure 18: Teacher use a guide with participatory techniques**

**Source:** Colegio Nacional Vicente Rocafuerte

**Author:** María José Nieto

**Analysis.** – 21% of the students are indifferent but the 51% of the students disagree because they said that the teacher do not use a guide with participatory techniques.

## **The teacher's interview**

1. What are the principal difficulty in English language acquisition in student of 10th year GBE in the Colegio Nacional Vicente Rocafuerte?

They do not think English language is important and they feel boring. They do not realize the importance of this subject.

2. Which are the principal weakness in students to learn English language.

The principal weakness in students to learn English language is The Lack of interest

3. How do you consider your student's speaking skill level is?

The level of my students is really basic. They do not know how to express in English language.

- 4.-Why it is important to use new strategies in English class?

Because using new strategies, teachers can encourage our students to learn English languages.

- 5.-What do you think about participatory techniques?

I think participatory techniques can be useful in English classes to improve oral expressions

6. - Do you use another kind of activities additional of teacher's book?

Yes, I apply different techniques but the more common are conversations or questions and answer.

## **Interview´s Comment**

According this interview, the teacher indicates that students do not feel interested in learning English language, they do not feel motivated.

Teachers have to encourage and try to find activities to make students feel interested and enjoy English classes.

## **Conclusions of teacher's interview**

The students of tenth year at Vicente Rocafuerte High School consider that they understand the teacher, however, they do not feel confident when they have to speak in English even though the teacher motivates them to participate in class.

Students consider that the teacher uses participatory techniques in class, the most used are question and answer and role plays, and however, they consider that there should be more resources to practice English during classes.

Students consider that there is the need of implementing a guide with exercises which include more participatory techniques that contribute to the development of the oral expression in students.

## **Recommendations**

To motivate learners through the application of more varied participatory techniques to feel more confident when speaking in English.

To increase the number of participatory techniques to strengthen the students' communicative competence.

To implement a guide with exercises which include more participatory techniques that contribute to the development of the oral expression in students.

## CHAPTER IV

### THE PROPOSAL

#### DESING A DIDACTIC GUIDE

#### WITH PARTICIPATORY TECHNIQUES TO IMPROVE

#### ORAL EXPRESSION

##### JUSTIFICATION

The use of a didactic guide to improve oral expression using participatory techniques based on dynamics dialogues directed to the student of 10th year GBE at Colegio Nacional Vicente Rocafuerte help to have specific information and topics according to tenth grade students and the level of English language for this course.

The beneficiaries of this proposal will be the tenth year students of Colegio Nacional Vicente Rocafuerte because they will improve their oral expression and their level of English language acquisition.

The improvement of English language is important because with a didactic guide the teacher can be able to make the English class more active and they will improve oral expressions and the can speak in English language and communicate correctly in this foreign language.

The students will realize the importance of English language in their academic life and in their future. English language can learn more information about different subject or communicate with foreign people because English language allow to communicate with people from people around the world.

##### OBJECTIVES

###### GENERAL OBJECTIVES

To improve the development of the oral expression using participatory techniques based on dynamics dialogues through didactic guide directed to the he student of 10th year GBE at Colegio Nacional Vicente Rocafuerte

###### SPECIFIC OBJECTIVES

- To enhance the oral expression to develop the speaking in students

- To encourage the students to speak in classes
- To provide to the teacher participatory techniques to work with students of 10th year GBE at Colegio Nacional Vicente Rocafuerte.

## **THEORETICAL ASPECTS**

### **Pedagogical/Didactic**

This proposal was based on the constructivist theory presented by Bruner (1960) which was the foundation of Schunk's study (2012) in which the researchers assessed class participation in the English Classroom. This research is aimed at identifying the speaking tasks applied by the teacher that is why this proposal was focused to design a didactic guide to improve oral expression using participatory techniques based on dynamics dialogues.

In addition to this, the group work is an excellent method to apply in the classroom and motivate learners to an active learning. A research performed by Roberson and Franchini. (2014), present arguments to emphasize that "group work is an effective method to motivate students, encourage active learning, and develop key critical – thinking, communication, and decision –making skills"

Moreover, the British Council(2015),in Ecuador dedicated sometime in the investigation of the EFL teaching, and deciphered that the English language teaching should fulfill some patterns that include targets for functional competence aligned with the Common European Framework of Reference for Languages (CEFR); new evaluation parameters for newly qualified English teachers; continuous professional development for existing English teachers; travel-study options for English teachers; scholarships for students to study at universities abroad that teach in English.

### **Sociological**

This research was based on the Zone of Proximal Development from Vygotsky (1978) and the observation sheet provided by Shunck (2012) in which it is possible to analyze the students' interaction within their social environment.

Moreover, from sociological point of view, it can mention to Byrne cited by Rodriguez (2010), emphasizes that “social foundations make reference to the individuals inside the groups and communities that they are involved in, by exerting specific roles of behavior that give a positive and negative meaning to the personal achievement” (p. 19).

Fingermann (2010), comments that sociology helps to the education of people due to the fact that gives the capacity to the human beings to find out possible solutions to solve the different problems which are presented day to day.

