



# **UNIVERSIDAD DE GUAYAQUIL**

**Facultad de Filosofía, Letras y Ciencias de la Educación**

**Escuela de Lenguas y Lingüística**

## **EDUCATIVE PROJECT**

### **TOPIC:**

**IMPROVE THE SKILLS OF STUDENTS WHO SPEAK THROUGH THE  
USE OF BRIEF BASIC DIALOGUES**

### **PROPOSAL:**

**DESIGN AND APPLICATION OF AN INTERACTIVE CD GUIDE WITH  
SHORT DIALOGUES AND DEVELOP COMMUNICATION SKILLS**

**In partial fulfillment of the requirements for the Degree of  
Licenciada en Ciencias de la Educación, Major in Lengua y  
Lingüística Inglesa.**

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GUAYAQUIL-ECUADOR  
2017**



# **UNIVERSIDAD DE GUAYAQUIL**

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En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que las estudiantes:

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Diseño y ejecuto el Proyecto Educativo

TEMA:

**IMPROVE THE SKILLS OF STUDENTS WHO SPEAK THROUGH THE USE OF  
BRIEF BASIC DIALOGUES**

PROPUESTA:

**DESIGN AND APPLICATION OF AN INTERACTIVE CD GUIDE WITH SHORT  
DIALOGUES AND DEVELOP COMMUNICATION SKILLS**

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

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

Muy Atentamente



**MSc. LARRY TORRES**  
PROFESOR – ASESOR

## **DEDICATION**

To my parents, for all their love and understanding in times that I have needed their support.

Thanks for being part of my life, and for always believe in me. I am so proud to be your daughter.

***Alay Holguin Gardenia Roxana***

## DEDICATION

This work is dedicated to my parents, my friends, because they are always with me. I am never alone, I always have your support and understanding, especially my parents, who are most important in my life and survive a God because without his blessing I cannot continue with my goals and my life.

***Sanipatin Huacon Paola Mariela***

## **ACKNOWLEDGMENTS**

I am very grateful to the directives of the Institution “ Esperanza CaputiOlvera “ school, and the teacher of English of the Grade.

***Alay Holguin Gardenia Roxana***

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I am very grateful to the directives of the Institution "Esperanza CaputiOlvera" school.

A special sentiment of gratitude to our teacher

***Sanipatin Huacon Paola Mariela***

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**ABSTRACT**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

For this reason we have prepared an innovative activity that will help to the students to improve their oral skills.

**Booklet      Ludic Games      Oral Expresion**



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**RESUMEN**

Hablar es una parte crucial del aprendizaje y enseñanza de un segundo idioma. A pesar de su importancia, durante muchos años, la enseñanza del habla ha sido infravalorada y los maestros de inglés han seguido enseñando el habla solo como una repetición de ejercicios o memorización de diálogos. Sin embargo, el mundo de hoy requiere que el objetivo de enseñar a hablar mejore las habilidades comunicativas de los estudiantes, porque, solo de esa manera, los estudiantes pueden expresarse y aprender a seguir las reglas sociales y culturales apropiadas en cada circunstancia comunicativa. Con el fin de enseñar a los estudiantes de un segundo idioma a hablar de la mejor manera posible, a continuación se proporcionan algunas actividades de habla, que se pueden aplicar a las clases de ESL y EFL, junto con sugerencias para los maestros que enseñan el lenguaje oral.

Por esta razón, hemos preparado una actividad innovadora que ayudará a los estudiantes a mejorar sus habilidades orales.

**FOLLETOS**

**JUEGOS LUDICOS**

**EXPRESION ORAL**

## **INTRODUCTION**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

For this reason we have prepared an innovative activity that will help to the students to improve their oral skills.

Our project has been performed according to the following steps:

### **Chapter I**

In this chapter, the problem is identified in context, its origins and its consequences are analyzed. There is an evaluation of the problem and the proposal to solve it is formulated.

### **Chapter II**

It constitutes the theoretical framework where the theoretical concepts related to the topic are evaluated. The contextual and legal aspects are also reviewed. A glossary is selected for a better understanding.

### **Chapter III**

Provides an overview of the methodology, the types and levels of investigation, the methods and techniques applied in elaborating the work. As well as, the instruments used for the research and the corresponding analysis of the results.

### **Chapter IV**

It is included the administrative framework, which mentions all the people participating in the investigation, the materials used to develop this project and the expenses made in order to carry out the project.

### **Chapter V**

It refers to the proposal and the result of the investigation; we also determined whether the objectives were fulfilled, how the process of the application was developed and the revision of the legal and sociological aspects

For evidence of this project we have included documents, photographs, interviews and evaluation forms, which are included at the Annex section.

# CHAPTER I

## THE PROBLEM

### 1.1 OUTLINE TO THE PROBLEM

#### Location of the problem in context

During our observation classes, we detected that students in seventh grade at “Esperanza Caputi Olvera” school year 2016-2017, have serious disadvantages in expressing their ideas in English. Just the same as other public primary schools, it does not have any laboratory for developing the English practice, where the students could improve this important activity.

We applied our project in “Esperanza Caputi Olvera” public primary school, and we could notice that this school is not the exception to this problem. Their teachers have abandoned Students’ oral skills, because they emphasize only on the grammar translation method, and the students think that learning English is only grammar and tend to translate contextually, forgetting how important is to communicate in English, therefore the English classes become very boring and predictable. As a result the students do not feel motivated to participate in class since, it is always the same thing every day.

Grammar translation method was developed in Europe, in sixteenth century for teaching “dead languages” like Greek and Latin, and it was used until the nineteenth century. When the students learn English with this method, they not practice listening, speaking, and pay little attention, is placed on pronunciation or any communicative aspects of the language. The only skill that is exercised with grammar translation method is reading, and then only in the context of translation, making language learning experience is uninspiring and boring for the students.



We need to focus on understanding the meaning and origin of the grammar translation method. For instance, the translation method according to the Random House Dictionary is "A traditional technique of foreign-language teaching based on explicit instruction in the grammatical analysis of the target language and translation of sentences from the native language into the target language and vice versa." Dictionary, R. H. U. (2009). Dictionary. com Unabridged. With this concept we can do a literal deduction of this antique method, and show everybody the root of the problems in learning English in Ecuadorian public schools like "Esperanza Caputi Olvera", and for this reason we will start to analyze the public system and then we will propose an alternative innovative that will help the student's pronunciation.

## **1.2 Conflict situation**

These days, everybody needs to acquire some English language in their lives, either for communication, or because they need a better position in their jobs, or for just learning another language. English is very important for the human development, therefore it is necessary that teachers motivate their students with new techniques that are fun and enjoyable, and so they can increase their English learning.

During our observation we could detect many problems at "Esperanza Caputi Olvera" school, one of them is the school does not have enough technology, the teacher uses an old method of teaching, for this reason the low interest of students in learning English, the use of the grammar translation method, and also the methods the teacher uses not stimulate learning of English language. All these problems are not isolated but they represent a national reality; for this reason we are interested in proposing a method that stimulates speaking in the students, because in the XXI century we need that the new generations to be active generations without fear to express aloud their ideas.

We all know that students study English more 12 years in primary school and high school years, but the truth is that by the time they finish high school, they cannot express their opinions in English. For this reason, enhancing the oral skills must be mandatory in our public system.

### **1.3 Causes and Consequences**

#### **Causes**

- ▮ The English teachers do not stimulate the oral skills.
- ▮ Lack of motivation and commitment in the English teachers.
- ▮ Most of the students are not interested in learning English.

#### **Consequences**

- ▮ The students do not communicate their ideas.
- ▮ The students are bored in class.
- ▮ The students cannot express their opinions in a correct form.

### **FORMULATION OF THE PROBLEM**

What is the influence of a guide with short dialogues and basic vocabulary activities over the development of the communication skills?

### **1.4 VARIABLES**

#### **Independent**

Short dialogues with basic vocabulary activities.

#### **Dependent**

Development of the oral skills.

TYPES OF VARIABLES	DIMENTION	INDICATORS
DEPENDENT	Development of the oral skills.	The students cannot express their ideas in English.
INDEPENDENT	Short dialogues with basic vocabulary activities.	The lack of English resources.

## 1.5 DELIMITATION OF THE PROBLEM

Place : Primary Public School, Educative  
Area : Other language; English  
Aspect : Primary Public School  
Topic : Encouraging students to improve the speaking skill through  
These of short basic dialogs  
Proposal: Design and application of a guide and interactive CD with short  
Dialogs and basic vocabulary activities to develop  
Communication skills

## 1.6 EVALUATION OF THE PROBLEM

**Feasible:** Our project is applicable, because we have the necessary resources to help improve the oral skills in the students. These resources have been chosen considering their ages, weaknesses, and needs.

**Original:** Our project is original and unique, because nobody in Guayaquil city has ever elaborated a project like this in this public school; therefore it could be a great success.

**Relevant:** Our project is very important, because it provides the students meaningful words and phrases that allow them to express their ideas in English.

**Evident:** Our project is evident, because it is written based on the need to develop the basic speaking strategies to improve oral skills.

**Clear:** The topic is clearly explained, so that when any person reads it, it is easily understood and very explicit.

## **1.7 OBJECTIVES**

**General:** To evaluate the effectiveness in using short basic dialogues and vocabulary activities to enhance the oral skill.

**Specific:**

- ▮ To diagnose the English level knowledge to get the necessary didactic material to develop listening comprehension.
- ▮ To promote students' oral skills.
- ▮ To facilitate phrases to express the student's ideas in English.
- ▮ To incorporate the use of interactive materials into the teaching learning.

## **1.8 QUESTIONS OF THE INVESTIGATION**

1. What is the benefit for the teachers when using the interactive CD with short dialogues and basic vocabulary activities?
2. Why should we strengthen the speaking skills?
3. Are the objectives of this project going to be reached after its application?
4. Where will this investigation be implemented?
5. Will the authorities be happy after applying this project?
6. Are the students' English grades going to improve?
7. Will the parents be satisfied when the school year finishes?
8. What are going to be the most effective speaking activities?
9. Is the prestige of the school going to improve after applying this project?
10. How is the community going to be benefited?

## **1.9 JUSTIFICATION AND IMPORTANCE**

Our project has to do with creating new Speaking teaching strategies and techniques to be applied in "Esperanza Caputi Olvera" Public School. We decided to work on this project, because after having the results of our observation

classes we could notice that the students cannot express their ideas and thoughts in English, and they do not understand the instructions given to them, either. This result is the same in all public schools in Ecuador. According to the last census, bilingual population index is very low in our country, and if we want to change our production matrix and into the third social revolution, which is the knowledge revolution, it is very important that our students from the new generation handles the global communication code, which is the English language.

With the implementation of this project, the students are the primary beneficiaries, because they will improve their oral skills. In addition, teachers and the institution will also benefit with this project, because they will learn a lot with this method, and they will be able to use these innovative activities with other students, too. Finally, parents and the community will benefit because as mentioned before, if we want to enter in the knowledge revolution, our new generation must be trained in many aspects and mainly in the English language.

