



**UNIVERSIDAD DE GUAYAQUIL**

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**EDUCATIVE PROJECT**

**IN FULFILLMENT OF THE REQUIREMENTS FOR OBTAINING THE**

**ENGLISH LANGUAGE AND LINGUISTICS DEGREE**

**TOPIC**

**INFLUENCE OF THE SENTENCE MINING TECHNIQUE ON THE  
ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH  
LANGUAGE**

**PROPOSAL**

**DESIGN OF A COMPLETE SENTENCE GUIDE FOR TEACHING ENGLISH  
TO LEVEL A1 STUDENTS**

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**UNIVERSIDAD DE GUAYAQUIL**

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**“INFLUENCE OF THE SENTENCE MINING TECHNIQUE ON THE  
ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH LANGUAGE”.**

**Author: Allisson Kimberly Kingman Rosero**

**ABSTRACT**

This research aims to analyze the importance of an effective methodology for teaching English to the 8th-grade EGB students of the "Aguirre Abad" replica high school period 2021 – 2022 in Guayaquil, Ecuador. This thesis discusses the great influence of the sentence mining technique on guiding students who want to be more eloquent in English.

The data were collected through surveys to the English teacher and 86 students and proposed the implementation of a complete sentence guide as a resource to enhance speaking skills.

Moreover, this research is an instrument to enrich the students' communicative competencies and oral skills development.

**KEYWORDS:** Improving, implementation, competencies, development.





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**DESIGN OF A COMPLETE SENTENCE GUIDE FOR TEACHING ENGLISH  
TO LEVEL A1 STUDENTS**

**Authors: Allisson Kimberly Kingman Rosero.  
Advisor: MSc. Juan Pablo Espinoza Morales.**

**RESUMEN.**

Esta investigación tiene como objetivo analizar la importancia de una metodología efectiva para la enseñanza del inglés a los estudiantes de 8° de EGB del Liceo "Aguirre Abad" réplica período 2021 - 2022 en Guayaquil, Ecuador. En esta tesis se discute la gran influencia de la técnica de minería de frases para orientar a los estudiantes que quieren ser más elocuentes en inglés.

Los datos fueron recolectados a través de encuestas al profesor de inglés y a 86 estudiantes y se propuso la implementación de una guía de oraciones completas como recurso para potenciar las habilidades orales.

Además, esta investigación es un instrumento para enriquecer las competencias comunicativas y el desarrollo de las habilidades orales de los estudiantes.

**KEYWORDS:** Mejoramiento, implementación, competencias, desarrollo.

## INTRODUCTION

This research work was focused on the implementation of the sentence mining technique for the advancement of the oral skills of the 8th-grade EGB students "Aguirre Abad" replica high school period 2021 – 2022 where a deficient verbal production in the English language was found.

As reported by the researcher, the conclusions of the bibliographic analysis and investigation procedures suggest the design of a complete sentence guide for the 8th-grade EGB students. This instrument will allow teachers to simplify the oral production requirements which students need to meet. This research work will be divided into four chapters whose content is detailed down below.

**Chapter I:** This chapter contains the context of the investigation, its causes, and its consequences. The objectives, general and specific, research questions, and the justification.

**Chapter II:** This chapter presents the research background and the researcher's arguments who has analyzed both variables to support this thesis work. We can also find the contextual framework and the legal framework.

**Chapter III:** Presents the research approaches employed throughout this investigation, which are used to obtain precise and genuine information, such as the examination and the teacher interview, and its interpretation.

**Chapter IV:** It is focused on the proposal: its objectives, the theoretical foundations, and the description of the proposal and its implications. He also gives conclusions reached at the end of this project.

## **CHAPTER I**

### **THE RESEARCH PROBLEM**

#### **1.1 Research Context**

The present research has been performed in the “Aguirre Abad” replica high school. This work aims at enhancing the speaking skills of the English language of the 8th-grade EGB students, in the 2021-2022 academic period, with an A1 level of English language according to the National syllabus and the Common European Framework of Reference for Languages (CEFR). This educational institution is in kilometer 5 ½, Tarqui Parish, Via Daule. Guayaquil city.

#### **1.2 Problem Statement**

Conflict is defined as an incompatibility of dates or events where there is the opportunity to polish the negative aspects that could intervene in the normal flow of the actions. The accurate analysis of the conflict situation, in a natural environment, will permit the development or delimit of the determined objectives.

One of the biggest disadvantages in the “Aguirre Abad” replica high school is the low academic performance in the speaking competence of the 8th-grade EGB students. The National Curriculum Guidelines for EGB (2021) state that A1-level students should be able to speak intelligibly to both native and non-native speakers. However, the students' insufficiency of speaking fluency makes interaction difficult, complicating the full development of their conversational ability in this language.

Based on the issues encountered, this research study has been developed to solve these deficiencies through a complete sentence guide proposal in which this technique will promote oral skills in the English language.

In addition to achieving significant learning, this proposal will promote implementing different learning techniques in an advanced school environment.

### **1.3 Scientific Fact**

The scientific fact is the platform on which the formulation of the conflict situation is focused, the fundamentals for building or validating a scientific hypothesis or theory materialize with the transparent foundations, we could identify and determine observable, measurable, and verifiable occurrences.

According to this study, the negative aspect is a disfunction in the advancement of communicative competence because of traditional techniques for language acquisition applied in A1 level students.

### **1.4 Causes of The Problem**

- Exhaustive grammar processes due to the absence of proactivity and interaction with the A1 level students in the classroom.
- A lack of effective fluency activities because of teaching insolated words instead of complete sentences.
- There is a limited supply of didactic assets for developing oral ability because the teacher's teaching techniques are conventional.

### **1.5 Formulation of The Problem**

How does the design of a complete sentence mining guide affect the advancement of speaking competence of the 8th-grade EGB students at the “Replica Aguirre Abad” high school of Guayaquil city, Guayas Province, Academic Period 2021 -2022?

### **1.6 Variables**

Independent Variable: Design of a complete sentence mining guide.

Dependent Variable: Speaking competence.

## **1.7 Objectives of The Research**

### ***1.7.1 General Objective***

To analyze the lack of fluency resources in the students and determine the relevance of the sentence mining technique for improving conversational skills through bibliographic and statistical studies for the design of a complete sentence guide for level A1 students from EGB at “Replica Aguirre Abad” high school.

### ***1.7.2 Specific Objectives***

- To measure the importance of fluency for foreign language acquisition through the application of bibliographic and statistical research methods.
- To evaluate student progress in oral production through the application of bibliographic and statistical research methods.
- To design a complete sentence guide with the sentence mining technique activities to improve the conversational skills of the level A1 students from EGB at “Replica Aguirre Abad” high school.

## **1.8 Research Questions**

- How relevant is a complete sentence guide design for fluency acquisition in a foreign language?
- What are the challenges presented in the Project Development?
- How essential is it to assess our advantages and disadvantages when learning a foreign language?
- Why are fluency techniques necessary in the development of conversational skills?
- Why are updated speaking activities required for this project development?
- How important are fluency methods for the progress of the project?

- How essential is the constant evaluation in terms of improving verbal competence?

### **1.9 Justification**

A good education implies many benefits in the short term and the long term. Providing quality English lessons to the student by implementing a new method that can be used inside and outside the classroom is significantly valuable.

The author knows the importance of speaking English in a globalized society where labor, academic and social competitiveness is a reality for many students at the end of their studies, high unemployment rates and increasingly high requirements constitute a very common problem in several countries including Ecuador.

According to the Common European Framework of Reference (CEFR), A1 level students are required to understand and use common expressions in the target language and fundamental phrases intended to meet concrete requirements. To make a self-introduction as well as elaborate and answer questions about personal information, address, family, friends, co-workers, and possessions. To be able to interact straightforwardly if an individual speaks slowly and clearly and is willing to assist.

We discovered that the 8th-grade EGB students at the "Replica Aguirre Abad" high school do not possess these abilities. For this reason, this research aims to propose the design of a complete sentence guide that explores the sentence mining technique and its benefits along with a list of useful expressions in a real-life context to enhance their speaking competencies through fun activities and didactic cards to review. A guide with these characteristics constitutes a powerful tool for English learners and teachers to meet the requirements of this level (A1).

## CHAPTER II

### THEORETICAL FOUNDATIONS

#### 2.1 Research Background

According to EF EPI (English Proficiency Index), the world's largest ranking of countries and regions by English skills, in 2021 based on test results of 2m adults, Ecuador ranked 90 among 112 countries & regions. This result revealed a very low proficiency in the English language in our country.

This brief statement buried deep our previous beliefs that the conflict is limited to teaching strategies, education experts in Ecuador are also concerned about unqualified English teachers in some public institutions. A vast majority of students present the same deficiency: Poor English performance and speaking competencies in the English language when they finish their studies.

A year is the average amount of time it will take an adult to become fluent enough to work in English if he starts to study around 5 hours a day. Therefore, when analyzing the independent variable, "Sentence mining" constitutes a highly recommended technique for learning English more effectively for teachers and students, this method works in the short term and long term and it is easy to implement by teachers and students, consequently, learners can express their ideas and thoughts from the first day.

According to the regulations stated by the University of Guayaquil, Faculty of Philosophy, Letters, and Educative Sciences, a literature search was conducted to discover similar works to this research in the repository. No thesis related to the Sentence Mining technique was found. Because of this fact, we consider this project as a positive contribution to learners and educators in the language acquisition process.

Although the "Sentence Mining technique" is not a new concept, the scientific literature is limited, despite this fact, the author carried out an exhaustive search and found

a relevant predecessor with some similarities. However, to acknowledge the impact of this method, we must travel back in history.

In the early 16<sup>th</sup> century, the first method for language acquisition appeared, the grammar-translation method also known as the Traditional Method.

“Language teachers have used the grammar-translation method for many years. It is one of the most traditional methods in foreign language teaching that was originally used to teach languages and literature such as Latin and Greek” (Benati, 2018).

According to Alessandro Benati, speaking and listening skills are neglected because this method has some deficiencies. However, around the 19th century, a new method emerged becoming the most popular method back then: The Direct Method or Natural Approach.

"The direct method approach was adopted and made popular by Maximilian Berlitz (1852–1921)" (Flowerdew & Miller, 2005).

In the natural approach, vocabulary is not taught by using word lists with mother-tongue translations. Grammar is learned inductively, this method focused on speaking and listening skills instead of grammar, therefore, the students are restricted to speaking only English in the classroom. This is an immersion method, which is convenient, however, this system of learning English is not effective for everyone. “The direct method is a radical change from Grammar-Translation Method by the use of the target language as a means of instruction and communication in the language classroom" (Liu & Shi, 2007).

Based on the previous statements, the Sentence Mining could be considered the Direct Method’s successor since this employs a similar mechanism when teaching vocabulary and grammar. Both use complete sentences for learning vocabulary. Even though Sentence mining is similar we can mention some differences, for instance,



translations are allowed without restrictions for the beginner to the advanced learners in S.M.

On the other hand, in the Direct Method translations are not allowed. Both methods maintain the statement: “Learn vocabulary with complete sentences isolated words” In addition, the most important difference is that we do not require a teacher to apply this method because we can make use of it in the classroom and out of the classroom. This means students can practice at home.

Certainly, this represents a great advantage compared to other methods as the student requires constant feedback to internalize the knowledge of the language.

## **2.2 Theoretical Framework**

### ***2.2.1 Sentence Mining Definition***

Given the “Sentence Mining technique” is a new method, the information is limited and there are no existing books or previous works related to this topic. For this reason, we have gathered relevant information from blogs, websites, articles, and the experience of the author as someone who used the method for learning English.

For most people, the sentence mining is an unknown method, given this, it is necessary to make known the advantages and the process that constitutes sentence mining which, although simple in practice, generates a large number of benefits for those who wish to learn the English language and to be able to communicate effectively.

Sentence mining is the technique of using sentences to study a language instead of words. This gives you a better sense of the grammar of the language. You are essentially mining sentences and putting them in your brain. As for how you put the sentences in your brain you usually use a spaced repetition system. But not always. Once you become more mature in a language, you will find that you can learn sentences just with exposure. (Andrew, 2021)

As the name suggests, sentence mining is about gathering up example sentences and studying them. More specifically, the idea of sentence mining encourages you to focus on sentences as your primary learning material instead of words, lessons, or other units of learning. (Grigg, 2020)

Considering the previous statement, Andrew provides a clear view of the main principles of sentence mining and why this method leads to a language outcome in terms of fluency, writing, reading, and understanding of language. We reinforce all the skills at the same time.

**Figure 1**

*Sentence mining model*



In conclusion, we can define sentence mining as the act of collecting simple and complex sentences aiming to use them when it is required, most importantly this method is designed to learn grammar and vocabulary in the most uncomplicated way.

### **2.2.1.1 Importance of the Sentence Mining.**

Funes (2020) states that “Grammar and vocabulary are the most common concerns for learners. It usually takes several hours of meaningless repetition, which is also not enjoyable. Or, at the very least if you make use of an erroneous mechanism”.

Memorizing lists of words and grammar rules is well-known among teachers, it is also one of the most common reasons many people end up quitting.

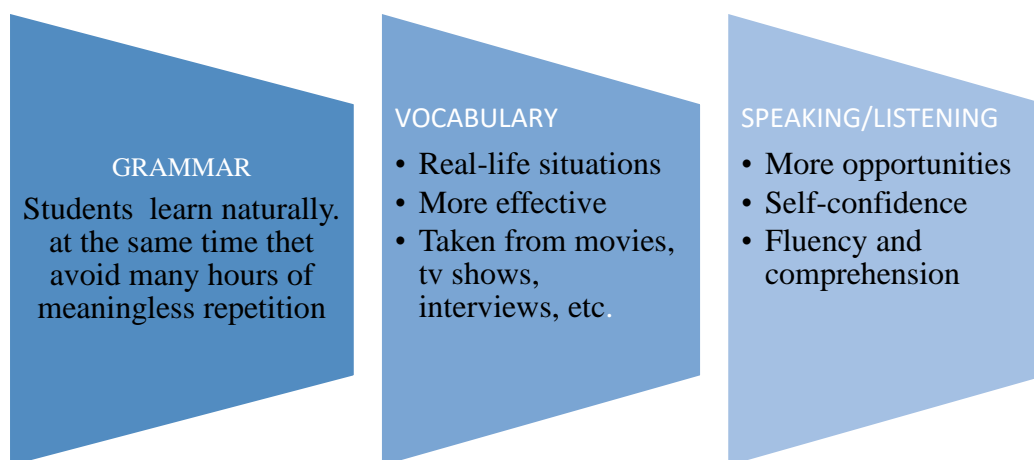
Given this, many learners search for alternatives for language acquisition, the importance of sentence mining lies in this as it represents a solution to this common factor that prevents students from progressing in their English language goals

Following these ideas, Andrew (2021) affirms that “Studying words without context and studying complete sentences are completely different. And in my opinion sentence mining is significantly more effective than using individual words”.

The author of this work supports Andrew (2021) because grammar and vocabulary represent a major challenge for numerous students. In addition, learners seem to suffer a lack of confidence due to the fear of making mistakes when speaking. In contrast, sentence mining allows learners to feel motivated to speak and learn new expressions, and most importantly to be in constant contact with the language by making use of a variety of resources where they can find the vocabulary and the grammar appropriate for their current level. While beginners are allowed to use translations from the target language to the mother tongue. Intermediate level and advanced level students can acquire or “Steal” more complex grammar structures by implementing this method in their daily routines. It is possible to appreciate the first results in the short term. Many students are at the same level for years and experience a significant improvement after using this method for months.

### **Figure 2**

### *The importance of sentence mining*



#### **2.2.1.2 Benefits Of Sentence Mining.**

Preparing learners to comprehend the culture and collaborate with others implies not only instructing them in stable, homogeneous skills, and preparing them to implement diverse linguistic and cultural styles to navigate contested advanced development. (Rymes, 2014).

Leading students to achieve their goals in the language by implementing this technique is an important task, we are preparing them for the modern world, where speaking English represents important benefits in the personal, academic, and work fields. The more effective the method, the greater the possibility of success.

To motivate students to continue their English lessons, we promote the use of the sentence mining method through this research work, most importantly we reveal to the reader the different benefits and possibilities.

Furthermore, we expect this project to contribute to supporting future studies on the subject and to the educative community in general. This can count as a precedent for students and teachers and a useful tool to implement in Ecuadorian classrooms.

Additionally, Grigg provides a philosophical view of sentence mining:

“Sentence mining is such an effective technique because it recognizes the holistic nature of languages as a form of knowledge.” (Grigg,2020)

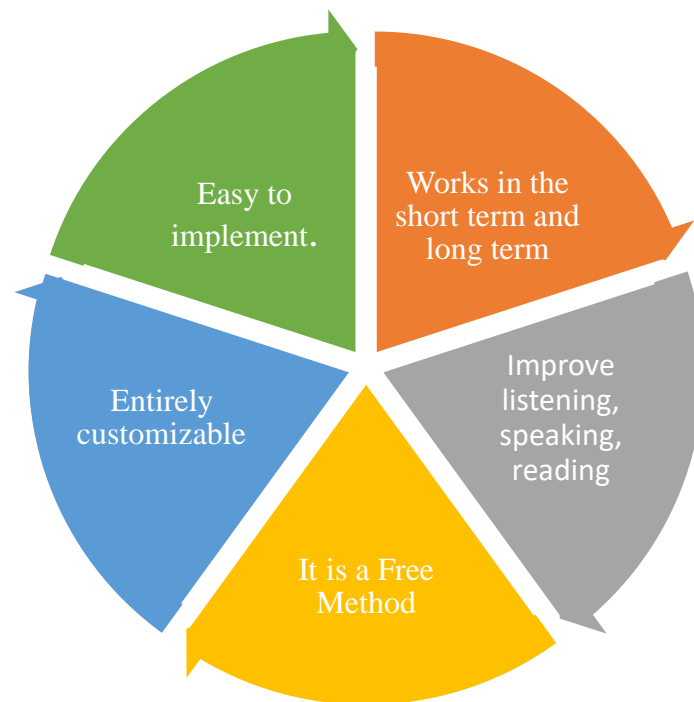
It is indispensable to emphasize that sentence mining is not restricted to English. This means learners can apply this method to any language as stated here: “Using sentence mining builds a better working knowledge of Chinese, and it lets you do it faster and more effectively” (Grigg, 2020).

Hugh Grigg affirms sentence mining is such a great method for improving and maintaining Chinese because:

- It's easy to implement.
- It works in the short term and long term.
- It can match the level of your Chinese as you progress.
- It can improve your reading, listening, and speaking.
- It is free.
- It is entirely customizable.

### **Figure 3**

*Benefits of sentence mining*



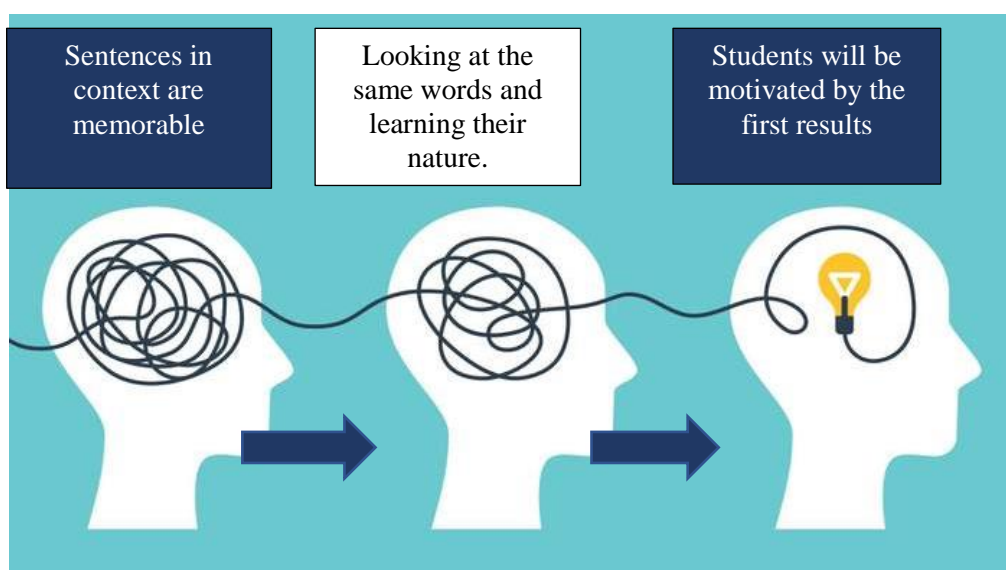
### 2.2.1.3 Why Does Sentence Mining Work To Learn Vocabulary And Grammar?

According to Funes F. (2020), it works for the following reasons:

- Acquiring vocabulary in context by learning sentences is more memorable.
- Considering students will find the same words in other contexts, they will know how to use them inductively.
- Listening to audios will expose learners to how the target language sounds and develop their pronunciation.
- Sentence mining is more fun than only memorizing words lists, for this reason, learners are inclined to apply sentence mining for a longer time.
- Learners will progress in their speaking skills more quickly, eventually, they will feel very motivated and avoid quitting their goals in the language.

**Figure 4**

*Reasons why sentence mining works for grammar and vocabulary*



### 2.2.1.3 How to Learn Vocabulary and Grammar with Sentence Mining?

Conforming to the Merriam-Webster dictionary (2022) “vocabulary is a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge”.

On the other hand, we can state “Grammar is a system of rules that defines the grammatical structure of a language” Merriam-Wester dictionary (2022)

Once the meanings of these words are understood, we can continue to detail the process employed by Sentence Mining, to acquire simple and complex vocabulary and grammatical structures.

Funes (2020) claims that even though sentence mining is rewarding, it can be also very demanding, hence it is required to spend some time and effort to make it work. For that reason, Funes recommends the following process:

1. Gather many high-quality, real-life resources: Using real-life materials is one of the best ways to learn a new language. Combine this with sentence mining, and you’ve got a solid learning technique.

Start by acquiring magazines, newspapers, books, TV shows, movies, etc. that use the language you want to learn. The internet and streaming services are a great way to get such content cheaply or for free.

2. Look for sample sentences: Search through your resources for any unknown vocabulary that you can understand in context. If you are a beginner in your new language, you may want to start by using materials that have visual aids, like magazines, comic books, or even a film with subtitles in your target language.

You could also use a movie you have already watched in your native language and know well. In this way, you won't have to rely as much on subtitles.

Another great resource is YouTube. Whether you are learning English, Arabic, Mandarin, Italian, Portuguese, or another language, you have plenty of channels to choose between. Write down the sentences you hear and use them to learn vocabulary.

3. Write your sentences in a notebook or use flashcards: Writing things down is a great way to cement your new knowledge in your head, and where you write them becomes a useful tool for recall later.

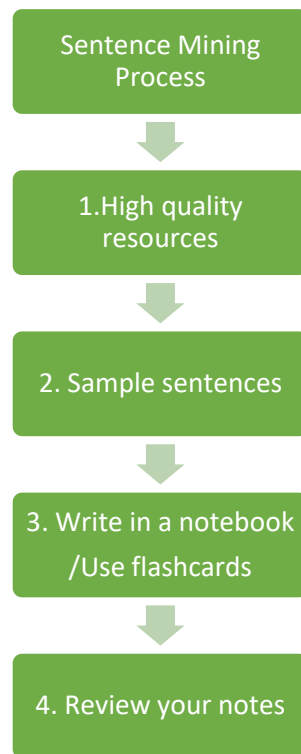
You can accompany your sentences with drawings, explanations in your own words, or anything you think will help you remember the vocabulary.