### **Linguistic**

It was analyzed the Armstrong`s theory (2009) that details the function of linguistics in communication. It mentions the ability to use words in a meaningful and accurate way.

Ramjah and Aiel (2016), state that working in group making role plays give self-confident to the students and it helps that they improve their capacity to perform different activities into the classroom and improve their speaking skill.

### **Psychological**

In the psychological foundation the researcher took into consideration the Vygotsky`s theory (1978) Zone of Proximal Development because it includes the students perception through the teacher`s explanation in English Classes.

Besides, in the philosophical foundation, it makes reference to the axiology due to the fact that human being always is in contact with values when they are learning or doing any activities into the classroom. It is important that students during the development of a task, they always practice the respect, the patient and the responsibility. It conducts them to maintain a good relationship with their classmates.

### **Feasibility**

This project is feasible because its own financial resources in order to be put into practice, it does not require any ICT tools, it is available and there are the human resources needed for its implementation.

This research is also legally feasible since it is based on the political system of educational regulations, which are the Good Living National Plan, Common

European Framework of References for Languages and The Republic of Ecuador's Constitution (2008).

Furthermore, this proposal also takes into consideration the curricular guidelines for English instruction in Ecuador which are established as a formal tool to develop this skill.

### **Description of the proposal**

Participatory techniques are educational tools that contribute to the teacher directly as well as the students in an appropriated way. It is aimed at helping the development of oral skills based on the interests and needs of the students

This guide of participatory techniques has the objective to complement the tasks that the teacher needs to reinforce topics which are new or seem to be difficult to understand, as they work in an active way to develop oral skills.

All the tasks proposed in this guide are based on the official books provided by the Ecuadorian Educational Ministry for the development and assessment of speaking skills.

There are 20 tasks which are proposed to complement the topics included in the official book for eighth year of basic education. The main objective of all these tasks is to strengthen and develop oral expression, each exercise and includes the use of participatory techniques.

Each task has its own description and procedures to be applied for its development. Likewise, there have been included some recommendations for the correct use of the activities in order to reinforce oral expression, therefore this proposal is appropriate and innovative for its application to the problem found in the development of speaking skills.

### **Conclusions and Recommendations**

Keep constant motivation on the students during classes, this will allow teachers to reinforce the students' confidence as well as to strengthen all the abilities required to learn English as a foreign language.

Use participatory techniques to reinforce the development of oral expression, in addition to the improvement of body language. In this way, learners will be able to apply all the lexicon and structures acquired.

The implementation of new and innovative material which has been specially designed to help students in the process of improving their English speaking skills and their overall performance inside the classroom.

#### Recommendations

To maintain motivation during classes in order to reinforce the students' confidence as well as to strengthen all the abilities required to learn English as a foreign language.

To apply more participatory techniques to reinforce the development of oral expression, in addition to the improvement of body language. In this way, learners will be able to apply all the lexicon and structures acquired.

To implement new and innovative material which is specially designed to help students in the process of improving their English speaking skills and their overall performance inside the classroom.

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# **ANNEX I DOCUMENTS**



Universidad de Guayaquil



FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA/CARRERA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN

TRABAJO DE TITULACIÓN

FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACION

Nombre de la propuesta de trabajo de la titulación	The influence of participatory techniques in oral expression. Design a didactic guide with participatory techniques to improve oral expression		
Nombre del estudiante (s)	María José Nieto Miranda		
Facultad	Filosofía	Carrera	Lengua
Línea de Investigación	Modelos educativos integrales exclusivos	Sub-línea de investigación	Teorías y Métodos educativos en los procesos de enseñanza de Lengua Extranjera
Fecha de presentación de la propuesta de trabajo de titulación	11 de mayo del 2018	Fecha de evaluación de la propuesta de trabajo de titulación	

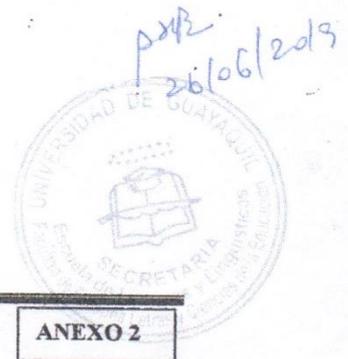
ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublínea de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

- APROBADO
- APROBADO CON OBSERVACIONES
- NO APROBADO

  
\_\_\_\_\_  
Docente Revisor



Universidad de Guayaquil



FACULTAD \_\_\_\_\_  
ESCUELA/CARRERA \_\_\_\_\_  
UNIDAD DE TITULACIÓN

Guayaquil, 26 de junio del 2019

INGENIERO CARLOS VALLE  
DIRECTOR DE CARRERA  
FACULTAD  
UNIVERSIDAD DE GUAYAQUIL

### Acuerdo del Plan de Tutoría

Nosotros, Larry Torres Vivar, docente tutor del trabajo de titulación y Ma. José Nieto Miranda estudiante de la Facultad de Filosofía, Escuela de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario de 14h30 a 15h30, los días martes, jueves y viernes.

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.

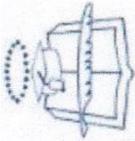
Agradeciendo la atención, quedamos de Ud.

