



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

**TOPIC:**

**DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF  
ENGLISH SPEAKING SKILLS IN STUDENTS OF SEVENTH  
GRADE EGB AT CIUDAD DE SALINAS SCHOOL, SANTA ROSA,  
SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-  
2015.**

**RESEARCH PAPER**

**As a prerequisite to obtain a:**

**BACHELOR´S DEGREE IN ENGLISH**

**AUTHOR: EDITH DE LAS NIEVES BORBOR ARREAGA**

**ADVISER: LCDA. JEANETTE ELIZABETH CEVALLOS ALCÍVAR. MSC.**

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**CARRERA DE LICENCIATURA EN INGLÉS**

**TEMA:**

**DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF ENGLISH  
SPEAKING SKILLS IN STUDENTS OF SEVENTH GRADE EGB AT CIUDAD  
DE SALINAS SCHOOL, SANTA ROSA, SALINAS, PROVINCE OF SANTA  
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**AUTOR:**

**EDITH DE LAS NIEVES BORBOR ARREAGA**

**TUTOR:**

**Lcda. JEANETTE ELIZABETH CEVALLOS ALCÍVAR. MSc.**

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**La Libertad, May 18<sup>th</sup> 2015**

**ADVISER'S APPROVAL**

In my role as Adviser of the research paper under the title **“DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN STUDENTS OF SEVENTH GRADE EGB AT CIUDAD DE SALINAS SCHOOL, SANTA ROSA, SALINAS, PROVINCE OF SANTA ELENA-SCHOOL YEAR 2014-2015”**. Prepared by Edith De Las Nieves Borbor Arreaga undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely**

.....  
Lcda. Jeannette Elizabeth Cevallos Alcívar. MSc.  
**Adviser**

## **STATEMENT OF AUTHORSHIP**

I, **EDITH DE LAS NIEVES BORBOR ARREAGA** with ID number **0912232113** undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN STUDENTS OF SEVENTH GRADE EGB AT CIUDAD DE SALINAS SCHOOL, SANTA ROSA, SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015**. Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

---

Edith De Las Nieves Borbor Arreaga

ID: 091223211-3

## **BOARD OF EXAMINERS**

---

Dra. Nelly Panchana Rodríguez, MSc.  
DEAN OF FACULTY OF EDUCATION  
AND LANGUAGES

---

Lcda. Glenda Pinoargote Parra, M.A.Ed.  
ENGLISH TEACHING CAREER  
DIRECTOR

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Lcda. Jeanette Cevallos Alcívar. MSc.  
ADVISER

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Ing. Sandra Caamaño López. MSc.  
SPECIALIST PROFESSOR

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Ab. Joe Espinoza Ayala  
GENERAL SECRETARY

## **DEDICATION**

I dedicate this work to my loved daughters **NATHALÍ** and **REBECA** who suffered my absence all nights during these five years of my studies, but longed for the end of my career with the blessing of God.

**Edith**

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**Edith**

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**Author: Edith De Las Nieves Borbor Arreaga**

**Adviser: Lcda. Jeanette Elizabeth Cevallos Alcívar MSc.**

**ABSTRACT**

Nowadays, the advance of education is very significant; therefore this is innovation to teach a quality and warmth education. Even when the didactic activities are enjoyable, they influence in the teaching and are of great importance to promote the interest and motivation for the development of English speaking skills. For this reason this research work has the aim to develop the skills of speech to seventh grade students of Ciudad de Salinas School through entertaining didactic activities. The author has accomplished a survey to twenty two students of school; they have answered thirteen questions related to the use of didactic activities. The results show that the use of didactic activities is important to develop the speaking in English in the daily life and the future. Furthermore, it has been found that didactic activities like: telling stories, puppets, spelling bee, oral presentation, role-play among others are the complement to learn how to speak English.

**Keywords: Innovation, didactic activities, speaking skills**



## INTRODUCTION

English is the language used in today's world, teaching as part of them can't be left behind to study that will help beginners improve skills. Nowadays the competitive schools are improving their teaching in the English area using new didactic activities to obtain scholars prepared to confront the future life.

In Ecuador English teaching is starting from eighth year basic at the public schools, while in the private schools they are teaching from initial grade, being the second one the most chosen by many people.

The didactic activities in English offer many benefits to schoolchildren and professors such as: interacting, inter-relating or social relation with other people and this helps to the development of the skills in scholars of seventh grade of Ciudad de Salinas School who will improve their verbal fluency.

This research is ordered by chapters and each one covers different aspects of this work. Chapter one refers to the statement of the problem, contextualization, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics).

Chapter two is about literature review, it contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter three is based on the methodology; in it you will find the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter four is about the proposal; it contains informative data, proposal background,

significance, objectives (general and specifics), development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Finally, chapter five shows the administrative framework, it contains the resources (institutional, human, materials, economic).

## **CHAPTER I**

### **THE STATEMENT OF THE PROBLEM**

#### **1.1. TITLE**

**DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN STUDENTS OF SEVENTH GRADE EGB AT CIUDAD DE SALINAS SCHOOL, SANTA ROSA, SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015.**

#### **1.2 STATEMENT OF THE PROBLEM**

##### **1.2.1 Context**

Communication leads to get good speaking skills when it relates to a foreign language as it is the case of English as a foreign language, speaking skills need to be developed through good activities, which according to the research of the problem this project will develop in a such a way that the students can manage a good and effective speaking.

Motivation invites to the speaker to discover a new world created by the authors, giving to the learner knowledge, therefore, speaking must be seen as a process by which the speaker constructs the meaning of the text, based on the information provided in the symbols printed, the dominance of the vocabulary and the syntax, the knowledge on the subject, the experience of the world and the cognitive ability.

In Ecuador people need to know the importance of the motivation to speak English, since the process usually is based mainly on the printed materials, which implies the existence of a student who has a high level of motivation for speaking and likes to approach the text in study and soon be able to apply to his/her daily life.

In the English area of Ciudad de Salinas School, students need to develop a good pronunciation, based on the activities that can be adapted teachers and pupils need to have in mind about teaching a foreign language.

### **1.2.2 Critical Analysis**

At Ciudad de Salinas School, Santa Rosa, Salinas, Province of Santa Elena, by means of observation and analysis it has been identified the lack of interest that exists in the speaking skill in seventh grade students, where the didactic activities are not being applied so they develop a good habit of speaking. Good strategies are based on rules, and norms are needed in order to obtain a correct pronunciation of the English language.

It is important to have new and good didactic activities that will help to motivate the students to speak in English, with this material the students are going to improve their abilities and they will learn to develop the capacity to speak in English. They are not the only ones who will benefit from these activities, future students and the school will benefit too.

It is important to develop English speaking skill, because the scholastic success depends on a great motivation to take the students to speak and understand the written and oral information. There is a tight relationship between a good dominance of speaking, reading and the success of the academic development. (Hodgkinson, 2012)

### **1.2.3 Problem formulation**

How will the didactic activities improve the development of the abilities in English speaking in students of seventh grade EGB at Ciudad de Salinas School, Santa Rosa, Salinas, Province of Santa Elena?

### **1.2.4 Guideline questions**

- What are the didactic activities?
- What is the influence of the didactic activities in the development of the abilities in English speaking in students of seventh grade?
- What is a skill?
- Is it necessary to apply didactic activities to improve the speaking in English in students of seventh grade at EGB “Ciudad de Salinas” School?

### **1.2.5 Delimitation of Research Object**

**TITLE:** Didactic activities for the development of English speaking skills in students of seventh grade EGB at Ciudad de Salinas School, Santa Rosa, Salinas, Province of Santa Elena. School Year 2014 - 2015.

- **FIELD:** Education.
- **AREA:** English.
- **ASPECT:** Didactic activities for the development of English speaking skills.

- **PROBLEM:** How the didactic activities will improve the development of the abilities in English speaking in students of seventh grade EGB at Ciudad de Salinas School, Santa Rosa, Salinas, province of Santa Elena?
- **TIME LIMITATION:** This research will be held during the school year 2014-2015.
- **POPULATION LIMITATION:** seventh year students from Ciudad de Salinas School 2014-2015.
- **SPACE LIMITATION:** Education General Basic “Ciudad de Salinas” School.
- **CONTEXT LIMITATION:** This research will be focused on the development of English speaking to improve the skills of the seventh year students from the Ciudad de Salinas School.

### **1.3 SIGNIFICANCE**

Speaking in English is one of the abilities that the teachers must develop in students, mainly knowing the importance that the English language has at the moment in all of our surroundings. For all of this, it is necessary to have the ability to speak English correctly.

In addition, the educational organizations need to start applying the didactic activities correctly; these skills are made according to the standards of learning and are aligned to the development at each level.

It is for this reason, that an investigation about this topic has been developed, because in this investigation there is a necessity to establish a process of implementation of these didactic activities, in the students of the seventh grade, who will be improving and applying their skills of speaking with other people.

The group of teachers from this school that have been chosen to implement solutions, have given their opinions about the lack of didactic activities in the area of English, for this reason that there is a necessity to apply these activities for the development of the abilities of speaking English.

It is of vital importance to create a handbook with didactic activities to develop the ability to speak in English in students of seventh grade who will be benefitted to a fluent lexical knowledge of the English language.

After analyzing the activities that could help implement the development of the abilities to speak in English, we determine that the positive impact would be of great necessity to the seventh grade students.

The present investigation can be applied to the different scholastics entities all over the country, because it is of great importance we need to analyze these methodologies and apply them correctly.

Obviously, after analyzing this problem and presenting the solution the direct beneficiaries will be the students since they need to develop the ability to speak in

English. The teachers will be benefitted as well since they will have the activities to apply them correctly.

## **1.4 OBJECTIVES**

### **1.4.1 General Objective of the research**

To develop English speaking skills through a handbook of didactic activities in students of seventh grade at “Ciudad de Salinas” School, Santa Rosa, Salinas, province of Santa Elena. School Year 2014-2015.

### **1.4.2 Specific Objectives of the research**

- To determine the activities to be applied for the development of speaking in English.
- To design the handbook of didactic activities used for the development of English speaking skills.
- To apply didactic activities for the development of speaking skills.



## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 PREVIOUS RESEARCH**

There are many techniques and methods to improve the English language using different skills like: speaking, listening, reading and writing. One of them is the didactic activities be used in class.

Many organizations and companies need people who can speak English well. Good students who can speak English would have a great future to find a job. Teachers should use didactic activities to speak English correctly.

The didactic activities to speak English also help learners to access up-to date information in fields including health, science and technology. In the future, students would be in a strong position to help their country's political, economic and social development. And the most important they can be useful in their lives and contribute to their community.