4. Review your notes: Allot time to studying daily: the more, the better. Try to study for at least half an hour at a time, but if you do it for longer, you will see results faster. Consistency is more important than long learning sessions. It is much better to study for 15 minutes every day than for one hour just once a week.

## **Figure 5**

*Vocabulary and grammar with sentence mining*





#### **2.2.1.5 High-Quality Resources.**

For the vast majority of teachers, standing in front of a class of around 70-86 students a day, dealing with lesson plans, plus the lack of resources may be disheartening and demotivating.

Policymakers and researchers have for many years advocated disparate approaches to ensuring teachers deliver high-quality instruction, including requiring that teachers complete specific training requirements, possess a minimum level of content knowledge, and use curriculum materials and professional development resources available from schools and districts. (Hill, Blazar, Lynch 2015)

When it comes to learning English, high-quality resources play a significant role in the process. Most English Teachers prefer to use pre-made activities to illustrate: Word wall, live worksheets, Quizlet, Kahoot, and more. Additionally, resources are not limited to online activities and PowerPoint presentations, we also include videos, music,

flashcards, games, webcomics, books, Netflix series, movies, and pictures as didactic materials for our English lessons to keep the students focused on the lessons and motivated to learn, this is the entertainment factor along with sentence mining works in the best of its capacity. It is necessary to point out that sentence mining can be implemented by using any of these resources, as long as the technique maintains its function we can continue using

“Even for teachers who are highly skilled and have a myriad of personal resources, decision making, and teaching practices may be hindered by stress and burnout arising from high demands and low organizational resources.” (Bottiani, J. 2019)

### Figure 6

### High-quality resources



Source: [www.eschoolnews.com](http://www.eschoolnews.com)

### 2.2.2 Speaking Definition.

There are four skills that learners require to master, listening, speaking, reading, and writing. Learners may feel demotivated and reluctant to speak in English class.

speaking is considered the most important ability along with listening. Considering Speaking is an active skill, as individuals, we need to develop Harmer. (2007) claims “Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot”.

On the other hand (Brown, 1994; Burns & Joyce, 1997) states Speaking is an interactive process of constructing meaning that involves producing, obtaining, and processing information. The meaning and the form depend on the context in which it occurs, including the individuals, their experiences, environment, and objectives.

“This is not as simple as it seems, to get to master a second language you need discipline, dedication, a study schedule, daily practices, among other things.” (Luque, A., Sánchez, J., 2019)

As we can observe in the last statement, speaking implies many elements, even though being a good English teacher is a fundamental requirement, likewise, a good method has a huge influence on the students since they have very poor speaking skills. In other words, speaking may be interrupted by an ineffective methodology. In consequence, students require a highly qualified teacher plus high-quality resources for the sake of a good English level.

Meanwhile, McDonough and Shaw claim “Speaking is a skill used by someone to produce utterance when genuinely communicates may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship.”

Based on the previous statements, the author agrees with these valuable definitions. In summary, we can say speaking is the capability of communicating your thoughts, your ideas, and your message to other individuals, speaking is a complex skill that requires many elements to be effective and meaningful.

**Figure 7***Speaking Competencies*

Source: <https://sites.google.com/site/solvingstudentsproblems/>

**2.2.2.1 Speaking Competencies.**

According to Moreno and González (2013), “communicating means to share information with others as a specific, radical, and emotional quality of human beings that arises from the need to contact others. Ideas acquire significance or meaning according to familiar previous experiences” (Moreno & González, 2013)

When we implement interactive resources into the classroom, most learners feel motivated enough to try speaking in the target language as long as they feel happy with the methodology, we may expect the best outcome.

Orwell (2013) claims that “the most important aim of spoken languages relies on the objective reality of nature as a social phenomenon and uses verbal communication at all times. Moreover, there is a great necessity to give priority to the creation of mechanisms or strategies for listening and speaking”. In this process, the oral language comes before the written language due to the fact that students first acquire what they have learned orally.

### **2.2.2.2 Aspects of Speaking skill**

According to Harris (1974), there are five components of speaking skills concerned comprehension, grammar, vocabulary, pronunciation, fluency, comprehension, and complexity:

#### **1. *Comprehension.***

Pollard (Pollard, 2008) claims that pronunciation is the way students sound words (it is the way words or language are spoken). If a student has problems with pronunciation, comprehending is a difficult task.

#### **2. *Grammar.***

Grammar is a structure of language (systems of language). Students should master grammar because it relates to what they want to say and other people's interpretations of our language. Usually, the teacher who teaches grammar starts from the rules and comes to the context (Thornbury, 2007).

#### **3. *Vocabulary***

Vocabulary is the introduction of new words when reading texts, speaking a language, or listening to audio tracks and seeing or hearing those words in action. Vocabulary is the main element in language and gives the speakers basic of how to speak, read, write and listen as well. It is important in language 16 because the context that speaker brought will be stuck without a variation of vocabulary (Harmer, 2007).

#### **4. *Pronunciation***

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the

utterance of words clearly when they are speaking (Kline, 2001). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008)

### 5. *Fluency*

According to Pollard (Pollard, 2008), accuracy refers to using the correct language; it is often used after the presentation of a new language. When the teacher's focus on students is accuracy, the teacher usually deals with an error immediately. Meanwhile, fluency is the ability to speak smoothly. In speaking, fluency can be seen if speakers use pause as Fluency considers how quickly the learner can remember and generate linguistic forms and structures automatically, smoothly, and without awkward stopping and starting (Pollard, 2008)

While accuracy does not ensure that you will be able to speak fluently, we can appreciate in the given concept that accuracy and fluency are both very relevant for effective communication.

### 6. *Interactive Communication*

Thornbury (2005) Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements. Brown (2001) The most difficulty faced by students in speaking is the interactive nature of communication. In speaking, especially when they are having a conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems with how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

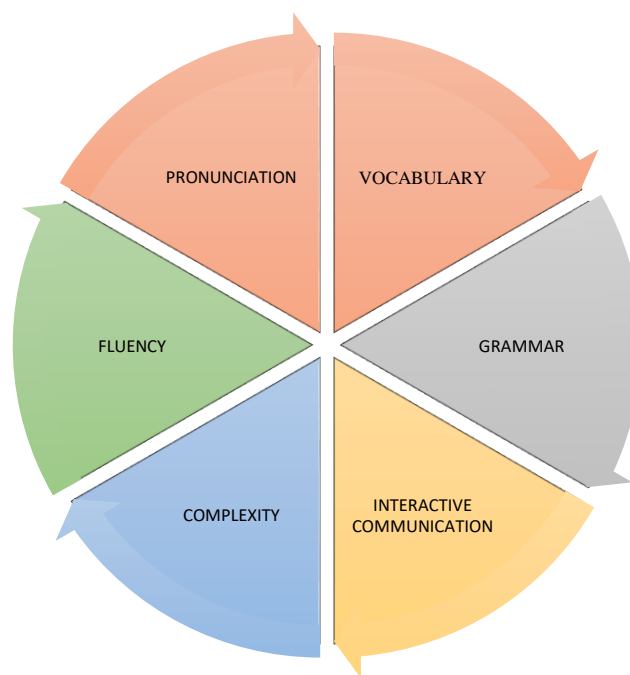
## 7. Complexity

Complexity refers to an inherent property of language constructions, systems, or samples of language production and more closely approximates the general definition given above. It has to do with the internal formal structuring of linguistic units or systems, in terms of the number and variety of their constituent components and the elaborateness of their interrelation structure

(Miestamo, 2009; Pallotti, 2015; Rescher, 1998)

**Figure 8**

*The Aspects of Speaking Skill*



## 2.3 Conceptual Framework

### 2.3.1 Philosophical Foundation.

Based on the philosophical branch. This research identifies with Existentialism:

According to Existentialism “Learning involves sensory input to construct meaning”. The argumentation above up is a clear premise that Learning is an active process.

- a. Needs to do something to learn.
- b. It's not therefore a PASSIVE ACTIVITY
- c. Need to engage in the world, so they are active.
- d. One cannot just sit and expect to be told things and learn
- f) Student needs to engage in: Discussions.

Jean-Paul Sartre & Soren Kierkegaard's “Existence precedes essence” by this philosophy of Subjectivity, people have the freedom to choose what to make of their lives and their passions are what drives them.

“Existentialism” in the expansive sense and also see how existentialism can “ground sophisticated contributions to social psychology, philosophy of mind, moral philosophy, cultural theory, and psychotherapy” (2018)

This project is related to existentialism because the Sentence mining technique requires a procedure by which we will obtain some benefits, to illustrate:

#### **The Concerns of The Existentialists:**

- To help learners understand and appreciate themselves.
- To be taught how who accept complete responsibility for their thoughts, feelings, and actions.

#### ***2.3.2 Epistemological Foundation***

The origin of the word epistemology, word comes from two Greek words, Episteme = Knowledge, understanding, Logia = science, study



Epistemology is the theory of knowledge, our research work is based on Empiricism, to put it simply, true knowledge is primarily founded on input from our senses.

It is essential to refer to experience and observations when beliefs and claims are justified and proven. Additionally, ideas or traditions are not the primary, most important source of knowledge.

“All our knowledge starts from the sense, passes the understanding and ends in the reason” (Kant, 2012)

### ***2.3.3 Pedagogical Foundation***

Pedagogy is a science that applies, translates, and interprets the results of other sciences, according to the needs of the subject in training, integrating the dispersed contributions of those, and converting them into useful knowledge for the educator's training purposes" (Avila, P. 2007)

Constructivist theory is a model that indicates that knowledge develops based on the different constructions that an individual makes about his or her surroundings, based on previously defined mental schemas.

“Pedagogy is the science that studies education as a socio-cultural phenomenon” (Raffino, 2020).

It can be defined as socially-oriented learning that enables the constitution of new types of socio-cultural, educational, and professional relationships (Díaz, 2019; Hinchliffe, 2000).

### ***2.3.4 Psychological Foundation***

Based on the connection between education and motivation, a strong relationship between motivation and speaking performance is evidenced.

Motivation is an important factor in the learning process. In another word, successful learning is influenced by the student's motivation in the classroom, especially in the language classroom.

Dornyei (2001) said that “In my view correct belief that during the lengthy and often tedious process of mastering a foreign/ second language, the learner's enthusiasm, commitment, and persistence are the key determinants of success and failure”. It is assumed that the students with high motivation in learning English will be more successful, brave, and confident rather than the students who have a low motivation level or not at all.

Sentence Mining is designed to be practical, fun, easy to implement, and free. This method will motivate students to learn English without hesitation.

Motivation influence directly or indirectly our behavior, when it comes to learning languages plays a decisive role. In consequence, it may affect or benefit the learners, it all depends on the teacher's methodology and strategies. As long as students feel comfortable in the educational environment, there is a high probability of success in the language acquisition process.

### ***2.3.5 Sociological Foundation***

The term “Sociology” is composed of two words; the Latin word socius means companion or associate, Greek word logos means to study, thus the term “Sociology” means “The study of Science of Society”.

My research is based on Sociology because sociology in education is the science that plays a role as a socio-cultural dimension. From that explanation, the main goal of sociology of education is comprehending the learning contribution to community and vice versa, the founder of this discipline is Emile Durkheim (1858-1917), who was a pioneer of the empiric form of sociology, by which aspects of education were analyzed. By

implementing Sentence mining as a tool in the classroom, we are providing a wonderful opportunity to test the process and the results. This complete sentence guide represents a huge help for Ecuadorian learners, they can explore all the innovations, education is transforming everything, every second. This didactic guide presents an effective method for acquiring vocabulary and grammar and most importantly fluency in the English language.

### **2.3.5.1 Importance of Sociology of Education**

Individuals by nature live in a society and customs play a fundamental role in each one's learning. Providing tools and resources is a task for education, as well as allowing learners to deepen in knowledge, as convivence following certain rules.

## **2.4 Contextual Framework**

**Figure 9**



Source: World Orgs website

This research aimed to analyze the speaking performance of the eighth grade EGB students at this educative institution, due to the limited fluency tools implemented by the English teacher to enhance the speaking competencies of the students.

The educative institution Replica Aguirre Abad was founded by the government of Rafael Correa in May 2013. It is reported that it is one of the Millennium Schools. This educational institution is in kilometer 5,5, Pascuales Parish, Via Daule. Guayaquil city belongs to Zone 8.

This high school has been in operation for 9 years, there is a library, but it does not have books in English that serve the students for their consultations regarding that language. Currently, the infrastructure presents some imperfections, however, the authorities, educators, and students present themselves to the best of their abilities.

We applied our investigation instruments to eighty-seven students from the Eight-grade EGB and one English teacher.

## **2.5 Legal Framework**

In this section, the author takes into consideration the national laws concerning education, including the different articles of the Ecuadorian Republic Constitution, the Organic Law of Intercultural Education (LOEI), the Code of Childhood and Adolescence, and the General Regulations to the Organic Law of Intercultural Education.

### ***2.4.1 Constitution of The Republic of Ecuador***

#### **Chapter One -Fundamental Principles.**

##### **Art. 3 The State's Prime Duties are:**

Guaranteeing without any discrimination whatsoever the true possession of the rights outlined in the Constitution and international instruments, especially the rights to education, health, food, social security, and water for its inhabitants.

#### **Chapter Two – Section Five - Rights of A Good Way of Living Education.**

Article 26. Education is a right of people throughout their lives and unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion, and the indispensable

condition for a good way of living. Persons, families, and society have the right and responsibility to participate in education.

Article 27. Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive, and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity, and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work. Education is indispensable for knowledge, the exercise of rights, and building a sovereign country and it is a key strategy for national development.

#### ***2.4.2 Code of Childhood And Adolescence.***

#### **Chapter III Rights Related to Development.**

Art.38.-Objectives of education programs: Basic and middle school education shall ensure the knowledge, values, and attitudes indispensable for Basic and secondary education shall ensure the knowledge, values, and attitudes indispensable for:

- a) Developing the personality, aptitudes, and mental and physical capacity of the child and adolescent to their maximum potential, in a playful and effective environment.
- b) Promote and practice peace, respect for human rights and fundamental freedoms, non-discrimination, tolerance, appreciation of diversity, participation, dialogue, autonomy, and cooperation.
- c) To exercise, defend, promote, and disseminate the rights of children and adolescents.
- d) To prepare them to exercise responsible citizenship in a free, democratic, and solidary society.

e) To orient them on the role and responsibility of the family, the equity of its internal relations, responsible parenthood, and the preservation of health.

f) To strengthen respect for their parents and teachers, their own cultural identity, language, values, national values, and those of other peoples and cultures.

g) To develop autonomous, critical, and creative thinking.

h) Training for productive work and the management of scientific and technical knowledge.

i) Respect for the environment

### ***2.4.3 Organic Law on Intercultural Education***

**Chapter One.** Art. 2.- Principles. - Educational activity is developed by

the following general principles are the philosophical, conceptual, and constitutional foundations that support, define, and government decisions and activities in the educational field:

b. Education for change: Education is an instrument for the transformation of society; it contributes to the construction of the country, of the live projects, and of the freedom of its inhabitants, peoples, and nationalities; it recognizes human beings, particularly children and adolescents, as the center of the learning process and subjects of rights; and it is organized based on constitutional principles

f. Development of processes: educational levels must be adapted to people's life cycles, their cognitive, affective, and psychomotor development, capacities, cultural and linguistic environment, their needs, and those of the country, paying particular attention to the real equality of population groups historically excluded or whose disadvantages are still in force, such as the persons and groups of priority attention provided for in the Constitution of the Republic.

#### **Chapter Four-Levels of Management of the National Education Authority.**

Art. 31.- Competences of the Academic Council of the Intercultural and Bilingual Educational Circuit. The following are competencies of the Academic Council of the Intercultural or Bilingual Educational Circuit:

- d. To elaborate strategies for continuous improvement of the pedagogical area including the professional development of directors and teachers

#### **Chapter Five-Levels of The Structure of The National Education System.**

Art. 42.- Level of general basic education. - General basic education develops the capacities, abilities, skills, and competencies of children and adolescents from five years of age onwards, to participate in a critical, responsible, and supportive manner in civic life and to continue with high school studies. The basic general education is composed of ten years of compulsory attention in which the capacities and competencies acquired in the previous stage are reinforced, broadened, and deepened, and the basic disciplines are introduced, guaranteeing their cultural and linguistic diversity.

#### ***2.4.4 General Regulations to The Organic Law Of Intercultural Education.***

#### **Chapter Four- The Organizations of the Educational Institutions.**

##### ***Section IV of the Boards of Grade or Course Teachers.***

Art. 56.- Grade or course tutor teacher. The grade or course tutor is the teacher designated, at the beginning of the school year, by the Rector or Director of the school to assume the functions of counselor and to coordinate academic, sports, social and cultural activities for the respective grade or course. They must remain in office until the beginning of the next school year.

The class tutor is the main intermediary between the institution and the parents, in addition to overseeing the evaluation of the students, he/she must have good communication with the authorities of the institution and interact with the parents in the

best possible way, always keeping cordiality in mind. Their functions, in addition to those stated in these regulations, are those defined in the institutional Code of Coexistence, if they do not oppose the provisions of the Organic Law of Intercultural Education or these regulations.

Accordingly, given the study of the theoretical, conceptual, contextual, and legal bases of this work, it is fundamental to evaluate the different factors in the educative institution in which the author will gather the relevant data through empiric research to comprehend how sentence mining may impact and transform the students' speaking competencies.



Table 1. 2.5 Operationalization of Variables

Variables	Dimensions	Indicators
<b>Sentence Mining (Independent variable)</b>	<b>Definition</b>	<ul style="list-style-type: none"> <li>• Definition</li> </ul>
	<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Easy to implement</li> <li>• Works in the short term</li> <li>• It is a free method</li> <li>• Entirely customizable</li> </ul>
	<b>Grammar vocabulary Acquisition</b>	<ul style="list-style-type: none"> <li>• High-quality resources</li> <li>• Sample sentences</li> <li>• Write in a notebook/ Journal</li> <li>• Review your notes</li> </ul>
<b>Speaking Competencies (Dependent variable)</b>	<b>Definition</b>	<ul style="list-style-type: none"> <li>• Definition</li> </ul>
	<b>Aspects of speaking skill</b>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Grammar</li> <li>• Vocabulary</li> <li>• Pronunciation</li> <li>• Fluency</li> <li>• Interactive communication</li> </ul>
	<b>Fluency Techniques</b>	<ul style="list-style-type: none"> <li>• Sentence mining</li> <li>• Shadowing</li> <li>• Speeches</li> <li>• Debates</li> </ul>

Table N°. 1 Operationalization Matrix of The Variables

## **CHAPTER III**

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

#### **3.1 Methodological Design**

The topic of this research is the Influence of the Sentence Mining Technique on the advancement of speaking competence in the English language, the author decided to use the mixed research method. Considering Mixed research is a research methodology that involves collecting, analyzing, and integrating both quantitative and qualitative research.

This approach is used when a better understanding of the research problem is required, and you would not be able to get a better understanding of each of these methods separately.

Quantitative data includes closed-ended information such as that used to measure attitudes and to illustrate rating scales.

The analysis of this type of data involves statistically analyzing the scores collected, for example through surveys, to answer research questions or test hypotheses.

Qualitative data is open-ended information that is usually collected by the researcher through interviews, focus groups, and observations. The analysis of qualitative data (words, texts, or behaviors) usually involves separating them into categories to gain insight into the diversity of ideas gathered during data collection.

By combining quantitative and qualitative data, the researcher gains breadth and depth of understanding and corroboration while compensating for the inherent weaknesses of each approach separately. Because this type of research involves analyzing both numerical and non-numerical data and presenting results in graphs supported by a strong narrative, the mixed method was the most appropriate. It can be both exploratory and conclusive.

"It is relevant to understand that the research methodology is progressive, therefore, it is not possible to carry out the methodological framework without the theoretical foundations that will justify the study of the chosen topic" (Azuerro, 2019).

### **3.2 Types of Investigation**

#### ***3.2.1 Descriptive Research***

"Descriptive research is one of three basic types of research design. It is a quantitative research method that is considered conclusive and is used to test specific hypotheses and describe characteristics or functions. Descriptive research should have a clear and accurate research question/problem." (Fluet, 2021)

This research is descriptive because the purpose of the search is to clarify the circumstances and general situation in the educative institution related to students and teachers.

"Descriptive research covers some subtypes of research methods such as survey, correlation study, qualitative study, or content analysis" (Atmowardoyo, 2018).

Descriptive research is the investigation of a collection of practical and logical processes. To recognize the characteristics of a population, social, economic, environmental, political, or cultural process, as well as location. To establish relationships. The primary goal of this study is to investigate the relationship between factors, actors, and variables.

Another definition of descriptive research is to detail the realities of the study's and research's people, situations, activities, or events. It entails capturing the most important aspects of a particular fact or situation at the descriptive level. The researcher must define the analysis and the process involved in the study in this type of study.

### ***3.2.2 Purposeful Research***

Purposeful research is the one that pretends to give a solution, an initiative, which is called a proposal. Purposeful research is going to focus on a mixture of existing theories about a particular fact identified so that a proposal can be developed and implemented in a specific way.

Implementation is not required in Purposeful research, it is possible to conclude with the descriptive part, the analytical part, and the diagnostic part, and based on that a proposal is built as a solution. Given this, research is considered purposeful given it analyzes and identifies the main scenery and its components to offer a proposal to solve the phenomena: The design of a complete sentence guide for level A1 students on the advancement of speaking competencies of the English language as a powerful tool for teachers and learners.

### ***3.2.3 Explanatory Research***

Explanatory research was carried out to investigate promptly a phenomenon that had not been studied before or had not been well explained previously. It intends to provide details where a small amount of information exists.

“Explanatory research is a research method that explores why something occurs when limited information is available. It can help you increase your understanding of a given topic, ascertain how or why a particular phenomenon is occurring, and predict future occurrences” (George, 2021).

### ***3.2.4 Bibliographic Research***

Bibliographic research can be defined as any research that requires the collection of information from published materials. These materials may include more traditional resources such as books, journals, periodicals, newspapers, and reports, but also

electronic media such as audio and video recordings and films, and online resources such as websites, blogs, and bibliographic databases.

According to the statement above, the author carried out an exhaustive literature review for several weeks with the purpose of reading, obtaining, analyzing, and selecting relevant information for this work. This way the research has a solid foundation, and more researchers will use this work as a reference in the future.

### ***3.2.5 Field Research***

The author also carried out field research as it required a coexistence with the students of the eighth grade of the replica Aguirre Abad school and the English teacher, we were in the virtual classes, we interacted and we saw how the educational environment was, the authorities, in short, we were able to be immersed in that environment and analyze the different aspects.

In view of this, the author analyzed the methodology applied in the English lessons, as well as the participation of the students in the different activities.

## **3.3 Population**

This work was carried out at the educational institution Replica Aguirre Abad, abbreviated UEFRAA, which is located in kilometers 5,5, Pascuales Parish, Via Daule, Guayaquil city and belongs to Zone 8.