Atentamente,

Estudiante

Docente Tutor

CC: Unidad de Titulación



Universidad de Guayaquil

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
 ESCUELA/CARRERA DE LENGUAS Y LINGÜÍSTICA  
 UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Msc. Larry Randolph Torres Vivar

Tipo de trabajo de titulación: Proyecto de Tesis

Título del trabajo: The influence of participatory technique in oral expression

Carrera: Lenguas y Lingüística

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
			INICIO	FIN			
①	30-05-19	Socialización del proceso de Tutoría, Fijación de horas y Fecha.	14:30 pm	3:15 pm.	Revisar conee para ver documentos.	[Firma]	[Firma]
②	11-06-19	Definición de los variables y la hipótesis.	14:00pm	15:00pm.	Investigar sobre las variables	[Firma]	[Firma]
③	20-06-19	Análisis de la información de las variables orden y estructura	14:00pm	15:15pm	Organizar información	[Firma]	[Firma]
④	25-06-19	Conexión del orden de la información	14:30pm	15:30pm.	Corregir información, hacer guía didáctica.	[Firma]	[Firma]
⑤	4-07-19	Revisión de la información de las variables y matriz	14:00pm	15:00pm	Corregir expresiones según nivel	[Firma]	[Firma]
⑥	11-07-19	Revisión de la guía de datos	14:30pm	15:30pm.	Trabaja orden de los anexos.	[Firma]	[Firma]
⑦	16-07-19	Corrección de la guía de datos	14:00pm	15:00pm		[Firma]	[Firma]
⑧	19-07-19	Revisión de anexos y Fuentes	14:30 pm	15:15 pm.		[Firma]	[Firma]
⑨	23-07-19	Revisión del proyecto semi Final	14:00pm	15:00pm		[Firma]	[Firma]



Universidad de Guayaquil

ANEXO 4

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA/CARRERA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

---

Guayaquil, 13 de agosto del 2019

Sr. /Sra.

**DIRECTOR (A) DE LA CARRERA DE LENGUAS ESCUELA DE LENGUAS Y LINGÜÍSTICA  
FACULTAD DE FILOSOFÍA  
UNIVERSIDAD DE GUAYAQUIL  
Ciudad.-**

De mis consideraciones:

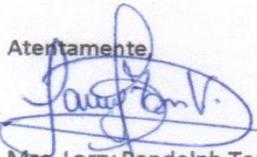
Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación *The influence of participatory techniques in Oral Expression* del estudiante María José Nieto Miranda, indicando ha cumplido con todos los parámetros establecidos en la normativa vigente:

- 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 estudiante está apto para continuar con el proceso de revisión final.

Atentamente

  
Msc. Larry Randolph Torres Vivar  
TUTOR DE TRABAJO DE TITULACIÓN

C.I. 0913004347



Universidad de Guayaquil

ANEXO 5

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA/CARRERA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

**RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN**

<b>Título del Trabajo: The Influence of Participatory Techniques in Oral Expression</b>		
<b>Autor(s): María José Nieto Miranda</b>		
<b>ASPECTOS EVALUADOS</b>	<b>PUNTAJE MÁXIMO</b>	<b>CALF.</b>
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	<b>4.5</b>	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0,3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0,4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
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 fortalecen 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	0,4
<b>RIGOR CIENTÍFICO</b>	<b>4.5</b>	
El título identifica de forma correcta los objetivos de la investigación	1	1
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	0,7
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	
Pertinencia de la investigación	0.5	0,5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0,5
<b>CALIFICACIÓN TOTAL *</b>	<b>10</b>	<b>9,9</b>
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		

Msc. Larry Torres Vivar  
No. C.I. 0913004347  
FECHA: 13 de agosto del 2019



Universidad de Guayaquil

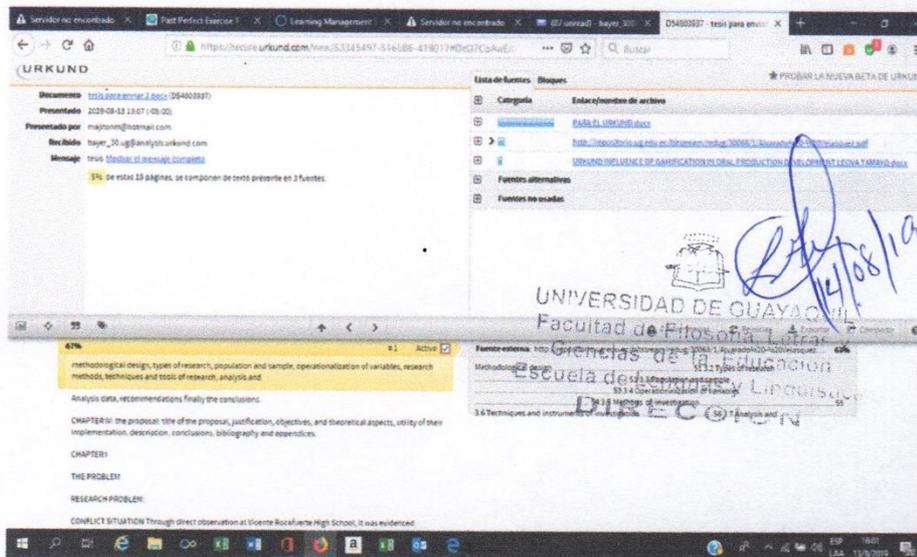
ANEXO 6

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA/CARRERA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Larry Randolph Torres Vívar, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por María José Nieto Miranda, C.C. 0927479022, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciado en Ciencias de la Educación mención Lengua y Literatura Inglesa.