According to Jeremy Harmer (2011) speaking activities should be very attractive for the school children, because they should participate with the teacher using activities appropriately and they can give sympathetic and useful funny to be clear the kinds of speaking activities.

Silva (2007) said that the use of songs is important to practice the speaking skills. Students will know the letter of the songs and they will improve the pronunciation. Just so students will learn to speak English.

Harmer said that the activities are good and easier making to participate to the students constantly; they would learn faster to speak English.

## **2.2 PHILOSOPHICAL BASIS**

This research is identified with the critical paradigm or the constructivist model of current philosophy, encouragement of values, respect for life, solidarity, freedom and justice; due to the participation of students like active element and creator and search new methodologies, techniques and instruments to facilitate the development of abilities of the speaking in English to students of the seventh grade EGB at Ciudad de Salinas school, Santa Rosa, province of Santa Elena.

## **2.3 FUNDAMENTAL CATEGORIES**

### **2.3.1 The teaching of English for specific purposes.**

English teaching contributes with specific purposes the increase of scientific – techniques vocabulary of the students, as well as, the development of reading habits. The teaching of English for specific purposes is due to work basically on the reading of general information and the search of specific information. This existential practice heightens the learning of a new language which promotes the work in group to improve the expression and oral ability (speaking).

To discover that the speaking, especially in English, open us an angle 360° angle of possibilities interacting with the exterior world and the technology, due to this most important and universal language of the world, people have to be vanguard of the society the exact people with a high scientific knowledge and with a great fluency in this foreign language.

The new theories of learning tell us about the knowledge and determine with a better manner in the memory when it has not being planned, that is to say colors and sounds are included, is for that the technology represents nowadays an inevitable medium of transmission the knowledge immersing to students in a new world with more possibilities and facilities to find, exhibit and systematize information.

Bit by bit the traditional classrooms will be replaced with sitting rooms that contain technologic instruments like the virtual where the books and notebooks will pass to be substituted by electronic notebooks and they will be accessible to each student.

The learning in English is not the exception, nowadays exist academics where the pupils sit in front of a computer to listen, repeat and record phonetic sounds, doing grammatical exercises and vocabulary, resolving virtual homework, in regard to the tendencies for this new millennium there are big and radical changes at the teaching-learning process.

The speaking in English is a principal aspect in the education of the children and teenagers. At the beginning, the scholars do not understand the reading, then, it will be impossible to fulfill with the following didactic activities. Everybody would have a

habit to reading in English or Spanish, because it is the unique way to enrich and to fortify our knowledge.

By means of the application of these didactic activities encourage the speaking in English and the same time; improve the acquiring of the English language. In conclusion the didactic activities reinforce basic actions that every people can apply in their daily context.

### **2.3.2 Importance of speaking a foreign language**

Many people feel fascination to learn a new language, in this case English language. However, some people make it for various reasons. English is considered the universal language because it has been necessary and important to achieve a best professional future.

Understanding is a principal method to the learning of a language, although there are other resources of support like videos and visual cards, these alternatives enable to students in an objective way and effective to develop their vocabulary and speak correctly.

Speaking in English is very important in the social life, educational and practical, it is a skill very used, but many times the motivation, strategies and techniques in English are boring to pupils and teachers. Practicing to speak in English using a reading, it can give knowledge to economic activity, scientific and cultural activities of a country.

Speaking is an English skill used frequently, but there are many impediments in the moment of the understanding, due to the correct pronunciation that the students would use. The educators must teach the corresponding didactic activities using the adequate formation and pedagogic training, so the students can interact in the class and it would be motivating.

Many times the absence of motivation cause from the familiar globe of the child, because the parents do not know English, for this reason has influence at the scholar production. Nowadays, parents would animate their kids, to encourage and congratulate each achievement and progress to their children; they would talk with the English teacher about of how they should help to their children to develop the English homework.

Jeremy Harmer (2007) says that to practice real-life in the classroom are good reasons for teaching speaking, demonstrating the interaction between teachers and students, even more students will activate the different elements of the language that they have stored in their brains.

### **2.3.2.1 Importance of English in Santa Elena – Ecuador**

In Santa Elena Province (Ecuador), English is a very important language because our future students will work in many areas where they can speak English, such as:

**Tourism:** Hotel Barceló Colon Miramar where many tourists arrive to enjoy the beach or to know our province, then students can work like receptionist, waiter/waitress, and bellboy.

**Education:** Students can be English teachers in some schools, high schools or university of the province or general country

**Business:** Students can work in several businesses where they could express the English language without problem.

**Commerce:** A student graduated in English career can work in or out of the country, using English language when it is necessary.

### **2.3.3 Reading comprehension as tool to speak in the English language.**

The English language has centered the attention as foreign language traditionally in the development of the linguistic abilities that permit to learner use them to develop the communication in a coherent way.

In that meaning, the approaches and methodologies established in practice to the achievement of this target have evolved, the comprehension of abilities of the information give to know: the additive comprehension and reading in English have been considered necessary in the English class.

Finocchiaro (1989) says that the development of the reading comprehension influences the audition and oral abilities of language.

The interest for the reading comprehension is not new. From beginning of last century, the instructors and psychologists (Huey-1908-1968; Smith, 1965) have considered its importance to the reading and determine what happen when a reader understands a paragraph. Recent years, the concern for this topic has been intensified, but the process of the comprehension in itself has not suffered radical changes.

The idea of how teaching the comprehension is varied, in the sixty's and seventy's, a group of professionals in speaking postulated that the comprehension was the direct result of codification (Fries, 1962): if the students were capable to denominate the words.

#### **2.3.4 The process of speaking in the English Language.**

Harmer (2007) says that skills start as an activity that may lead very well on writing- or the speaking activity itself may develop from a reading text, or after listening to an audio track.

He said that “to speak in the classroom there are three main reasons for getting students”, the most important are speaking activities, because these provide rehearsal opportunities; then, they provide feedback for both teachers and pupils, and finally to activate the knowledge they have stored in their brains.

Teachers would use good didactic activities to develop the speaking and they should be very engaged for the schoolchildren, also they will get great satisfaction from it.

#### **2.3.5 The skills as components of the teaching-learning process.**

The accomplishments of language skills (listening, speaking, reading and writing) occur at the same time and independently as learners use English very well in a social and academic setting. The English language learners (ELLs) would participate in an ESL curriculum to give learning opportunities that are purposes fully designed for the acquisition of English skills.

As educators actively absorb in the speaking process, their sensing's can change from moment to moment and from week to week. So they acquire new information using this language to make meaningful changes.

The speaking process includes didactic activities, during and after the actual speaking event they are:

- ✓ The speaker would use clear message, tone of voice, suitable vocabulary and correct gestures.
- ✓ Learning a language is a gradual process.
- ✓ Delimit your learning early.
- ✓ Make learning a habit.
- ✓ Practice English day to day for 10 minutes.
- ✓ Listen music.
- ✓ Read English books.
- ✓ Memorize dialogues.

### **2.3.6 Speaking skills.**

Dorothy E. Zemach (2013) says in the Teacher's book (Skillful Listening & Speaking) "students can begin by acquiring a lot of facts and general knowledge about a language", and she suggests "students need to develop their skills, they would know how to do things like these: how to explain, persuade, ask for help extend an invitation, outline and argue a thesis, distinguish between important and unimportant information, follow digressions, understand implied information and more".

She describes listening and reading texts in each unit introducing to the students to one subject area explored through two different academic disciplines and two distinct genres. Students recognize quality and identify the main idea practicing both language skills.



According to Dorothy says: students need to understand clear explanations and must notice them as they read or listen in several activities, taking the most important skills that are speaking. The use of many resources is essential to the speaking learning process and developing this skill in a correct way.

Zemach in her essay tells that skillful model is completed with competent electronic books. These develop in the skills found in the reproduced textbooks, the videos are necessary because they deliver additional subject area content that review the abilities and language taught in the unit. The videos can be shown in class to feed an additional content and the complementary worksheets can be used to structure the lesson.

In this essay she talks about that developing skills depend of the use of critical thinking and methodology of learning of studies in students in the different levels of education. And teachers can manipulate the content using tests because they are providers of both editable and non-editable formats; and to improve the English speaking in the students the most important are the activities that the internet gives us to interact with other persons.

Hurley(1994) called study abilities as “main skills for all areas of teaching, including progressive study” and argued that students profit when these abilities are taught openly.

By Estela Cottrell (2013) about study skills says “the skills a student brings from the initial studies or from the beginning of the university, are appropriate to transfer them through their point. Skills such as, task management, working with others, and critical

thinking need to be fine-tuned and extended as students move from one level to another”

Cottrell suggests using four basic categories: 1.self 2.academic 3.people 4.task

these will help them manage themselves within a new learning environment with confidence. They would organize their time, copying with deadlines, and recognizing what it means to take charge of their own learning.

Stacey H. Hughes (2013) in her essay teaching vocabulary suggests in her essay “Out of context, students must rely on interpreters, dictionaries or the professor for the teaching”.Because the vocabulary notebooks are an excellent tool for students. Students note new words and learn the meaning, this is an important part of the learning cycle.

### **2.3.7 Actions in the development of skills.**

(Pathare, 2013) Say “learning skills, like learning a language, takes time and practice. Students must be patient with themselves as they put in the necessary time and effort. They should set and check goals.”

They consider that teachers using skillful should: 3

- Encourage students to ask questions and interact.
- Personalize the material.
- Provide a lot of practice.
- Provide many opportunities for review.
- Show students how to be independent learners.

Dorothy E. Zemach (2013) thinks “students need skills. They need to know how to do things: how to explain, persuade, ask for help, extend an invitation, outline and argue a thesis, distinguish between important and unimportant information”.

According to Hurley (1994) defined study talents as “main skills for all areas of education, with progressive study” and said that students will benefit when these skills are taught explicitly. Skills such as, task management, working with others, and critical thinking need to be fine-tuned and extended as students move from one level to another. According to Dorothy to do the things is necessary to know how it does, however students would apply all skills learned. Because the correct use of material resources are essentials to develop the skills in a right way.

### **2.3.8 Communicative approach to language teaching.**

Browns (1994) describes, “It has been the philosophy of communicative approach language teaching (CLT) for many years to teach foreign language through fluent approach which motivations on speaking and listening abilities, on writing for specific communicative purposes, and on true reading books”.

Revell (1991) reminds that “theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate”. He suggests that it is necessary to make a link between linguistic competence and communicative competence.

Harmer (2001) suggests features about CLT “the language learning will take care of itself and agrees with Brown that the accuracy of the language is less important than successful achievement of the communicative task.