Rafael Correa, Ecuador's former president, founded this educational institution in May 2013. The Replica Aguirre Abad is the third high school in the Millennium Educational Schools system. One of the goals of these schools is to achieve Education Universalization to combat inequity in access to education for all children. LOEI(Art.5) The establishment of these schools entailed combining all the small educational institutions located near popular neighborhoods into a single educational center that provided baccalaureate-level education. The Replica Aguirre Abad High School was born

with the capacity to attend to 1680 students during two shifts, in the morning and the afternoon.

### 3.4 Sample

The number of participants or observations included in a study is referred to as the sample size. This number is commonly represented by the symbol, two statistical properties are affected by sample size:

- 1) The accuracy of our estimates
- 2) The author of the study's ability to conclude.

The instruments of the investigation were applied in the “Replica Aguirre Abad” High School” to the Eighth-Grade students, which make up of 86 students and one English teacher to collect information about students' fluency levels and the possible Sentence mining technique in it.

**Table 2. Population and Sample**

No	Staff	Population	Sample
1	Students	88	88
2	Teachers	1	1
	Total	89	89

### 3.5 Data Collection Methods and Techniques

Before explaining what collection is, we must first know what data is. The short answer is that data is various types of information formatted in a specific way. As a result, data collection is the process of gathering, measuring, and analyzing accurate data from a wide range of relevant sources to solve research problems, answer questions, evaluate outcomes, and forecast trends and probabilities. Taking this into account, we applied the following data collection methods and techniques:

### ***3.5.1 Data Collection Methods***

#### **Theoretical methods**

Theoretical methods are used to:

- Systematize, analyze, and explain the results obtained.
- Discover what the results have in common.
- Reach reliable conclusions to solve the problem.

#### **Inductive – Deductive method**

In deductive research, we have theory, hypothesis, observation, and confirmation.

On the other side, we have inductive research, we have observation, pattern, tentative hypothesis, and theory.

We applied this method because this research moves from the study of the speaking competence of Eight-course EGB of Replica Aguirre Abad High School to the Influence of the sentence mining technique on the advancement of speaking competence.

#### **Analysis-Synthesis method**

It merges both methods. It analyzes the facts of the object of study separately in each of its parts (analytical) and then repeats the same process, but jointly (synthetic). In this way, these parts are integrated to study them holistically and integrally. This method was used to break down the Sentence Mining topic and its influence on the speaking competence of students.

#### **Historical-Logical Method**

This method makes it possible to establish the state of the research topic, and analyze its antecedents, causes, and the conditions in which it has developed. background, causes, and the conditions under which it has developed. It makes it possible to study events or phenomena similar or related to the topic in question and their behavior over

time, which allows for an in-depth study of the particularities of these events or phenomena and to draw on one's own experiences for future application.

Lo más común en el uso del método histórico-lógico está en la búsqueda de información para tratar de forma lógica los antecedentes relacionados con el objeto de estudio. Este hecho no niega que, en algunos casos, la aplicación de la lógica podría llevar a la revelación de nuevos conocimientos. (Rodríguez, 2017)

### ***3.5.2 Data Collection Techniques***

#### **Surveys**

The author designed and applied two surveys, the first to the students of Eight grade EGB and the second to the English teacher.

The first survey consisted of 15 questions with a 5-point Likert scale response. The aim was to survey 88 students of Eight-grade EGB of Replica Aguirre Abad High School between 10:00 am to 11:00 am. Participants were given 20 minutes to fill in the survey anonymously.

The second survey consisted of 17 questions with a 5-point Likert scale response. The aim was to survey the English teacher for knowing her perspective on the student's English level and the educative environment. English teacher in charge responded to the survey. The two surveys were fully completed, results were included in the analysis

### **3.7 Research Instruments**

Research instruments are the resources that the researcher can use to approach problems and phenomena and extract information from them: paper forms, mechanical and electronic devices that are used to collect data or information on a given problem or phenomenon. The questionnaire, thermometer, scales, and echograms. We use surveys for students and a teacher.



### *Survey Questionnaire*

A survey is a technique that is carried out by applying a questionnaire to a sample of people. Surveys provide information on the opinions, attitudes, and behaviors of citizens.

The survey is applied when there is a need to test a hypothesis or discover a solution to a problem, and to identify and interpret, in the most methodical way possible, a set of testimonies that can fulfill the established purpose.

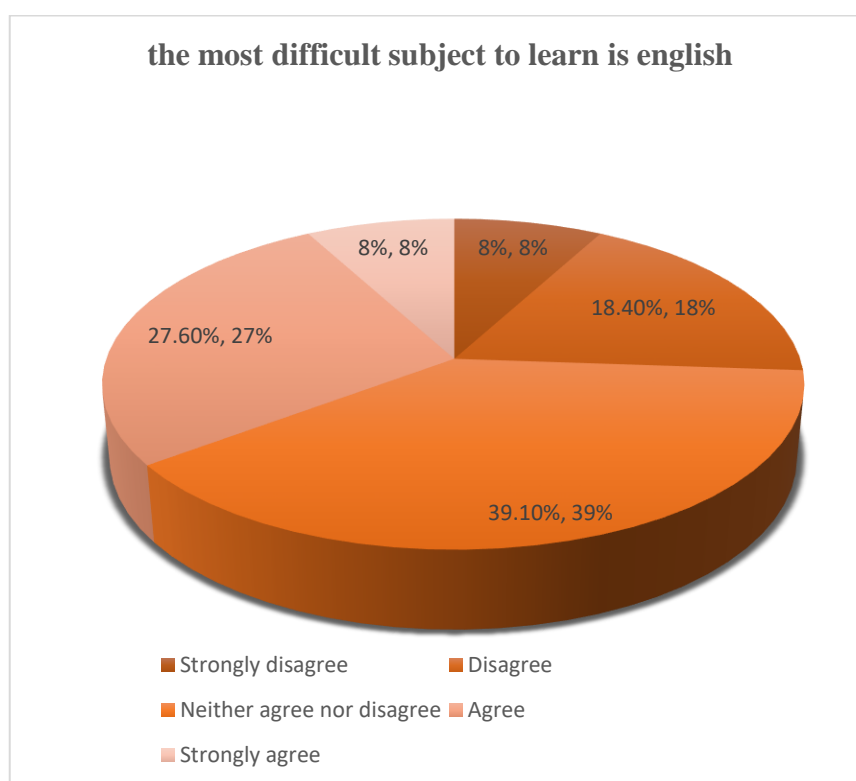
### 3.8 Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 3.**

<b>Graphic 1. The most difficult subject to learn is English</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>7</b>	<b>8 %</b>
<b>Disagree</b>	<b>16</b>	<b>18,4 %</b>
<b>Neither agree nor disagree</b>	<b>34</b>	<b>39,1 %</b>
<b>Agree</b>	<b>24</b>	<b>27,6 %</b>
<b>Strongly agree</b>	<b>7</b>	<b>8 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



A vast majority of students are neutral in their answer to this question, given this, we cannot make judgments based on it. However, we can find a good appreciation of the English subject, thus they do not show uncomfortable in the class.

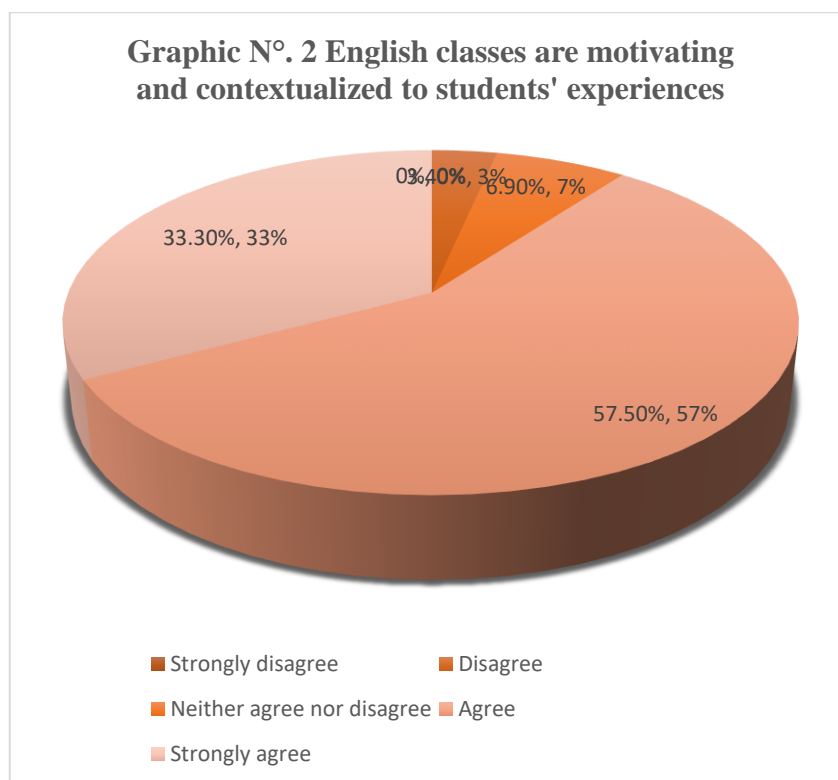
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 4.**

<b>Graphic 2. English classes are motivating and contextualized to students' experiences</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>0</b>	<b>0 %</b>
<b>Disagree</b>	<b>3</b>	<b>3,4%</b>
<b>Neither agree nor disagree</b>	<b>6</b>	<b>6,9 %</b>
<b>Agree</b>	<b>50</b>	<b>57,5 %</b>
<b>Strongly agree</b>	<b>29</b>	<b>33,3 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



The motivational factor is good, even though No fluency technique is being applied in the classroom, for this reason, they cannot improve their skills, they lack a good guide.

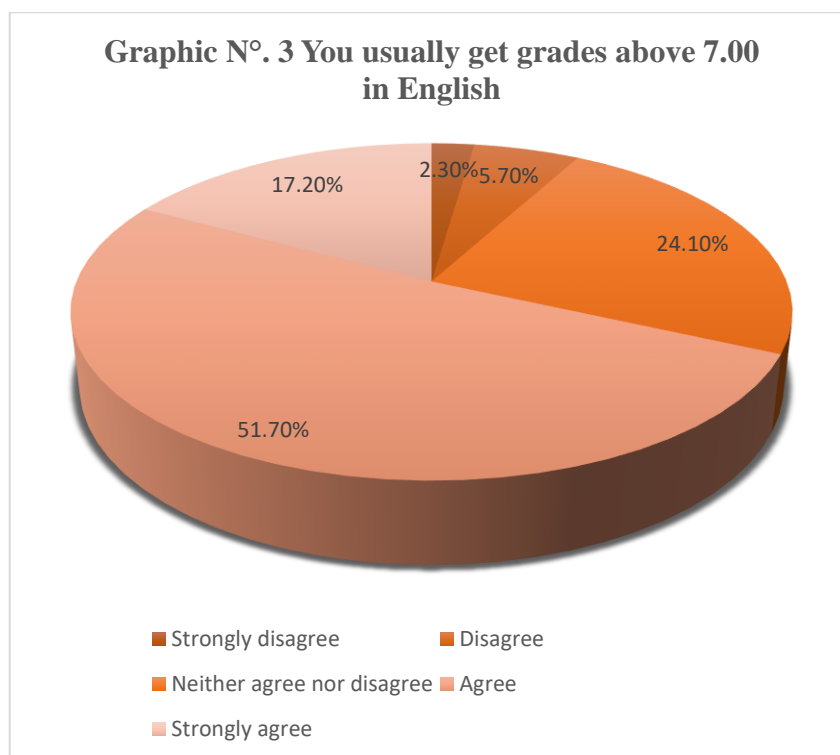
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 5.**

<b>Graphic 3. You usually get grades above 7.00 in English</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>2</b>	<b>2,3 %</b>
<b>Disagree</b>	<b>5</b>	<b>5,7 %</b>
<b>Neither agree nor disagree</b>	<b>21</b>	<b>24,1 %</b>
<b>Agree</b>	<b>45</b>	<b>51,7 %</b>
<b>Strongly agree</b>	<b>15</b>	<b>17,2 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



Most students declared their grades are above 7,00 points over 10,00 points, which shows a good performance in writing and reading skills, but they still present a problem in their speaking competencies.

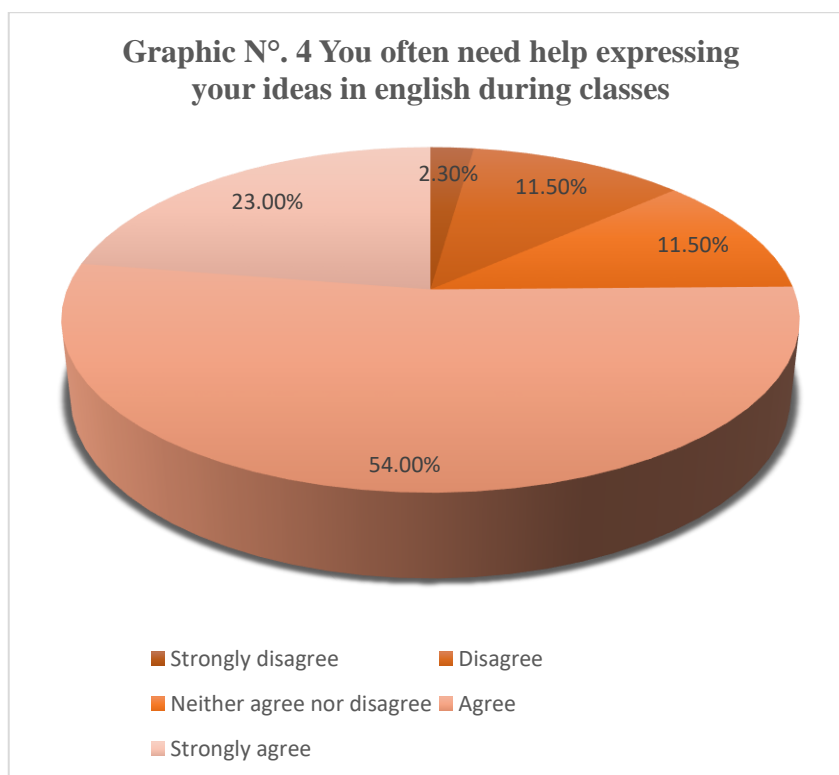
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 6.**

<b>Graphic 4. You often need help expressing your ideas in English during classes</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>2</b>	<b>2,3 %</b>
<b>Disagree</b>	<b>10</b>	<b>11,5 %</b>
<b>Neither agree nor disagree</b>	<b>10</b>	<b>11,5 %</b>
<b>Agree</b>	<b>47</b>	<b>54 %</b>
<b>Strongly agree</b>	<b>20</b>	<b>23 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



67 students agree with this statement, they have poor speaking skills. Speaking is essential for fluency in the target language, they need a solid foundation, and a positive guide by the teacher to learn effectively.

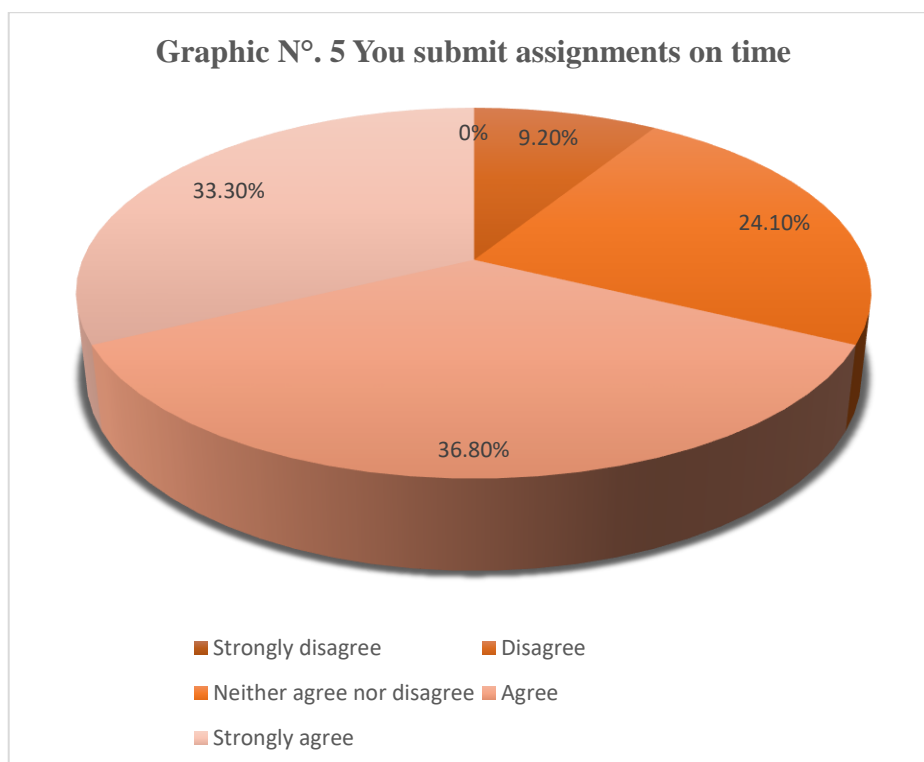
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 7.**

<b>Graphic 5. You submit assignments on time</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>0</b>	<b>0 %</b>
<b>Disagree</b>	<b>8</b>	<b>9,2 %</b>
<b>Neither agree nor disagree</b>	<b>21</b>	<b>24,1 %</b>
<b>Agree</b>	<b>32</b>	<b>36,8 %</b>
<b>Strongly agree</b>	<b>29</b>	<b>33,3 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



We do not have a way to prove this affirmation. Even though, the English teacher said they are responsible. Given this, it may be possible, so we conclude at least more than 50% send their assignments on time.

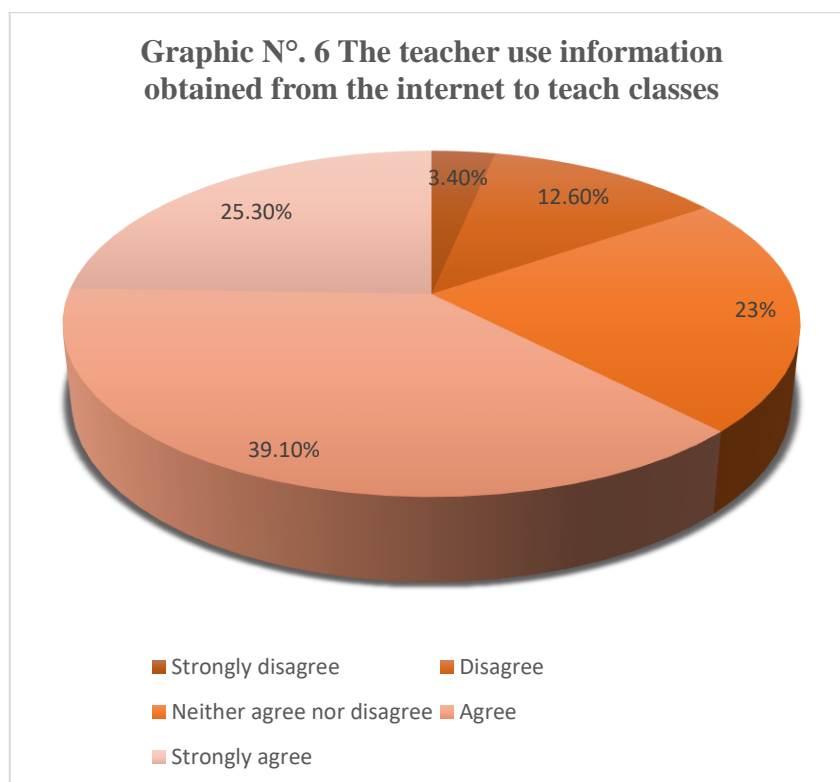
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 8.**

<b>Graphic 6. The teacher uses information obtained from the Internet to teach classes</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>3</b>	<b>3,4 %</b>
<b>Disagree</b>	<b>11</b>	<b>12,6 %</b>
<b>Neither agree nor disagree</b>	<b>20</b>	<b>23 %</b>
<b>Agree</b>	<b>34</b>	<b>39,1 %</b>
<b>Strongly agree</b>	<b>22</b>	<b>25,3 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



Students state that the teacher uses information from the internet for her lessons.

Online activities are a great way to achieve a goal in a language, given this, we recommend teachers continue implementing online resources.

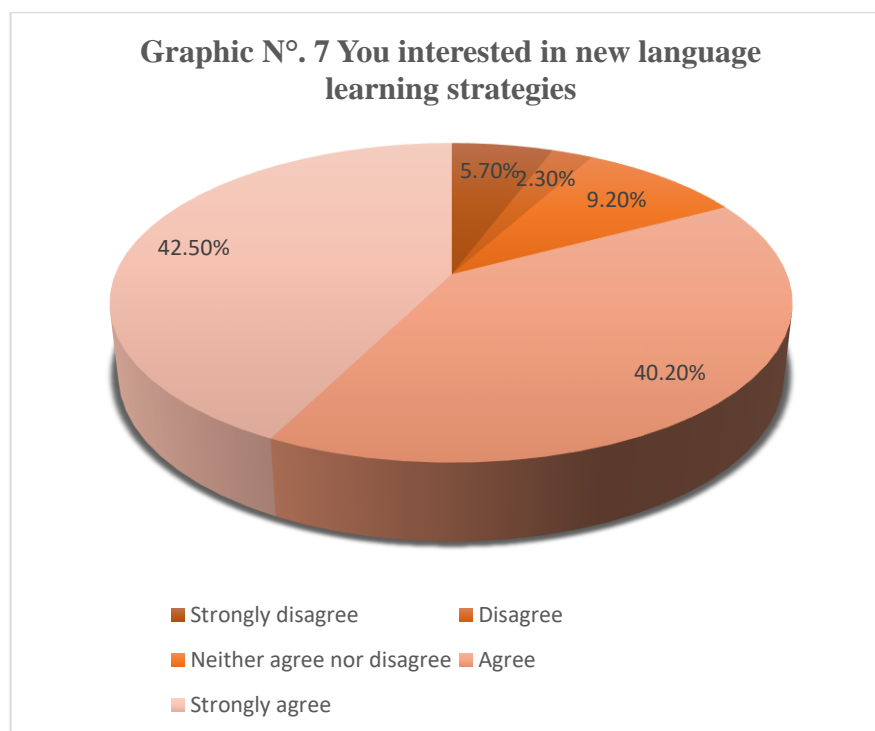
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 9.**

<b>Graphic 7. Are you interested in new language learning strategies?</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>5</b>	<b>5,7 %</b>
<b>Disagree</b>	<b>2</b>	<b>2,3 %</b>
<b>Neither agree nor disagree</b>	<b>8</b>	<b>9,2 %</b>
<b>Agree</b>	<b>35</b>	<b>40,2 %</b>
<b>Strongly agree</b>	<b>37</b>	<b>42,5 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



82% of students claim that they are interested in new languages techniques, this is a huge indicator of general interest in learning the language. Finding the perfect method for students has always been a challenge, the author recommends using new techniques and methods in the class.