Se informa que el trabajo de titulación: "Influence of participatory techniques in Oral Expression", ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND quedando el 5% de coincidencia.



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Msc. Larry Torres Vívar  
C.I. 0913004347



Universidad de Guayaquil

ANEXO 7

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION**  
**CARRERA DE LENGUAS Y LINGUISTICA**  
**Unidad de Titulación**

Guayaquil, Marzo 18, 2019

Máster

**SARA ANAGUANO PÉREZ**

DIRECTORA DE LA CARRERA DE LENGUAS Y LINGUISTICA  
FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION  
UNIVERSIDAD DE GUAYAQUIL  
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación Título TOPIC: THE INFLUENCE OF PARTICIPATORY TECHNIQUES IN ORAL EXPRESSION Propuesta: DESIGN A DIDACTIC GUIDE WITH PARTICIPATORY TECHNIQUES TO IMPROVE ORAL EXPRESSION, de la estudiante NIETO MIRANDA MARIA JOSE.

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 ocho 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 soportes teóricos 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 integral.
- 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 el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que la estudiante NIETO MIRANDA MARIA JOSE está apta para continuar el proceso de titulación. Particular que comunico a usted para los fines pertinentes.

Atentamente,

  
Rodrigo Guerrero Segura  
DOCENTE REVISOR



Universidad de Guayaquil

ANEXO 8

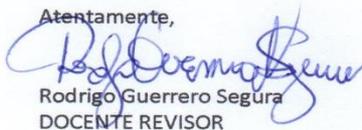
**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION**  
**CARRERA DE LENGUAS Y LINGUISTICA**  
**Unidad de Titulación**

**RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN**

**TÍTULO:** THE INFLUENCE OF PARTICIPATORY TECHNIQUES IN ORAL EXPRESSION  
**PROPUESTA:** DESIGN A DIDACTIC GUIDE WITH PARTICIPATORY TECHNIQUES TO IMPROVE ORAL EXPRESSION  
**AUTOR:** NIETO MIRANDA MARIA JOSE

<b>ASPECTOS EVALUADOS</b>	<b>PUNTAJE MÁXIMO</b>	<b>CALF.</b>	<b>COMENTARIOS</b>
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</b>		
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.3	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
<b>RIGOR CIENTÍFICO</b>	<b>6</b>		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.3	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.2	
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
<b>CALIFICACIÓN TOTAL*</b>	<b>10</b>	<b>9</b>	
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.			

Guayaquil, Agosto 26 del 2019

Atentamente,  
  
 Rodrigo Guerrero Segura  
 DOCENTE REVISOR



Universidad de Guayaquil

**FACULTAD FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

ANEXO 11

Guayaquil, 2 de septiembre del 2019

## **CERTIFICACIÓN DEL TUTOR REVISOR**

Habiendo sido nombrado MSc. LARRY TORRES VIVAR, tutor del trabajo de titulación THE INFLUENCE OF PARTICIPATORY TECHNIQUES IN ORAL EXPRESSION, DESIGN A DIDACTIC GUIDE WITH PARTICIPATORY TECHNIQUES TO IMPROVE ORAL EXPRESSION certifico que el presente trabajo de titulación, elaborado por MARÍA JOSÉ NIETO MIRANDA, con C.I. No. 0927479022, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN LENGUA INGLESA Y LINGÜÍSTICA , en la ESCUELA DE LENGUAS Y LINGÜÍSTICA, FACULTAD DE FILOSOFÍA , ha sido **REVISADO Y APROBADO** en todas sus partes, encontrándose apto para su sustentación.

**MSc. Rodrigo Guerrero Segura**

**REVISOR DEL TRABAJO DE TITULACIÓN**

**C.I. No. 0910135557**

x

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**URKUND**

Documento: tesis para enviar 3.docx (D54803937)  
 Presentado: 2019-09-13 13:07:05:00  
 Presentado por: majitonm@hotmail.com  
 Recibido: bayer\_30 Ug@analysis.orkund.com  
 Mensaje: tesis. Mostrar el mensaje completo  
 5% de estas 18 páginas, se componen de texto presente en 3 fuentes:

**Lista de fuentes - Bloques**

Categoría	Enlace/nombre de archivo
Documentos	PARA EL URKUND.docx
PDFs	http://repositorio.ug.edu.ec/bitstream/redug/30068/1/Alvarado%20-%20Velasquez.pdf
Fuentes alternativas	URKUND INFLUENCE OF GAMIFICATION IN ORAL PRODUCTION DEVELOPMENT LEOVA TAMAYO.docx
Fuentes no usadas	

67% Fuente externa: http://repositorio.ug.edu.ec/bitstream/redug/30068/1/Alvarado%20-%20Velasquez.pdf