According to Graciela Chichilnisky, 1998, on knowledge revolution says, "We are undergoing a social and economic revolution which matches the impact of the agricultural and industrial revolutions. I like to call it the knowledge revolution, and below I explain why. Radical advances in information technology are an obvious manifestation of this change. Underlying these are changes in the management of human knowledge: in its creation and distribution, and corresponding changes in the organization of society. The dynamics in the world economy today are in computers and software, in telecommunications and biotechnology, in entertainment and financial markets". (Pages 39-40) *The Journal of International Trade & Economic Development* 7:139-54

## **CHAPTER II**

### **2.1 THE THEORETICAL FRAMEWORK**

The capacity of the theoretical framework is to show the cover meaning and comprehension. As Eisner (1985) reminded us, “When you provide a window for looking at something, you also...provide something in the way of a wall” (p. 64-65) In the above quotation the author refers to when students are provided with all the materials to do their job, we do not allow that them can expand their skill, for otherwise we limit them, because we do not have students that think or are creative, only they limited to comply.

We could say that the ways of seeing and ways of thinking were used to understand the reality of the students that not want to learn English as a second language, so when more we learn, we are obliged to look for new strategies and methodologies for the students learn. By this method of thinking and observing, one can say that the more information it collected the shortcomings of students, more is the necessity to find new forms to teach English.

### **2.2 BACKGROUND**

The purpose of this research was to study and compare oral skills of seventh grade students at “Esperanza Caputi Olvera” school. The sample group consisted of 45 students at a public primary school in Guayaquil, and since this group is very numerous, we decided to classify them in high, medium, and low English level, according to their interest in the oral skills being analyzed.

After the respective analysis, we detected the current problem and we decided to speak with the authorities of the institution. Then, found out that at the Language School Library, there were some projects on similar topics but not exactly the same. None of them focused on proposing an interactive guide to

develop Oral Skills with a CD guide, and brochure including interactive techniques.

## **2.3 THEORICAL FOUNDATION.**

### **Definition of speaking skills**

According to Chaney (1998), Speaking is "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). The above quote makes reference to us express an idea, it is part of learning and more when it is a foreign language and it is learning. It is essential to express and make to student can express his ideas.

Tarigan (1990) defines that "Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned." We can say that children speak their mother tongue because they listen to the language since they are born, so they acquire a language, they do not learn it.

In our day the English know opens many doors and employment opportunities, is no longer just a vanity know but a necessity, despite that teachers have focused on teaching English using methods such as repetition and memorization, these methods are considered obsolete and outdated. Currently, the teaching makes the students express their ideas, they can communicate and they can develop in an increasingly competitive world. The persons or teachers, who want to teach English as a foreign language, should be able to teach this language to student, smoothly and without mistakes.

Speak is an interactive means of interpretation of meaning, which involves doing, capture and process all orders that we are given. Speaking depends on the context or the situation, Context includes the physical environment, the purposes for speaking is more often spontaneous, open ended, and evolving. Talking is not just that students know specific things like pronunciation,

vocabulary and grammar, it is that they can understand, why, where, when, and how to reproduce the foreign language

### **How to Teach Speaking**

According to Tarone (1978) a good way to teach speaking is the interaction between a native speaker and a non-native speaker. She argued that in order to solve communication problems, learners did not only have to co-operate with their interlocutors but also find a solution themselves without co-operative assistance. Her claim was based on the analysis of the PIF (Project in Foreign Language Pedagogy) corpus data at Copenhagen University. The project collected the spoken and written English of 120 Danish learners from various proficiency levels.

In our opinion the Elaine Tarone's proposal is feasible for be implanted in our system education because it helps to improve pronunciation of the students, but the big problem is that we do not have native English speakers working in our public schools but we can replace them with a capacitation program to our teachers.

One of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much, on how we as teachers understand our aims.

The aim of teaching English as a second language, is that students may be able to make yourself understood, using the current knowledge that possess to the fullest. They should be able to express the ideas that they want and be clear, avoiding defects in grammar, vocabulary and pronunciation, and observe what happens to the fullest with every idea expressed in the social and cultural sphere.

### **2.4 Activities to Promote Speaking**

Brown and Yule (1983) they have done a series of studies on the factors influencing the difficulty of performing a task.

With this research they found a series of problems importates. The first difficulty they encountered was the lack of motivation of students to speak in front of strangers while filming, the solution found to this problem was the use of short



what they called ideal conditions with differing tasks, and multiple demands and by this caught the interest of the student.

Another activity was the interviewer tells how to make a color scheme, use different colored pegs and elastic bands with a pattern on the board. Finally, the complete an electrical circuit as organizing a series of cables in their respective sockets. All these activities require that the person issuing the instructions say them clearly, explicitly, to identify and distinguish between statistical correlation between objects and objects. The researchers found that such tasks generated quite different types of language, patterns of interaction and communicative problems from other task types.

## **2.5 DEVELOPING SPEAKING ACTIVITIES**

A good way to promote speaking activities is using Socratic Method, which is an interaction between students and English teachers. With this method we can emphasize in the elaboration of short questions with their respective answers. Socratic Method is an ancient method but actually has been used in prestigious universities like Harvard, Cambridge or Yale for teaching English. Methods like this encourage to students to speak in English and forget their scares and shames that are impediments to improve their speaking skills.

## **2.6 Structured Output Activities**

According to the Collins English Dictionary HarperCollins Publishers 1995 output means “The act of production or manufacture, also called: outturn the amount produced, as in a given period: a high weekly output and the material produced, manufactured, yielded” Dictionary, C. E. (1995). Harper Collins Publishers. *The University of Birmingham, UK.*

Two activities that are commonly performed, puzzles and information gaps in these activities students complete a task by finding the information they need, this is one of the features they have in common activities, like a Real communication. Activities puzzles and information gap, exercise also established

on specific topics about language. In this case they are similar to exercises more than communication.

## **INFORMATION OF ACTIVITIES**

Fill in the blanks with the schedule or calendar. Example: The shareholder "A" we'll call John has a flight itinerary with some times of arrival and departure flights that are missing. The shareholder "B" we'll call Peter has the same flight itinerary but with blanks. The two shareholders have to fill in the blanks, without being allowed to see the others times, for this they have to ask the right questions, and to solve this exercise must use different questions like "when" or "in that time." The responses **MUST** be primarily using time expressions like "9:15" or "at eight o'clock at night.

Another example is to complete the picture: the shareholders have similar images, each image lacks detail and must cooperate to seek and find the details that they lack. In another modification, no missing components, but like objects are different in appearance

As an example we have the image of a woman walking in the field, she is using an umbrella, while in another picture the woman is not wearing umbrella. Ownership of the vocabulary and grammar used is determined by what is in the pictures and the missing or different objects.

Search in the activities, difference in size, number, shape, the practice of the different verbs, and not forget that the situations are drawn with prepositional statements.

The activities can be modified so that shareholders can practice the characteristics that are grammatical and lexical.

As an example: exercise schedule that wins a social extension, when is apparently a duet students and in turn try to make an appointment with a duo that plays the role of master pages each shareholder has an appointment calendar where dates and times are filled and on other occasions are available for use.

As it is logical start times are not exact, and this should be a good education agreement, reached at an appropriate time to meetings and conferences for both parties.

When we work in class with gap activities, actually we are encouraging to students to work in pairs, and this is good for them because they are working in team with the only act of sharing ideas with their classmate. In this exercise, each shareholder has an important role, as the exercise does not end if the other shareholder does not give the correct information required. With this activity we can show the opportunity to each student to talk in English in class.

## **JIGSAW ACTIVITIES**

### **Importance of Jigsaw activities in the classroom**

The jigsaw classroom, originally developed by Elliot Aronson in 1971 in Austin, Texas, was considered effective in increasing positive educational outcomes. As a cooperative learning technique, it has been greatly studied abroad and has been explored in various ways by a number of researchers and teachers in classes of different levels and of different subjects (see Aronson, Blaney, Stepin, Sikes & Snapp, 1978; Bafie, 2008; Hedeem, 2003; Holliday, 2002; Joe, 2008; Johnson & Johnson, 1995; Johnson, Johnson & Smith, 1991; Slavin, 1983).

Puzzle activities are exercises that are minutely prepared and can be performed with several people. In the activities of puzzle, each person has some or parts of the puzzle, therefore people have the obligation and the need to help each other, they make each piece snaps into place to complete the picture. The pieces of the puzzle may take various forms, may use the cover of cartoons or a photo in which a story is told. We can also take a phrase that is used in a story written or recorded a conversation in which two people have to hear the same conversation and make it fit like a puzzle.

Another activity that can be implemented with the use of the puzzle is that students work in four groups. Each group was given a cover of a magazine. The

group members can teach the covers of magazines. When the covers of the four groups are together it may form a story: A woman takes a carton of ice cream from the refrigerator, she takes several parts and served, she eats ice cream in front of the TV, with the empty glass she returns to the kitchen , and he finds that the package has left unrefrigerated ice cream, now the ice cream melts in the kitchen counter. The images shown are of a clear interpretation, and the students agree on the appropriate sequence of each image. The teacher can make that duty more rigorous, but by utilizing the images the students can make a logical sequence, so students should discuss among themselves and reach an agreement that satisfies, with clear ideas through a logical sequence.

There are puzzles with as many pieces and they can be done in two stages. They can form four groups of which a leader is appointed for instructions. Each group leader receives a part of the information required to perform the activity. Then each leader regroups with its members. Now every leader with the information I were given the mission should make, and complete in the shortest possible time.

Another example would be the use of recorded several stories and each group would listen the news tapes. Each recording contains information generally, but each tape contains small details that do not contain the other tapes. In the next part of the game is listen tapes, students remade the whole story, comparing each tape that has been given to each group.

The activities of the puzzle and the information gap, teachers need to understand the demands required of students in the use of language. If you need some exercise done that students speak and have not practiced, you as a teacher is obliged to exchange vocabulary is needed, helping to what they already know and they complete and reproduce what they have learned themselves. The well-structured activities can form appropriate links between the model output and communicative instructor as they are a real part and a dummy part.

Like real communication, it has lakes of information that must unite and reach the culmination of the task successfully. But where the real communication allows the use of speakers and use all the vocabulary they know the students, structured production exercises make students practice the language defined characteristics

and therefore only practiced speeches short sentences and no better prepared and complex. Structured exercises output are fictitious and are used more as a play on a real communication, and social positions of those involved are irrelevant to the good realization of ka activity.

This position regulates the number of variables that students do when they encounter new didactic material.

As students evolve, you can teach them more complex activities where they can express their ideas.

### **Output Activities Communicative**

Output communicative functions, practices and facilitate the use of English language being studied in lifelike situations.

In these exercises, students should work together and make a plan, complete a task or finish a problem. The exercises most used by teachers in communicative activity are discussions and games roll games.