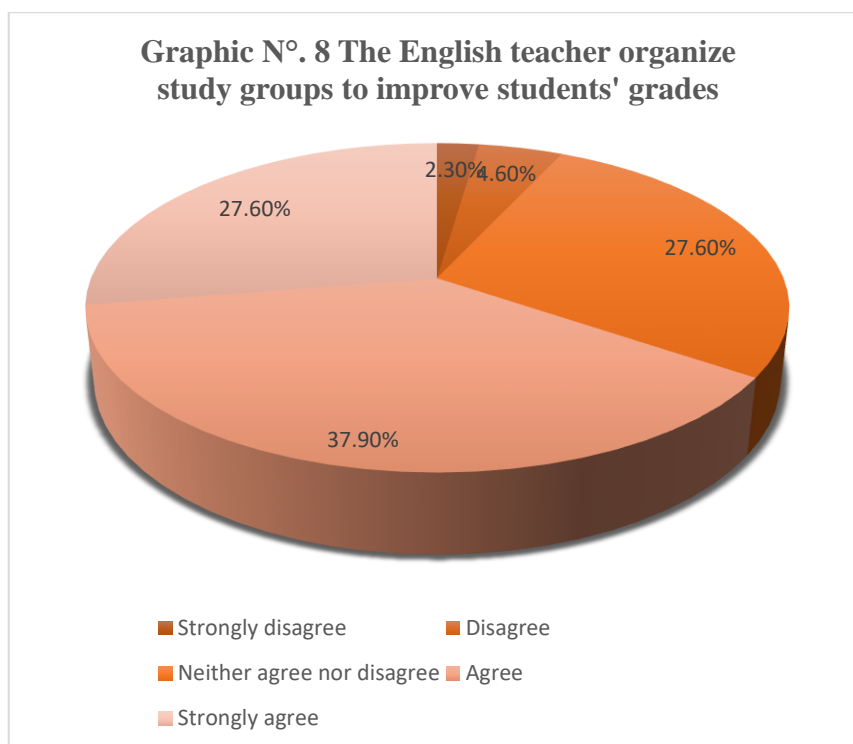
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 10.**

<b>Graphic 8. The English teacher organizes study groups to improve students' grades</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>2</b>	<b>2,3 %</b>
<b>Disagree</b>	<b>4</b>	<b>4,6 %</b>
<b>Neither agree nor disagree</b>	<b>24</b>	<b>27,6 %</b>
<b>Agree</b>	<b>33</b>	<b>37,9 %</b>
<b>Strongly agree</b>	<b>24</b>	<b>27,6 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



The English groups are a good initiative; however, it is not enough. We also must pay attention to fluency strategies to help students to enhance their speaking competencies, speaking is essential for English, and the students need to practice.

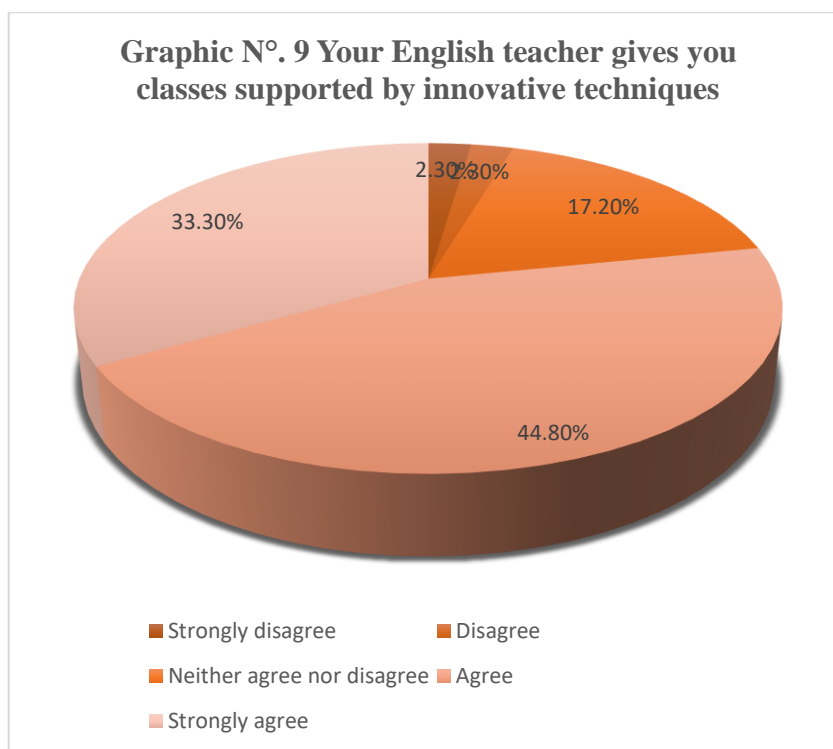
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 11.**

<b>Graphic 9. Your English teacher gives you classes supported by innovative techniques</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>2</b>	<b>2,3 %</b>
<b>Disagree</b>	<b>2</b>	<b>2,3 %</b>
<b>Neither agree nor disagree</b>	<b>15</b>	<b>17,2 %</b>
<b>Agree</b>	<b>39</b>	<b>44,8 %</b>
<b>Strongly agree</b>	<b>29</b>	<b>33,3 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



There is the innovation factor, unfortunately, there are many deficiencies in the classroom environment, students do not participate enough, and the English teacher has to promote class participation.

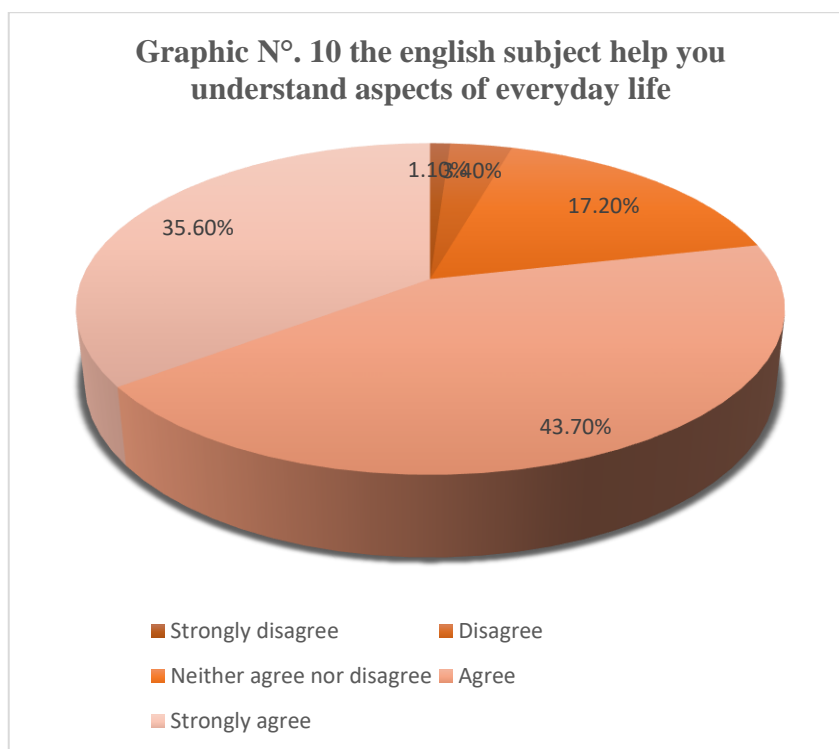
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 12.**

<b>Graphic 10. The English subject helps you understand aspects of everyday life</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>1</b>	<b>1,1 %</b>
<b>Disagree</b>	<b>3</b>	<b>3,4 %</b>
<b>Neither agree nor disagree</b>	<b>15</b>	<b>17,2 %</b>
<b>Agree</b>	<b>38</b>	<b>43,7 %</b>
<b>Strongly agree</b>	<b>31</b>	<b>35,6 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



Most students agreed with the idea that English subjects help them to understand life better, sentence mining is a method based on learning in Real life context.

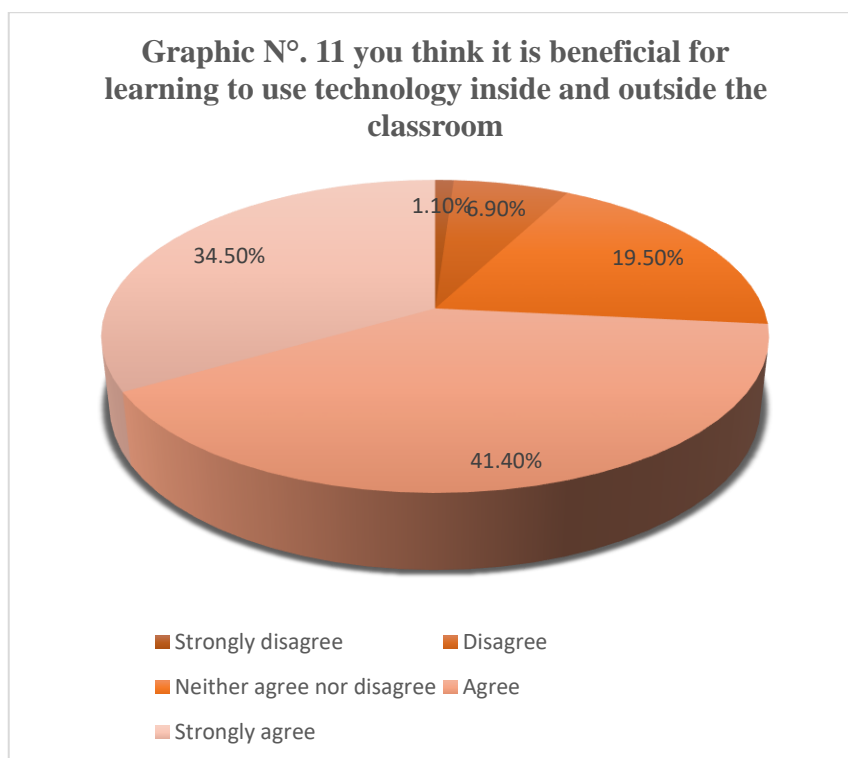
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 13.**

<b>Graphic 11. Do you think it is beneficial for learning to use technology inside and outside the classroom</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>1</b>	<b>1,1 %</b>
<b>Disagree</b>	<b>6</b>	<b>6,9 %</b>
<b>Neither agree nor disagree</b>	<b>17</b>	<b>19,5 %</b>
<b>Agree</b>	<b>36</b>	<b>41,4 %</b>
<b>Strongly agree</b>	<b>30</b>	<b>34,5 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



Learning technology has been a great benefit during the pandemic even though it would be difficult to apply the same methods in the present because there is no technology.

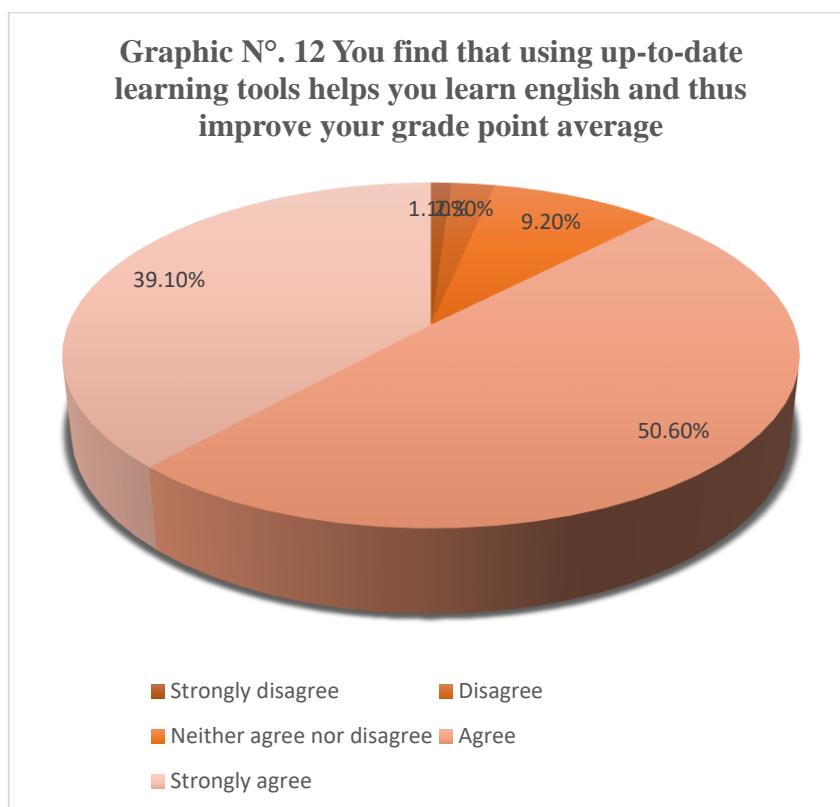
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 14.**

<b>Graphic 12. You find that using up-to-date learning tools helps you learn English and thus improve your grade point average</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>1</b>	<b>1,1 %</b>
<b>Disagree</b>	<b>2</b>	<b>2,3 %</b>
<b>Neither agree nor disagree</b>	<b>8</b>	<b>9,2 %</b>
<b>Agree</b>	<b>44</b>	<b>50,6 %</b>
<b>Strongly agree</b>	<b>34</b>	<b>39,1 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



Updated resources are a great improvement in Education, but this is something very difficult to adapt to public institutions, they require technique service.

In view of this, we recommend creative didactic materials for the lessons.

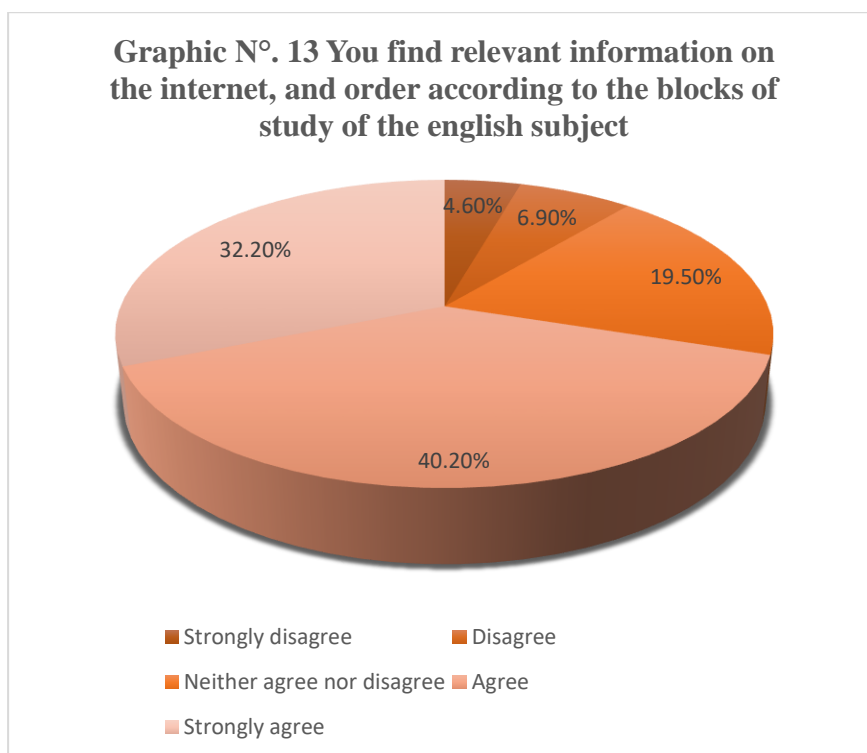
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 15.**

<b>Graphic 13. You find relevant information on the Internet, and order according to the blocks of study of the English subject</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>4</b>	<b>4,6 %</b>
<b>Disagree</b>	<b>6</b>	<b>6,9 %</b>
<b>Neither agree nor disagree</b>	<b>17</b>	<b>19,5 %</b>
<b>Agree</b>	<b>35</b>	<b>40,2 %</b>
<b>Strongly agree</b>	<b>28</b>	<b>32,2 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



Many materials related to the curriculum can be found on the internet, students affirm this, and this is useful and necessary for all students without exceptions.

Students require constant reviewing, in this case, the internet is a good ally.

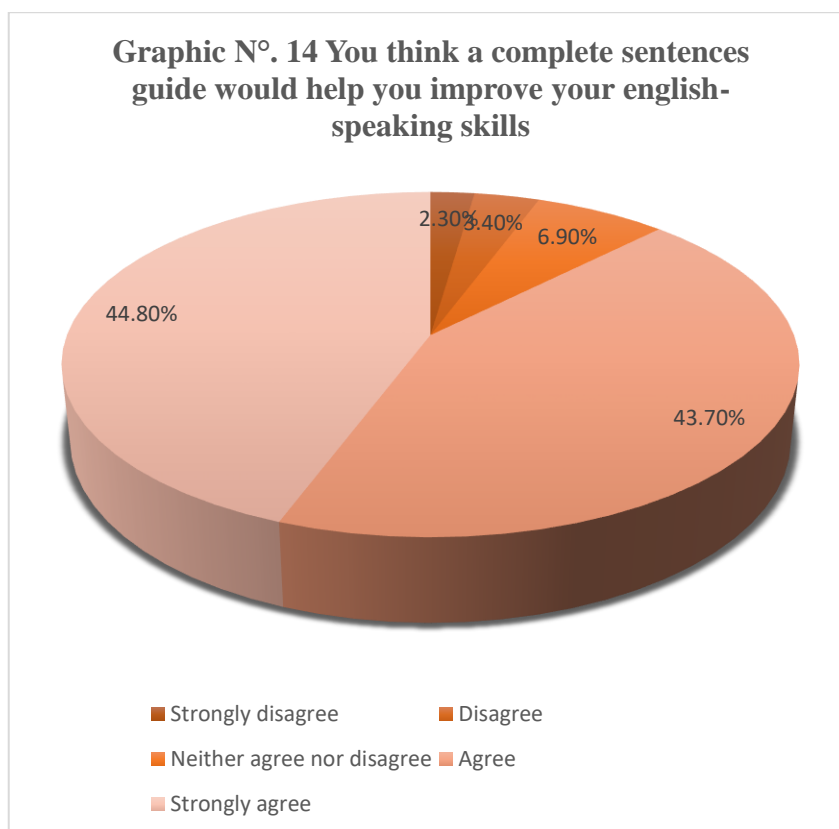
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 16.**

<b>Graphic 14. Do you think a complete sentences guide would help you improve your English-speaking skills</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>2</b>	<b>2,3 %</b>
<b>Disagree</b>	<b>3</b>	<b>3,4 %</b>
<b>Neither agree nor disagree</b>	<b>6</b>	<b>6,9 %</b>
<b>Agree</b>	<b>38</b>	<b>43,7 %</b>
<b>Strongly agree</b>	<b>39</b>	<b>44,8 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



More than 85% of the students showed deep enthusiasm and curiosity about this research proposal, A complete sentence guide for beginners.

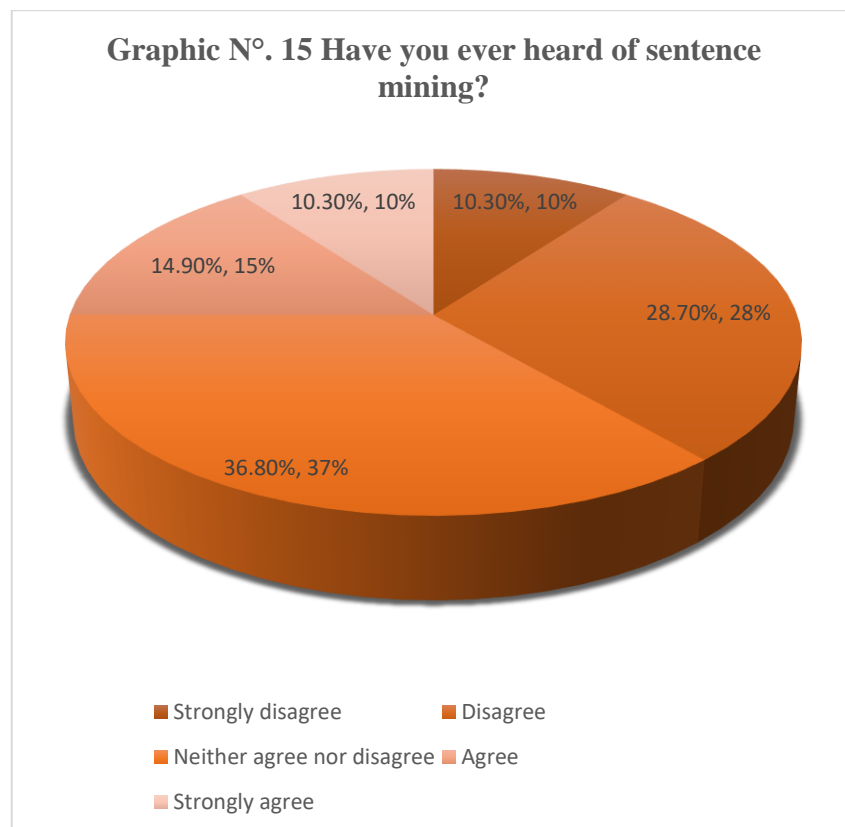
### Analysis and Interpretation of results

Sample: 88 students

Course: 8<sup>th</sup> EGB

**Table 17.**

<b>Graphic 15. Have you ever heard of sentence Mining?</b>		
<b>ANSWER</b>	<b>STUDENTS</b>	<b>PERCENTAGE</b>
<b>Strongly disagree</b>	<b>9</b>	<b>10,3 %</b>
<b>Disagree</b>	<b>25</b>	<b>28,7 %</b>
<b>Neither agree nor disagree</b>	<b>32</b>	<b>36,8 %</b>
<b>Agree</b>	<b>13</b>	<b>14,9 %</b>
<b>Strongly agree</b>	<b>9</b>	<b>10,3 %</b>
<b>TOTAL</b>	<b>88</b>	<b>100 %</b>



Only 24% of students have heard of the sentence mining technique before, and more than 75% of students have never listened to this method.

This is clear evidence of a lack of updates when it comes to English.



### **Analysis and Interpretation of results**

Sample: 1 English Teacher

Course: 8<sup>th</sup> EGB

#### **Survey to the English teacher analysis**

The results were obtained by conducting a survey with the English teacher, she answered 17 different questions related to the educative environment and the current English level of the students in her class. Even though the students do not meet the requirements for the A1 level, the teacher was very enthusiastic in class, this could be considered a good sign, however, some changes would agree one a huge value to the English lessons. As a recommendation the author of this work considers implementing effective instruments to help students to achieve their goals in the language, many students feel frustrated when they are not able to understand the class. Many excellent students have problems with the English subject. This is very common to see in public institutions.

In view of this, we think students need new methods, techniques, and tips for developing their skills in the language. Especially, fluency methods, most students feel motivated enough when they get results in a fast way, it can be possible with our proposal, Sentence mining is an effective way to boost our speaking competencies in English.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **4.1 Topic of The Proposal**

Design of a complete sentence guide for teaching English to level A1 students of the Eight-course EGB of the Replica Aguirre Abad high school of the city of Guayaquil, legal period 2021-2022.

#### **4.2 Background**

This proposal was designed in view of the lack of fluency in the students, analyzed and explained in chapter number three. The author was also inspired by the previous investigation and proposals by other authors to fight the same problematic situation, such as Luque and Sanchez (2018) their proposal was the Design of a Ludic workshop to strengthen the speaking skill, and also mentioned Diaz (2018) proposed a booklet with basic grammar structure exercises to help students to improve their speaking skills.

The author of this work had the same vision with the benefits of all these works of research.

#### **4.3 justification**

The proposal was justified by the results from the empirical methods such as surveys, and class observation applied by the author to the students of Eight course EGB of Replica Aguirre Abad high school, the research instruments revealed a huge problem of poor vocabulary and grammar which affected the students' speaking competence.