Methodological design 51.3.2 Types of research  
 53.3.4 Population and sample  
 54.2.5 Methods of investigation 55  
 5.6 Techniques and instruments of investigation 56.3 Analysis and

methodological design, types of research, population and sample, operationalization of variables, research methods, techniques and tools of research, analysis and  
 Analysis data, recommendations finally the conclusions.  
 CHAPTER IV- the proposal: title of the proposal, justification, objectives, and theoretical aspects, utility of their implementation, description, conclusions, bibliography and appendices.  
 CHAPTER I  
 THE PROBLEM  
 RESEARCH PROBLEM  
 CONFLICT SITUATION Through direct observation at Vicente Rocafuerte High School, it was evidenced

*[Handwritten signature]* 14/08/19

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

Urkund Report - PDF NI x

File:///C:/Users/MAJIC/AppData/Local/Temp/Urkund%20Report%20-%20HEBTO.pdf

**URKUND**

**Urkund Analysis Result**

Analysed Document: tesis para enviar 3.docx (D54803937)  
 Submitted: 8/13/2019 8:07:00 PM  
 Submitted By: majitonm@hotmail.com  
 Significance: 5 %

Sources included in the report:

PARA EL URKUND.docx (D30296810)  
 URKUND INFLUENCE OF GAMIFICATION IN ORAL PRODUCTION DEVELOPMENT LEOVA TAMAYO.docx (D48144632)  
 http://repositorio.ug.edu.ec/bitstream/redug/30068/1/Alvarado%20-%20Velasquez.pdf

Instances where selected sources appear:  
 17

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FACULTAD DE FILOSOFÍA, LETRAS Y  
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

Teléf. 2-294888



No. UG-LENGUAS 2019-526

Guayaquil, 17 de Junio del 2019

MSc.

Larry Torres Vivar

PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA,  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
Ciudad.

De mis consideraciones:

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

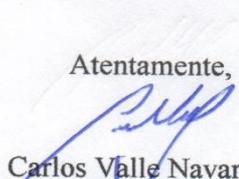
En esta designación consta el nombre de la estudiante de la Carrera de Lenguas y Lingüística: NIETO MIRANDA MARIA JOSÉ

**TOPIC:** THE INFLUENCE OF PARTICIPATORY TECHNIQUES IN ORAL EXPRESSION

**PROPOSAL:** DESIGN A DIDACTIC GUIDE WITH PARTICIPATORY TECHNIQUES TO IMPROVE ORAL EXPRESSION

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

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

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	Ing. Carlos Valle Navarro, MSc.	DIRECTOR	

UNIVERSIDAD DE GUAYAQUIL

📍 Cda. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy

🌐 www.ug.edu.ec



FACULTAD DE FILOSOFÍA, LETRAS Y  
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

Teléf. 2-294888



Oficio No. UG-LENGUAS 2019-631  
Guayaquil, 29 de Julio del 2019

MSc.

Frank Granja Villegas

RECTOR ACADÉMICO DE LA UNIDAD EDUCATIVA FISCAL  
"VICENTE ROCAFUERTE"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que la estudiante: **NIETO MIRANDA MARÍA JOSÉ**, de la Carrera de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciada en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

**TÓPIC:** THE INFLUENCE OF PARTICIPATORY TECHNIQUES IN ORAL  
EXPRESSION

**PROPOSAL:** DESIGN A DIDACTIC GUIDE WITH PARTICIPATORY  
TECHNIQUES TO IMPROVE ORAL EXPRESSION

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

MSc. Sara Anaguano Pérez

DIRECTOR (e) CIFI CARRERA DE LENGUAS Y LINGÜÍSTICA



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

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA I	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

UNIVERSIDAD DE GUAYAQUIL

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

**ENTREVISTA**

**DIRIGIDA AL PROFESSOR DE INGLES DE DECIMO GRADO DEL COLEGIO  
NACIONAL VICENTE ROCAFUERTE**

1.-What are the principal difficulty in English language acquisition in student of 10th year GBE in the Colegio Nacional Vicente Roca fuerte?

2.-Which are the principal weakness in students to learn English language?

3.-How do you consider your student's speaking skill level is?

4.-Why it is important to use new strategies in English class?

5.-What do you think about participatory techniques?

6.-Do you use another kind of activities additional of teacher's book?



**Universidad de Guayaquil**  
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**Escuela de Lenguas y Lingüística**  
**Guía de Observación**

**Institución:**

**Curso:**

**Área:**

<b>Descripción:</b>	<b>Yes</b>	<b>No</b>
<b>1.- El ambiente dentro del salón de clases es armonioso.</b>		
<b>2. - Los estudiantes están interesados al inicio de las clases.</b>		
<b>3. – El profesor utiliza estrategias para el aprendizaje en grupo.</b>		
<b>4. - Las instrucciones dadas por el docente son claras y precisas.</b>		
<b>5. - El maestro interactúa con los alumnos.</b>		
<b>6. - Promueve actividades grupales para desarrollar la producción oral.</b>		
<b>7. - El docente facilita y apoya el desarrollo de actividades colaborativas.</b>		
<b>8.- Un ambiente cooperativo permite hablar a los estudiantes con fluidez.</b>		
<b>9. - Los estudiantes expresan interés en la clase, asistiendo, participando, haciendo preguntas.</b>		
<b>10.-Usa recursos didácticos adecuados para la producción oral.</b>		



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**Escuela de Lenguas y Lingüística**  
**Survey**

Survey to the students of 10<sup>th</sup> year BGU at Colegio Nacional Vicente Rocafuerte.