When a role is played, students are assigned a role and placed in circumstances that sometimes they will find when they leave the classroom. Thanks to that role games copied the actions of life; extensive functions in language can broadly. When students do this kind of games they can practice and extend their sociolinguistic competence. Should use language style according to each situation and each character Students like to play roles, but some students do not have confidence in themselves and believe they have the right level for action and for this reason when the game starts they see so intimidating.

The success in using role plays:

Do it thoroughly: The teaching activity clearly describing the situation, we must be sure that all students can understand the order.

Set the completion or result: The teacher must be sure that every student understands what role play is, using a program, a panel discussion, a plan or some other result

Also can be designed cards with roles: The teacher will give each student a card on which details the person or the role to be performed. For students of basic year, the cards must contain words and expressions that the person to be described may be used.

Many ideas, once the role play begins, students must give as many ideas like they be possible, so use the vocabulary and grammar, and expressions that can be used.

This exercise was achieved that students that know less are not intimidated, and so are not obliged to compete with their partners classes.

The necessary time needed by students must give it to them, when they work individually can make use of language, vocabulary and words, so they can clearly express their ideas

Each time the students need help, teacher must be present, and thus help students with any questions should not focus on correcting his pronunciation and grammar unless the student asks him.

In class there are students with knowledge levels higher than English others, the teacher should enable each student exploit his language skills, the know express their ideas more but less know what will make up where they feel safe and comfortable, gradually the teacher should make them act more and thus increase their knowledge of the language. Perform specific topics regarding something you like and make the students give a report to the class about the outcome of the topic touched.

In the moment to the role play is starting, the teacher can perform a little linguistic evaluation, you can give your opinion on how the student performs the pronunciation, or uses the grammar, not only have to do it when you are starting a new period.

The little debate in class have a great level of success, when teacher prepares students first, giving guidelines and tips to do well in class.

The teacher has to prepare students, with teaching materials and giving them all the information required by the student, aid in pronunciation and not to showing deficit to when they express their ideas.

The teacher must make students contribute with some ideas to choose from several topics, students feel more free to speak when the topics are not as serious, such as speaking about TV shows, music or something that they like, this type of insentivan issues to the student to speak, political issues make students use big language requirements at the time of the exercise.

The teacher can put a completion, as the best group that make a work, going to publish their work on murals to the school, this will encourage to be productive and competitive groups.

The use of small group discussions allow all students to participate, however when large groups are used is harder for everyone to participate.

Debates that are no larger than 8 to 10 minutes per student, so the student will not be given without words to say, and their arguments will be more real.

Allow to each student discussing issues where he feel comfortable know about the topic, not all the students give their opinions or bring something to the issues being discussed, for this reason they are best left to unfold

When debate finish, the teacher should not give his opinion on the proper use of grammar or good pronunciation that use the student,he will be that it should leave for the next class, to will analyze the good pronunciation and good use of grammatical rules .

**Do:**

Finish the discussion by summarizing what you have spoken about. Think about your opinion before the discussion starts.

Say what you really think about the topic and explain why you think that.

Listen to what your partner says and say if you agree or disagree.

Make sure you know the language for agreeing and disagreeing.

Be polite if you disagree.

Ask your partner what he/she thinks.

Use every second you are given to do the task.

**Don't:**

Only give your own opinion but also respond to your partner.

Worry if you don't agree with your partner. That's fine!

Talk about things that are not relevant to the topic.

Let the discussion stop. Keep it going!

Here there are many suggestions of language you can use in discussions to agree and disagree in the section called Communication strategies.

Example discussion topics

You will probably be given a topic that has pros and cons, or advantages and disadvantages. Here are some example topics:

The internet is the best way to do your shopping.

Young people under 15 shouldn't use mobile phones.

All young people should stay at school until they are

18.

There shouldn't be any advertising on TV during children's programmes.

Famous celebrities shouldn't complain if the paparazzi take photos of them every day.

It is the children's responsibility to look after their parents when they get old.



Dogs should be banned from cities.

## **Role Play**

### **Importance of role-play**

Blatner (2002) says that, "The primary purpose of role-playing exercises is to get students to look at the material they are learning in a new light. The instructor is persuading them to alter their mental maps of the world instead of just filling them in" (p.43)

Cage (2002) says that, "Role-playing exercises show the world as a complex place with complicated problems that can only rarely be solved by a simple answer that the student has previously memorized." (p.11)

Additionally, Bair (2003) says that, "The students learn that skills they learn separately, such as quantitative and communications skills, are often used together in order to accomplish many real-world task. (p.5)

Dallmann-Jones (1994) says that, "Adding a sympathetic, generally human element to science is often encouraging to students with science and math anxiety. Lessons can use role-playing to emphasize the value of feelings and of creativity as well as of knowledge.(p.20)

## **Brainstorming**

### **Importance of brainstorming**

Devyani Pandit (2014) says that, "Brainstorming is now a commonly used technique for generating creative ideas and gearing up the process of innovation in industries and companies."

- ✓ Few teachers who use innovative methods and technologies in order to develop a good class. Among these techniques we have brainstorm, with practice helps a lot to teaching and learning.
- ✓ Use the creativity of students and encouraging their ideas helps a lot in the development of the student in class.
- ✓ The more the student feel self-confident greater the performance in the class.

- ✓ Have the student use the skills you have as thinking and self-directed learning, in turn perform a good class.

Encourages and encourages students to have a better focus on learning.

When specific topics are used, the student is able to perform ideas in a very short time depending on the order prompted. Using rain ideas permite students expose a series of quick ideas, this is achieved not feel intimidated by the things they say. This helps the development of the ideas of the student.

## **STORYTELLING**

Gersie (1990) says, "Storytelling is currently experiencing a considerable revival of interest. This has led many educators to think about ways in which storytelling can be used to explore important shared themes and visions. The current concern about environmental issues is connected with this revival, since folktales about the relationship between the Earth and its human inhabitants have been at the heart of storytelling since earliest times. Not only do such stories offer a source of inspiration, they also contain a potential for understanding the many ways in which we value and devalue our beautiful green and blue planet. Stories provide us with practical insight into approaches to our most persistent environmental difficulties. (p.1)

The language and literary elements of storytelling are not its only merits, however. Through stories, children learn about the cultural values of their society. Young ones begin to appreciate the goodness, "humor, bravery, and beauty" of the characters in the stories before they really know these qualities themselves. Jean de La Fontaine (2010) said, "...We yawn at sermons, but we gladly turn to moral tales, and so amused we learn" (p 32).

With this activity, students can learn to summarize a story and then they will may create their own tales or stories, for tell their parents and classmates. With storytelling activities, students can develop their imagination and at the same time, they are practicing speaking skills in English.

## **The Importance of Speaking Skills**

A student who communicates well and has good speaking skills does not necessarily use big words and elaborate jargon. In fact, those things can serve to turn a listener off. They feel patronized, inadequate and frustrated if someone is using fancy language. The point of communicating is to convey information, to share with others and to have a two-way exchange.

Communicating, to whatever size of audience requires the speaker to encourage the students to listen, engage, take on board what is being said and process that information with a view for doing something with it. The students will only listen if they feel that the teacher is talking to them, interested in them, is speaking their language. Using the type of language they feel comfortable with is the key. Giving them insights, an advantage, information is an important part of speaking skills.

Speaking skills are important whether it be communicating one on one or to a larger audience. Building rapport, a connection with the audience allows them to feel part of the relationship, valued and considered. When that occurs and they engage and respond, it allows positive two-way communications to begin to develop.

### **Types of speaking skills**

People can use three types of situations while doing a talk or speak.

These situations are:

Interactive speech situation, this type of action we have face to face conversations, when they call us by phone, which is a situation in which we are listening and talking at the same time, also in this method we oportunitas to ask the person we're talking about that we clarify, correct or that we repeat a bit slower orders. Performing a speech at a public event where he is not bothered by the public, he can see the audience and this in turn can see the expressions and body gestures you make, this could say he is considered a partly interactive speech.

One can say that the record a radio program or a speech is considered a non-interactive situation

### **Micro-skills**

- ✓ Some micro-skills used in a speech when the teacher can be repeated a few words, it has to make clear to students notice the difference, this would imply a correct vocalization, an appropriate volume of voice, speak clearly that is understandable what the teacher says.
- ✓ Another micro-skill might consider repeating some words and the student to account for the difference in words.

### **Comments:**

Our methodology will be apply through activities to promote speaking like discussions, role play, simulations, information gap, brainstorming, etc.

The education constitutes a complex system of influences. The whole society participates in them. These influences that are exercised with the objective of assuring the assimilation and reproduction of the whole previous cultural inheritance, as well as of the existent social relationships, for rule general they act as cooperation processes and social communication in that the men develop the paper of active and creators fellows.

Different authors have agreed in that the art of educating and the own pedagogy like system of knowledge on the education require of a philosophical foundation.

As Medarno Vitier (2011) says, "None of the knowledge classes illuminates so much to the philosophy as the education."(p. 14) In the contemporary society, it becomes necessary to perfect the organizational and scientific theoretical structure of the educational process; with a view to creating a harmonic system that prepares for the society the men that this needs, with the purpose of completing their tasks in all the spheres of the life.

The educational in their formation, has to be nurtured of the whole legacy left by the generations of precedent educators, examining each moment of the

formative process from a contextual focus, until their to become current. In addition, the assimilation of the perspectives of possible changes, keeping in mind the presage of the evolution and improvement of the process of transformations that the current development of the education demands.

The theory of the knowledge of the Marxism reveals the essence of the man's cognitive relationship leaving of its transform activity, what facilitates to investigate the emergence of the concepts, categories, regularities and laws and to base the activity of the human knowledge.

## **2.7 EPISTEMOLOGICAL FOUNDATION**

### **DEFINITION**

Epistemology is a part of philosophy that study the principles and methods of the human knowledge. This study is centered on how we can differentiate between the truth and the falsehood. According to Klein (2005)

We could say that epistemology is a branch of philosophy, and in turn is linked with nature and the sources of knowledge and is turn a restrictions.

## **2.8 PHILOSOPHICAL FOUNDATION**

In psychology, constructivism is the explanatory theory of learning processes from already acquired knowledge, and with this already acquired knowledge we can develop pedagogy concept like a science that study the methodology and techniques that we can apply in the child learning. Also this term is described like a science, specifically like education science because it is related the Social Science and which in turn it is connected with the Psychology, Sociology and Anthropology.

The object of the pedagogic study is children education, when children are going through this stage they acquire core competencies for the life, and for this reason the teacher's work is crucial.

## **2.9 Pedagogic of Waldorf**

Pedagogic of Waldorf is a pedagogic model that was created by Rudolf Steiner, who was the creator of anthroposophy in Stuttgart (Germany). He bases his study in integral personal education, the autonomy and personal freedom. Like educative system, this model is structured in three levels. From one to six years the activities are focused develop the sense and the corporeality. From seven to thirteen, the objective is the discovery of the world, and in the last stage, until twenty one years they are able to develop independent thinking and the understanding.