We applied the research instruments virtually, a survey for 88 students and a survey for one teacher, a lack of vocabulary, fluency, the good pronunciation was evident. Students avoided speaking English in the lessons because of fear or shyness. For this reason, the proposal was carefully developed for helping students to learn English effectively.

Fluency methods such as Sentence mining in our classrooms will help students to understand the elements of the language, acquire a valuable set of new words, most importantly internalize the language naturally.

The teacher of the “Replica Aguirre Abad” high school affirmed that she agreed with updated methods for speaking English such as the method in our guide.

Implementing innovative methods for language acquisition means creating new tools for students with fluency problems, contributing in the best way to our educative community. In view of this, we proposed a complete sentence guide based on the sentence mining method to promote the English language.

It is important to note that students respond positively to the proposal because they understand how the English language is didactic, dynamic, and enjoyable, which can help them develop talents that are unique to them.

This is important to emphasize that speaking is one of the most difficult skills to develop. The minimum is one year however, this guide is specially designed to obtain good results in a few months. Mastering Grammar and vocabulary by using this method is amazing.

The speaking activities in the guide are designed to be used along with the English book in the classroom, or alone at home. This is a great advantage for students and teachers.

As a final observation, the author wanted to emphasize that this work is not complete and more research is needed,

#### **4.4 Goals**

##### **4.4.1 General goal**

- To develop the speaking competence of the students of the Eight-course of EGB “Replica Aguirre Abad” high school, through the complete sentence guide for level A1 students.

#### **4.4.2 Specific goals**

- To motivate students to gather and learn expressions in English by their initiative.
- To support students in their language acquisition process with high-quality didactic materials.
- To promote updated fluency such as sentence mining methods to help students to learn English

#### **4.5 Methodology**

The methodology applied to this proposal was the Sentence Mining Fluency Method. The method is focused on sentences as the main factor for learning, from basic sentences to complex sentences, we have 4 units in total, each one focused on useful expressions related to every topic. Units are divided into different steps for students and teachers.

Step 1: We present a unit to the students and discuss briefly the main topic and objectives of this.

Step 2: During the lessons, we read and use the sentences from the unit, and we also create new sentences to be familiar with the structures and vocabulary.

Step 3: Students review the sentences we have previously learned, and they use them in a dialogue to reinforce the knowledge.

#### **4.6 Chronogram of activities**

- **Day 1 (21st February 2022)**

Previous activities: Getting to know Sentence Mining

Type of evidence:

- ✓ Updated personal information
- ✓ Answers to the questions
- ✓ Participation in the discussion
- ✓ Online session 1

- **Day 2 (22nd February 2022)**

Learning activity 1: Unit 1 Hello!

Goals: To meet and greet new people, to talk about yourself and your family by using the correct grammatical structure and vocabulary

Type of evidence:

- ✓ Greetings and farewells
- ✓ My profile
- ✓ Interactive activity “Personal information”
- ✓ My family
- ✓ Online session 2

- **Day 3 (23rd February 2022)**

Learning activity 2: Unit 2 Places

Goals: To talk about places in a city, to know the means of transport, to

Type of evidence:

- ✓ There is / There are
- ✓ This is my hometown
- ✓ Interactive activity “My city”
- ✓ Where is the bank?
- ✓ Online session 3

- **Day 4 (24th February 2022)**

Learning activity 3: Unit 3 I love food

Goals: To say what you eat and drink, and to talk about meals

Type of evidence:

- ✓ My favorite food (I like / I do not like)
- ✓ Adverbs of frequency
- ✓ Meals in a day
- ✓ Interactive activity “A Day in my life”
- ✓ Online session 4

- **Day 5 (25th February 2022)**

Learning activity 4: Unit 4 Routines

Goals: To talk about your daily routine

Type of evidence:

- ✓ My daily routine description
- ✓ Interactive activity “My daily routine”
- ✓ Online session 4

## **4.7 Feasibility**

### ***Financial Feasibility***

The author of this study funded the project with the approval of the Faculty of Philosophy, Letters, and Science Education and with the assistance of the University of Guayaquil's Department of Investigation of Academic Projects (DIPA). The creation of a complete sentence guide with speaking activities assisted in the acquisition of vocabulary knowledge as well as the advancement of oral ability. The author will cover the costs of this proposed project, and the guide will be freely available for students and teachers. This guide can be obtained through their tablets, smartphones, or computers. This is

available to read in pdf. All of the expressions taught in the guide can be practiced by students with their teachers and classmates.

### ***Legal Feasibility***

Because it is based on Article 2, Literal I and Article 6 Literal n of the LOEI (Dirección Nacional de Normativa Jurídico Educativa del Ministerio de Educación, 2017), the following idea is legally feasible. Article 27 of the 2008 Ecuadorian Constitution (Tribunal Constitucional, 2008, p. 11), takes into account the integration of values and standards of conduct.

To ensure comprehensive growth, high-quality education is required.

Future citizens' active engagement in a democratic society, as well as of their representatives in assisting students in achieving their learning objectives.

It is based on the 2014 National Curriculum Guidelines (Ministry of Education, 2014) and explores the vocabulary and linguistic functions that relate to the A1.1 level of an eighth course.

### ***Human Feasibility***

The author of this project has all the knowledge and skills for the creation and design of the activities in the guide, especially the human feasibility is based on the students belonging to the Replica Aguirre Abad high school who have expressed their willingness to implement this type of didactic tools in their classrooms.

### ***Political Feasibility***

The proposed plan is politically possible since it is founded on the 2008 Constitution's Rights of a Good Way of Living and its principle of increasing citizens' quality of life, in this case, young learners' quality of life through the development of their skills and potential.

#### **4.8 Conclusions**

1. Based on the results obtained by the research instruments, the author detected a deficiency in speaking competence in the students, due to not expressing their thoughts in English nor keeping a basic conversation.
2. It was determined that students evidence a poor vocabulary according to their A1 level and tend to make common mistakes when trying to speak in English.
3. The didactic materials used by the teacher in the classroom are not updated, there are many resources to get the objectives of the lessons.
4. The lack of fluency methods or activities caused a demotivation in the students of Eight course EGB of Replica Aguirre Abad high school.

#### **4.9 Recommendations**

1. It is recommended to study grammar and vocabulary inductively, and avoid using long words lists.
2. It is recommended to improve the vocabulary-grammar learning process of the students according to the requirements of the A1 English level.
3. It is recommended to provide students with several efficient materials for their English lessons, in order to increase the students' engagement in the learning process.
4. It is recommended that the teacher could investigate new resources for her lessons, interactive videos, games, and more.



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# PROPOSAL

# SENTENCE MINING TECHNIQUE

---

**COMPLETE SENTENCE  
GUIDE FOR  
A1 LEVEL STUDENTS**

WRITTEN BY  
ALLISSON K. KINGMAN



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# WELCOME!

This is a long journey however if you choose to learn English by using Sentence Mining Technique, this guide will become your best friend.

Value your time, believe in yourself and start walking this path to a beautiful place named "English Fluency".

You can reach a good level in the short term.

Do not give up to becoming an advanced English learner.

Welcome to Sentence Mining world.

ALLISSON KINGMAN

# UNIT 1 HELLO

---



# GOALS

- To meet and greet new people
- To talk about yourself
- To talk about your family



# A Hi there!

## Greetings : Saludos

Hello: Hola

Hi: Hola (informal)

Hey: Oye.

Good morning: buenos días

Good afternoon: Buenas tardes

Good Evening: Buenas Noches



# B See you soon!

## Farewells: Despedidas

Good-bye: Adiós ( Más formal).

Bye: Adiós.

Good night: Buenas noches.

See you: Nos vemos.

See you later: Te veo después.

See you tomorrow: Te veo mañana.

See you soon: Te veo pronto.

See you then: Te veo entonces.

So long: Hasta luego.

Take care: Cuídate.

Have a nice day: Ten un buen día.



# C My profile

## Self introduction: Presentarse

Hello, my name is Allisson Kingman. I am the creator of this Sentence Mining Guide for beginner English learners who want to become more fluent in the language. I am from Ecuador,.

In my free time, I enjoy hiking, practicing photography, and exploring the city by bike.

Hola, mi nombre es Allisson Kingman. Soy la creadora de esta guía de extracción de frases para estudiantes de inglés principiantes que quieren adquirir mayor fluidez en el idioma.

Soy de Ecuador. En mi tiempo libre, me gusta hacer senderismo, practicar la fotografía y explorar la ciudad en bicicleta.



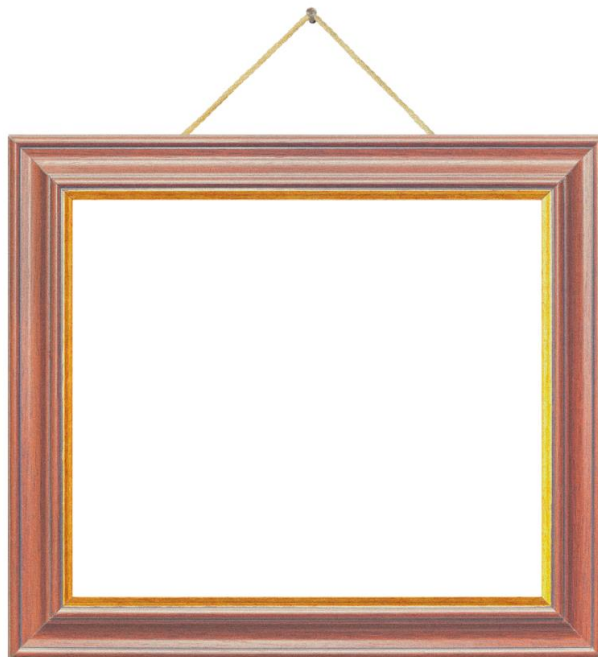


# Your profile!

Llena los espacios de tu perfil

Hello, my name is \_\_\_\_\_. I am a student who want to become more fluent in the language. I am from \_\_\_\_\_. In my free time, I enjoy \_\_\_\_\_

Hola, mi nombre es \_\_\_\_\_. Soy un/ una estudiante que quieren adquirir mayor fluidez en el idioma. Soy de \_\_\_\_\_. En mi tiempo libre, me gusta \_\_\_\_\_



# Useful vocab

## Continentes



## Países y nacionalidades

-án/a -(a)no/a	 Alemania alemán/a	 Australia australiano/a	 México mexicano/a	 Italia italiano/a	 Ucrania ucraniano/a
-go/a -co/a	 Austria austriaco/a	 Grecia griego/a	 Polonia polaco/a	 Suecia sueco/a	 Turquía turco/a
-eno/a -eño/a	 Brasil brasileño/a	 El Salvador salvadoreño/a	 Honduras hondureño/a	 Panamá panameño/a	 Puerto Rico puertorriqueño/a
-ense	 Canadá canadiense	 Costa Rica costarricense	 Estados Unidos estadounidense	 Nicaragua nicaragüense	
-és/a	 Francia francés/a	 Inglaterra inglés/a	 Japón japonés	 Países Bajos neerlandés/a	 Portugal portugués/a
-(i)no/a	 Argentina argentino/a	 Argelia argelino/a	 China chino/a	 Filipinas filipino/a	 Túnez tunesino/a
-í	 Irán iraní	 Irak iraquí	 Israel israelí	 Paquistán paquistaní	 Marruecos marroquí



I am from Argentina:

**Yo soy de Argentina**



My boyfriend is from Brazil :

**Mi novio es de Brazil**



They are Colombian:

**Ellos son colombianos**



# Useful vocab

## Hobbies: Pasatiempos



mushrooming



collecting stamps



reading



riding a motorbike



singing



playing tennis



playing computer games



riding a bike



listening to music



skateboarding



travelling



watching TV



dancing



skiing



playing board games

# Useful vocab

I like playing basketball:  
**Me gusta jugar basketball**



I enjoy cooking chinese food:  
**Disfruto cocinar comida china**



# Useful vocab

I love reading books:

**Amo leer libros**



I enjoy playing videogames:

**Disfruto jugar videojuegos**





# Useful vocab

I love dancing :

**Amo bailar**



I really like singing:

**Realmente me gusta cantar**



# D My family

## Relatives: Parientes

Mom: mamá

Dad: papá

Mother: Madre

Father: Padre

Siblings: Hermanos

Sister: Hermana

Brother: Hermano

Son: Hijo

Daughter: Hija

Grandparents: Abuelos

Grandma: Abuela

Grandpa: Abuelo

Grandchildren: nietos

Grandson: Nieto

Granddaughter: Nieta



# D My family

## Relatives: Parientes

Uncle: tío

Aunt: tía

Cousins: Primos

Cousin: Primo

Nephew: Sobrino

Niece: Sobrina

Stepdad: Padrastro

Stepmom: Madrastra

Stepbrother: Hermanastro

Stepsister: Hermanastra

Mother in law: Suegra

Father in law: Suegro

Sister in law: Cuñada

Brother in law: Cuñado



# D My family

Talk about your family: Hablar de tu familia en Inglés

I have a big family, My parents, my two sisters, my daughter, my nephew, my cousins, and my uncles and aunts, we are 18 people in total, a really big family.

Tengo una gran familia, mis padres, mis dos hermanas, mi hija, mi sobrino, mis primos y mis tíos, somos 18 personas en total, una familia realmente grande..





# UNIT 2

## PLACES

---



# GOALS

- To talk about places in a city
- To know means of transport



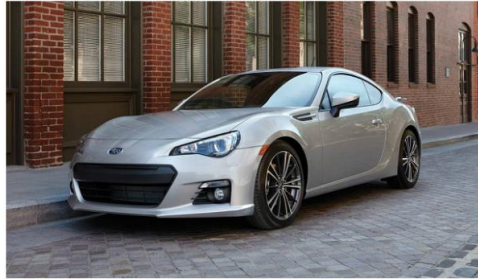
## A There is/ There are

Utilizamos “there is” y “there are” para expresar la existencia de algo, tal y como se hace en español con el verbo “haber” en situaciones como esta:  
There's somebody at the door.  
(Hay alguien a la puerta).



# There is ( Singular)

There is a car: Hay un auto



There is a house: Hay una casa



There is a supermarket: Hay un supermercado





## There are ( Plural)

There are people: Hay personas



There are many fruits: Hay muchas frutas



There are stars in the sky: Hay estrellas en el cielo



# **B This is my hometown**

I live in a big city named Guayaquil, i love my city, because there are many places to visit such as the Malecon 2000, el parque historico, el jardin botánico, las peñas, la perla, shopping malls, restaurants, etc.

We always have fun when we go out with my parents and siblings

Vivo en una ciudad grande llamada Guayaquil, me encanta mi ciudad, porque hay muchos lugares para visitar como el Malecón 2000, el parque histórico, el jardín botánico, las peñas, la perla, centros comerciales, restaurantes, etc. Siempre nos divertimos cuando salimos con mis padres y hermanos



# Your turn!

I live in a \_\_\_\_\_ named \_\_\_\_\_, i love my city, because there are many places to visit such as

\_\_\_\_\_

We always have fun when we go out with my

\_\_\_\_\_

Yo vivo en \_\_\_\_\_ llamada \_\_\_\_\_ Amo mi ciudad/pueblo porque hay muchos lugares para visitar

como \_\_\_\_\_

\_\_\_\_\_













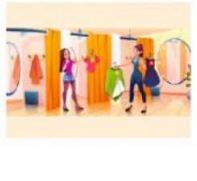







siempre nos divertimos cuando salimos con mi \_\_\_\_\_





# Useful vocab

## Places in a city: Lugares en la ciudad

Places in the city			
			
cinema	park	hospital	bus stop
			
train station	police station	stadium	restaurant
			
post office	town hall	museum	library
			
department store	bakery	supermarket	church
			
theatre	gym	bank	prison



# C Where is the bank?

¿Dónde esta el banco?

In this lesson we are going to learn some vocabulary related to your city , to describe the different places that we can find in a big or small city we need some new words.

Enjoy this super lesson!!!

En esta lección vamos a aprender algo de vocabulario relacionado con tu ciudad , para describir los diferentes lugares que podemos encontrar en una ciudad grande o pequeña necesitamos algunas palabras nuevas.

¡¡¡Disfruta de esta súper lección!!!



## Examples: Ejemplos

I am going to the river: Voy a ir al río



I have to visit the hospital:  
Debo visitar el hospital



I will go to the beach on Saturday:  
Iré a la playa el sábado



## Examples: Ejemplos

I am going to the restaurant:  
Voy a ir al restaurant



I have to pay a visit to my school:  
Tengo que visitar mi escuela



I will go to the gym: Iré al gimnasio





# E Transport

## Hablemos de los medios de transporte

The means of transportation are bus, train, aeroplane, ship, car, etc while the mode of transportation refers to road, air, sea/ocean, etc. This is any of the different types of transport machines used for moving people or cargo.

Los medios de transporte son el autobús, el tren, el avión, el barco, el coche, etc., mientras que el modo de transporte se refiere a la carretera, el aire, el mar u océano, etc. Se trata de cualquiera de los diferentes tipos de máquinas de transporte que se utilizan para trasladar personas o cargas.



# Vocabulary

## Vocabulario de medios de transporte

 <p>airplane</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>	 <p>taxi</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>
 <p>train</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>	 <p>subway</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>
 <p>boat</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>	 <p>helicopter</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>
 <p>car</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>	 <p>motorcycle</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>
 <p>bus</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>	 <p>hot air balloon</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>
 <p>bicycle</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>	 <p>truck</p> <p><small>Copyright © 2007 www.edupoint.com • All rights reserved</small></p>

# UNIT 3

## I LOVE FOOD

---





# GOALS

- To say what you eat and drink
- To talk about meals
- To use the adverbs of frequency



# A My favorite meal

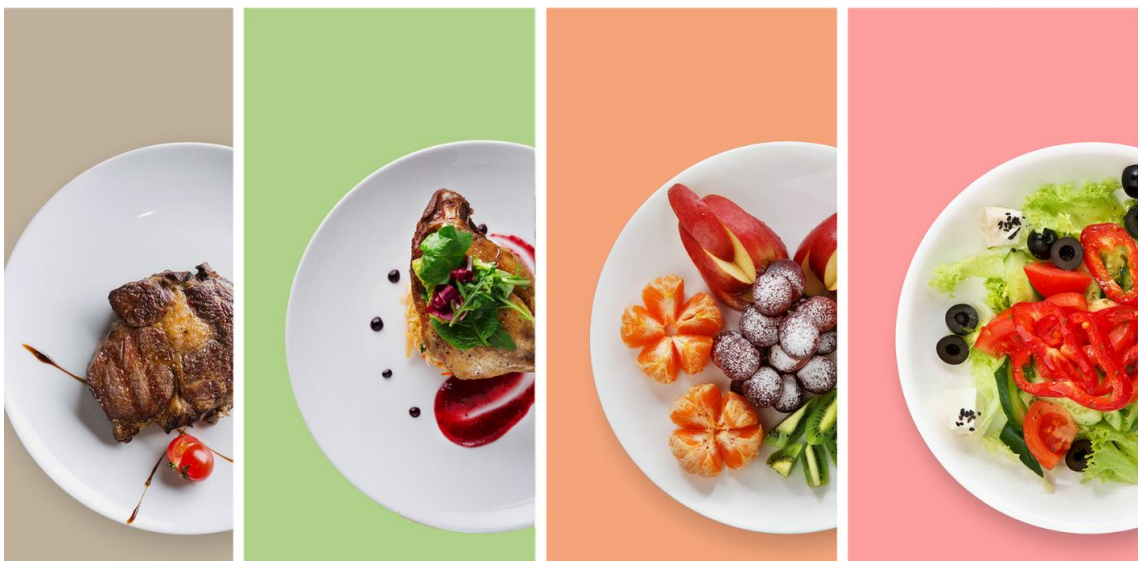
## Mi comida Favorita

There are three meals in a day:  
Breakfast, lunch and dinner, However  
we also have other meals such as  
supper, brunch, etc.

It is important to know vocabulary,  
Let's learn about food!

There are three meals in a day:  
Breakfast, lunch and dinner, However  
we also have other meals such as  
supper, brunch, etc.

It is important to know vocabulary,  
Let's learn about food!





# FOOD VOCABULARY

## Vocabulario de comida



**RICE**



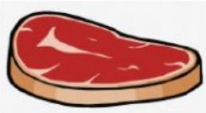
**CHICKEN**



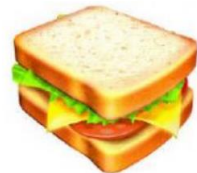
**SALAD**



**FISH**



**PORK**



**SANDWICH**



**CHIPS**



**SPAGHETTI**



**ORANGES**



**BANANAS**



**STRAWBERRIES**



**CHERRIES**



**APPLES**



**PEARS**



**WATER**



**JUICE**



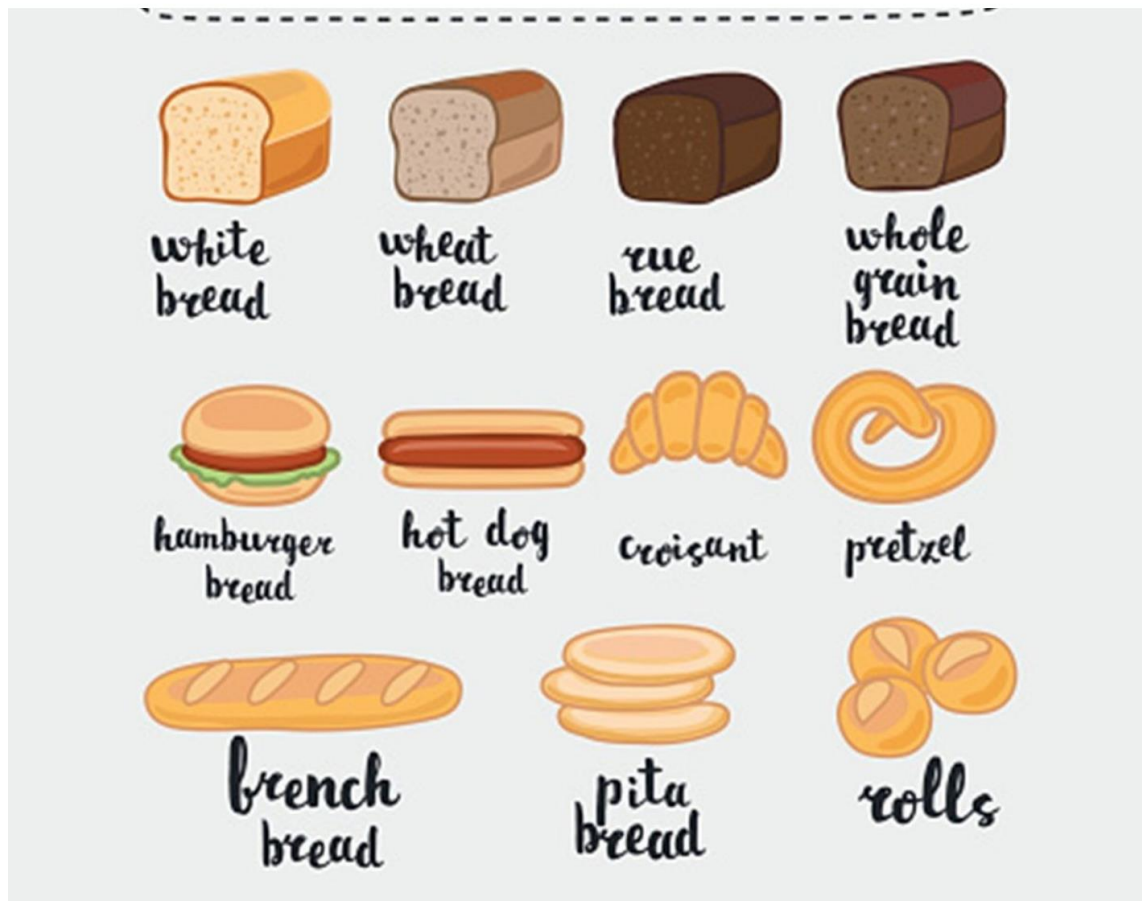
**LEMONADE**

# Types of bread

## Tipos de panes

In this section we are going to find many types of bread, let's choose our favorite ones!