1. Strongly agree
2. Agree
3. Indifferent
4. Disagree
5. Strongly Disagree

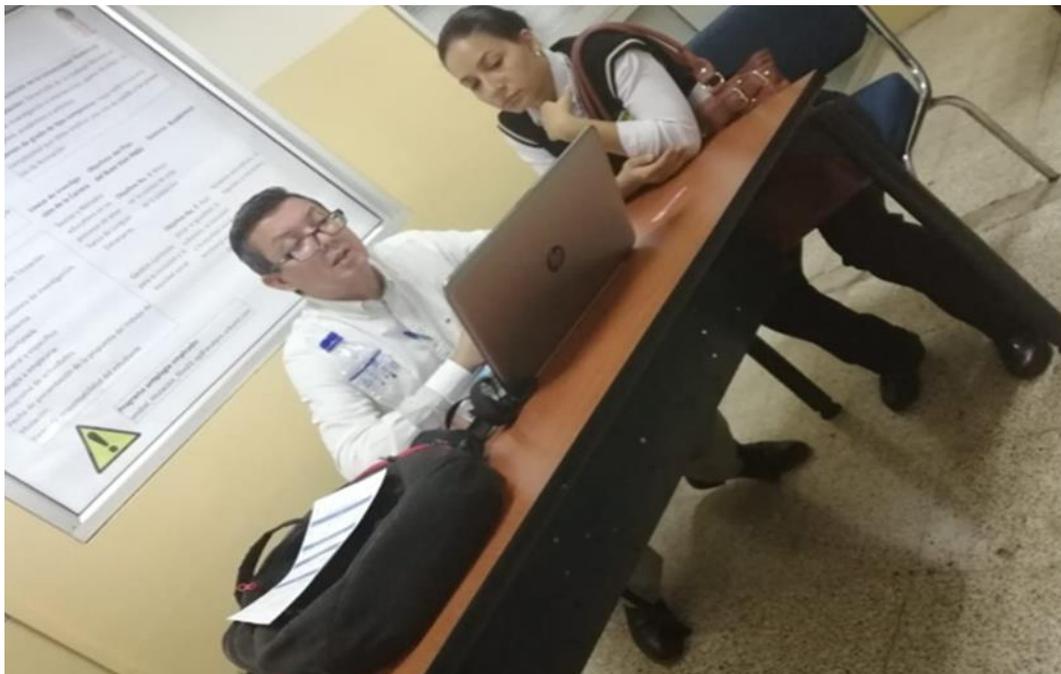
No.	Question	Alternatives				
		1	2	3	4	5
1	You think English classes are interesting					
2	You understand to English teacher classes					
3	You are able to speak in English					
4	Teacher use activities in class to develop oral expression					
5	You participate in English classes.					
6	It is possible to improve speaking skills using participatory techniques					
7	The teacher applies participatory techniques in English classes					
8	The teacher use different participatory techniques in class					
9	The teacher encourage students to developed oral expression					
10	Teacher dominate English classes					
11	Use different resources in class					
12	Teacher use a guide to practice oral expression					

# **ANNEX II**

# **PICTURES**



**Msc. Larry Torres Vivar (tutor)**  
**Source: University of Guayaquil**  
**Author: María José Nieto Miranda**



**Msc. Larry Torres Vivar (tutor)**  
**Sources: University of Guayaquil**  
**Author: María José Nieto Miranda**



**Vicente Rocafuerte Students' Survey**  
**Source: Colegio Vicente Rocafuerte**  
**Author: María José Nieto Miranda**



**Observation Class**  
**Source: Colegio Vicente Rocafuerte**  
**Author: María José Nieto Miranda**

# **ANNEX III PROPOSAL**

**DIDACTIC GUIDE TO IMPROVE ORAL EXPRESSION USING PARTICIPATORY  
TECHNIQUES BASED ON DYNAMICS DIALOGUES**



DIRECTED TO STUDENT OF 10TH YEAR GBE AT COLEGIO NACIONAL  
VICENTE ROCAFUERTE.

Objective	Using participatory techniques based on dynamics dialogues
Types of exercises	Participatory techniques based on dynamics dialogues
name	Using participatory techniques based on dynamics dialogues
Skill	Oral Expression (speaking)
Description	Activities based in participatory techniques based on dynamics dialogues
Objective	To use exercises to motivate students and improve oral expressions
Instructions	Explain the activity
	Break the class in group
	Give an example
Resources	Board
	Classroom
	Computer
Rules	The activity will develop by the group
Suggestions	In order to develop speaking skills in conversations, learners can address themselves the words and dialogues found in all

## Table of contents

ACTIVITY 1	Facebook account
ACTIVITY 2	Vacation time
ACTIVITY 3	Daily routine
ACTIVITY 4	In an interview
ACTIVITY 5	Creating and story
ACTIVITY 6	At the market
ACTIVITY 7:	Like and Dislike
ACTIVITY 8:	Discussion about healthy foo
ACTIVITY 9	My spare time
ACTIVITY 10	Describing a place
ACTIVITY 11	My future holidays
ACTIVITY 12	Career

## Introduction

The didactic guide to improve oral expression using participatory techniques based on dynamics dialogues directed to the student of 10th year GBE at Colegio Nacional Vicente Rocafuerte.