## **2.11 The Constructivism**

Below we mention some authors that agree on applying constructivism in their classes:

- ✓ John Dewey ( 1859-1952)
- ✓ Maria Montessori ((1870-1952)
- ✓ Jean Piaget (1896-1980)
- ✓ Lev Vitgotsky (1896-1934)
- ✓ Jerome Bruner (1915-)

Constructivism is described like a theory based on the scientific study about learning. It says that the human being is able to construct their own knowledge through their experiences. When the children are in the class room, the constructivism could be manifest in different teaching practices like encouraging children to use different learning techniques like short dialogues between them, flow-diagram conversations, picture and word cues, etc... With this type of activity, teachers could develop the students' abilities like improve their speaking skills, and guide them to the homework of elaborate their own concepts in the other subjects.

Jhon Dewey was a social philosopher; he always was worried about the human being welfare and for his physical, moral and social adaptation. He considered that the learning problem is the central subject of the psychology, and proposed that both the teacher and the student have to be part of learning

process. For this reason Dewey defended that the learning takes place in the classroom through the practice, and the students' needs to be the principal actors in this process.

According to Maria Montessori, the children absorb like "sponges" all information that they need to their performance in their daily life. For this specialist, the child learn to talk, write and read in the same way that he crawls, walks, and runs, namely in a spontaneously way.

With Montessori Method, the children learn to read, write, count and sum before they got to six years old.

Dr. Montessori was not agree with the rigid techniques and, frequently, cruel that were used in Europe. She based their ideas in the respect to the child, and in his capacity to learn. She conceived to the kids like the hope to the humanity, and it is necessary give them the opportunity to learn and use the freedom since the developmental years, this way the child will become to be an adult with the ability to face all type of problems in his life.

Thus, Education Method of Montessori it is much more that the use of didactic materials; is the teacher's ability to love and respect to the child like person and consider his needs in all moment.

In the Montessori environment, it should not be encourage competition between classmates, because argues that teachers must have respect and value the achievement of every student. Jean Piaget was a psychologist that always sought to connect epistemology with biology. He born in Neuchatel (Switzerland) in 1896 and developed the constructivism theory. He is the creator of a complete theoretician system that pretends to explain the all facets of human cognitive development. This theoretician system contrasts with multiples mini-theories that seek to explain only facets of behavior of evolutionary psychology.

Piaget conceive the human intelligence like a construction with an adaptive function. So, according to Piaget the psychological study of intelligence development is the middle ground between his biological training and philosophical concerns.

According to Piaget, the intelligence has two principals' attributes: the organization and adaptation. The organization refers to that intelligence is formed for knowledge structures that let the child to have mental schemes for develop sensorimotor behaviors like crawl. The adaptation has two simultaneous processes that are: the assimilation and the accommodation. The assimilation is a psychological concept developed for Piaget, that explains the way how to the people achieves enter new elements in their preexistent mental schemes. The assimilation together with accommodation form the process of cognitive development child.

Lev Semionovich Vygotsky was a Russian philosopher (1896- 1934) that established his theory about a social constructivism. According to Vygotsky, the knowledge is an interaction process between the human being and the society. He rejects the theories that insist in the learning is just a simple group of reflexes between stimulus and responses. For Vygotsky, the teacher is a facilitator of knowledge for the students, providing them tools to build concepts in their daily life.

Vygotsky said that the student can learn easier when he does in a cooperative way with his classmates.

For Jerome Seymour Bruner, the learning consist in the categorization that occurs for simplify with the reality and ease the action. Here the student interacts with the reality, always organizing the "inputs" according their own categories. Is for this reason, that he said that the learning is an active process of construction and association.

## **2.12 PSYCHOLOGICAL FOUNDATION**

The psychological foundation provides to the teacher the necessary concepts for manage the educative process. His principal objective is to study the educative process to guide teacher's work toward to the communication, the formation of values and skills. Here we have the interaction between psychology and education. In the psychology field we can find the mental structure of children and to express their ideas.



The psychology deals about with feelings and emotions that integrate the personality, and with this science, we can find many solutions for improve the knowledge in the kids.

For design a curriculum, every teacher needs to consider the psychological field of the students because it will provides us a better perspective about the teaching.

## **2.13 ANDRAGOGICAL FOUNDATION**

Andragogy is the union or set of teaching techniques that focus on to educate adults, in contradistinction of pedagogy that focus on kids. With this discipline the student is able to interact with his classmates changing experiences that help to a better understanding of knowledge.

## **2.14 TECHNOLOGICAL FOUNDATION**

This project will be carried out at “Esperanza Caputi Olvera” Public School. A chairperson who has supplied the information for the development of this research manages this institution. The Public School is located at Lizardo Garcia y Camilo Destruge.

The building of this Educational Centre is made of cement, has two floors with twenty-two classrooms, one computer laboratory, one library, one bar, one psychologist room, one playground and one Teachers room. The schedule morning shift is from 7:00 a.m. to 12:30 p.m.

## CHAPTER III

### METHODOLOGY

#### 3.1 Scientific research

Piaget (2008) says, “Research is understood to follow a certain structural process. Though step order may vary depending on the subject matter and researcher, the following steps are usually part of most formal research, both basic and applied”

To make a good scientific research cannot miss some points as the hypothesis, conceptual definitions, operational definitions, observation and the formation of the subject, testing and thorough review of the hypotheses made, and to end the conclusion, and the reiteration of the same if necessary.

#### 3.2 TYPES OF RESEARCH

There are many types of research, but for our project we have taken into account the following:

##### FIELD RESEARCH

This is a term that has to do with the imagination, innovation and collection or gathering of real and factual information depending on the weakness of each organization. In this stage of research, we determine accurate data. Morozova (2008) says **“The Data is actually gathered after getting the information needed. This research technique is treated as the primary research approach”**.

Our project is based on a good field research at “Esperanza Caputi Olvera” public elementary school. Here we could notice after observing the classes and the English teacher in action a big problem concerning the low interest of the students for the English Learning due to the very poor motivation in the English teacher while explaining his class, and the lack of resources school for teaching English.

## **BIBLIOGRAPHICAL RESEARCH**

For to carry on this project we need to include the bibliography in order to have the support and evidence the places from which the information was collected, and checking all the equipment that will use for the class teacher. A detailed description of books I was done, as well as the printing, paper and typography, and so actual dates Oider establish what was done.

For this project we make various sources of which were major books, websites, magazines and some newspapers, etc.

## **FEASIBLE RESEARCH**

The feasibility refers to availability to necessary resources to carry on the goals. The results of this project will be deliver to University of Guayaquil and the Esperanza Caputi Olvera” school, and through this the authorities can take the necessary decision to rectify the deficiencies found

### **3.3 LEVELS OF THE RESEARCH**

Our research it have divided into three different levels of research

#### **Exploratory**

According to Greef (1998) “The research provides details where very little information exists. Hereby there are methods such as trial studies, interviews, group discussions, experiments or other tactics for getting information”.

#### **Descriptive**

Descriptive research is that scientific research in which we proceed to data collection, the description or the measurement of objects or events, which are included in the quantitative and qualitative give these may include an occasional question, but nowhere any hypothesis.

At school we conducted a series of questions to students to measure the importance of making and implementing our project in that institution.

According to Kothari (2004) “ Descriptive research studies are those studies which are concerned with describing the characteristics of a particular, individual or of a group, whereas diagnostic research studies determine the frequency with which something occurs or its association with something else”.(p.37)

## **Explanatory**

It is trying to connect ideas and so to understand the cause and effect, this means that people who try to explain investigate situations that are happening. We can say that the explanatory research analyzes things that interact and bind.

When we realize that students have the desire and the need to improve and expand the vocabulary words they knew. It was then that our project developed this level of research.

According to Dane Francis (2011) “The purpose of explanatory research is to demonstrate that one variable can cause the other, not to demonstrate that the independent variable is necessarily the only cause” (p 101) **3.4**

## **SCIENTIFIC METHODS OF THE RESEARCH**

### **DEDUCTIVE METHOD**

According to the Business Intelligence- business analytics glossary, 2013 “Deductive reasoning is a logical process in which a conclusion is based on the concordance of multiple premises that are generally assumed to be true.” <http://whatis.techtarget.com/definition/deductive->

Deductive reasoning is sometimes referred to as top-down logic. Its counterpart, inductive reasoning, is sometimes referred to as bottom-up logic. Where deductive reasoning proceeds from general premises to a specific conclusion, inductive reasoning proceeds from specific premises to a general conclusion.

The Greek philosopher Aristotle, who is considered the father of deductive reasoning, wrote the following classic example:

- ▮ All men are mortal.
- ▮ Socrates is a man.
- ▮ Therefore, Socrates is mortal.

In Aristotle's example, sometimes referred to as a syllogism, the premises of the argument -- that all men are mortal and that Socrates is a man -- are self-evidently true. Because the premises establish that Socrates is an individual in a group whose members are all mortal, the inescapable conclusion is that Socrates must likewise be mortal.

## **INDUCTIVE METHOD**

According to Tarigan (2004) "Inductive approach starts with the observations and theories are formulated towards the end of the research and as a result of observations"

According to Chaney (1998) "Inductive research "involves the search for pattern from observation and the development of explanations – theories – for those patterns through series of hypotheses" (p.7).

This means that theories are not always applied in induction when the investigation begins, hence the researcher has the freedom to choose which method to use although research has already been indicated.

Tarone (2005) affirms "Inductive research to begin with detailed observations of the world, which moves towards more abstract generalizations and ideas. In other words, when following inductive approach, beginning with a topic, a researcher tends to develop empirical generalizations and identify preliminary relationships as he progresses through his research".(p.51)

Chaney (2005) says that, "Inductive approach essentially reverses the process found in deductive research" (p.25). With this the author means that the hypotheses are not when you start an investigation, so the

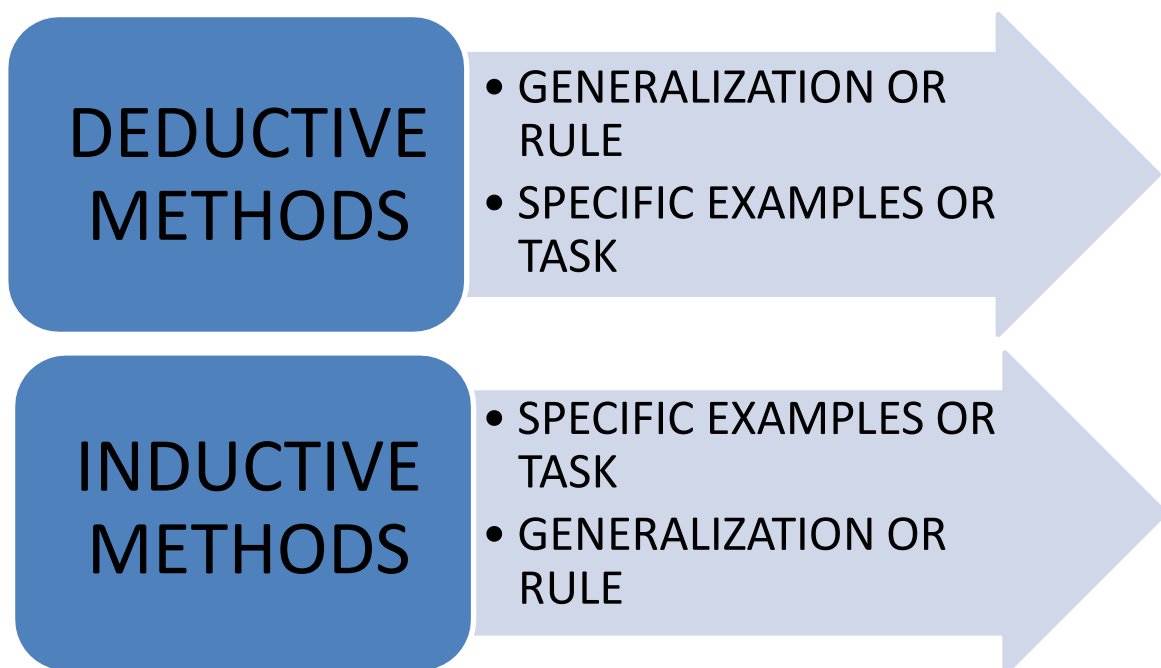
researcher can not account for what has been found until you finish your study.