### **2.3.9 Didactic Activities.**

The didactic activities, as well as strategies, techniques and skills are procedures used to regulate the activity of individuals, to the extent that its application allows selecting, evaluating, persisting or abandoning certain actions to reach the goal. However, the characteristic of the strategies is the fact that no detailed, and fully prescribes a course of the action.

According to Valls, didactic activities are risky though (Valls 1990), although it is the riskiest, it is more appropriate to choose them. Its potentiality exists in that they are independents of a particular ambit and they can generalize; its correct application will request, in counterpart a contextualization to the problem.

A basic component of the activities is the fact the didactic activities involve self-management (the existence of a goal the awareness that this objective has) and self-control, i.e. monitoring and evaluation of the own behavior depending on the objectives that guide it.

Valls says that people would have the control of their knowledge, doing activities according their behavior.

The activities of the reading constitute a process to apply the presence of the objectives to perform, the preparation of the actions as well as the evaluation and possible alteration. Below this conception the details if the didactic activities are procedures and these are contents of learning, and then there is to teach activities to develop the speaking.

On the other hand, if the activities are procedures of elevated order implicating the cognitive and metacognitive, in learning cannot be treated like necessary techniques, unyielding receipt or specific abilities.

Activities should allow students planning general task of speaking and your own location to it (motivation, availability). They will facilitate the verification, review and control the talk and making appropriate decisions based on the objectives being pursued.

Speaking is a process and mastery of methods are accessed through your work out in speech, the author believes that enough students are not attending the process and showing them how to build predictions and verifications, it is also necessary that the students themselves are the ones who select brands and indexes, formulate hypotheses, verify, build interpretations, and know that it is necessary to supplement certain objectives.

Overall activities are referring to the integrated sequences of procedures adopted for a particular purpose. The activities involve the issue following an action plan to solve a specific task, which leads him to adopt a series of decisions concerning the cognitive representation.

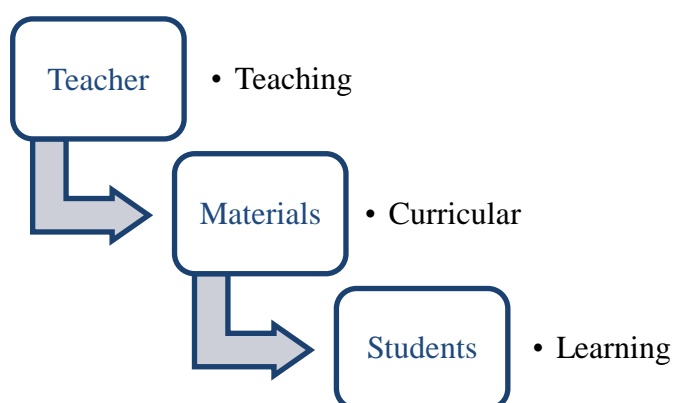
### **2.3.10 Teaching Activities.**

Nerici, (1973) commented that instruction material is used as a connector or coupling element between the relation educator and scholar. So would be that all teaching and knowledge is in contact with real life, but it is neither possible nor necessary and

therefore resorted to a quantity of resources, or materials that serve as a passage between the teaching and learning with the actual world.

Experts in this area express intensity about these materials; they are necessary and important in the education like: “teaching resources”, “aid teaching”, “educational media”, “educational material” or “curricular materials”. So after it talks about material or learning resources, we refer to a number of instruments or means that promote teaching and learning. In this process, the mediator of the materials function could be represented as:

**Picture # 1: Teaching Activities**



To Prats (1997), commented the curriculum materials that facilitates learning of intellectual skills are the most appropriate. He said it means engaging and teaching resources for professors and students teaching and learning are critical due to the control the value of development product and learning knowledgeable by the students.

Blazquez (1989) pronounced about making materials “conditions for educators and scholars to interrelate as human beings in a position dominated”. In these circumstances, the teaching material plays a vital character:

- Students with necessity to learn.
- Hearten training and learning, if the material is suitable and it is used to appropriately.
- Benefits the knowledge of ideas, development of processes and approaches, and the development of attitudes and values concerning about the taught and learned.
- Facilitates teaching and learning with representations and illustrations.
- Contributes a better fixation of knowledge.

According to Nerici (1973), Instructive material “It is intended to stimulate the opportunity to enrich the student’s experience, pupils would discover, to work, to investigate and build. Only if they will adapt a functional and dynamic appearance, bringing it closer to reality and giving opportunity to act”.

Escudero (1982) commented his study as regrets has been ignored with the use of the media. But, as we shall see, the efficacy of teaching methods and resources depend on the use that teacher and student have made. As such, it may be neither positive nor negative. They depend on the methodology that is used with them.

As we know, there are various types of facilities and resources for teaching and all they play an important role in certain situations. They are:

- The board
- The digital projector
- The textbooks, consultation, exercise, etc.

- The language laboratory, computer room and media room: recording, film, radio, TV, videos, programs computer, internet, etc.
- The magazine and newspaper articles, “abstracts”, news, features, announcements.
- The flash card and mobile labels.
- Prints, paintings, films, etc.
- Objects real
- Slides, photos, postcards, etc.

It can be seen that some of these media are purely visual or auditory, but others integrate images and sound. There are means which, by their nature, require a passive attitude by students, but others are interactive and require more activity and participation. And finally, there are other ways that put the pupil in touch with reality as when they travel and interact with native English speakers.

### **2.3.11 Teaching activities applied to speaking in English.**

To start teaching English is necessary to know the level of knowledge of the learners due to it plays a vital role in the education. Students should be prepared to attend classes without distractions.

According to (Willis, 2001) the activities that use the teachers in their class should help to young learners to acquire development in the speaking. They commented that the stories are the most valued, facilitating to children a variety of meaning that they can relate them. And so they would practice the speaking.



Scott and Ytreber (1990) described that students acquire understanding when they use their eyes, hands and ears. Being that they are more interested in the physical and tangible. Because of this, they would dominate the talks easily.

Jeremy Harmer (2013) published “the reasons for speaking activities” and he suggested “there are a number of reasons why we ask students to do speaking activities in class. Communicative speaking activities the content of the communication and the achievement of the speaking task are important. Practice activities in this part do not use on specific language. Finally, he said the level of the students like beginner and advanced will take care to match the speaking task”.

He names several points in “the teacher’s roles in speaking activities”, and they are: prompter, participant and feedback; these things can make when students are trying to express themselves in speech.

Telling stories, oral presentations, drama, role-play, reading comprehension are the complements to learn English speaking.

## **2.4 LEGAL BASES**

The Constitution of Republic of Ecuador 2008.

The investigation is protected legalistically at Education Organic Law in the chapter two of the values and ends:

Art. 2: The education rules by the following values:

- a) The education is the primordial work of the state, it makes good across of the Ministry of Education and the universities and polytechnics schools of the country.

- b) Ecuadorians have rights to integral education and the obligation to participate actively in the process national educative.

Art. 3: Are goals of the education Ecuadorian:

- a) To preserve and to fortify the own values of the town and authenticity in the ambit Latin-American and the world.
- b) To develop the physic capacity, intellectual, creator and critic of the student respecting his/her personal identity to contributing actively to the moral transformation, politic, social, cultural and economic of the country.

For that, the education is the medium such as the country form their men and women to construct and to consolidate the democracy, to live the social solidarity and to look the individual realization.

## **2.5 HYPOTHESIS**

The application of didactic activities to speak in English language, would improve the ability to speak correctly in students of seventh grade EGB at Ciudad de Salinas, Santa Rosa, Salinas, province of Santa Elena.

## **2.6 VARIABLES OF STUDY**

### **2.6.1 Independent Variable:**

Didactic activities

### **2.6.2 Dependent Variable:**

English speaking skills.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH APPROACH**

The emphasis on the present investigation is qualitative methodology, because it is the characteristic of the social problems, being this study of educational character, it belongs to a social project, although the emphasis is qualitative, the study has quantitative components because it cannot separate one from the other, in other words, it will analyze the qualitative components of the problem.

##### **3.1.1 Quantitative Method**

This method will be used for this paper in order to collect data related to the use of the didactic activities for the development of English speaking skills in students of seventh grade EGB at Ciudad de Salinas School, Santa Rosa, Salinas, province of Santa Elena.

##### **3.1.2 Qualitative Method**

This paper used the qualitative method, in order to gather information about the didactic activities, the researcher interviewed, director, teachers and students.

##### **3.1.3 Inductive-deductive-Method**

This paper will use both approaches inductive and deductive. For the deductive method first all the needed information about the didactic activities was gathered, studied, contrasted between authors, and finally simplified for the paper. In contrast for the inductive method the researchers started with small observations to make assumptions

about the autonomous work in students of seventh grade EGB at Ciudad de Salinas School.

#### **3.1.4 Scientific Method**

The method allowed demonstrating the real improvement of the autonomous work of the seventh grade students EGB at “Ciudad de Salinas” School using didactic activities to develop English speaking skills.

#### **3.1.5 Observation Method**

This method will help to find out detailed information about causes and effects of the problem related to the use of the didactic activities for the development of English speaking skills in students of seventh grade EGB at Ciudad de Salinas School.

### **3.2 LEVEL OR TYPE OF RESEARCH**

**Field Research.** –It will be important and necessary to get updated information on the current status of the Education General Basic Ciudad de Salinas School, especially at the seventh grade students regarding the implementation of didactic activities for the development of English speaking skills, it will be applied in the context of the seventh grade students since it is the target population involved in the problem.

**Bibliographic Research.-** it is allowed to search and select scientific-theoretical foundation on the subject of investigation, the main topics listened within the theoretical framework related to didactic activities to improve English proficiency in higher education were established using this level of research.

**Correlational Research.**-This method will amount the degree of relationship between the stated problem (for the development English speaking skills), and the proposal (implementation of the didactic activities).

**Applied Research.** - This type of research will allow the implementation of the didactic activities in order to develop English speaking skills in students of seventh grade EGB at Ciudad de Salinas School, Santa Rosa, Salinas, province of Santa Elena. School Year 2014-2015.

### 3.3 POPULATION AND SAMPLE

#### 3.3.1 Population

The units of analysis to investigate; by their similarity of features are members of a particular group.

The population of this research is composed by all the twenty two students of the seventh grade EGB Ciudad de Salinas School.