Help to have specific information and topics according to tenth grade students and the level of English language for this course

The beneficiaries of this proposal will be the tenth year students of Colegio Nacional Vicente Rocafuerte because they will improve their oral expression and their level of English language acquisition.



### General consideration

Knowing the learners level and vocabulary proficiency.

- o Motivating learners to do each active strategy.
- o Dividing the class into groups when it is necessary.
- o Explaining learners what they are going to do.

## Activity one: The use of technology of social life

Objective: To talk about technology and Facebook account

Time: 10 minutes

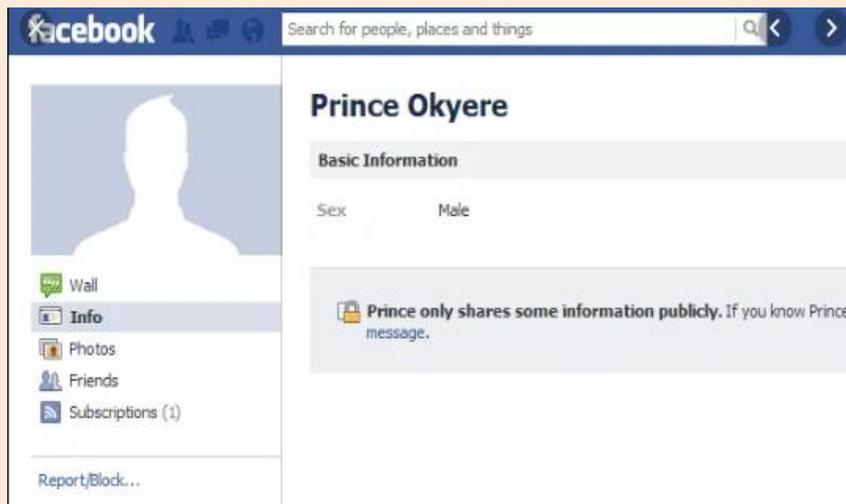
Techniques: Buzz group

Examples:

**Student A: Do you have a Facebook account?**

**Student B: Yes, I do. Do you have one?**

**Student A: Yes. What is yours like? Are you using your name or an alias?**



Instruction:

**Work in groups of 4 people**

**Discuss about** The use of technology of social life

Describe advantage and disadvantages

Vocabulary:

Computer games Facebook account relationship

### Activity two: Vacation time

Objective: To talk about your next vacation

Time: 10 minutes

Techniques: Conversations



Examples:

Students A: I buy a tickets to Disney

Students B: It is incredible, you can visit the Disney magical kingdom, Disney Hollywood studios and the others parks.

Students A: How much are the tickets

Students B: Do you buy the tickets for the parks?

Students A: yes, I have already bought

Students B: How many days you will stay in Orlando?

Instruction:

Make a conversation about your next holidays

Use the vocabulary below

Work in pairs

Vocabulary:

Car, passport, plane, bag, Bus, photo, airplane, beach, Camera, luggage  
relax, rest, drive, expedition, enjoy, spare

### Activity three: Daily routine

Objective: to talk about daily routine activities

Time: 10 minutes

Techniques: Role play



Instruction:

Make a conversation about your daily routines

Make a role play as you are in an interview for a new job

There are one boss and two employees

Vocabulary

Shave wake up get up take a shower brush comb  
make up get dresses take a bath have breakfast go to  
school sleep

Activity Four: In an interview

Objective: to talk about a future job

Time: 10 minutes

Techniques: questions and answer



Instruction:

Make group of two students

Write a conversation about a job interview

Make answer and question

Present your conversation

Example:

Students A: Excuse me. May I come in?

Yes, please may come in

What is your name?

My name is.....

What is your experience in.....?

What was your last job?

## Activity Five: Creating and story

Objective: to create a story

Time: 10 minutes

Techniques: Role play



Instruction:

Make a first draft about a story

Write the possible title

Work in pairs to create the story

Explain the topic and how is your story to your friends

With your group represent your story to the class

Use a costume according the story

Vocabulary :

Wonderful ugly powerful enchanted castle cave fairy elf puzzling  
clouds gardens

Activity Six: At the market

Objective: to talk in a market

Time: ten minutes

Techniques: Conversation



Example:

Student A: Good morning

Student B: Good morning can I help you?

Student A: How much a pound of tomatoes cost?

Student B: It is 2 dollars

Student A: Ok here you are

Student B: Ok thank you

Instruction:

Work in group of 3 people

Make the conversation that you can use in a market to buy something

Practice the oral expression with your partner

Finally, make the conversations in English classes

Vocabulary:

Onion, carrot, tomatoes, potatoes, cucumber, broccoli, lettuce, cabbage, garlic, cauliflower, zucchini, pea, sweet potatoes, parsley, celery, spinach.