When inductive studies are conducted there are no models or theories that are already known, on the other hand need to be approved during the time it takes to conduct the investigation.

Morgan (1999) says, "Inductive reasoning is often referred to as a "bottom-up" approach to knowing, in which the researcher uses observations to build an abstraction or to describe a picture of the phenomenon that is being studied" (p.10). The inductive method is not defined models or theories which can be followed for this need to be approved. In inductive reasoning you can say that is when one is based on learning from the experiences, similarities, and the patterns that we see regularly so few reach a conclusion and thus make a theory.

Here is an example:

#### **SCIENTIFIC METHODS OF THE RESEARCH**



## **TECHNIQUES OF THE RESEARCH**

The instruments that helped us analyze the problem were the methods used, and by these methods we can found a goal, which was to find a suitable technique for solving the problem.

So we can say that what most used were interviews, surveys and questionnaires so could know about the information that was required.

### **3.5 Survey**

We can define the survey like a compilation of question that are made to a group of people, one by one, with the purpose of obtain their opinion of a specifically topic. In this case our survey was made in primary school “Esperanza Caputi Olvera”, and we did interview to the chairman, English teachers and the students.

An interview is one of the fundamental parts of a survey, this can open a possibility to remove and clear the way our proposal could help turn students and teachers and the institution.

For know and understand what we were looking for with our project the methodological instrument used was the survey.

### **3.6 Interview**

We can defined the word interview like the meeting of two or more people to discuss some specific issue. For our study the people who helped us in this interview were the school authorities as chairman, president parent, Professor of English and students.

In conducting interviews with the director, parents and teachers, threw a real result of what they think about educational system of public schools, we can ee that in neighboring countries advanced in the learning of English while here there is not a remarkable improvement.

The knowledge gained was thanks to the interaction we had with those who make up the school authorities, thanks to their enthusiasm and collaboration we can realize our purpose.

### 3.7 POPULATION AND SAMPLE

#### Population

A population are all organisms belonging to the same group or a particular place, are those who live in the same space, for our research we have a population of 400 students.

#### Sample

It can be said that a sample is a small amount of something that it can be represent something larger and is made so it can be tested. So for example in our project were 39 students who were interviewed and belong to the seventh grade

### 3.8 STRATUM

Four our project has been considered the proposed sample, which represented 39 students and 1 teacher and director.

#### Population of the Institution

	POPULATION	SAMPLING
DIRECTIVES	1	1
TEACHING STAFF	1	1
STUDENTS	520	39
TOTAL	1042	41



## **INTERVIEW TO THE CHAIRMAN:**

### **Question 1**

**Are you aware of the importance of EFL within the curriculum of the Institution?**

### **Response:**

Yes, of course. No doubt English knowledge is part of the government policy and it is part of the curriculum of study. Not in vain, English is the globalized language and eventually will become a necessary requirement to get a better job.

### **Question 2**

**Would you agree with the implementation a CD guide, with short dialogues, and a brochure that explains these conversations through captions, in order to improve the knowledge of Basic English of the students of 7th course section "A" at "Esperanza Caputi Olvera" School?**

### **Response:**

Yes, I do. It is important and interesting for the students utilize this method.

### **Question 3**

**In which way would you give us administrative support?**

I will give you some sources like cd players and the class room with didactic materials.

### **Question 4**

**Are you agree with the implementation of new models of learning?**

Yes, I am agree with that. I'm very interesting.

### **Question 5**

**Do you consider that the implementation of a brochure will help the students to improve their pronunciation?**

Yes I do. I think the students will be benefit.

### **Question 6**

**what do you think about the student's bad pronunciation in public schools?**

I am very concerned about that, and I hope to improve the student's oral skills.

### **Question 7**

**If we don't carry on this project in your school. Do you have the budget for develop something like this?**

No, I don't have. The school doesn't money for invest in English.

### **Question 8**

**Could you give us a specially classroom for english?**

No I couldn't. Unfortunaly we don't have more class rooms.

## **INTERVIEW TO THE ENGLISH TEACHER**

### **Question # 1**

**1) What is the importance that your institution gives to the lessons in EFL?**

**Response:**For us the importance is that students learn english and understand that this foreign language is a usefull tool.

Actually my institution does not have money to invest in didactic materials and for this reason we can't

### **Question # 2**

**Would you agree in allowing us to perform a CD on "Inspiring students to improve oral skills through speaking strategies using innovative activities" with your students in order to increase their English Oral Skills?**

**Response:**Yes, I am agree with that. I think that this type of didactic materials are needed in the public schools.

### **Question # 3**

**What kind of strategies would you suggest us to apply in the oral skills?**

I suggest that is good to use cd's with short dialogues, brochures and movies.

#### **Question # 4**

**Would you like to count on a CD and audiovisual material for your future English sessions?**

**Response:** Yes, it will be great for the students.

#### **STUDENTS SURVEY Questions**

**1) Do you like english?**

Yes, I do.

**2) Is your english class interesting?**

No, it is not.

**3) Do you learn English through interactive resources?**

No, I do not.

**4) Do you like using songs in your English class?**

Yes, I do.

**5) Do you understand the teacher's instructions?**

Yes, I do.

**6) Do you like to sing in English?**

Yes, I do.

**7) Do you like to speak in English?**

Yes, I do.

**8) Do you see movies in English?**

No, I do not.

**9) Are you aware of the importance of english in your future studies?**

No, I do not.

**10) Are you interested in obtain a CD Guide with short dialogues and a brochure that explains these conversations through captions?**

Yes, I do.

**APPLICATION OF THE INVESTIGATION INSTRUMENTS UNIVERSIDAD DE  
GUAYAQUIL**

**FACULTAD DE FILOSOFIA CIENCIAS Y LETRA DE LA EDUCACION  
ESCUELA DE LENGUAS Y LINGUISTICA**

**SURVEY TO THE STUDENTS**

INTERVIEW TO THE STUDENTS	Strongly Disagree	Disagree	Indiferent	Agree	Strongly Agree
I feel good when I am learning English.	7	1	1	5	25
The English classes are interesting.	20	4	5	0	10
The school has the necessary resources to learn English.	30	1	2	1	5
The teacher uses English songs to practice speaking.	35	0	3	0	1
The teacher's instructions are cleared.	30	0	5	0	4
I like to sing in English.	16	1	6	0	16
I aware of the importance of English in my future.	14	0	7	1	17
The school needs to obtain a Cd guide with short dialogues.	1	0	2	0	36
The school needs to get a brochure with vocabulary activities.	3	0	2	0	34
The school needs a special class room to learn English.	0	0	2	0	37

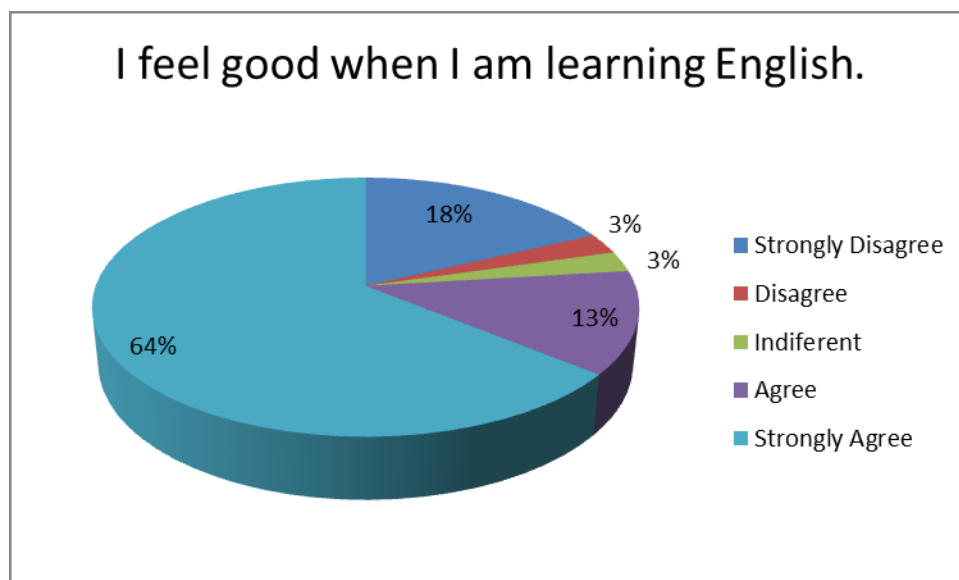
## SURVEY

**SAMPLE:** 39 students.

**1) I feel good when I am learning English.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Disagree	7	18%
Disagree	1	3%
Indiferent	1	3%
Agree	5	13%
Strongly Agree	25	64%
TOTAL	39	100%

Source: Esperanza Caputi Olvera's school



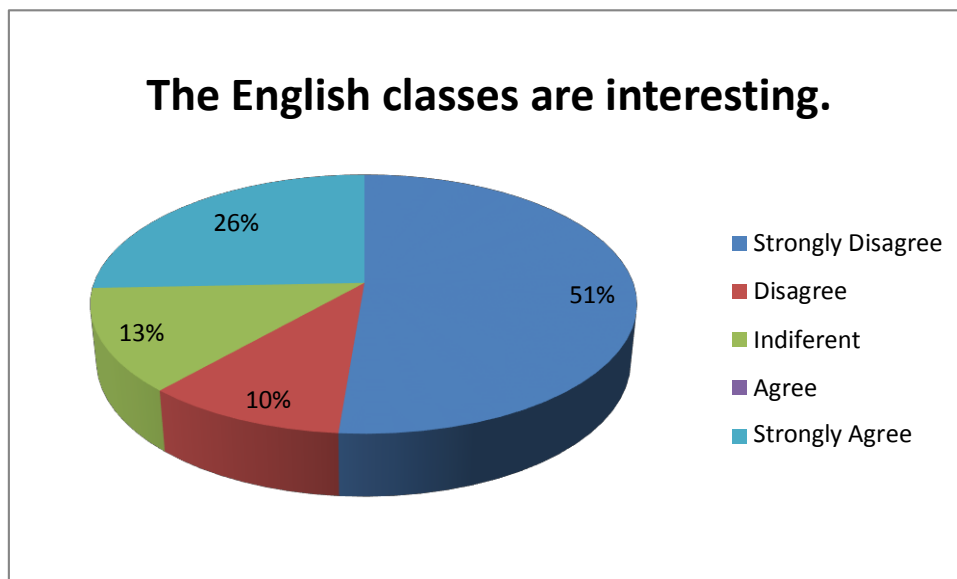
Elaborated: Sanipatin Huacon Paola Mariela Y Alay Holguin Gardenia Roxana

**Comments:** Most of the students feel good when they learn English and show an interest for learn this foreign language. They said that it would be amazing be able to express their ideas in English.