**Chart # 1: Population of Ciudad de Salinas School**

<b>N°</b>	<b>Description</b>	<b>Quantity</b>	<b>%</b>
01	Principal at Ciudad de Salinas School.	1	4%
02	English professors at Ciudad de Salinas school.	5	20%
03	Seventh grade students of Ciudad de Salinas School.	22	76%
<b>TOTAL</b>		<b>28</b>	<b>100%</b>

**Source:** Ciudad de Salinas School

**Author:** Edith De Las Nieves Borbor Arreaga.

### **3.3.2 Sample**

As the population is less of 100 it is no necessary to apply statistic formula to obtain the sample, and it was applied to all members of the population.

### 3.4 VARIABLES OPERATIONALIZATION

**Independent variable:** Didactic activities.

**Chart #2: Independent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Didactic is a theory of teaching and practical application. It's based to fortify the knowledge and the interaction between students and educators.</p>	<p>Didactic activities</p>	<p>Speaking skill  Tools  Technology</p>	<p>Are students allowed for the development of their speaking skills?  Does the teacher apply the correct and appropriate didactic activities in the classroom?  Will the use of a handbook of didactic activities develop English speaking skills of seventh grade students?</p>	<p>Observation sheet handbook Observation Interview Survey Camera</p>

**Source:** Ciudad de Salinas School  
**Author:** Edith De Las Nieves Borbor Arreaga

**Chart #3: Dependent Variable**

**Dependent variable:** English speaking skills.

CONCEPTUALIZATION	DIMENSIONES	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
English speaking skills of the seventh grade students at Ciudad de Salinas School.	Teaching speaking skills  Significative learning  Receptive and reproductive ability development (speaking)	Teaching activities  Constructivism  Formative and summative assessment  Motivation  Cooperative learning	Are students doing didactic activities for the development of their speaking skills?  Does teacher promote the didactic activities in their students?  Will the didactic activities improve the English speaking skills in students of seventh grade at Ciudad de Salinas school?	Syllabus Observation sheet Observation Interview Survey

**Source:** Ciudad de Salinas School

**Author:** Edith De Las Nieves Borbor Arreaga



### **3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION**

#### **3.5.1 Techniques**

The following techniques will be applied during this research: Observation, Survey and Interview.

##### **3.5.1.1 Observation**

It will be applied directly to the students of seventh grade of Education General Basic Ciudad de Salinas School; this technique will allow observing thoroughly the methodologies and strategies applied on didactic activities to develop English speaking skills.

##### **3.5.1.2 Survey**

This method will be applied to collect precise data through direct questions regarding the problem and the proposed solution; it will allow getting results about the advantages and disadvantages of the implementation of a handbook with didactic activities to the development of English speaking skills in students of seventh grade.

##### **3.5.1.3 Interview**

This system will be used to obtain direct information from the principal of Ciudad de Salinas School; it was possible to know the use of a handbook with didactic activities at Ciudad de Salinas School, to compare the use of didactic activities among other modalities and to take advantage of its application.

#### **3.5.2 Instruments**

##### **3.5.2.1 Questionnaire**

It is a document with some questions which was elaborated to get information about the stated problem.

### 3.6 DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.

**Chart # 4: Data Collection Plan**

<b>BASIC QUESTIONS</b>	<b>EXPLANATION</b>
1. What for?	To development English speaking skills.
2. From which people or objects?	The seventh grade students from Ciudad de Salinas School.
3. About what aspects?	Didactic activities for the development of English Speaking Skills.
4. Who?	English Teachers of Ciudad de Salinas School.
5. To whom?	Students and teachers.
6. When?	2014 – 2015
7. Where?	At Ciudad de Salinas School.
8. How many times?	During the scholar year 2014 - 2015
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, and surveys.
11. with what?	Lists, questionnaires and cameras.

**Source:**Students of seventh grade from “Ciudad de Salinas School”

**Author:** Edith De Las Nieves Borbor Arreaga

### 3.7 DATA PROCESSING PLAN

Chart # 5: Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The little speaking English teaching and low use of didactic activities was determined through surveys directed to students of seventh grade and English teachers at Ciudad de Salinas School; the use of a handbook with didactic activities to develop English speaking skills in students was justified.</p>	<p>Once the problem was discovered I started looking for similarity information at: books, articles and internet. Further an interview with the principal of Ciudad de Salinas School.</p>	<p>Once the problem was confirmed in the English area, surveys and interviews were made (survey for students and interviews for principal and teachers) this were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using the collected Data that proved the little speaking English teaching of students of seventh grade at Ciudad de Salinas School, it was important to involve the principal and professors in the incoming process in order to develop the didactic activities in each scholar.</p>	<p>Implementing the handbook with didactic activities to students of seventh grade will improve the English speaking skills.</p>

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith De Las Nieves Borbor Arreaga.

### 3.8 ANALYSIS AND INTERPRETATION OF RESULTS.

#### 3.8.1 Survey directed to students

**Question 1:** Do you think that didactic activities are important in English class to develop your speaking skill?

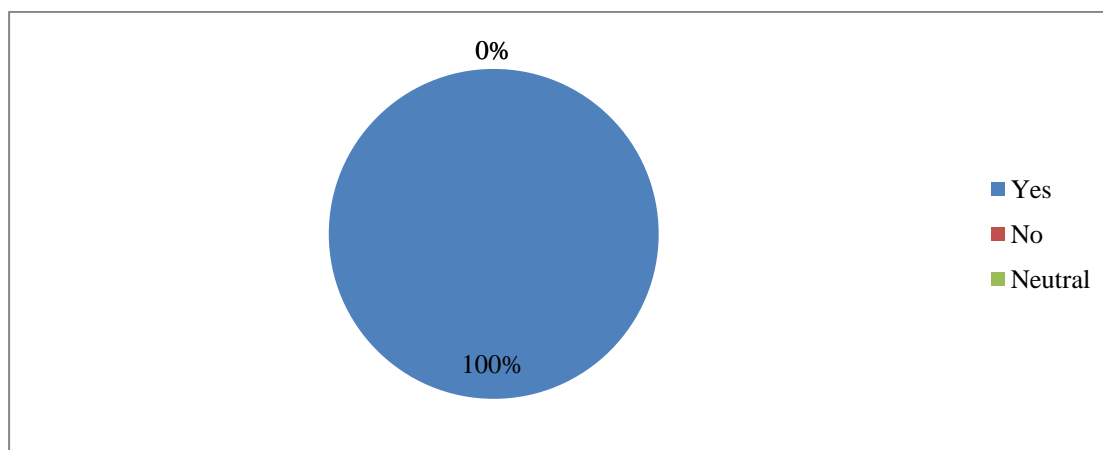
Chart # 6: Importance of didactic activities.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	22	100%
No	0	0%
Neutral	0	0%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph # 1: Importance of didactic activities.



**Author:** Edith Borbor Arreaga.

**Interpretation:** 100% students considered the didactic activities are important because these will contribute to improve English speaking skills.

**Question 2:** Do you think the use of role-plays will benefit to develop your oral fluency?

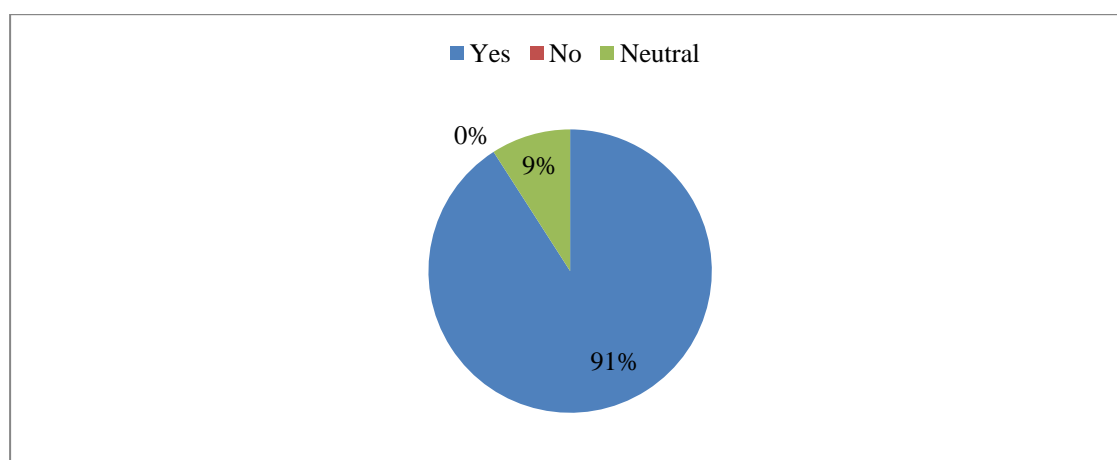
Chart #7: Role- plays as develop oral fluency

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	20	90,91%
No	0	0%
Neutral	2	9,09%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga

Graph #2: Role- plays as develop oral fluency



**Author:** Edith Borbor Arreaga

**Interpretation:** 91% scholars considered that role-plays will help to develop their oral fluency, while the 9% expressed in a neutral way.

**Question 3:** Do you think that stories are good didactic activities to develop your communication and motivation?

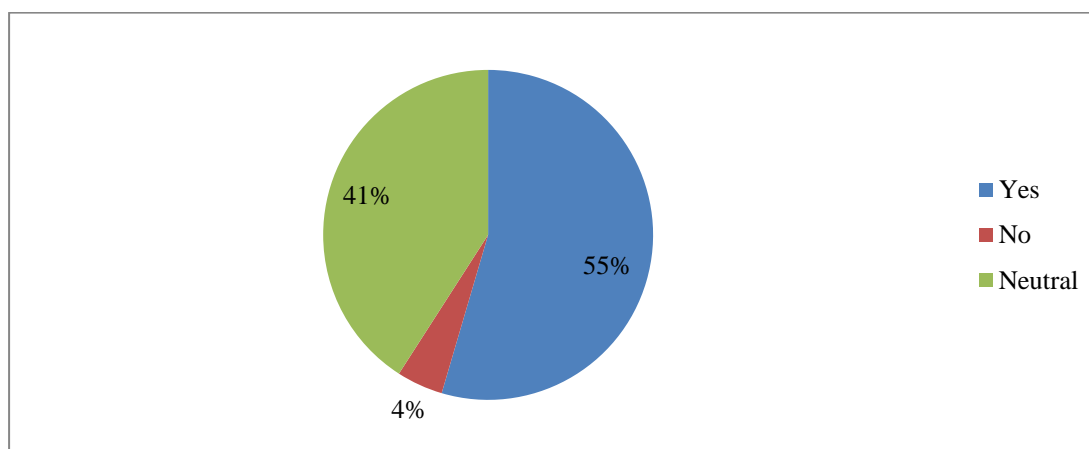
Chart #8: Stories as didactic activities

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	12	54,55%
No	1	4,54%
Neutral	9	40,91%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph # 3: Stories as didactic activities



**Author:** Edith Borbor Arreaga.

**Interpretation:** 55% students accepted that the stories as didactic activities will develop their communication and motivation, the 41 % manifested that this didactic activity will not benefit, while the 4% of the population of students answered neutral.