En esta sección veremos diferentes tipos de panes ¡Escojamos nuestros favoritos!



# Fruits & Vegetables

## Frutas y vegetales

Fruits and vegetables are the healthiest in the pyramid food.

We should eat at least 3 pieces a day.

Las frutas y los vegetales son los más saludables de la piramide alimenticia. Debemos al menos comer 3 piezas al día.



# FRUITS VOCAB

## Vocabulario frutas



Orange



Grapes



Pear



Peach



Watermelon



Banana



Raspberry



Cherry



Plum



Kiwi



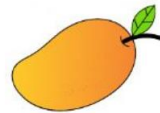
Strawberry



Apple



Melon

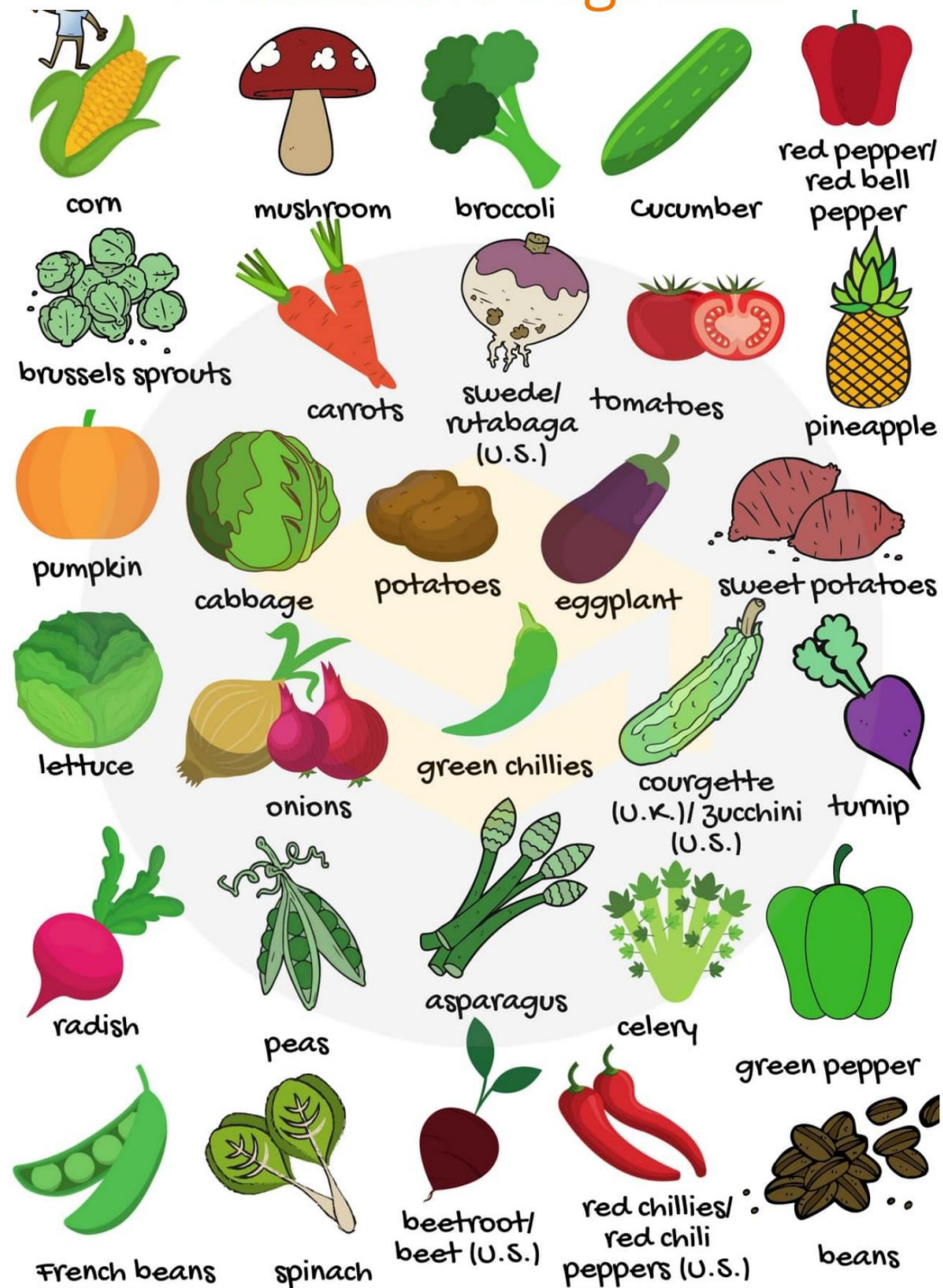


Mango



# VEGGIES VOCAB

## Vocabulario vegetales



## Useful Language

I love tomato soup:  
Me gusta la sopa de tomate



I eat fruits everyday:  
Yo como frutas todos los dias.



## Useful Language

I like cocada, it is so yummy:  
Me gusta la cocada es deliciosa



I love Ecuadorian Encebollado:  
Me encanta el encebollado  
ecuatoriano





## Useful Language

My favorite food is Menestroni:  
Mi comida favorita es el menestrón



Fast food is delicious, i love burgers:  
La comida rápida es rica amo las  
hamburguesas.





# Useful Language

I hate carrots: Odio las zanahorias



Chinese food is savory:  
La comida China es sabrosa



# MEALS OF THE DAY

## Comidas del día

Breakfast: Desayuno

Brunch: Desayuno tardío.

Lunch: Almuerzo.

Tea time: Hora del té

Supper: Merienda

Dinner: Cena



# MEALS TIME

## Hora de las comidas

**Breakfast**  
7:00 am



**Snack**  
9:30 am



@kids.eat.in.color

**Lunch**  
12:00 pm



**Snack**  
3:00 pm



**Dinner**  
5:30 pm



**Bedtime Snack**  
7:00 pm



# B I always eat soup

Yo siempre como mi sopa

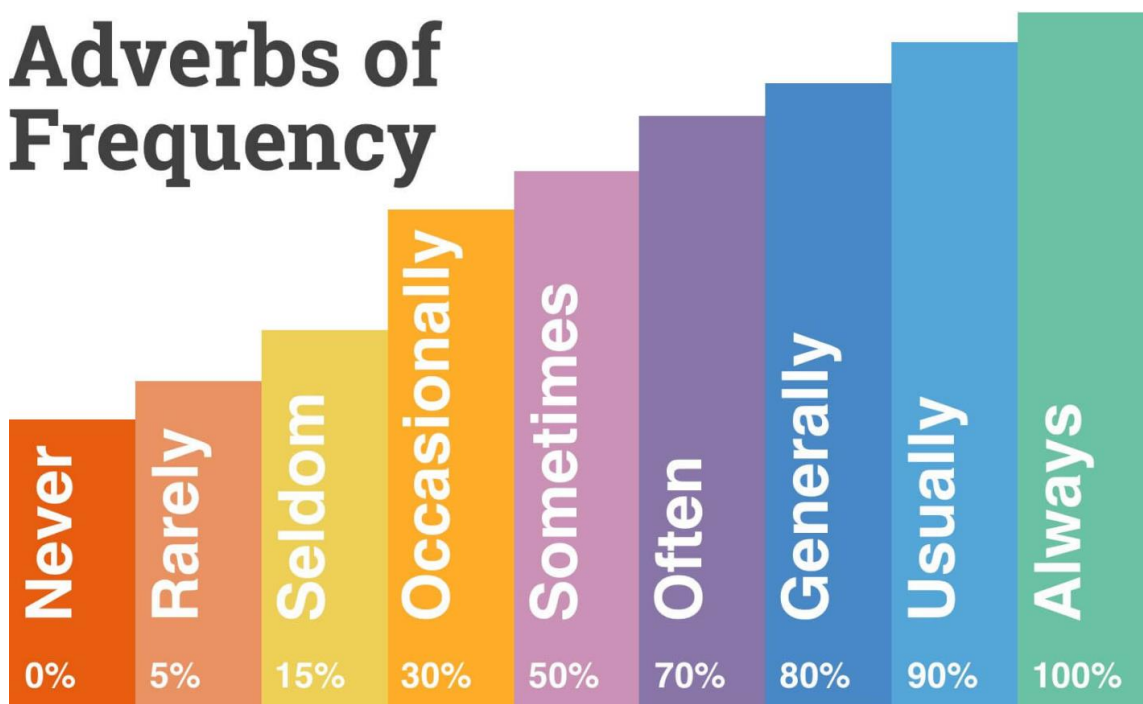
We use some adverbs to describe how frequently we do an activity.

These are called adverbs of frequency and include:

We use some adverbs to describe how frequently we do an activity.

These are called adverbs of frequency and include:

## Adverbs of Frequency





# How often do you eat?

¿ Cuán seguido comes?

Never: Nunca

Rarely: Raramente

Seldom: Casi nunca

Occasionally: Ocasionalmente

Sometimes: A veces

Often: Seguido

Generally: Generalmente

Usually: Usualmente

Always: Siempre

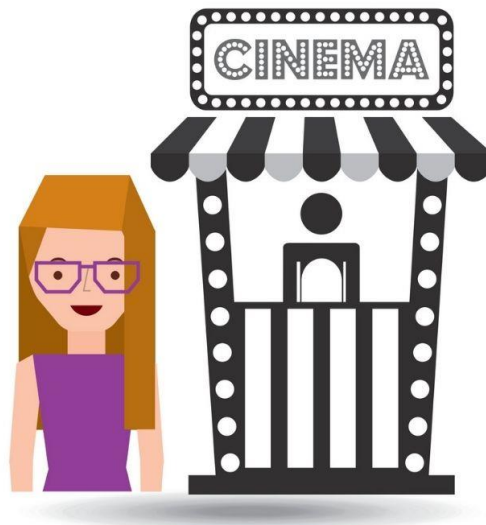


## Useful Language

They **always** dance : Ellos siempre bailan.



She **usually** go to the movies:  
Ella usualmente va al cine.



## Useful Language

We **never** tell lies  
Nosotros nunca mentimos



He **often** ride his bike:  
El monta en bici seguido



# UNIT 4 ROUTINES

---





# GOALS

- To talk about your daily routine.



# A My daily routine

## Mi rutina diaria

We have many activities along our days,  
many different things to do, many  
responsibilities, and we also have some  
activities for our free time.

Tenemos muchas actividades a lo largo de  
nuestros días, muchas cosas diferentes que  
hacer, muchas responsabilidades, y  
también tenemos algunas actividades para  
nuestro tiempo libre



# Useful vocabulary

## Vocabulario útil



## Useful Language

I wake up early every day:  
Me Levanto temprano cada día



She brushes her teeth:  
Ella cepilla sus dientes



## Useful Language

He takes a shower:  
El toma una ducha.



They get dressed:  
Ellos se visten



shutterstock.com • 794556841



# Useful Language

My mom watches TV:  
Mi mamá mira TV



shutterstock.com • 190117238

I play videogames with friends:  
Juego videojuegos con amigos.



# A day in my life

Un día en mi vida



I wake up at \_\_\_\_\_ then I  
brush my teeth and wash my face  
at \_\_\_\_\_ after that, I take a quick  
shower and I eat my breakfast  
at \_\_\_\_\_ and I go to school at \_\_\_\_\_ I  
usually

have Lunch at \_\_\_\_\_ and I  
rest a little bit , then I start  
doing my homework and  
I watch TV at \_\_\_\_\_  
I have dinner with my family  
at \_\_\_\_\_ and I finally go to  
bed at \_\_\_\_\_

# Joshua's day

## El día de Joshua



I wake up at 6 am, then I take a shower and wash my face. I get dressed and I brush my hair. I eat breakfast at 7pm and I go to school, I go back home at 3pm and I watch TV for 30 minutes, then I have lunch and I do my homework at 5pm , I finally have dinner at 7pm, I play videogames at 8pm and I go to bed at 9pm



# Joshua's day

## El día de Joshua



Me despierto a las 6 de la mañana, me ducho y me lavo la cara. Me visto y me cepillo el pelo. Desayuno a las 7 de la tarde y voy a la escuela, vuelvo a casa a las 3 de la tarde y veo la televisión durante 30 minutos, luego almuerzo y hago los deberes a las 5 de la tarde, finalmente ceno a las 7 de la tarde, juego a los videojuegos a las 8 de la tarde y me acuesto a las 9 de la noche.

# **Sentence mining Technique**



# **APPENDIXES**

## **Documents**



**ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACIÓN**  
**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA DE LENGUA Y LITERATURA INGLESA Y FRANCESA**

**TRABAJO DE TITULACIÓN**

**Fecha: Viernes 21 de enero del 2022**

<b>Nombre de la propuesta de trabajo de la titulación</b>	<b>TOPIC:</b> INFLUENCE OF THE SENTENCE MINING TECHNIQUE ON THE ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH LANGUAGE. <b>PROPOSAL:</b> DESIGN OF A COMPLETE SENTENCE GUIDE FOR TEACHING ENGLISH TO LEVEL A1 STUDENTS		
<b>Nombre del estudiante (s)</b>	<b>KINGMAN ROSERO ALLISSON KIMBERLY</b>		
<b>Facultad</b>	Filosofía Letras y Ciencias de la Educación	<b>Carrera</b>	Lengua y Lingüística
<b>Línea de Investigación</b>	<i>Estrategias Educativas Integradoras e Inclusivas</i>	<b>Sublíneas de investigación</b>	<i>Teorías y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras</i>
<b>Fecha de presentación de la propuesta de trabajo de titulación</b>		<b>Fecha de evaluación de la propuesta de trabajo de titulación</b>	

ASPECTO POR CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublíneas de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología por emplearse			
Cronograma de Actividades			
Presupuesto y financiamiento			


**APROBADO**

**APROBADO CON OBSERVACIONES**

**NO APROBADO**

**Firma del Presidente del Consejo de Facultad**

**CC: MSc. Sara Lorena Anaguano Pérez - Directora de carrera**

**MSc. Rodrigo Guerrero Segura - Gestor de Integración Curricular y Seguimiento a Graduados**

## ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN

FACULTAD FILOSOFIA

CARRERA LENGUAS Y LINGÜÍSTICA INGLESA, FRANCESA, ITALIANA O ALEMANA

Guayaquil, 21 de enero, 2022

Sr (a). SARA ANAGUANO

Director (a) de Carrera LENGUAS Y LINGÜÍSTICA INGLESA, FRANCESA, ITALIANA O ALEMANA

En su despacho. -

De nuestra consideración:

Nosotros, Juan Pablo Espinoza Morales, docente tutor del trabajo de titulación y el o los estudiantes(s) **KINGMAN ROSERO ALLISSON KIMBERLY** de la Carrera LENGUAS Y LINGÜÍSTICA INGLESA ALEMANA/FRANCESA, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario LOSDIAS viernes DE 14.00 HRS A 16.00 HRS a través de la plataforma ZOOM durante el periodo ordinario CII 2021 - 2022.

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

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70%.
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso de titulación conforme al calendario académico.

Tengo conocimiento que son requisitos para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudios, y haber aprobado las fases de tutoría y revisión y las materias del módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,



KINGMAN ROSERO ALLISSON KIMBERLY  
C.I. 0931118046



JUAN PABLO ESPINOZA MORALES  
C.I. 0925631327

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by JUAN PABLO  
ESPINOZA  
MORALES  
Date: 2022.01.21  
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**FACULTAD DE FILOSOFÍA, LETRAS Y  
CIENCIAS DE LA EDUCACIÓN**

**CARRERA LENGUAS Y LINGÜÍSTICA**

Teléf. 2-294888



Oficio No. UG-LENGUAS- 2021-331  
Guayaquil, 29 de noviembre del 2021

MSc.

JUAN PABLO ESPINOZA MORALES

**PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA**

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

Ciudad. -

De mi consideración:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado **Docente – Tutor Individual** de Proyectos Educativos.

En esta designación consta el nombre de la estudiante de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (semestral), **KINGMAN ROSERO ALLISSON KIMBERLY**, con el tema y propuesta aprobado por el Consejo de Facultad:

**TOPIC:** INFLUENCE OF THE SENTENCE MINING TECHNIQUE ON THE ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH LANGUAGE.

**PROPOSAL:** DESIGN OF A COMPLETE SENTENCE GUIDE FOR TEACHING ENGLISH TO LEVEL A1 STUDENTS

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

El Instructivo del Proceso de Titulación de grado de la Universidad de Guayaquil, señala en su parte: **DEL DESARROLLO Y EVALUACIÓN DEL PROCESO DE TITULACIÓN, OPCIÓN TRABAJO DE TITULACIÓN.**

**TUTORÍAS INDIVIDUALES.-** Son funciones del docente- tutor de trabajo de titulación las siguientes:

- Realizar la tutoría a los estudiantes asignados dos horas semanales por cada trabajo de titulación, o las veces que considere pertinente, según la disponibilidad del docente.
- Supervisar sistemáticamente a los estudiantes asignados, con el objetivo de guiarlo adecuadamente durante toda la fase de tutoría del trabajo de titulación.
- Realizar el control de las tutorías desarrolladas, el que deberá ser entregado a las instancias pertinentes (**Anexo IV. INFORME DE AVANCE DE LA GESTIÓN TUTORIAL**).

**UNIVERSIDAD DE GUAYAQUIL**

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

🌐 [www.ug.edu.ec](http://www.ug.edu.ec)





**FACULTAD DE FILOSOFÍA, LETRAS Y  
CIENCIAS DE LA EDUCACIÓN**

**CARRERA LENGUAS Y LINGÜÍSTICA**

Teléf. 2-294888



Oficio No. UG-LENGUAS- 2021-331  
Guayaquil, 29 de noviembre del 2021

Luego de finalizado el plazo de tutorías de trabajos de titulación, de acuerdo al calendario académico, corresponde a los docentes tutores realizar el procedimiento de revisión de trabajo de titulación, con el sistema de detección de coincidencias URKUND e ingresar al módulo informático de titulación (SIUG) el certificado de anti plagio, con un porcentaje de similitud máximo de 10%, y asentar la calificación de tutoría de titulación a cada estudiante asignado.

**DE LAS ATRIBUCIONES:**

- ✓ Asesorar a estudiantes postulantes a titulación en la elaboración de propuestas de trabajos de titulación, de acuerdo a la línea de investigación en la que se inscriba y establecer con los estudiantes los acuerdos de plan de tutoría del periodo académico.
- ✓ Ofrecer el acompañamiento metodológico investigativo requerido en calidad de docente tutor, en función de las necesidades de los estudiantes.
- ✓ Evaluar los trabajos de titulación en conformidad con las rúbricas de evaluación establecidas de tutor, revisor y/o miembro del tribunal de sustentación.
- ✓ Cumplir con la entrega a la Dirección de la Carrera de la rúbrica de evaluación de trabajo de titulación.
- ✓ Realizar el asentamiento de la calificación de titulación en el sistema académico en las fechas establecidas en el calendario académico.

Agradezco por su valiosa gestión, sin otro particular, me suscribo de usted no sin antes expresarle mi sentimiento de alta consideración y estima.

Atentamente,

**SARA  
ANAGUANO**

Firmado digitalmente por SARA ANAGUANO  
Nombre de reconocimiento (DN): cn=SARA  
ANAGUANO  
Fecha: 2022.03.15 11:03:38 -05'00'

MSc. SARA ANAGUANO PÉREZ  
DIRECTORA  
CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN  
MODALIDADES SEMESTRAL Y ANUAL  
[sara.anaguanop@ug.edu.ec](mailto:sara.anaguanop@ug.edu.ec)

c.c.: MSc. Rodrigo Guerrero Segura, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2021-2022 y estudiantes interesados

	<b>FUNCIONARIO RESPONSABLE</b>	<b>CARGO</b>
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA

**UNIVERSIDAD DE GUAYAQUIL**

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

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**FACULTAD DE FILOSOFÍA, LETRAS Y  
CIENCIAS DE LA EDUCACIÓN**

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### ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

**Tutor:** MSc. Juan Pablo Espinoza Morales

**Tipo de trabajo de titulación:** Proyecto Educativo

**Título del Trabajo:** *"INFLUENCE OF THE SENTENCE MINING TECHNIQUE ON THE ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH LANGUAGE."*

**Propuesta:** *"DESIGN OF A COMPLETE SENTENCE GUIDE FOR TEACHING ENGLISH TO LEVEL A1 STUDENTS"*

**Carrera:** Lengua y Literatura Inglesa o Francesa o Italiana o Alemana.

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS
			INICIO	FIN	
1	29/11/21	Reunión con el tutor para la designación de horario de tutoría, explicación de los subtemas del capítulo 1.	14:00	16:00	Horario de tutoría definido fue enviado al correo con el link para las clases. Desarrollo del contexto de investigación.
2	10/12/21	Revisión del contexto de investigación por parte del tutor.	14:00	16:00	Descripción y desarrollo del problema a investigar.
3	17/12/21	Explicación sobre la redacción de objetivos y las preguntas de investigación.	14:00	16:00	Redactar los objetivos generales y específicos y las preguntas de investigación referente a nuestro proyecto educativo.
4	24/12/21	Revisión de los objetivos y preguntas. Explicación sobre como argumentar la justificación.	14:00	16:00	Desarrollar la justificación relacionada a nuestro tema.
5	31/12/21	Revisión general del capítulo 1.	14:00	16:00	Corregir las citas bibliográficas según las normas APA 7ma edición.
6	07/01/22	Revisión de Citas bibliográficas y explicación sobre los antecedentes y el marco teórico del capítulo 2.	14:00	16:00	Realizar los antecedentes y marco teórico de nuestro proyecto de investigación.
7	14/01/22	Revisión de los dos primeros subtemas del capítulo 2, aclaración del contenido respecto al marco contextual y legal.	14:00	16:00	Detallar el marco contextual referente a la institución e investigar los artículos que se ajusten a nuestro proyecto para la realización del marco legal.
8	21/01/22	Explicación sobre la elaboración del cuadro de operacionalización de variables.	14:00	16:00	Elaborar el cuadro de operacionalización de variables detallando los indicadores de nuestras variables.
9	28/01/22	Revisión del capítulo 2.	14:00	16:00	Corregir algunos puntos del capítulo 2.
10	04/01/22	Explicación de los métodos y tipos de investigación.	14:00	16:00	Analizar y detallar los métodos y tipos los métodos que se ajusten a nuestro proyecto.