## Activity seven: Like and Dislike

Objective: to talk about Like and dislike

Time: ten minutes

Techniques: Description



### Instructions

Work in group of 3 people

Teacher give ten flashcard

Each Students have to say what of this things like or dislikes

Say the reason and description of the thing or activity

Teachers have to guess

### Vocabulary

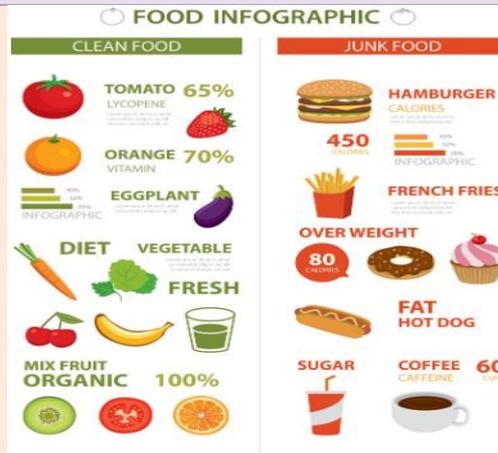
- |   |  |
|---|--|
| <input type="checkbox"/> Pack a picnic                            | <input type="checkbox"/> Write a letter                                  |
| <input type="checkbox"/> Make puppets                             | <input type="checkbox"/> Model with clay                                 |
| <input type="checkbox"/> Work with beads                          | <input type="checkbox"/> Play balloon volleyball                         |
| <input type="checkbox"/> Train a dog                              | <input type="checkbox"/> Create origami                                  |
| <input type="checkbox"/> Exercise                                 | <input type="checkbox"/> Create a memory jar                             |
| <input type="checkbox"/> Ride a bike                              | <input type="checkbox"/> Set up a tent                                   |
| <input type="checkbox"/> Try a new hair style                     | <input type="checkbox"/> Write up interview questions<br>for our parents |
| <input type="checkbox"/> Paint your nails                         | <input type="checkbox"/> Practice cartwheels                             |
| <input type="checkbox"/> Make a cake                              | <input type="checkbox"/> Collect things for a yard sale (& plan one)     |
| <input type="checkbox"/> Look through a cookbook (pick out things |  |

## Activity 8: Discussion about healthy food

Objective: to talk about food

Time: ten minutes

Techniques: Discussion



### Instructions

Work in group of 4 people

Plan your opinion or your argument about the healthy food

Plan your opinion or your argument about the junk food

Make a discussion about the advantages or disadvantages of healthy food or junk food

### Vocabulary

#### Junk Food Varieties

- Chips
- Candy
- Soft drinks
- Gum
- Chocolates
- Cookies
- Cake
- Sugar
- Butter
- Fried fast food

## Activity nine: My spare time

Objective: to talk about your spare time

Time: 15 min to prepare, 10 minutes in presentations

Techniques: Presentation



Instruction:

Work in group of 4 people

Prepare the exposition about your spare time

Make the presentation to the class

Vocabulary:

In my free time I....

When I have some spare time I

When I get the time I

I relax by ..... (watching)

I am interested in (+ noun/ing)

I am keen on (+ noun/ing)

I enjoy (+ noun)

Activity ten: Describing a place

Objective: To describe place

Time: 10 minutes for each students

Techniques: Describing Pictures



Instruction:

Teacher give to each student a flash card with a picture of a place

Students give adjectives to the place

Finally Explain

the activities that you can usually do in this place

Where is located the place

What is the name of the place?

The address or where you can find

Places to describe

Chichen Itza. Location: Yucatán, Mexico. | Year: AD 600. ...

Machu Picchu. Location: Cusco, Peru. | ...

Christ the Redeemer. Location: Rio de Janeiro, Brazil. | ...

Colosseum. Location: Rome, Italy. | ...

Petra. Location: Ma'am Governorate, Jordan. | ...

Taj Mahal. Location: Agra, Uttar Pradesh, India. | ...

Great Wall of China. Location: China. |

Activity eleven: My future holidays

Objective: talk about your dreamed holidays

Time: 5 minutes

Techniques: questions and answer



Instructions

Teacher ask to each students your future holiday

Students: Express the place that they want to visit

Teacher: Ask the activities, the days and the reasons why do you want to travel that the places you have chosen

Students: answer to each question about your future holidays

Vocabulary:

Stay in a hotel.	Play volley
Pack a bag.	Make a sandcastle
Snorkel.	Ride a horse
Go camping.	Go to the cinema

Activity Twelve: Future Career

Objective: to explain your future career

Time: 10 minutes

Techniques: questions and answer



Instruction:

Teacher ask to the students what is your future career

Each student explains the career they would be prefer

Teacher asks the reason why they choose this career

Students say the reason why they choose their career

What they expect in their future

Vocabulary:

career  
career path  
lifestyle  
entrepreneur  
global economy  
downsizing  
outsourcing  
apprenticeship  
internship  
transferable skill

enlist  
critical