**Question 4:** Do you think to interact with your partner in classroom is important for your development of speaking skills?

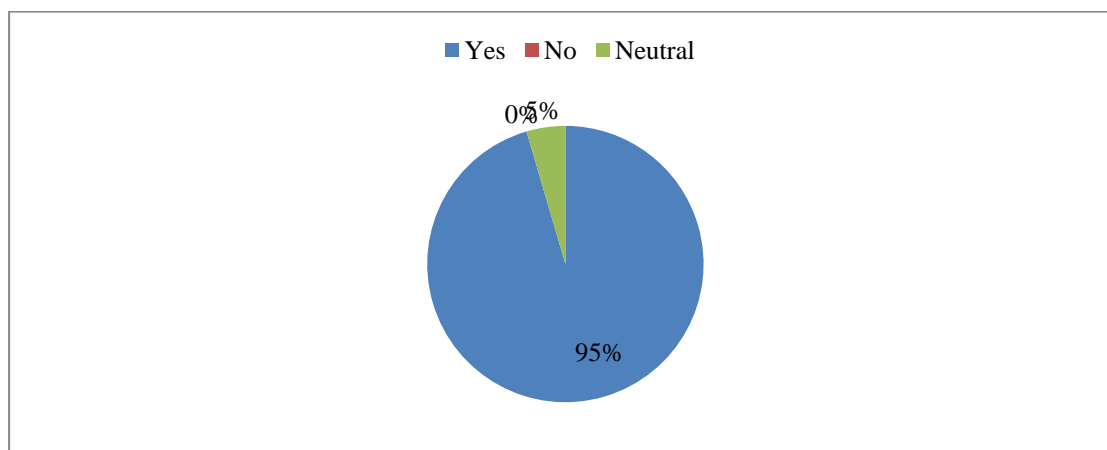
Chart #9: Importance of the interaction.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	21	95,45%
No	0	0%
Neutral	1	4,55%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph #4: Importance of the interaction.



**Author:** Edith Borbor Arreaga.

**Interpretation:** 95 % students considered important to interact will develop of speaking skills and 5% thinks neutral.

**Question 5:** Would you like teachers use the music as didactic activities for the development of the English speaking skills?

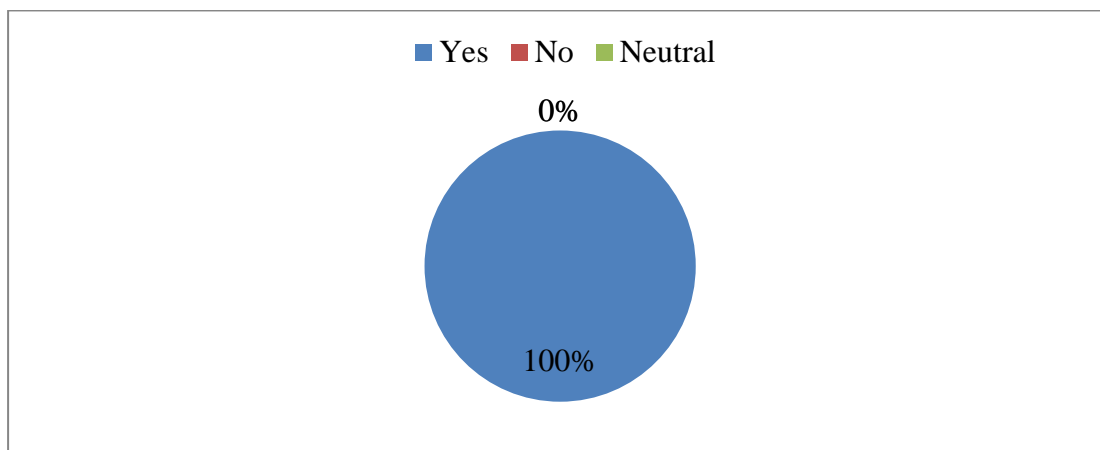
Chart # 10: Music as didactic activities

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	22	100%
No	0	0%
Neutral	0	0%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph # 5: Music as didactic activities



**Author:** Edith De Las Nieves Borbor Arreaga.

**Interpretation:** 100% students considered important this method for the development of the English speaking skills.



**Question 6:** Do you believe the use of puppets is a good didactic activity to develop your English speaking skills as well as the motivation?

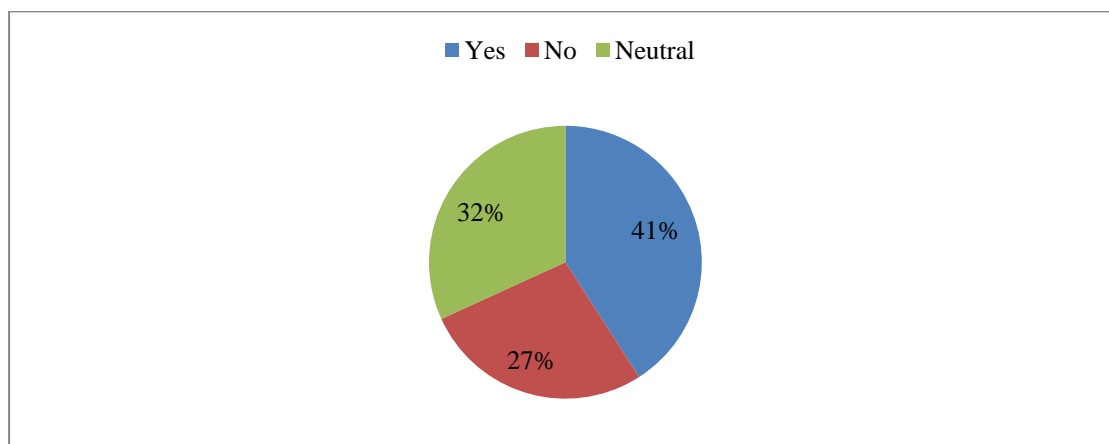
Chart # 11: The use of puppets as didactic activity

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	9	40,91%
No	6	27,27%
Neutral	7	31,82%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph #6: The use of puppets as didactic activity



**Author:** Edith Borbor Arreaga.

**Interpretation:** 41% students agreed that the use of puppets is a good didactic activity to develop their English speaking skills, the 32% students manifested no and the 27% students answered neutral.

**Question 7:** Is it necessary for you the use of audio and video to exercise your verbal fluency in the classroom?

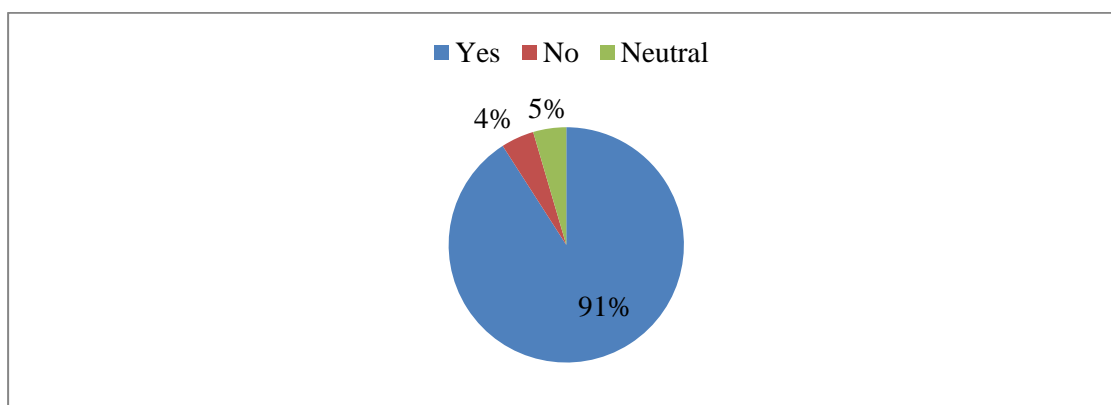
Chart # 12: The use of audio and video to exercise verbal fluency.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	20	90,90%
No	1	4,55%
Neutral	1	4,55%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph #7: The use of audio and video to exercise verbal fluency.



**Author:** Edith Borbor Arreaga.

**Interpretation:** 91% students answered yes, the 5 % students opined no and the 4% manifested neutral.

**Question 8:** Do you think that educational debates are important to develop your English speaking skills?

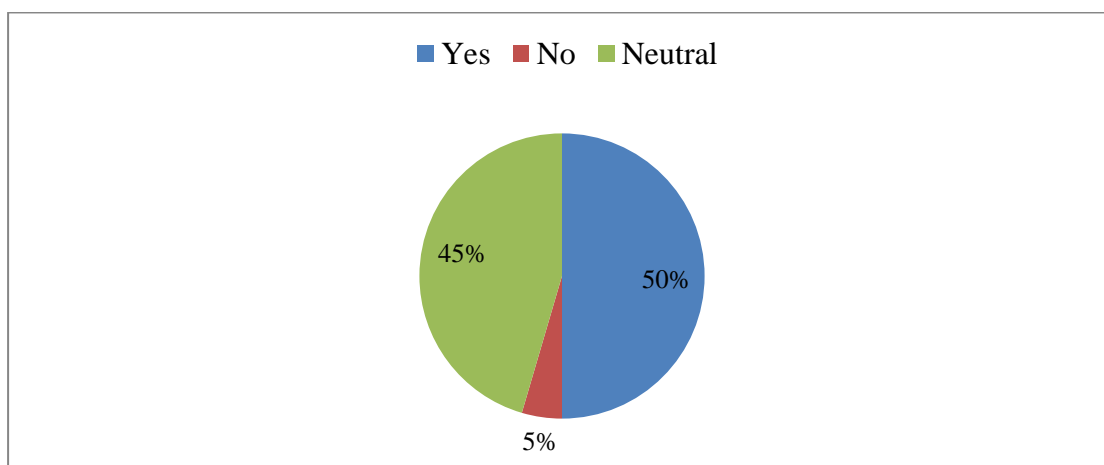
Chart # 13: Importance of educational debates

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	11	50%
No	1	4,55%
Neutral	10	45,45%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph #8: Importance of educational debates



**Author:** Edith Borbor Arreaga.

**Interpretation:** 50% students are according the educational debates are important to develop the English speaking skills, the 45% answered no and the 5% responded neutral.

**Question 9:** Do you think the spelling bee contest is a good method of didactic activity to develop your pronunciation and participation between partners?