11	11/02/22	Información sobre la diferencia entre población y muestra en un proyecto educativo. Guía para aplicar los instrumentos.	14:00	16:00	Detallar la población y sacar la muestra del grupo mediante la formula.
12	18/02/22	Explicación sobre la elaboración de los instrumentos de investigación y aclaración sobre los métodos y técnicas de recolección de datos.	14:00	16:00	Elaborar y aplicar los instrumentos de investigación Describir los métodos y técnicas de recolección de datos.
13	25/02/22	Aclaración sobre el análisis e interpretación de resultados Revisión del capítulo 3 Explicación de la realización del capítulo 4.	14:00	16:00	Desarrollar los subtemas del capítulo 4 Antecedentes, objetivos justificación.
14	04/03/22	Revisión de los subtemas enviados a realizar y explicación de la metodología y actividades de la propuesta.	14:00	16:00	Desarrollar la metodología y elaborar las actividades de nuestra propuesta.
15	11/03/22	Explicación de las vialidades, conclusiones y recomendaciones.	14:00	16:00	Detallar las vialidades, conclusiones y recomendaciones de nuestra propuesta.
16	18/03/22	Revisión del capítulo 4 y aclaración sobre los anexos a adjuntar en el proyecto.	14:00	16:00	Completar los anexos y hojas preliminares y enviar el documento final.



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RODRIGO ANTONIO  
GUERRERO SEGURA

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MSc. Juan Pablo Espinoza Morales  
Docente Tutor  
C.I.: 0925631327

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MSc. Rodrigo Guerrero Segura  
Gestor de Integración Curricular  
C.I.: 0910135557




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Allisson Kimberly Kingman Rosero  
C.I.: 0931118046

## ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

<b>TOPIC:</b> INFLUENCE OF THE SENTENCE MINING TECHNIQUE ON THE ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH LANGUAGE. <b>PROPOSAL:</b> DESIGN OF A COMPLETE SENTENCE GUIDE FOR TEACHING ENGLISH TO LEVEL A1 STUDENTS <b>AUTOR:</b> KINGMAN ROSERO ALLISSON KIMBERLY		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACION
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	4.5	4.50
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.30
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/Carrera.	0.4	0.40
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1.00
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	1.00
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1.00
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.40
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.40
<b>RIGOR CIENTÍFICO</b>	4.5	4.50
El título identifica de forma correcta los objetivos de la investigación.	1	1.00
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	1.00
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1.00
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.80
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica.	0.7	0.70
<b>PERTINENCIA E IMPACTO SOCIAL</b>	1	1.00
Pertinencia de la investigación.	0.5	0.50
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional.	0.5	0.50
<b>CALIFICACIÓN TOTAL *10</b>		10.00
<p>* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.</p> <p>**El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).</p>		


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MSc. Juan Pablo Espinoza Morales  
 No. C.I. 0925631327  
 FECHA: 18-03-2022

## ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIONCARRERA DE LENGUAS Y LINGÜÍSTICA - PIN**

Guayaquil, 18 de marzo de 2022

Sra. MSc. Sara Anaguano Pérez  
DIRECTOR (A) DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA -  
PIN FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA  
EDUCACION.UNIVERSIDAD DE GUAYAQUIL  
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación  
**TOPIC: INFLUENCE OF THE SENTENCE MINING TECHNIQUE ON THE ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH LANGUAGE.**  
**PROPOSAL: DESIGN OF A COMPLETE SENTENCE GUIDE FOR TEACHING ENGLISH TO LEVEL A1 STUDENTS** de la estudiante **KINGMAN ROSERO ALLISSON KIMBERLY**,  
indicando que ha cumplido con todos los parámetros establecidos en la normativa vigente:

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

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

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que la estudiante está apta para continuar con el proceso de revisión final.

Atentamente,



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ESPINOZA MORALES  
Date: 2022.03.18  
21:18:38 -05'00'

TUTOR DE TRABAJO DE TITULACIÓN  
C.I. 0925631327  
FECHA: 18 – 03 – 2022.

ANEXO XII.- AUTHORSHIP DECLARATION LICENSE  
 LICENCIA GRATUITA INTRANSFERIBLE Y NO EXCLUSIVA PARA EL USO  
 NO COMERCIAL DE LA OBRA CON FINES NO ACADÉMICOS

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN  
 CARRERA DE LENGUA Y LITERATURA INGLESA O FRANCESA O ITALIANA O ALEMANA

LICENCIA GRATUITA INTRANSFERIBLE Y NO COMERCIAL DE LA OBRA CON FINES NO  
 ACADÉMICOS

Yo, Kingman Rosero Allisson Kimberly, con C.I. No.0931118046, certifico que los contenidos desarrollados en este trabajo de titulación, cuyo título y propuesta es

**"Influence of the sentence mining technique on the advancement of speaking competence of the English language. Design of a complete sentence guide for teaching English to level A1 students"** son de mi absoluta propiedad y

responsabilidad, en conformidad al Artículo 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN\*, autorizo la utilización de una licencia gratuita intransferible, para el uso no comercial de la presente obra a favor de la Universidad de Guayaquil.



Kingman Rosero Allisson Kimberly

C.I. 0931118046

## ANEXO VII.- CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSC. JUAN PABLO ESPINOZA MORALES, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por LA ESTUDIANTE **KINGMAN ROSERO ALLISSON KIMBERLY**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de **LICENCIADO (A) EN CIENCIAS DE LA EDUCACION MENCION LENGUA INGLESA Y LINGUISTICA.**

Se informa que el trabajo de titulación:

**TOPIC: INFLUENCE OF THE SENTENCE MINING TECHNIQUE ON THE ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH LANGUAGE.**

**PROPOSAL: DESIGN OF A COMPLETE SENTENCE GUIDE FOR TEACHING ENGLISH TO LEVEL A1 STUDENTS.”** Ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio **URKUND** quedando el **\_2\_%** de coincidencia.

The screenshot displays the URKUND web interface. At the top, the document title is 'Proyecto\_Kingman\_Allisson\_URKUND.pdf (D130734154)'. Below it, the submission details show it was submitted on 2022-03-18 01:14:05 by Juan Espinoza Morales. The receiver is Juan Espinoza Morales, and the message indicates a 2% similarity score. The 'Sources' tab on the right lists several documents, including 'chavez sujarro Urkund.docx', 'urkund.docx', 'CHAPTER II. AlexiQuindedocx.docx', 'lenguas y lingüística - contrerastomalsirfanda\_cihuaeveincaystephanie.docx', '15.12.17 union D CAPITULOS finalcom.apa.docx', and 'https://files.eric.ed.gov/fulltext/ED523922.pdf'. The main content area shows a preview of the document, which includes a detailed report of the similarity analysis, mentioning the use of bibliographic and statistical research methods.

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Date: 2022.03.18  
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Firmado con Certificación por:  
RODRIGO ANTONIO  
GUERRERO SEGURA

MSc. Juan Pablo Espinoza Morales  
Docente Tutor  
C.I.: 0925631327



## ANEXO VIII.- INFORME DEL DOCENTE REVISOR

Guayaquil, abril 04 del 2022

Sra.

Sara Anaguano Pérez

DIRECTOR (A) DE LA CARRERA LENGUA Y LINGÜÍSTICA

FACULTAD FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD DE GUAYAQUIL

Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación INFLUENCE OF SENTENCE MINING TECHNIQUE ON THE ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH LANGUAGE. PROPOSAL: DESIGN OF A COMPLETE SENTENCE GUIDE FOR TEACHING ENGLISH TO A1 ENGLISH LEVEL STUDENTS de la estudiante KINGMAN ROSERO ALLISSON KIMBERLY. 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 15 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 5 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 que el trabajo de investigación cumple con los requisitos exigidos.

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

Atentamente,

MARITZA

ELIZABETH

GARCIA ARANA

DOCENTE TUTOR REVISOR

C.I. 0914875067

FECHA: ABRIL 04 DEL 2022

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por MARITZA ELIZABETH  
GARCIA ARANA  
Fecha: 2022.04.05  
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## ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN

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

Título del Trabajo: INFLUENCE OF THE SENTENCE MINING TECHNIQUE ON THE ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH LANGUAGE. Propuesta: DESIGN OF A COMPLETE SENTENCE GUIDE FOR TEACHING ENGLISH TO LEVEL A1 STUDENTS Autor(es): KINGMAN ROSERO ALLISSON KIMBERLY			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALIFICACIÓN	COMENTARIOS
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</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	0.6	
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>	<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	0.7	
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	0.5	
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</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.	0.3	0.3	
<b>CALIFICACIÓN TOTAL*10</b>		<b>10</b>	
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral. ****El estudiante que obtiene una calificación menor a 7/10 en la fase de tutoría de titulación, no podrá continuar a las siguientes fases (revisión, sustentación).			

MTEFL. MARITZA ELIZABETH GARCIA ARANA

Docente Revisor

C.I.: 0914875067

FECHA: ABRIL 04 DEL 2022

**MARITZA  
ELIZABETH  
GARCIA ARANA**

Firmado digitalmente por  
MARITZA ELIZABETH GARCIA  
ARANA  
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# **Additional Documents**



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y**  
**CIENCIAS DE LA EDUCACIÓN**  
**CARRERA DE LENGUAS (SEMESTRAL Y ANUAL)**  
**UNIDAD DE TITULACIÓN**



Guayaquil, enero 28 del 2022

**MÁGISTER**  
**WASHINGTON HENRY BARBECHO PUMA**  
**RECTOR**  
**UNIDAD EDUCATIVA RÉPLICA AGUIRRE ABAD.**  
**Correo: henry.barbecho@educacion.gob.ec**  
**CIUDAD.**

**ASUNTO: AUTORIZACIÓN PARA ADMINISTRAR INSTRUMENTOS DE INVESTIGACIÓN DEL PROYECTO EDUCATIVO PREVIO A LA OBTENCIÓN DEL TÍTULO DE TERCER NIVEL, LICENCIADOS EN CIENCIAS DE LA EDUCACIÓN MENCION LENGUA INGLESA Y LINGÜÍSTICA, DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN DE LA UNIVERSIDAD DE GUAYAQUIL.**

*De mi consideración:*

Las Autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil y el suscrito Magíster Rodrigo Guerrero Segura, en su calidad de Docente - Gestor de Integración Curricular de la Carrera de Lenguas, Modalidades Semestral y Anual del presente periodo académico 2021-2022, le hacemos extensivo nuestro cordial y más cálido saludo Institucional.

La Universidad de Guayaquil, como Alma Mater de Educación Superior, contribuye de manera fundamental a los planes y ejecuciones de las políticas del estado, por medio de acciones que permitan establecer ofertas académicas y buscar soluciones a los diversos problemas sociales, tecnológicos y humanísticos, e integrar las variables que son parte de la formación académica y profesional con la investigación científica, lo que permite crear nuevos conocimientos para ser transferidos a la sociedad en su conjunto con responsabilidad social. Bajo este contexto, me permito presentar a los siguientes discentes:

**GRUPO 1**

**KINGMAN ROSERO ALLISSON KIMBERLY**

CORREO: allisson.kingmanr@ug.edu.ec

TUTOR: ESPINOZA MORALES JUAN PABLO

TOPIC: INFLUENCE OF SENTENCE MINING TECHNIQUE IN THE ADVANCEMENT OF SPEAKING COMPETENCE OF THE ENGLISH LANGUAGE

PROPOSAL: DESIGN OF A COMPLETE SENTENCES GUIDE FOR TEACHING A1 ENGLISH LEVEL STUDENTS

**TRUJILLO MIRANDA JENNY ALEJANDRA**

CORREO: jenny.trujillom@ug.edu.ec

TUTOR: GUERRERO SEGURA RODRIGO ANTONIO

TOPIC: EXTENSIVE LISTENING TO IMPROVE PRONUNCIATION

PROPOSAL: RESOURCES OF EXTENSIVE LISTENING TO IMPROVE PRONUNCIATION FOR A2 STUDENTS

**GRUPO 2**

**MOGRO ESPINOZA LUIS ADOLFO**

CORREO: luis.mogroe@ug.edu.ec

TUTOR: ROMERO COLOMA MIRNA CAROLA

TOPIC: IMPACT OF INTERACTIVE WRITING EXERCISES TO DEVELOP THE WRITTEN COMPETENCE

PROPOSAL: CREATION OF A DIDACTIC GUIDE WITH WRITING EXERCISES FOR LEVEL A1 STUDENTS

**RAMÓN CASAL CYNTHIA PRISCILLA**

CORREO: cynthia.ramonc@ug.edu.ec

TOPIC: INFLUENCE OF AUTHENTIC VISUAL MATERIAL IN THE DEVELOPMENT OF ORAL EXPRESSION IN VIRTUAL MODALITY

PROPOSAL: DESIGN OF A METHODOLOGICAL GUIDE IMPLEMENTING THE AUTHENTIC VISUAL MATERIAL FOR B1 LEVEL IN VIRTUAL MODALITY

**GRUPO 3**

**ITURRALDE BRAVO KATHERINE YADIRA**

CORREO: katherine.iturraldeb@ug.edu.ec

**SACA SALINAS EMILY CRISTINA**

CORREO: emily.sacas@ug.edu.ec

TUTOR: PIZARRO VELASTEGUI JAIME ROBERTO

TOPIC: INFLUENCE OF THE RECIPROCAL TEACHING TECHNIQUE IN THE DEVELOPMENT OF READING COMPREHENSION

PROPOSAL: DIDACTIC GUIDE FOCUSED ON RECIPROCAL TEACHING ACTIVITIES TO ENHANCE READING COMPREHENSION AT A2 LEVEL



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**UNIDAD DE TITULACIÓN**

**GRUPO 4****VERA CALDERON MARIA JOSE**

CORREO: maria.veracal@ug.edu.ec

**ZUNIGA VILLEGAS ARTURO EDUARDO**

CORREO: arturo.zunigav@ug.edu.ec

TUTOR: BRAVO BRAVO ISRAEL GUILLERMO

TOPIC: INFLUENCE OF VOCABULARY TO DEVELOP SPEAKING SKILLS

PROPOSAL: DIDACTIC GUIDE TO IMPROVE READING COMPREHENSION BASED ON VOCABULARY FOR A1.1 LEVEL STUDENTS

**GRUPO 5****MIRANDA JACOME ANDREA CAROLINA**

CORREO: andrea.mirandaj@ug.edu.ec

**PIN TORRES MAYRENE JACKELINE**

CORREO: mayrene.pint@ug.edu.ec

TUTOR: PAREDES SANTIN RUTH ELIZABETH

TOPIC: INFLUENCE OF THE STORYBOARD TECHNIQUE IN THE DEVELOPMENT OF WRITTEN SKILLS

PROPOSAL: DIDACTIC GUIDE FOR THE USE OF THE STORYBOARD TECHNIQUE FOR A2.1 LEVEL STUDENTS

**GRUPO 6****RODRIGUEZ CARBO ANGIE NAYELI**

CORREO: angie.rodriguezca@ug.edu.ec

**MOREIRA MENDOZA AMBAR IVETTE**

CORREO: ambar.moreiram@ug.edu.ec

TUTOR: PAREDES SANTIN RUTH ELIZABETH

TOPIC: THE INFLUENCE OF DYNAMIC SYSTEMS ON THE DEVELOPMENT OF LISTENING STRATEGY

PROPOSAL: DESIGN A BLOG BASED ON DYNAMIC ACTIVITIES TO INCREASE LISTENING SKILLS FOR A2 LEVEL TEACHERS

**GRUPO 7****COELLO JIMENEZ SOLANGE JUVITZA**

CORREO: solange.coelloj@ug.edu.ec

**TOBAR HERAS IRENE SHARON**

CORREO: irene.tobarh@ug.edu.ec

TUTOR: PAREDES SANTIN RUTH ELIZABETH

TOPIC: THE DRAMATIZATION FOR THE ORAL EXPRESSION IN THE ENGLISH LANGUAGE

PROPOSAL: DIDACTIC GUIDE BASED ON THE DRAMATIZATION STRATEGY FOR A1 LEVEL STUDENTS

**GRUPO 8****AROCA RODRIGUEZ MATHEW FRANCISCO**

CORREO: mathew.arocar@ug.edu.ec

**PICO SUAREZ JOSELYN VIVIANA**

CORREO: joselyn.picos@ug.edu.ec

PIZARRO VELASTEGUI JAIME ROBERTO

TOPIC: INFLUENCE OF THE MNEMONIC TECHNIQUES ON VOCABULARY DEVELOPMENT

PROPOSAL: DESIGN OF A DIDACTIC GUIDE OF MNEMONIC TECHNIQUES FOR BETTER VOCABULARY DEVELOPMENT FOR A2 LEVEL

**GRUPO 9****SOLEDISPA PEÑAHERRERA DÉBORA CRISTINA**

CORREO: debora.soledispap@ug.edu.ec

**PICO PARDO MARIUXI DEL ROCIO**

CORREO: mariuxi.picop@ug.edu.ec

TUTOR: BERMUDEZ RUGEL LUIS HUMBERTO

TOPIC: THE IMPORTANCE OF LUDIC STRATEGIES TO STRENGTHEN WRITING SKILLS

PROPOSAL: DIDACTIC GUIDE FOR THE APPLICATION OF LUDIC STRATEGIES TO STRENGTHEN WRITING SKILLS IN STUDENTS A1.1

**GRUPO 10****VALLEJO MÁRQUEZ ARIANA NATHALIE**

CORREO: ariana.vallejom@ug.edu.ec

**VASQUEZ GARCIA DENNYS ROMÁN**

CORREO: dennys.vasquezg@ug.edu.ec

TUTOR: TORRES FRERES XAVIER HUMBERTO

TOPIC: INFLUENCE OF DICTATION TECHNIQUE IN IMPROVING WRITING COMPREHENSION IN THE ENGLISH LANGUAGE

PROPOSAL: DIDACTIC GUIDE FOR THE IMPLEMENTATION OF THE DICTATION TECHNIQUE IN WRITING COMPREHENSION IN THE ENGLISH LANGUAGE





**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y**  
**CIENCIAS DE LA EDUCACIÓN**  
**CARRERA DE LENGUAS (SEMESTRAL Y ANUAL)**  
**UNIDAD DE TITULACIÓN**



Todos ellos, son estudiantes legalmente matriculados en la Unidad de Titulación de esta Unidad Académica, para la obtención del título de Licenciados en Ciencias de la Educación Mención Lengua Inglesa y Lingüística; debiendo previamente efectuar su proyecto educativo, con el objetivo de identificar dificultades en el proceso de aprendizaje del idioma inglés y ofrecer posibles soluciones mediante el diseño de propuestas educativas. Adjunto además el "PROTOCOLO PARA LA ADMINISTRACIÓN DE LOS INSTRUMENTOS DE INVESTIGACIÓN EN LOS PLANTELES EDUCATIVOS - MODALIDAD VIRTUAL."

En virtud de lo expuesto, solicito a usted muy cordialmente, la respectiva autorización para que se les brinden las facilidades necesarias a estos 10 grupos de discentes mencionados anteriormente para que puedan administrar sus instrumentos de investigación en la institución que Usted muy acertadamente dirige; y de considerar aprobada esta solicitud, agradeceré remitir respuesta a los siguientes correos institucionales y a los correos de los estudiantes:

1. sara.anaguanop@ug.edu.ec
2. titulacion.lenguas@ug.edu.ec
3. alexandra.delgadol@ug.edu.ec

Seguro de contar con su valioso contingente, que permitirá la aplicación de conocimientos teóricos-prácticos adquiridos por los estudiantes durante su carrera académica, anticipo mis agradecimientos, deseándole éxitos en la gestión a su cargo, y sin otro particular, me suscribo de usted, no sin antes expresar mi sentimiento de alta consideración y estima.

Atentamente,

**SARA**

**ANAGUANO**

**MSc. SARA ANAGUANO PEREZ**

**DIRECTORA**

**CARRERA DE LENGUAS Y LINGÜÍSTICA Y PIN**

**MODALIDADES SEMESTRAL Y ANUAL**

**sara.anaguanop@ug.edu.ec**

Firmado digitalmente por SARA  
ANAGUANO  
Nombre de reconocimiento (DN):  
cn=SARA ANAGUANO  
Fecha: 2022.02.03 16:39:54 -05'00'

**c.c.:** MSc. Rodrigo Guerrero Segura, Gestor de Integración Curricular, Carrera de Lenguas Anual y Semestral, periodo académico 2021-2022; y Estudiantes interesados

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Rodrigo Guerrero Segura	GESTOR DE TITULACIÓN	

UNIDAD EDUCATIVA FISCAL  
"RÉPLICA AGUIRRE ABAD"

Guayaquil, 15 de febrero del 2022

MSC  
SARA ANAGUANO PEREZ  
DIRECTOR DE LAS CARRERA DE LENGUAS (ANUAL Y SEMESTRAL)

De mis consideraciones:

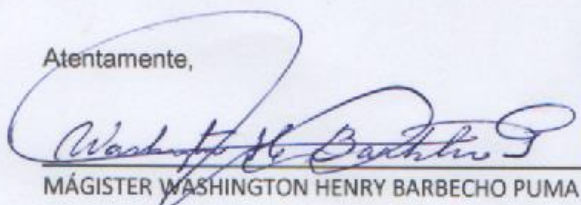
Reciba un atento saludo, en relación con el oficio No. UG-LENGUAS-2022-160 suscrito por usted tengo a bien informarle que la Unidad Educativa Réplica "Aguirre Abad" acepta el desarrollo del proyecto de Titulación Educativo desarrollado por la estudiante Kingman Rosero Allisson Kimberly requisito previo a la obtención del Título de Licenciado en Ciencias de la Educación mención Lengua Inglesa y Lingüística, aplicado a los estudiantes de Octavo año EGB.

**Tema:** Influence of the sentence mining technique on the advancement of speaking competence of the English language.

**Propuesta:** Design of a complete sentence guide for teaching English to level A1 students

Particular que comunico para los fines legales pertinentes.