## 2) The English classes are interesting.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Disagree	20	51%
Disagree	4	10%
Indiferent	5	13%
Agree	0	0%
Strongly Agree	10	26%
TOTAL	39	100%

Source: Esperanza Caputi Olvera's school



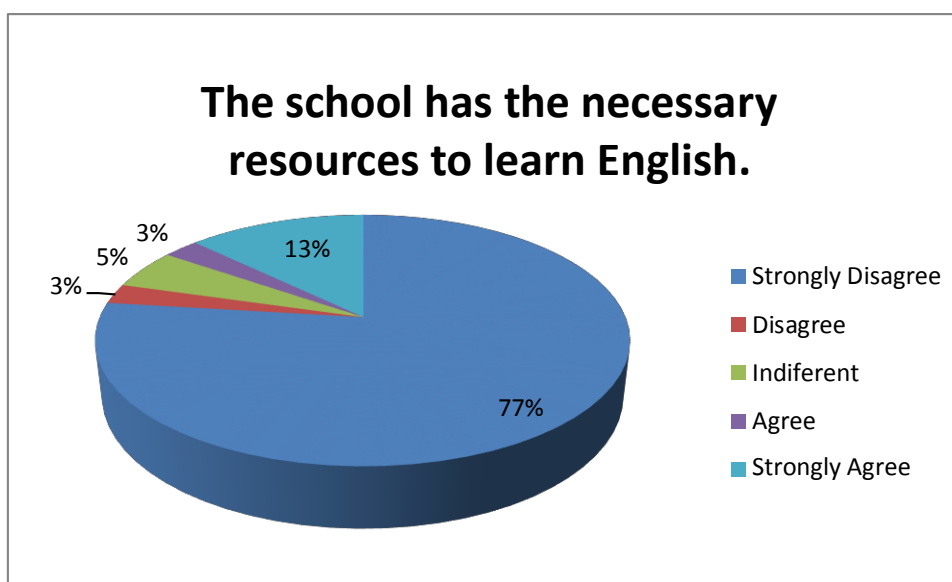
Elaborated: Sanipatin Huacon Paola Mariela Y Alay Holguin Gardenia Roxana

**Comments:** Unfortunaly most of the students think that their english class is not interesting, and that is because in classes, the teachers do not use didactic materials for teaching english.

### 3) The school has the necessary resources to learn English.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Disagree	30	77%
Disagree	1	3%
Indiferent	2	5%
Agree	1	3%
Strongly Agree	5	13%
TOTAL	39	100%

Source: Esperanza Caputi Olvera's school



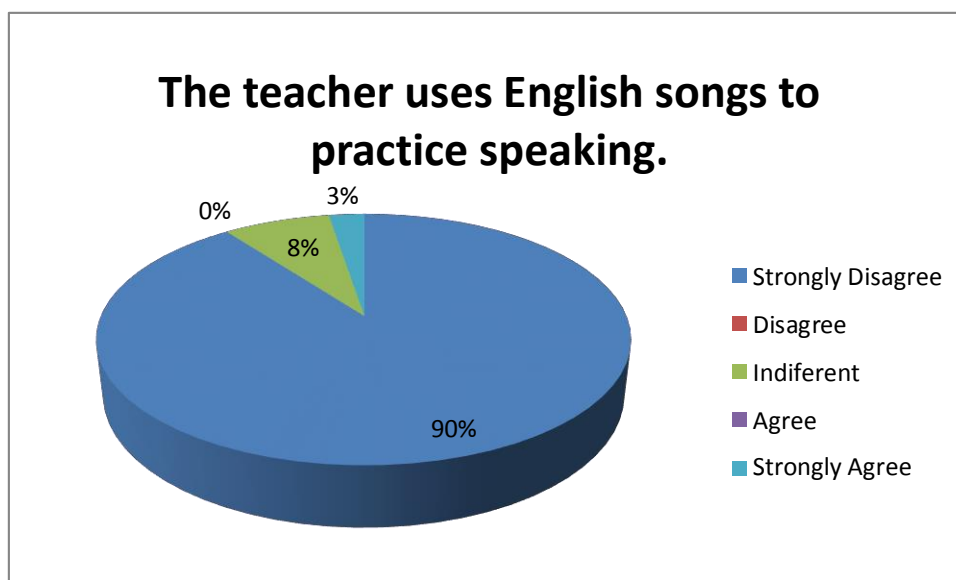
Elaborated: Sanipatin Huacon Paola Mariela Y Alay Holguin Gardenia Roxana

**Comments:** Most of the students indicated that their public school does not have interactive resources, and it is due to low budget that public schools have.

#### 4) The teacher uses English songs to practice speaking.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Disagree	35	90%
Disagree	0	0%
Indiferent	3	8%
Agree	0	0%
Strongly Agree	1	3%
TOTAL	39	100%

Source: Esperanza Caputi Olvera's school



Elaborated: Sanipatin Huacon Paola Mariela Y Alay Holguin Gardenia Roxana

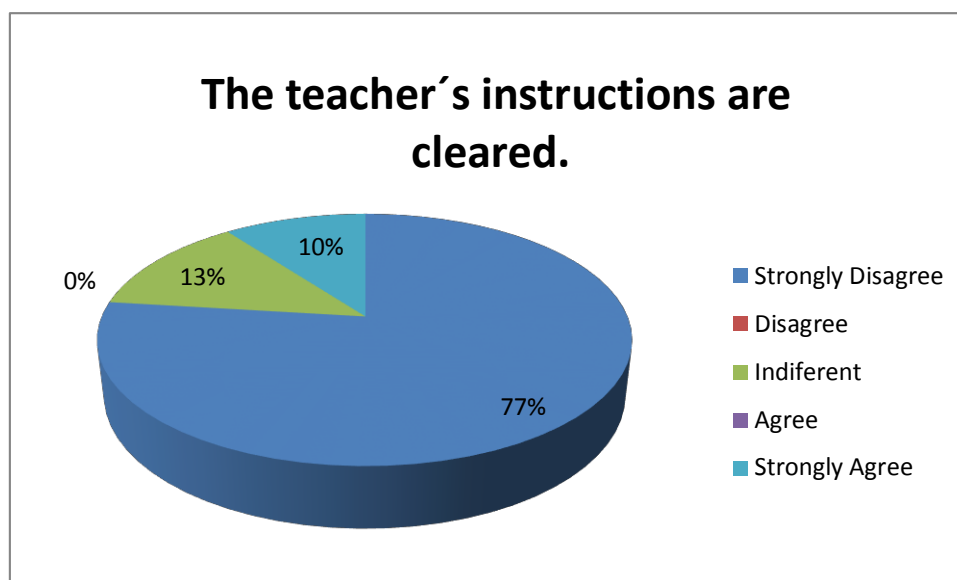
**Comments:** Fortunately almost 90% of the students likes listening english songs in class. They think that the songs are a great tool for improve english learning and this is a good news because in our project we include this activity like a part of our brochure.



### 5) The teacher's instructions are cleared.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Disagree	30	77%
Disagree	0	0%
Indiferent	5	13%
Agree	0	0%
Strongly Agree	4	10%
TOTAL	39	100%

Source: Esperanza Caputi Olvera's school



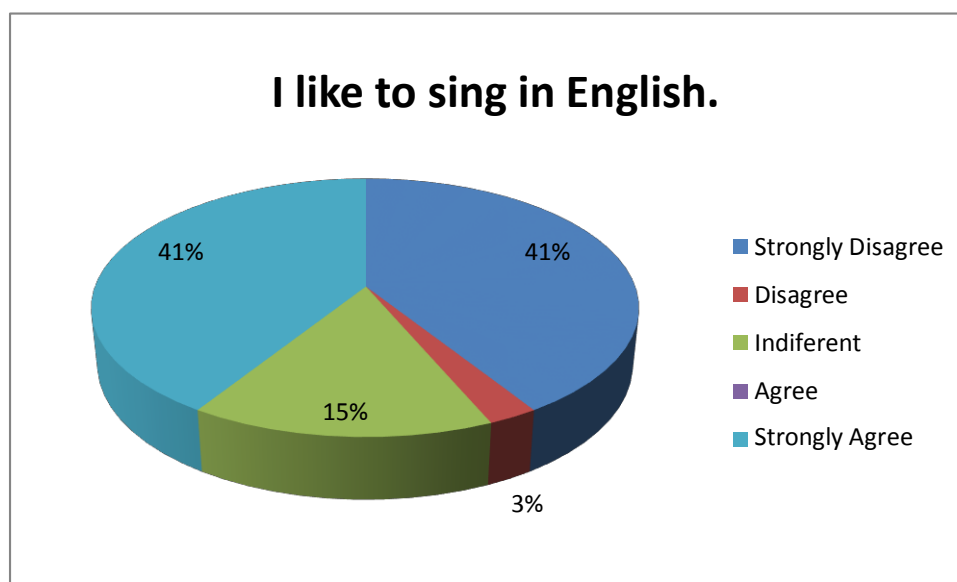
Elaborated: Sanipatin Huacon Paola Mariela Y Alay Holguin Gardenia Roxana

**Comments:** Unfortunately the 77% of the students did not understand the instructions given for their teachers. This is because students are not linked with this type of activity.