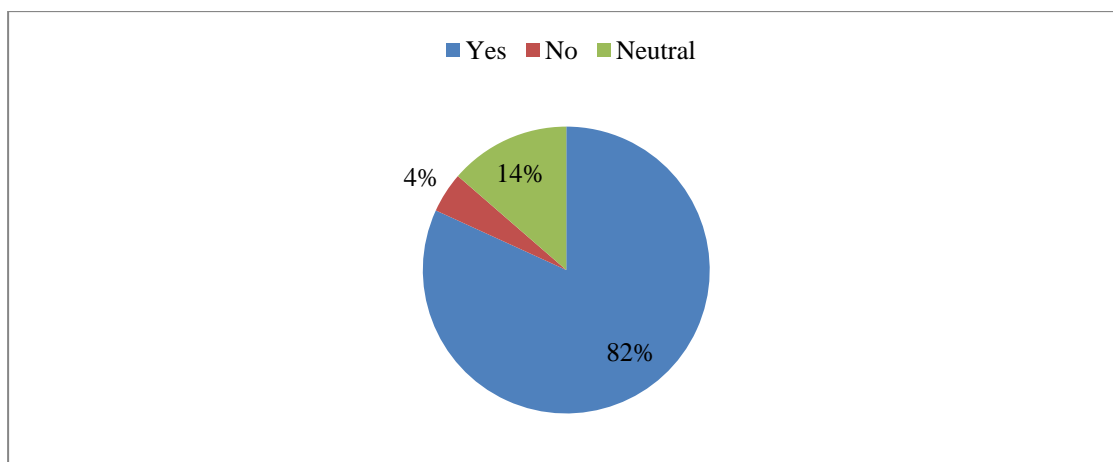
Chart #14: Spelling bee as didactic activity

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	18	81,82%
No	1	4,55%
Neutral	3	13,63%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph #9: Spelling bee as didactic activity



**Author:** Edith Borbor Arreaga.

**Interpretation:** 82% students manifested it's a good method, the 4% opined no and 14% believe neutral.

**Question 10:** Are open houses important didactic activities to develop your collaboration and interaction in the educational field?

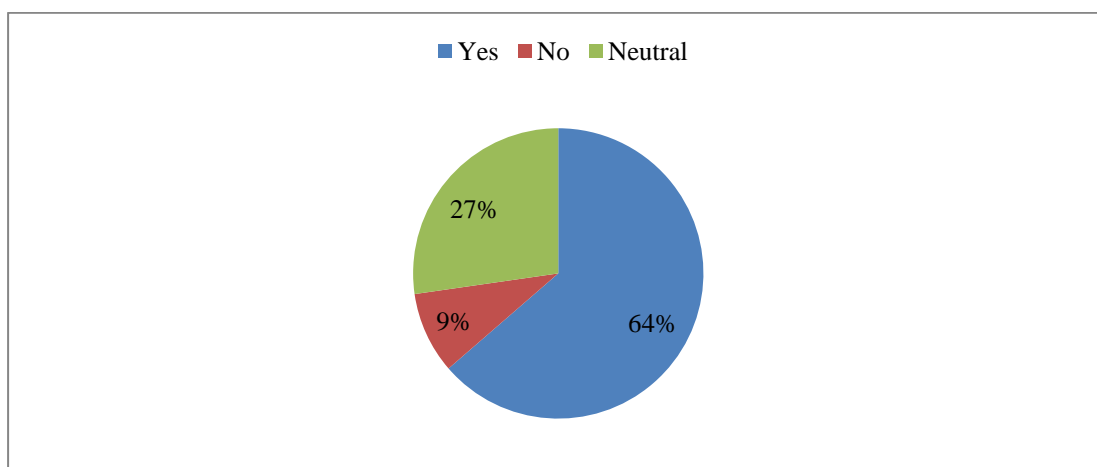
Chart #15: Open houses as educational field

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	14	63,64%
No	2	9,09%
Neutral	6	27,27%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph #10: Open houses as educational field



**Author:** Edith Borbor Arreaga.

**Interpretation:** 64% considered the open houses are important didactic activities to develop their collaboration and interaction in the educational field, the 9% students responded no, and the 27% answered neutral.

**Question 11:** Would you like to participate in games to develop your fluency?

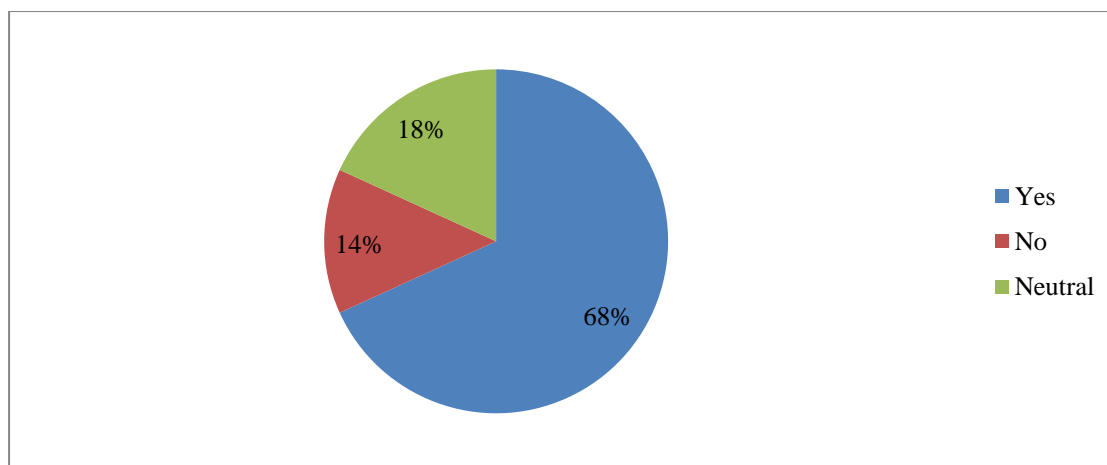
Chart #16: Games to develop fluency

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	15	68,18%
No	3	13,64%
Neutral	4	18,18%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph #11: Games to develop fluency



**Author:** Edith Borbor Arreaga.

**Interpretation:** 68% answered yes, the 18% students responded no, and 14% students manifested neutral.

**Question 12:** Are movies good didactic activities to develop your speaking and listening skills?

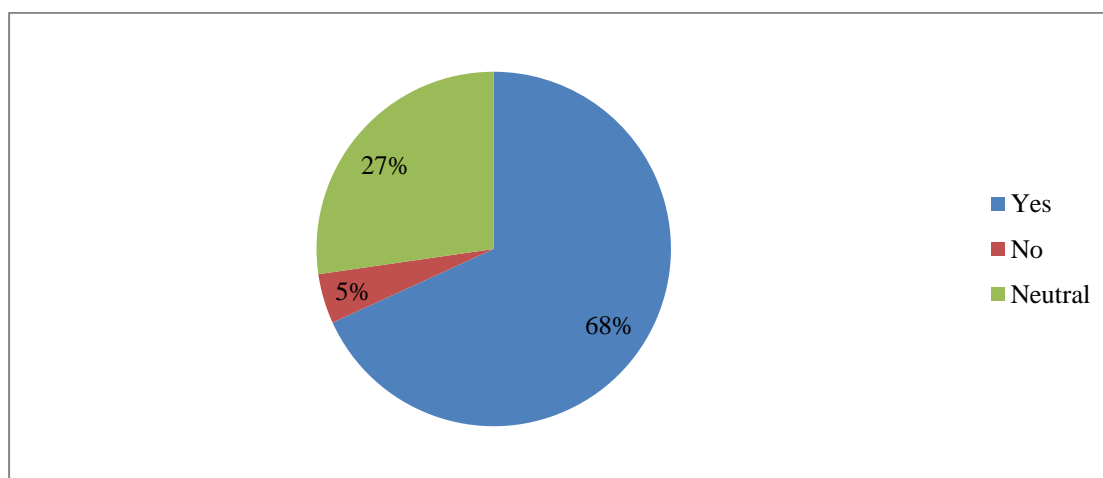
Chart # 17: Movies as didactic activity

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	15	68,18%
No	1	4,55%
Neutral	6	27,27%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph #12: Movies as didactic activity



**Author:** Edith Borbor Arreaga.

**Interpretation:** 68% responded that movies are good didactic activities to develop their speaking and listening skills, the 5% manifested no and the 27% answered neutral.

**Question 13:** Do you think that real-life scenarios situations are didactically necessary to prepare you for the real world using English speaking skills?

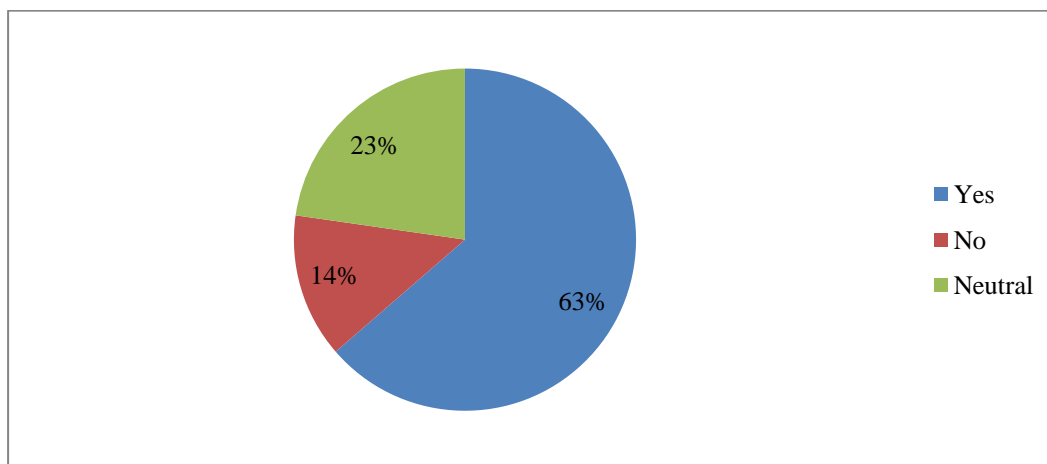
Chart #18: The use of speaking skills in real-life situations.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	14	63,64%
No	3	13,63%
Neutral	5	22,73%
TOTAL	22	100%

**Source:** Students of seventh grade at Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

Graph #13: The use of speaking skills in real-life situations.



**Author:** Edith Borbor Arreaga.

**Interpretation:** 63% students manifested that real –life scenarios situations are necessary to prepare them for the real world, the 23% contested no and the 14 % students’ respondents answered neutral.