Atentamente,

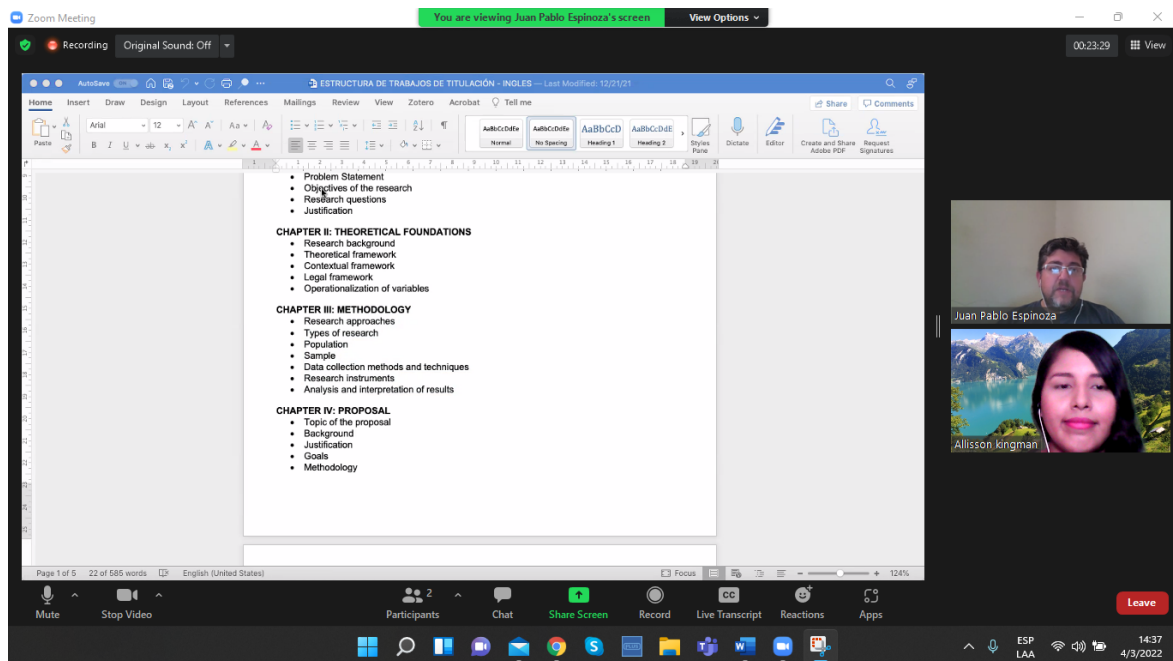
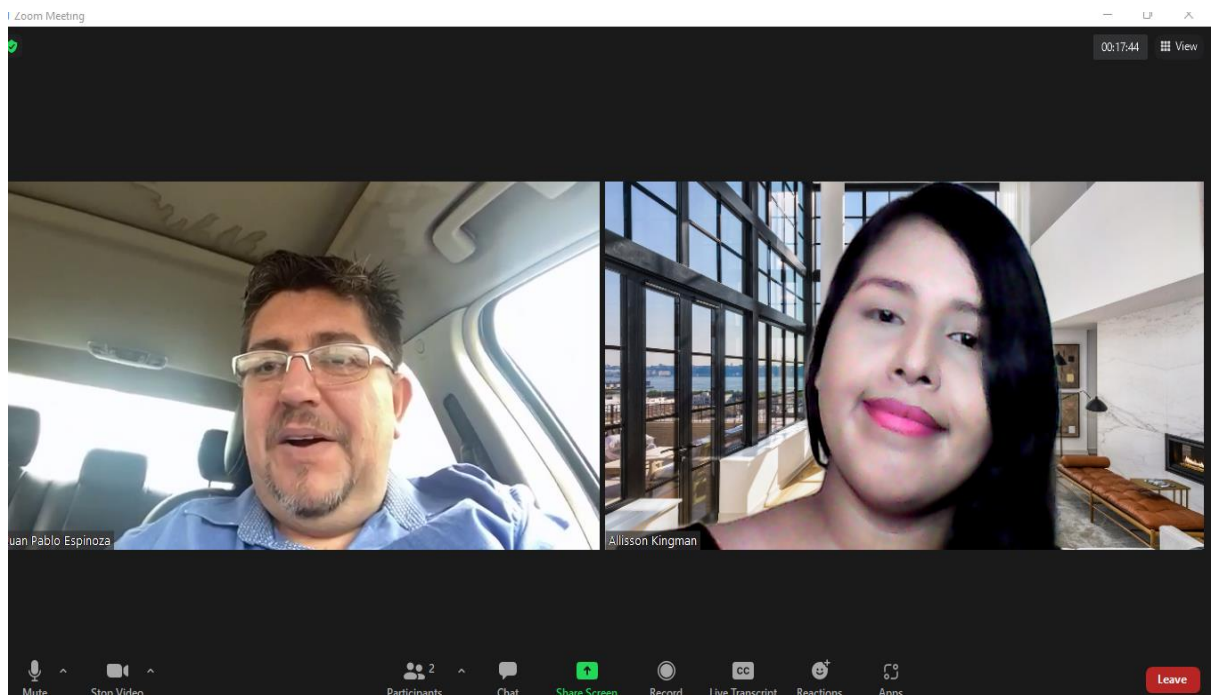
  
MÁGISTER WASHINGTON HENRY BARBECHO PUMA

SELLO DEL PLANTEL EDUCATIVO



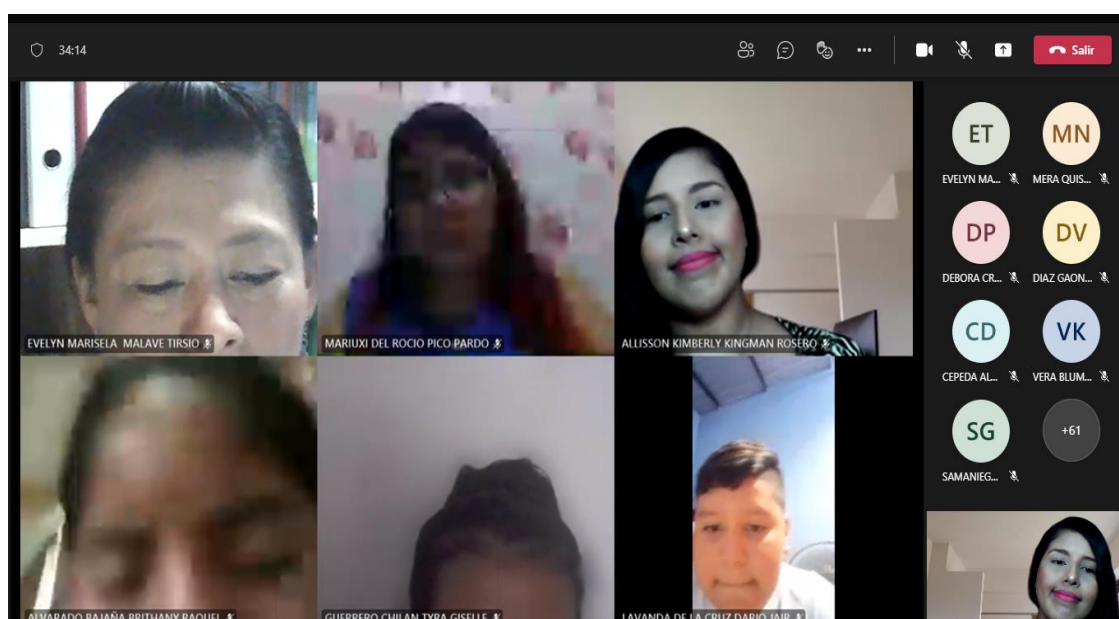
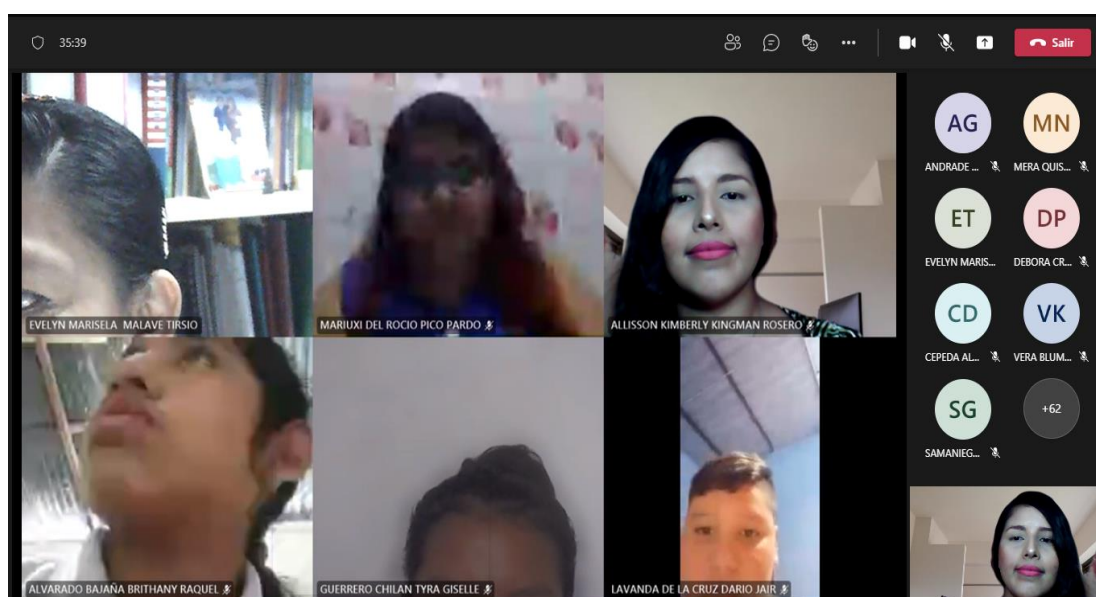
# Photographic Evidence

## Evidence of classes with the tutor







**Group classes with the students in the Eight course EGB of  
Replica Aguirre Abad high school**





# **Research Instruments**

 <div> <b>UNIVERSIDAD DE GUAYAQUIL</b>  <b>FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN</b>  <b>UNIDAD DE SEGUIMIENTO A GRADUADOS</b> </div> 		
APELLIDOS NOMBRES COMPLETOS		
NÚMERO DE CÉDULA		
FECHA DE NACIMIENTO		
Teléfono Móvil		
Teléfono Casa		
Teléfono Trabajo		
DIRECCIÓN DOMICILIO		
CORREO ELECTRÓNICO		
TÍTULO	NIVEL	3ER NIVEL
	NOMINACIÓN	
MODALIDAD DE ESTUDIO		
SEDE		
FECHA DEL TÍTULO DE GRADUACIÓN	DÍA/MES/AÑO	
EMPRESA DONDE TRABAJA Y LA RELACIÓN CON LA EMPRESA	NOMBRE DE LA EMPRESA	
	ÁREA A LA QUE SE DEDICA LA EMPRESA	
	LA EMPRESA ES	
	DIRECCIÓN EMPRESA	
	TELÉFONO EMPRESA	
	HORARIO DE TRABAJO	
	RELACIÓN LABORAL	
	FUNCIONES QUE CUMPLE UD. EN LA EMPRESA	
	NIVEL QUE TRABAJA	
	DATOS DE LA PERSONA DE CONTACTO EN SU EMPRESA: NOMBRE, MAIL, NÚMERO DE CELULAR	
SI TRABAJA EN INSTITUCIONES EDUCATIVAS INDIQUE EL NIVEL		
NO TRABAJA PERO LE GUSTARÍA TRABAJAR EN INSTITUCIONES EDUCATIVAS		
QUÉ AYUDA LE GUSTARÍA RECIBIR	CURSOS	
	OTROS	
FIRMA		

EVALUATION INSTRUMENTS  
**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**SURVEY**

Encuesta dirigida a las autoridades y docentes, del Colegio réplica “Aguirre Abad” de la ciudad de Guayaquil.

**Objetivo:** Acopiar información necesaria para relacionar los procesos de aprendizaje con el rendimiento académico de los estudiantes, en la asignatura Inglés previo a la propuesta de una guía didáctica.

**INFORMACIÓN GENERAL:**

**INSTRUCCIONES:** Por favor marque con una (X)

El presente instrumento consta de 17 preguntas y varias alternativas. Sírvase elegir únicamente una de ellas, la que considere más acertada, e identifique la respuesta con una X al lado derecho de la pregunta.

La escala de estimación es la siguiente:

1 = Muy en desacuerdo

2 = En desacuerdo

3 = Indeciso

4= de acuerdo

5= Muy de acuerdo

La información aquí recopilada es confidencial y de absoluta reserva únicamente para uso de la investigación. Por lo tanto, sírvase prescindir de identificación alguna.

**Influencia de la técnica minería de frases en el desarrollo de la competencia de expresión oral en el idioma inglés.**

**Diseño de una guía didáctica completa de oraciones para estudiantes del nivel a1 inglés**

Encuesta dirigida a las/ los Autoridades y Docentes

No	Preguntas	1	2	3	4	5
<b>EXPERIENCIA Y DOMINIO DE ESTRATEGIAS DE ENSEÑANZA</b>						
1	¿Recibe capacitaciones, seminarios o talleres sobre aplicación de nuevas técnicas de aprendizaje de idiomas?					
2	¿Para impartir el aprendizaje, usted utiliza: ¿Información y recursos a través de internet?					
3	¿Sus clases las considera motivadoras y contextualizadas a las experiencias y vivencias de sus estudiantes?					
4	¿Utiliza usted herramientas de vanguardia en el proceso de enseñanza/aprendizaje?					
5	¿Para impartir el aprendizaje, usted utiliza con materiales interactivos?					
6	¿Se realizan observaciones áulicas para conocer las debilidades en la aplicación de estrategias didácticas y brindar el asesoramiento necesario?					
7	¿Alguna vez ha aplicado la técnica minería de frases con sus estudiantes?					
8	¿Emplea usted la estrategia de enseñanza de vocabulario tradicional?					
<b>RENDIMIENTO ACADÉMICO</b>						
9	¿Considera usted que la asignatura de Inglés es la más complicada para sus estudiantes?					
10	¿La mayoría de sus estudiantes participan en las actividades den clase?					
11	¿Efectúa evaluaciones periódicas para conocer el avance académico de sus estudiantes?					
12	¿Realiza la retroalimentación y refuerzo académico para mejorar el rendimiento de sus estudiantes?					
13	¿En la asignatura Inglés, los estudiantes, dominan y/o alcanzan los aprendizajes requeridos?					
14	¿Considera que sus estudiantes son autónomos en la realización de tareas?					
<b>PROPUESTA</b>						
15	¿Encuentra usted en internet información relevante acorde con el currículo de la asignatura Inglés?					
16	¿Considera que una herramienta didáctica para la asignatura Inglés ayudaría a mejorar el rendimiento académico de los estudiantes?					
17	¿Cree usted que sería favorable utilizar una guía didáctica que contenga la malla curricular de la asignatura Inglés?					

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

Encuesta dirigida a las/ los estudiantes del Colegio réplica “Aguirre Abad” de la ciudad de Guayaquil.

**Objetivo:** Acopiar información necesaria para relacionar los procesos de aprendizaje con el rendimiento académico de los estudiantes, en la asignatura Inglés previo a la propuesta de una guía didáctica.

**INFORMACIÓN GENERAL:**

**INSTRUCCIONES:** Por favor marque con una (X)

El presente instrumento consta de 15 preguntas y varias alternativas. Sírvase elegir únicamente una de ellas, la que considere más acertada, e identifique la respuesta con una X al lado derecho de la pregunta.

La escala de estimación es la siguiente:

1 = Muy en desacuerdo

2 = En desacuerdo

3 = Indeciso

4= de acuerdo

5= Muy de acuerdo

La información aquí recopilada es confidencial y de absoluta reserva únicamente para uso de la investigación. Por lo tanto, sírvase prescindir de identificación alguna.

**Influencia de la técnica minería de frases en el desarrollo de la competencia de expresión oral en el idioma inglés.**

**Diseño de una guía didáctica completa de oraciones para estudiantes del nivel a1 inglés**

Encuesta dirigida a las/ los estudiantes.

No	Preguntas	1	2	3	4	5
<b>APRENDIZAJE DE LA ASIGNATURA</b>						
1	¿Piensa que la asignatura más difícil de aprender es Inglés?					
2	¿Las clases de la Inglés, son motivadoras y contextualizadas en las experiencias de los estudiantes?					
3	¿Por lo general en la asignatura Inglés, obtienes calificaciones superiores a 7.00?					
4	¿A menudo necesitas ayuda para expresar tus ideas en Inglés durante las clases?					
5	¿Presentas las tareas en forma puntual?					
<b>MANEJO DE TÉCNICAS DE APRENDIZAJE DE IDIOMAS</b>						
6	¿Para impartir las clases el docente utiliza información obtenida a través de internet?					
7	¿Te llaman la atención las nuevas estrategias para aprender idiomas que existen hoy en día?					
8	¿El docente de Inglés, organiza grupos de estudio para mejorar las calificaciones de los estudiantes?					
9	¿El docente de la asignatura Inglés, imparte las clases con el apoyo de técnicas innovadoras?					
10	¿La asignatura Inglés, te ayuda a comprender aspectos de la vida cotidiana?					
<b>PROPUESTA</b>						
11	¿Cree que es beneficioso para el aprendizaje el uso de la tecnología dentro y fuera del aula de clases?					
12	¿Considera que la utilización de herramientas de aprendizaje actualizadas te ayuda a aprender Inglés y así mejorar tu promedio de calificaciones?					
13	¿Encuentras en internet información relevante, y ordenada de acuerdo a los bloques de estudio de la asignatura Inglés?					
14	¿Piensa que una guía completa de frases en inglés le ayudaría a mejorar su producción oral en este idioma?					
15	¿Alguna vez ha escuchado de la técnica Minería de oraciones?					

**UNIVERSITY OF GUAYAQUIL**  
**FACULTY OF PHILOSOPHY, LETTERS AND EDUCATIONAL SCIENCES**  
**SCHOOL OF LANGUAGES AND LINGUISTICS**  
**SURVEY**

Survey directed to the authorities and teachers of the "Aguirre Abad" replica school in the city of Guayaquil.

**Objective:** To gather the necessary information to relate the learning processes with the academic performance of the students in the subject of English before the proposal of a didactic guide.

**GENERAL INFORMATION:**

**INSTRUCTIONS:** Please mark with an (X).

This instrument consists of 17 questions and several alternatives. Please choose only one of them, the one you think is the most accurate, and identify the answer with an X on the right side of the question.

The rating scale is as follows:

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4= Agree

5= Strongly agree

The information collected here is confidential and strictly confidential for research use only. Therefore, please do not provide any identification

**Influence of the sentence mining technique on the advancement of speaking competence of the English language**

**Design of a complete sentence guide for teaching English to level A1 students**

Teacher survey

No	Questions	1	2	3	4	5
<b>EXPERIENCE AND MASTERY OF TEACHING STRATEGIES</b>						
1	Do you receive training, seminars, or workshops related to updated techniques for learning foreign languages?					
2	Do you use information and resources from the internet to provide knowledge?					
3	Are your English lessons motivated and contextualized to your students' experiences?					
4	Do you use vanguard tools in the learning-teaching process?					
5	Do you use interactive materials to provide knowledge?					
6	Our classroom observations were carried out to identify weaknesses in the application of teaching strategies and provide the necessary advice?					
7	Have you ever applied the sentence mining technique with your students?					
8	Do you employ the traditional vocabulary teaching strategy?					
<b>ACADEMIC PERFORMANCE</b>						
9	Do you consider English to be the most difficult subject for your students?					
10	Do most of your students participate in classroom activities?					
11	Do you perform periodic evaluations to know the academic progress of your students?					
12	Do you provide feedback and academic reinforcement to improve your students' performance?					
13	Do your students achieve the learning requirements in English subjects?					
14	Do you consider your students to be autonomous in the completion of tasks?					
<b>PROPOSAL</b>						
15	Do you find relevant information on the internet related to the English subject curriculum?					
16	Do you consider that a didactic tool for the subject of English would help to improve students' academic performance?					
17	Do you think it would be favorable to use a didactic guide that contains the curriculum of the English subject?					



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**SCHOOL OF LANGUAGES AND LINGUISTICS**  
**SURVEY**

Survey directed to the students of the "Aguirre Abad" replica school in the city of Guayaquil.

**Objective:** To gather the necessary information to relate the learning processes with the academic performance of the students in the subject of English before the proposal of a didactic guide.

**GENERAL INFORMATION:**

**INSTRUCTIONS:** Please mark with an (X).

This instrument consists of 15 questions and several alternatives. Please choose only one of them, the one you think is the most accurate, and identify the answer with an X on the right side of the question.

The rating scale is as follows:

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4= Agree

5= Strongly agree

The information collected here is confidential and strictly confidential for research use only. Therefore, please do not provide any identification

**Influence of the sentence mining technique on the advancement of speaking competence of the English language**

**Design of a complete sentence guide for teaching English to level A1 students**

Student survey

No	Questions	1	2	3	4	5
<b>LEARNING OF THE SUBJECT</b>						
1	Do you think the most difficult subject to learn is English?					
2	Are English classes motivating and contextualized to students' experiences?					
3	Do you usually get grades above 7.00 in English?					
4	Do you often need help expressing your ideas in English during classes?					
5	Do you submit assignments on time?					
<b>MANAGEMENT OF LANGUAGE LEARNING TECHNIQUES</b>						
6	Does the teacher use information obtained from the Internet to teach classes?					
7	Are you interested in new language learning strategies?					
8	Does the English teacher organize study groups to improve students' grades?					
9	Does your English teacher give you classes supported by innovative techniques?					
10	Does the English subject help you understand aspects of everyday life?					
<b>PROPOSAL</b>						
11	Do you think it is beneficial for learning to use technology inside and outside the classroom?					
12	Do you find that using up-to-date learning tools helps you learn English and thus improve your grade point average?					
13	Do you find relevant information on the Internet, and order it according to the blocks of study of the English subject?					
14	Do you think a complete sentences guide would help you improve your English-speaking skills?					
15	Have you ever heard of sentence Mining?					

# Repository

## ANEXO XI.- FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (ESPAÑOL)

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN (DEJAR EN BLANCO)

**TÍTULO Y SUBTÍTULO:** Influencia de la técnica minería de oraciones en el mejoramiento de la competencia oral en el idioma inglés de los estudiantes del octavo año del colegio Réplica Aguirre Abad a través del diseño de una guía completa de oraciones para enseñar inglés a estudiantes nivel A1.

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<b>GRADO OBTENIDO:</b>	LICENCIATURA EN CIENCIAS DE LA EDUCACION MENCION LENGUA INGLESA Y LINGUISTICA		
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<b>PALABRAS CLAVES/ KEYWORDS:</b>	Mejoramiento, implementación, competencias, desarrollo.		

**RESUMEN** (150-250 palabras): Esta investigación tiene como objetivo analizar la importancia de una metodología efectiva para la enseñanza del inglés a los estudiantes de 8º de EGB del Liceo "Aguirre Abad" réplica período 2021 - 2022 en Guayaquil, Ecuador. En esta tesis se discute la gran influencia de la técnica de minería de frases para orientar a los estudiantes que quieren ser más elocuentes en inglés. Los datos fueron recolectados a través de encuestas al profesor de inglés y a 86 estudiantes y se propuso la implementación de una guía de oraciones completas como recurso para potenciar las habilidades orales. Además, esta investigación es un instrumento para enriquecer las competencias comunicativas y el desarrollo de las habilidades orales de los estudiantes.

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## ANEXO XI.- REGISTRATION OF THE THESIS (ENGLISH)

NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY

REGISTRATION OF THE THESIS (DEJAR EN BLANCO)

**TITLE AND SUBTITLE:** Influence of the sentence mining technique on the advancement of speaking competence of the English language of the Eight course students EGB of Replica Aguirre Abad high school through the design of a complete sentence guide for teaching English to level A1 students

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<b>KEYWORDS:</b>	Improving, implementation, competencies, development	

**ABSTRACT** (150-250 words): This research aims to analyze the importance of an effective methodology for teaching English to the 8th-grade EGB students of the "Aguirre Abad" replica high school period 2021 – 2022 in Guayaquil, Ecuador. This thesis discusses the great influence of the sentence mining technique on guiding students who want to be more eloquent in English. The data were collected through surveys to the English teacher and 86 students and proposed the implementation of a complete sentence guide as a resource to enhance speaking skills. Moreover, this research is an instrument to enrich the students' communicative competencies and oral skills development.

<b>PDF ATTACHED:</b>	(x) YES	( ) NO
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