### 6) I like to sing in English.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Disagree	16	41%
Disagree	1	3%
Indiferent	6	15%
Agree	0	0%
Strongly Agree	16	41%
TOTAL	39	100%

Source: Esperanza Caputi Olvera's school



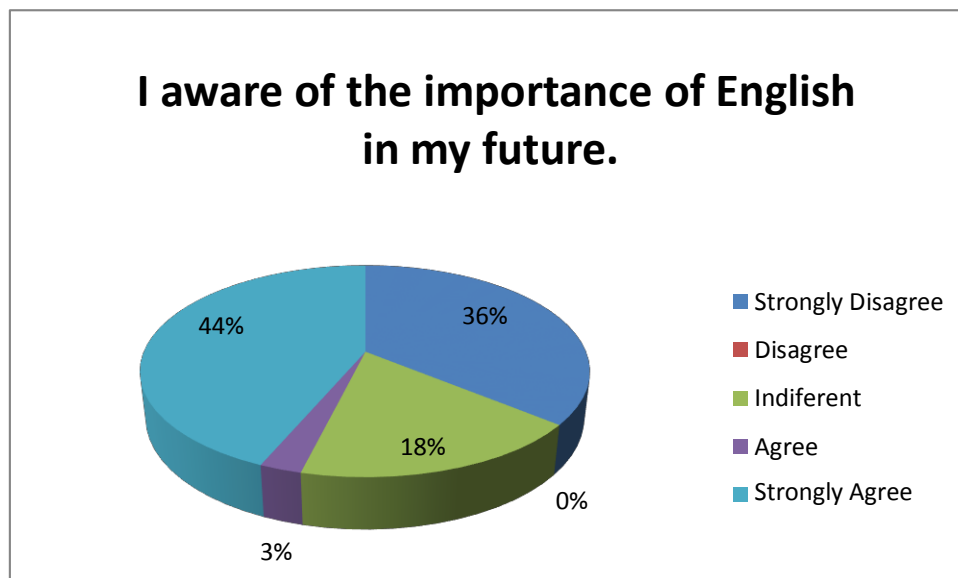
Elaborated: Sanipatin Huacon Paola Mariela Y Alay Holguin Gardenia Roxana

**Comments:** Half of the students expressed that they like to sing in English in their free time, and they want to learn pop songs.

**7) I aware of the importance of English in my future.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Disagree	14	36%
Disagree	0	0%
Indiferent	7	18%
Agree	1	3%
Strongly Agree	17	44%
TOTAL	39	100%

Source: Esperanza Caputi Olvera's school



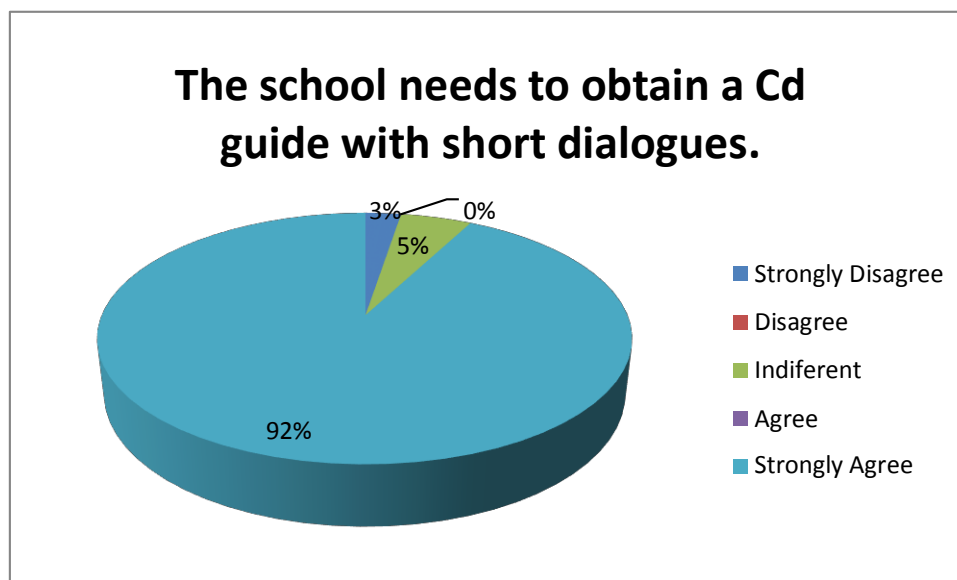
Elaborated: Sanipatin Huacon Paola Mariela Y Alay Holguin Gardenia Roxana

**Comments:** Unfortunately the most of the students expressed that they do not like to speak in English, and this is due to they never practice a english conversation in class.

**8) The school needs to obtain a Cd guide with short dialogues.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Disagree	1	3%
Disagree	0	0%
Indiferent	2	5%
Agree	0	0%
Strongly Agree	36	92%
TOTAL	39	100%

Source: Esperanza Caputi Olvera's school



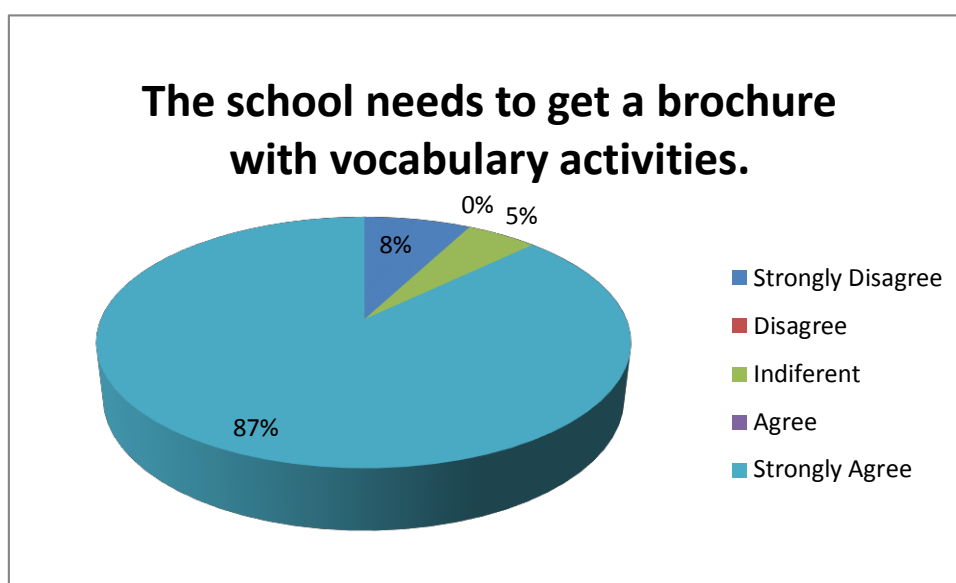
Elaborated: Sanipatin Huacon Paola Mariela Y Alay Holguin Gardenia Roxana

**Comments:** 51% of students said that they do not see movies in English because they do not understand the dialogues, and this is precisely that we want to change with our project.

**9) The school needs to get a brochure with vocabulary activities.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Disagree	3	8%
Disagree	0	0%
Indiferent	2	5%
Agree	0	0%
Strongly Agree	34	87%
TOTAL	39	100%

Source: Esperanza Caputi Olvera's school



Elaborated: Sanipatin Huacon Paola Mariela Y Alay Holguin Gardenia Roxana

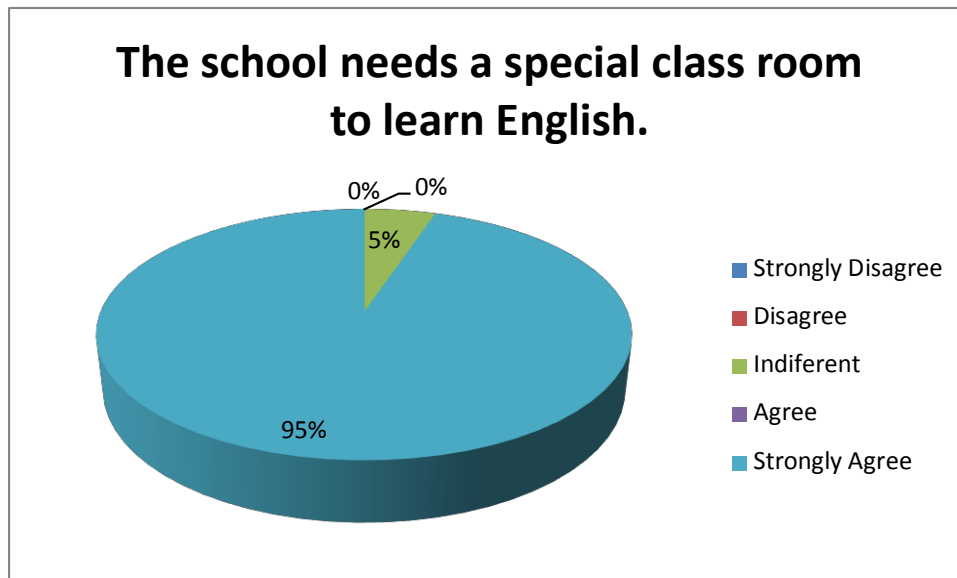
**COMMENT:**

Most of the students are aware of the importance of english as a foreign language, and they think that is necessary to be motivated all the time.

10) Are you interested in obtain a CD Guide with short dialogues and a brochure that explains these conversations through captions?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Indiferent	2	5%
Agree	0	0%
Strongly Agree	37	95%
TOTAL	39	100%

Source: Esperanza Caputi Olvera's school



Elaborated: Sanipatin Huacon Paola Mariela Y Alay Holguin Gardenia Roxana

**COMMENTS:** The most of the students are interested in having a CD guide, with short dialogues, and a brochure that explains these conversations through captions.

## **THE ADMINISTRATIVE FRAMEWORK**

### **4.1 Application of the instruments for the investigation**

For carry out this project, we need several resources that we have divided in: main resources and secondary resources. The main resources that we have are:

- ✓ Several specialized books for investigate the theoretical framework and to know the opinion of several authors who had investigate this topic, before us.
- ✓ The cd guides that we have elaborated and obtained of the opinions recompilation of several authors.
- ✓ The brochure that compiled the conversations recorded in the cd.
- ✓ Video recorder to reproduce our cd guide

And between secondary resources we have are:

- ✓ Photocopies with conversations downloaded to the internet
- ✓ Flash cards with images that will be used to explain situations to the children
- ✓ Dictionaries to find out the words that the children can not understand
- ✓ A television for watch movies in English

With all this type of resources, we estimate that the school and we, need to invest three thousand dollars for to carry out this project in seventh grade of Esperanza Olvera Caputi school. The good of this investment is that the next generations of students in this school will be benefited too.

## **4.2 CONCLUSIONS**

Students in public schools do not have the same level of learning English as a second language like the students of a private school, and this disadvantage will represent difficulties in learning the language when the school year begins and the English teacher want to carry out a project like this. Students of the school "Esperanza Caputi Olvera" does not have a fluent English, because they did not have good foundations and their English teachers did not developed language skills in their first years of study.

The teaching methods used by teachers are not appropriate for that students can understand when they speak in English. This is due to that the teachers do not use strategies that encourage students like songs, videos, drama among others, and thereby to promote student's creativity in class.

When we start the school year we had a high deficit in the knowledge of the English language, because many students came with gaps of previous years, and this caused a delay in language teaching. To this dramatic situation we recommend the use of the didactic guide in class that will help students to develop skills such as listening, reading and this way the student will go missing the fear of speaking in English.

## **4.3 RECOMMENDATIONS**

At the start of the school year, teachers need to know the level of knowledge of the student, and according to the level of knowledge of the student is recommended curricula to start using our study guide, based on what students know. We encourage teachers to level up students that need to be leveled so with this way students in class will have the same level and will start using the didactical guide and the CD that will make easier for them to learn the English language.



Teachers should look strategies to encourage students to act in class and lose their fear of speaking in English, and with the implementation of our project, we are sure that it will possible.

## **CHAPTER IV**

### **PROPORSAL**

It refuses to the proposal and the result of the investigation: we also determined whether the objectives were fulfilled how the process of the application was developing and the revision of the legal and sociological aspect.