### 3.8.2 Results chart-students

Chart # 19: Results chart-students

N°	QUESTIONS	SI		NO		NEUTRAL		TOTAL	
		Q	%	Q	%	Q	%	Q	%
1	Do you think that didactic activities are important in English class to develop your speaking skill?	22	100	0	0	0	0	22	100
2	Do you think the use of role-plays will benefit to develop your oral fluency?	20	90,91	0	0	2	9,09	22	100
3	Do you think that stories are good didactic activities to develop your communication and motivation?	12	54,55	1	4,54	9	40,91	22	100
4	Do you think to interact with your partner in classroom is important for your development of speaking skills?	21	95,45	0	0	1	4,55	22	100
5	Would you like teachers use the music as didactic activities for the development of the English speaking skills?	22	100	0	0	0	0	22	100
6	Do you believe the use of puppets is a good didactic activity to develop your English speaking skills as well as the motivation?	9	40,91	6	27,27	7	31,82	22	100
7	Is it necessary for you the use of audio and video to exercise your verbal fluency in the classroom?	20	90,90	1	4,55	1	4,55	22	100
8	Do you think that educational debates are important to develop your English speaking skills?	11	50	1	4,55	10	45,45	22	100
9	Do you think the spelling bee contest is a good method of didactic activity to develop your pronunciation and participation between partners?	18	81,82	1	4,55	3	13,63	22	100
10	Are open houses important didactic activities for students and schools in order to develop collaboration and interaction in the educational field?	14	63,64	2	9,09	6	27,27	22	100
11	Would you like to participate in games to develop your fluency?	15	68,18	3	13,68	4	18,18	22	100
12	Are movies good didactic activities to develop you're speaking and listening skills?	15	68,18	1	4,55	6	27,27	22	100
13	Do you think that real-life scenarios situations are didactically necessary to prepare you for the real world using English speaking skills?	14	63,64	3	13,63	5	22,73	22	100

**Source:** Ciudad de Salinas School.

**Author:** Edith Borbor Arreaga.

### **3.8.3 Analysis of results-students**

Results show that students consider that didactic activities are very important; they also consider that they do not have made many didactic activities and this is the reason why their speaking in English is low, in order to solve this problem students believe that the use of a handbook of didactic activities could bring a solution since it allows students to practice on their classroom and the real-life situations.

On the other side, they consider that the use of a handbook of didactic activities will help to develop their English speaking skills like other schools do and finally students showed their acceptance to participate in the didactic activities proposed.

## **3.9 CONCLUSIONS AND RECOMMENDATIONS**

### **3.9.1 Conclusions**

- ❖ English speaking skills of the seventh grade students from Ciudad de Salinas School have not been developed satisfactorily, because teachers didn't use the adequate activities been this ability essential for the future teachers and students.
- ❖ Teachers should apply didactic activities in education to develop the English speaking skills.
- ❖ Didactic activities are useful tools for the development the English speaking skills.
- ❖ English speaking skill contributes to the development of communication in a language.

### **3.9.2 Recommendations**

- ❖ Teachers should use the handbook of didactic activities in education; these are good selection to work with students for the development of their English speaking skills.
- ❖ Motivate to participate in educational activities to improve speech skills.
- ❖ It is necessary that the teacher provides the students with didactic activities because they will help the learning the English speaking skills.

## **CHAPTER IV**

### **PROPOSAL**

#### **4.1 INFORMATIVE DATA**

##### **Title of the Proposal**

Didactic activities for the development of English speaking skills in students of seventh grade EGB at Ciudad de Salinas School, Santa Rosa, Salinas, Province of Santa Elena. School Year 2014-2015.

##### **Executing Institution**

EGB “Ciudad de Salinas” School, Santa Rosa, Salinas, province of Santa Elena.

##### **Beneficiaries**

The seventh grade students and teachers of the Education General Basic “Ciudad de Salinas” School.

##### **Location**

Santa Rosa, Salinas, Province of Santa Elena.

##### **Estimated time for execution**

6 months

##### **Responsible**

Author: Edith De Las Nieves Borbor Arreaga.

Adviser: Lcda. Jeannette Elizabeth Cevallos Alcívar. MSc.

## **4.2 PROPOSAL BACKGROUND**

For the development of English speaking skills through a handbook with didactic activities, students would practice with several activities, for this reason these didactic activities will help scholars to develop the speaking with interest and joy.

These are compilation of old, effective materials or activities that teachers of other schools have used. Students will remember past classes and they will be motivated to speak English.

## **4.3 SIGNIFICANCE**

### **4.3.1 Importance**

Nowadays didactic activities are the most important in the teaching and learning process to students and teachers because they can perform them using their skills.

This project had as objective teaching to students some activities to use them in class and motivate to contribute information with real life situations, using their speaking skills, due to before they worked with texts and many activities that were not necessary, as writing words five times or cut and paste pictures. So students are motivated to participate in class and thus help them develop their skills.

This project was possible with the accepting of the principal of the institution and students because they were collaborating with this investigation work.

### **4.3.2 Fundamental Problem**

The lack of didactic activities used by teachers to strengthen and develop English speaking skills in classroom.

## **4.4 OBJECTIVES**

### **4.4.1 General Objective**

To develop the inter - relation in English area applied to the education through a handbook with didactic activities with the intention of strengthening English speaking skills in students of seventh grade EGB at “Ciudad de Salinas” School.

### **4.4.2 Specific Objectives**

- To develop English speaking skills through didactic activities.
- To improve the speaking English skills.
- To evaluate out the learning of English speaking skills.
- To create a handbook with didactic activities for the development of English speaking skills.

## **4.5 FUNDAMENTAL**

### **4.5.1 Legal**

In The Constitution of Republic of Ecuador 2008at Education Organic Law in the chapter two, article two literal c of the values is written that Ecuadorians have rights to integral education and the obligation to participate actively in the national educative process.

In the article three literal c says to develop the intellectual and critic capacity of students respecting his/her personal identity to contributing actively to the moral transformation, politic, social, cultural and economic of the country.

For that, teachers are compromised with students to promote and develop their speaking skills all time.

#### **4.5.2 Pedagogic**

Professors have the obligation to teach and develop speaking English skills with patience and discipline in and out the classroom, so students can understand their teaching.

The education is an important work with the intention the students develop their capacities and skills, being these followed with attention of educators applying didactic activities to improve the students' skills.

#### **4.5.3 Vision**

To provide a handbook with didactic activities in the learning and teaching process at Education General Basic Ciudad de Salinas School to develop English speaking skills and to obtain quality of students.

#### **4.5.4 Mission**

To intensify the significant learning through a handbook with didactic activities improving the professors' knowledge and students, so know the importance of the didactic activities for the development English speaking skills.

#### **4.5.5 Beneficiaries**

22 Students will increase the significant learning.

6 Educators will apply the didactic activities.

1 Committed Principal to include the handbook with didactic activities at the institution.

#### **4.5.6 Social Impact**

Will reinforce the significant learning in the seventh grade students and will improve the teaching and learning process.

### **4.6 DESIGN AND DEVELOPMENT OF THE PROPOSAL**

The teaching of didactic activities through a handbook is a primordial component for the development of English speaking skills in students of seventh grade EGB at Ciudad de Salinas School, Santa Rosa, Salinas, province of Santa Elena. This will help to develop the educational learning; at the same time students will be interested to learn how to speak English.

Didactic activities are fun teaching resources to assist in the interaction of the students with other students and teachers.

#### **4.6.1 Use of educational activities.**

##### **4.6.1.1 Use of educational activities for teachers.**

These activities will be used in the teaching process by teachers in English classes; they are very easy and funny to teach speaking and will achieve the development of skills.



#### 4.6.1.2 Use of educational activities for students.

With these activities students will achieve to improve English speaking skills and be competitive improving the learner profile, not only writing but speaking; developing students' skills and helping to improve the teaching and learning process.

#### 4.6.1.3 Rubric to assess speaking

Before and after the implementation of this proposal I evaluated students at Ciudad de Salinas School in Santa Rosa, the following standards was used:

Chart # 20: Rubric

<b>CATEGORIES</b>	<b>1=</b>	<b>2=</b>	<b>3=</b>	<b>4=</b>
	<b>no acceptable</b>	<b>Low</b>	<b>good</b>	<b>Very good</b>
	Does not speak	Soppy words	A few soppy words	Speak with no pauses
Fluency				
Intonation				
Gestures				



*PENÍNSULA OF SANTA ELENA STATE UNIVERSITY*

*FACULTY OF EDUCATION AND LANGUAGES*

*ENGLISH TEACHING CAREER.*

**HANDBOOK OF DIDACTIC ACTIVITIES FOR THE  
DEVELOPMENT OF ENGLISH SPEAKING SKILLS.**



*AUTHOR: EDITH DE LAS NIEVES BORBOR ARREAGA.*

*ADVISER: Lcda. JEANETH ELIZABETH CEVALLOS ALCIVAR. MSc.*



*La Libertad – Ecuador*

*2015*

## 4.7 ACTIVITIES

### ACTIVITY #1

Picture # 2: Describing my classmate



**Objective:** To improve the speaking skill through description.

**Vocabulary:** Target language, tall, small, skinny, fat, handsome, beautiful, long /short hair, black /green/ brown/blue eyes, black/ white skin, verb to be and verb have.

**Human Resources** (Students and educator)

**Methodology:**

This is an activity of description, where students will describe physical appearance remembering classes (adjectives, nouns, simple present tense verb To Be and verb Have) acquired in the past years.

**Time:** 40 minutes

**Procedure:**

To choose two students and two fronts located at a distance of one meter, making the draw with a coin for who begins to describe.

**How to start seeing?**

He /she is .....

He / she had.....

## ACTIVITY # 2

### The Colors

Picture # 3: The colors

**Objective:** To develop the oral expression of students through the play of colors.

**Vocabulary:** Black, white, green, blue, yellow, brown, orange, pink, red and purple.

**Resources:** Objects of class.



**Methodology:** This activity will be an amusing class, where the student first will pay attention to what the teachers says and then they answering.

**Time of activity:** 40 minutes.

**Indications:** Children sitting in a circle in the center may be placed game director (who may be the teacher or a child) tells the group a color and players, in turn, point at the things they see the color chosen by the director of the game. Scholar must say that thing is that color. If student does not speak, leaving the game.

#### What to say?

Game director: I see, I see

Group: What do you see?

Game director: A Color

Group: What color?

Game director: Red

Student: The ..... is red.

## ACTIVITY # 3

### PUPPETS

Picture # 4: Making friends

**Objective:** to argument in English to develop the speaking skill.

**Vocabulary:** Good morning, hi, hello, good bye, my name is..., what is your name? How are you? I am very well, where do you live? I live in...what do you like? I like.....