#### **5.2 Synthesis of the Diagnosis**

The diagnosis made at school "Esperanza Caputi Olvera " showed that the problem occurs in the docents by the lack of didactical in the moment to give their class in English language, the little creativity in teaching the language, makes students do not have the interest necessary for them to learn, for this reason it is the indifference of students to want to learn more, just to memorize and pass the year school.

#### **5.3 Fundamental Problem**

In the research conducted it was noted that the problem is the lack of didactic of the teacher at the moment to transmit their English classes.

#### **5.4 Description of the Proposal**

According to the results of a study our proposal is the design and implementation of an educational guide to help teachers promote independent learning, also a better use of teaching resources. And increase student interest and skills for learning the language.

What we seek to achieve with this proposal is to increase knowledge through activities that the teacher can provide through their experience in the classroom and the needs that require their students.

## **5.5 Legal Foundation**

### **ACCORDING TO “LA CONSTITUCION DE LA REPUBLICA DEL ECUADOR” 2008**

.- To base our legal framework we argue about us in the **Art. 26** , **Art. 27** of the Ecuadorian contitution in which education is guaranteed to everyone equally..

#### **Comments:**

Our Constitution guarantees the education right like a path to achieve the good living and it is an obligation of the State encourage and improve the education public system.

"It proclaims this Universal Declaration of Human Rights, as common ideal for which all peoples and Nations must strive. So that as many individuals as institutions, constantly inspired by it, promote through education and teaching respect for these rights and freedoms, ensure by progressive measures of character national and international recognition and application universal and effective, both among the peoples of the Member States as among the of the territories placed under its jurisdiction"

## **5.6 SOCIOLOGICAL FOUNDATION**

The definition of sociology is studying society, sociology focuses on social relations that each person has, so we can say that include topics such as the interaction of social groups, social organization and control means.

The interaction of individuals in their environment that is how it is referred to sociology, is also the interaction of social groups with other individuals and the social processes involved.

Sociologists refers as education as a distinctively social phenomenon. Thus, a sociological perspective of education is important. While sociologists are primarily concerned with building a body of verified knowledge about education in social context, they are also concerned with the problem of applying their findings and conclusions in the field of education. Thus, education needs a sociological foundation for its meaningfulness in social contexts.

## **5.7 PEDAGOGICAL FOUNDATION**

In colloquial words pedagogy is the science that studies the methodology and techniques that teachers apply in the teaching process. Etymologically this word is related with the art or science of teaching. This word comes from the greek *paidogogós* that it means "the slave who carried the kids". "Paidos" meant a child and "gogía" meant to lead. First this word was only used like a designation of a job: A pedagogue person was considered like the guide to the child. Later in XVIII century, this word took another meanings like conduction or support.

Now, in these days, pedagogy word means the study of the education like a complex phenomenon that takes knowledge from other science like history, sociology, psychology and politics.

## **5.8 Mission of the Proposal**

Provide teachers a teaching guide for teaching English as a second language and thus contribute to learning resource development.

Our mission is improve the oral skills in the Esperanza Caputi Olvera 'students through of a didactic English guide.

## **5.9 Vision of the Proposal**

Our vision is to achieve the interest of students through the didactic material provided and created for us, so this way we contribute to the formation of autonomous students who can understand and comprehend the English language, and in turn help the aggrandizement of society.

## **5.10 Glossary of Educational Terms:**

### **❖ Context:**

The words that come just before and after a word, phrase or statement and help you to understand its meaning

### **❖ Constructivism:**

A movement in abstract art evolved in Russia after World War I, primarily by Naum Gabo, which explored the use of movement and machine-age materials in sculpture and had considerable influence on modern art and architecture.

The **Constructivism** like a human cognitive description is often associated with pedagogic approaches that promote the learning for the fact.

### **❖ Educational:**

Connected whit education, providing education

### **❖ Framework:**

The structure of a particular system

### **❖ Grammatical:**

Relating to grammar or obeying the rules of grammar.

❖ **Interactive:**

That involves people working together and having an influence on each other.

❖ **Investigation:**

An official examination of the facts about a situation, crime, etc.

❖ **Language:**

The system of communication in speech and writing that is used by people of a particular country or area.

❖ **Method:**

A particular way of doing something

❖ **Pedagogy:**

The study of the methods and activities of teaching

❖ **Process:**

A series of things that are done in order to achieve a particular result

❖ **Proposal:**

A formal suggestion or plan, the act of making a suggestion

❖ **Research:**

A careful study of a subject, especially in order to discover new facts or information about it

❖ **Resource:**

It is something that can be useful and that can be used to help achieve an objective, for instance a book, equipment, etc., all these things provide information for teachers and students

❖ **Skill:**

The ability to do something well

❖ **Speech:**

The ability to talk, the activity of talking, or a piece of spoken language



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# **ANNEXES**

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FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA: LENGUAS Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. LARRY TORRES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por **ALAY HOLGUIN GARDENIA ROXANA Y SANIPATIN HUACON PAOLA MARIELA**, con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACION en la CARRERA: LENGUAS Y LINGÜÍSTICA.

DSe informa que el trabajo de titulación: **"IMPROVE THE SKILLS OF STUDENTS WHO SPEAK THROUGH THE USE OF BRIEF BASIC DIALOGUES" PROPUESTA "DESIGN AND APPLICATION OF AN INTERACTIVE CD GUIDE WITH SHORT DIALOGUES AND DEVELOP COMMUNICATION SKILLS"**, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio **URKUND**, quedando el 4% coincidencia.

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**IMPROVE THE SKILLS OF STUDENTS WHO SPEAK THROUGH THE USE OF  
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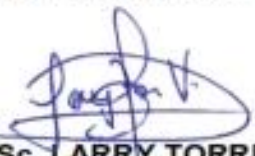
PROPUESTA:

**DESIGN AND APPLICATION OF AN INTERACTIVE CD GUIDE WITH SHORT  
DIALOGUES AND DEVELOP COMMUNICATION SKILLS**

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el suscrito.

Las participantes han ejecutado las diferentes etapas constitutivas del  
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Muy Atentamente



**MSc. LARRY TORRES**  
PROFESOR – ASESOR

## PHOTOS

### STUDENTS ANSWERING THE QUESTIONS



## STUDENTS ON THE BRAKE



## CLASS ROOM



# GUIDE DIDACTIC

# Didactic Guide

## Introducing Yourself.

1. I'm \_\_\_\_\_

I'm \_\_\_\_\_. (Use first name in informal situations)

2. I'm \_\_\_\_\_.

I'm \_\_\_\_\_. (Use full name in business and formal situations)

3. (It's) nice to meet you.

(It's) nice meeting you. (It's) good to meet you.

4. Nice to meet you too.





# Good morning!

[www.GemkiEnglish.com](http://www.GemkiEnglish.com)



**Good morning**



**Good afternoon**



**Good evening**



**Good night**

## Talking about Occupations

A: What do you do for a living?

A: What is your occupation?

B: I'm a \_\_\_\_\_ (mechanic) \_\_\_\_\_.



A: A \_\_\_\_\_ (mechanic) \_\_\_\_\_? That must be a lot of work.

B: It is. Every day I \_\_\_\_\_ (fix) \_\_\_\_\_ (cars) \_\_\_\_\_.

A: How interesting. How many \_\_\_\_\_ (cars) \_\_\_\_\_ do you \_\_\_\_\_ (fix) \_\_\_\_\_?

B: I \_\_\_\_\_ (fix) \_\_\_\_\_ about \_\_\_\_\_ (8) \_\_\_\_\_ (cars) \_\_\_\_\_ every day.

## Match the occupation with the daily activity.

### Occupation

### Activity

- |                  |                          |
|------------------|--------------------------|
| 1. Mechanic      | a. catch fish            |
| 2. Teacher       | b. take pictures         |
| 3. Dentist       | c. fix cars              |
| 4. Doctor/Nurse  | d. cook meals            |
| e.               | e. pull teeth            |
| 5. Journalist    | f. plant flowers         |
| 6. Fisherman     | g. put out fires         |
| 7. Gardener      | h. take care of patients |
| 8. Chef/Cook     | i. teach classes         |
| 9. Firefighter   | j. Write news stories    |
| 10. Photographer |                          |
| er               |                          |





## **Dialogue**

What are you doing?

Are you reading a comedy?

Are you reading a romance?

Are you reading an adventure?

Are you reading a tragedy?

Are you reading a science fiction story?

What are you doing?

I'm reading.

No, I'm not.

No, I'm not.

No, I'm not.

No, I'm not.

No, I'm not.

I'm reading a cook book.



## **Past tense "Regular"**

I walked home.

You cleaned the store.

We played at the park.

We talked at the coffee shop.

They jumped into the river.

She studied at the school.

He cooked at the restaurant.

What did you do yesterday?

I walked home.



### Information's questions

What did you do yesterday?

I cleaned the store.

What did he do yesterday?

He cooked at the restaurant.

What did she do yesterday?

She studied at school.

What did you do yesterday?

We played at the park.

What did you do yesterday?

We talked at the coffee shop.

What did they do yesterday?

They jumped into the river.



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### Yes or no questions

Did you walk to the store?

No, I didn't.

Did he cook at the restaurant?

Yes, he did.

Did she play at school?

No, she didn't.

Did you play at the park?

Yes, we did.

Did you walk to the coffee shop?

No, we didn't.



Did they jump into the river?

Yes, they did.

Did you lock the door?

Yes, I did.

### Information`s questions

When did he walk to school?

He walked to school at 8 o'clock.

When did you cook dinner?

I cooked dinner at 6 o'clock.

When did you clean your room?

I cleaned my room last week.

When did he wash his car?

He washed his car yesterday.

When did she type the report?

She typed it last night.

When did you graduate?

We graduated last Friday.



## Greetings

### **PRACTICE THE CONVERSATION**

**A:** Hi, how are you doing?

**B:** I'm fine. How about yourself?

**A:** I'm pretty good. Thanks for asking.

**B:** No problem. So how have you been?

**A:** I've been great. What about you?

**B:** I've been good.

I'm in school right now.

**A:** What school do you go to?

**B:** I go to PCC.

**A:** Do you like it there?

**B:** It's okay. It's a really big campus.

**A:** Good luck with school.

**B:** Thank you very much.



## WEATHER

### PRACTICE CONVERSATION 2

**A:** It's an ugly day today.

**B:** I know. I Think it may rain.

**A:** It's the middle of summer,  
it shouldn't rain today.

**B:** That would be weird.

**A:** Yeah, especially since it's ninety  
degrees outside.

**B:** I know, it would be horrible,  
if it rained and it was hot outside.

**A:** Yes, it would be.

**B:** I really wish it wasn't so hot every day.

**A:** Me too. I can't wait until Winter.

**B:** I like Winter too, but sometimes it gets too cold.

**A:** I'd rather be cold than hot.

**B:** Me too.



**Vocabulary: Clothes**

T-shirt		shirt	coat
			
Jacket		shoes	trainers
			
Socks	trousers	shorts	skirt
			