**Resources:**

- Human (students and teacher)
- Material (Puppets)

**Methodology:** This activity will help students to express themselves more easily within their environment in the area of English.

**Time:** 40 minutes



**Procedure:** To form groups of 3 or 5 and each choose a puppet to invite them to represent a situation of friendship following this dialogue:

#### Dialogue

Student 1: Good morning

Student 2: Hi

Student 3: Hello

Student 1: My name is....What is your name?

Student 2: My name is.....

Student 3: My name is....

Student 1: How are you?

Student 2: I am very well.

Student 3: Very well.

Student 1: Where do you live?

Student 2: I live in .....

Student 3: I live in .....

Student 1: What do you like?

Student 2: I like .....

Student 3: I like .....

## ACTIVITY # 4

### SPELLING BEE

Picture # 5: Spelling Bee



**Objective:** To develop the speaking skill faster.

**Resources:**

Human (pupils and professor)

Materials (flash cards)

**Methodology:**

This activity will help students develop their ability to spell a word correctly without error and in the shortest time possible.

**Time:** 40 minutes

**Procedure:**

To create flash cards with words simple, nouns or verbs items that students already know or are aware of them outside the classroom.

Randomly selects students in the class and have come to the front of the group to spell a word out loud.

(Ehowenespanol, 2015)

## ACTIVITY # 5

### ROLE PLAYING

Picture # 6: Guessing who am I?

**Objective:** To promote the speaking skills in students.

**Resources:**

Human (scholars and educator)

Materials (pictures of famous people or cards with names of famous people)



**Methodology:**

In this activity, students will practice all knowledge about description of people and will improve speaking.

**Time:** 40 minutes

**Procedure:**

1. To choose one scholar with his/her back to other students. And he/she will be who answers the information that other will do.
2. To show a piece of paper with the name of a famous people or a picture.
3. If student guesses the name, he wins the game. If the student doesn't guess the name, the class wins.

(kadutoxedy, 2015)

**It would Say**

He / she is man/ woman

He / she is (an actor/ an actress/ a singer/ a painter.....)

He/ she is (handsome/ beautiful)

He / she had (long/short hair, green/blue eyes, tall.....)

## ACTIVITY# 6

### Picture # 7: Verb To Be



**TO BE: PRESENT SIMPLE**

**FORM:**

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I <b>am</b> You <b>are</b> He/She/It <b>is</b> We/You/They <b>are</b>	I <b>am not</b> You <b>aren't</b> He/She/It <b>isn't</b> We/You/They <b>aren't</b>	<b>Am</b> I? <b>Are</b> you? <b>Is</b> he/she/it? <b>Are</b> we/you/they?



Source: edutekam,2015

**Objectives:** To reinforce the English speaking skills

**Vocabulary:** I, you he, she, it, we, you, they, am, is, are

**Resources:**

**Human** (teacher and students)

**Didactic** (mime)

**Methodology:** With this activity students will remember verbs in the structure of the present simple and will practice more speaking making sentences.

**Time:** 40 minutes

**Procedure:**

This project aims through games and didactic activities students learn the present simple. The game called the race of knowledge, where students reinforce the verbs learned in past classes. In this game the student who knows more verbs wins.

Edutekam, 2015



## ACTIVITY# 7

### READING A STORY

**Picture # 8: Reading a story**



**Objectives:** To improve the pronunciation of the words.

**Resources:**

**Human** (teacher and students)

**Materials** (books)

**Methodology:** With this activity the students will know new words, will improve their pronunciation and will understand the reading.

**Time:** 40 minutes

**Procedure:**

Use short readings of different books, and one student to read aloud. When this student finishes reading, teacher chooses other student and makes one question to him about the reading. If student answer correctly, he wins a point. If student don't respond, he/she should read again the reading.

## ACTIVITY # 8

### ROLE PLAYING

Picture # 9: Asking my classmate



**Objectives:** To develop the English speaking skills

**Human Resources** (teacher and students)

**Methodology:** With this activity students will remember classes acquired in last years.

**Time:** 10 minute every couple.

**Procedure:** Choose two students in front of the class to talk about (vacations, games, food and others), and then ask the class about what they were asking. Likewise do with another couple.

## ACTIVITY # 9

### THE ICE CREAM

**Picture # 10: Preparing a special ice cream**



**Objectives:** To use the English speaking skills.

**Resources:**

**Human** (Teacher and students)

**Materials** (Ice cream)

**Methodology:** With this activity the students will explain how prepare a special ice cream using the speaking skills.

**Time:** 15 minutes

**Procedure:**

Select groups of students to prepare a special ice cream, they would write step by step how prepared the ice cream, and explain or read it in the class.

## ACTIVITY # 10

### PLAY

#### Picture # 11: Stop your hand

**Objectives:** To Improve the English speaking skills using the alphabet.

**Vocabulary:** a, b, c, d, e, f, g.....z

**Resources:**

**Human** (teacher and students)

**Materials** (sheet, pencil or paper)



**Methodology:** In this activity students will write and will respond faster.

**Time:** 30 minutes

**Procedure:** Teacher says one letter of the alphabet and the students will write in a paper printed the word that begins with that letter in a manner faster. After teacher will say “stop your hand” then everyone say the words in order. Students who have the words repeated lost points. Each new word had 100 points and the repeated words had 50 points. Finally student with the most points wins.

#### Structure of the sheet

Letter	Name	Surnames	City	Thing	animal	Fruit	Color	Total

## 4.8 STRATEGIES OF IMPROVEMENT

**Chart # 21: Strategies of improvement**

<b>BEFORE THE PROPOSAL</b>	<b>AFTER THE PROPOSAL</b>
<ul style="list-style-type: none"><li>• Do not use of didactic activities</li><li>• Nonlinguistic factors (limited corporal expression) to participate in English classes.</li><li>• Traditional English classes.</li><li>• Low level of independent speaking.</li><li>• Low level of communication with professor.</li></ul>	<ul style="list-style-type: none"><li>• Increase the handbook with didactic activities.</li><li>• Students join and participate in English classes.</li><li>• Entertaining English classes using didactic activities.</li><li>• Students acquire competences on the development of didactic activities.</li><li>• Increase of level of interaction with professor.</li></ul>

#### 4.8.1 Charts and Graph

Rubric applied before using didactic activities to develop English speaking skills.

**Chart # 22: Results of rubric before using didactic activities to develop English speaking skills**

SCORE		4	4	2	10
N°	STUDENTS	FLUENCY 1-12-2014	ENTONATION 1-12-2014	GESTURES 1-12-2014	TOTAL SCORE
1	ALVIA BALON MARLON ANDRES	3	1	2	6
2	BORBOR MORÁN ARIEL STEVEN	1	1	1	3
3	DEL PEZO LARA JONATHAN	2	1	1	4
4	DELGADO FRANCO LADY MISHELLE	1	1	1	3
5	GÓMEZ TIGRERO EIMY ARELYS	2	2	2	6
6	GONZALEZ TIGRERO ANDY JAIR	1	1	1	3
7	GRANADOS MEDINA KERLY NALLELY	1	1	1	3
8	LAZO RODRÍGUEZ GÉNESIS DAYANARA	1	1	1	3
9	MACIAS QUIRUMBAY DARLIN W.	1	2	1	4
10	MERO CHICA NAIGEL JAIR	2	1	1	4
11	MOYANO AVILES JORDY RAÚL	2	2	1	5
12	PANIMBOZA TIGRERO BECKAM A.	1	1	1	3
13	PESANTEZ CONTRERAS SAMANTHA M.	3	1	2	6
14	PILAY ALCIVAR DAYVIS STIVEN	1	1	1	3
15	REYES GONZÁLEZ DILAN ARIEL	2	1	2	4
16	ROSALES YAGUAL ELIAS MOISÉS	2	1	1	4
17	SANCHEZ SANTANDER ERICK	1	2	1	4
18	TIGRERO BALON SHIRLEY VIVIANA	1	2	1	4
19	TIGRERO GONZÁLEZ SCARLET EDITH	1	1	1	3
20	TIGRERO GRANDA YULEIKA HAIDEE	2	1	1	4
21	TUÁREZ GÓMEZ MARIA GRACIELA	1	2	1	4
22	TUÁREZ DE LA O EDGAR ARIEL	1	1	1	3

**RESULTS:** During this research none of the students evaluated got a good score which means that their English was very poor, so it is necessary the execution of a handbook of didactic activities to develop their speaking.

**Chart # 20: Result applied after using didactic activities to develop English speaking skills.**

SCORE		4	4	2	10
N°	STUDENTS	FLUENCY 1-12-2014	ENTONATION 1-12-2014	GESTURES 1-12-2014	TOTAL SCORE
1	ALVIA BALON MARLON ANDRES	4	3	2	9
2	BORBOR MORÁN ARIEL STEVEN	2	2	2	6
3	DEL PEZO LARA JONATHAN	2	4	1	7
4	DELGADO FRANCO LADY MISHELLE	2	2	2	6
5	GÓMEZ TIGRERO EIMY ARELYS	4	3	2	9
6	GONZALEZ TIGRERO ANDY JAIR	2	3	2	7
7	GRANADOS MEDINA KERLY NALLELY	2	2	2	6
8	LAZO RODRÍGUEZ GÉNESIS DAYANARA	2	2	2	6
9	MACIAS QUIRUMBAY DARLIN W.	2	2	2	6
10	MERO CHICA NAIGEL JAIR	3	2	3	8
11	MOYANO AVILES JORDY RAÚL	3	3	2	8
12	PANIMBOZA TIGRERO BECKAM A.	2	2	2	6
13	PESANTEZ CONTRERAS SAMANTHA M.	4	3	2	9
14	PILAY ALCIVAR DAYVIS STIVEN	3	2	2	7
15	REYES GONZÁLEZ DILAN ARIEL	3	2	2	7
16	ROSALES YAGUAL ELIAS MOISÉS	3	3	2	8
17	SANCHEZ SANTANDER ERICK	3	3	2	8
18	TIGRERO BALON SHIRLEY VIVIANA	2	3	2	7
19	TIGRERO GONZÁLEZ SCARLET EDITH	3	2	2	7
20	TIGRERO GRANDA YULEIKA HAIDEE	3	3	2	8
21	TUÁREZ GÓMEZ MARIA GRACIELA	3	2	2	7
22	TUÁREZ DE LA O EDGAR ARIEL	3	3	2	8

**Sources:** Final Test

**Autor:** Edith Borbor Arreaga

#### 4.8.2 Results of Oral Activities

Chart # 24: Results of oral activities

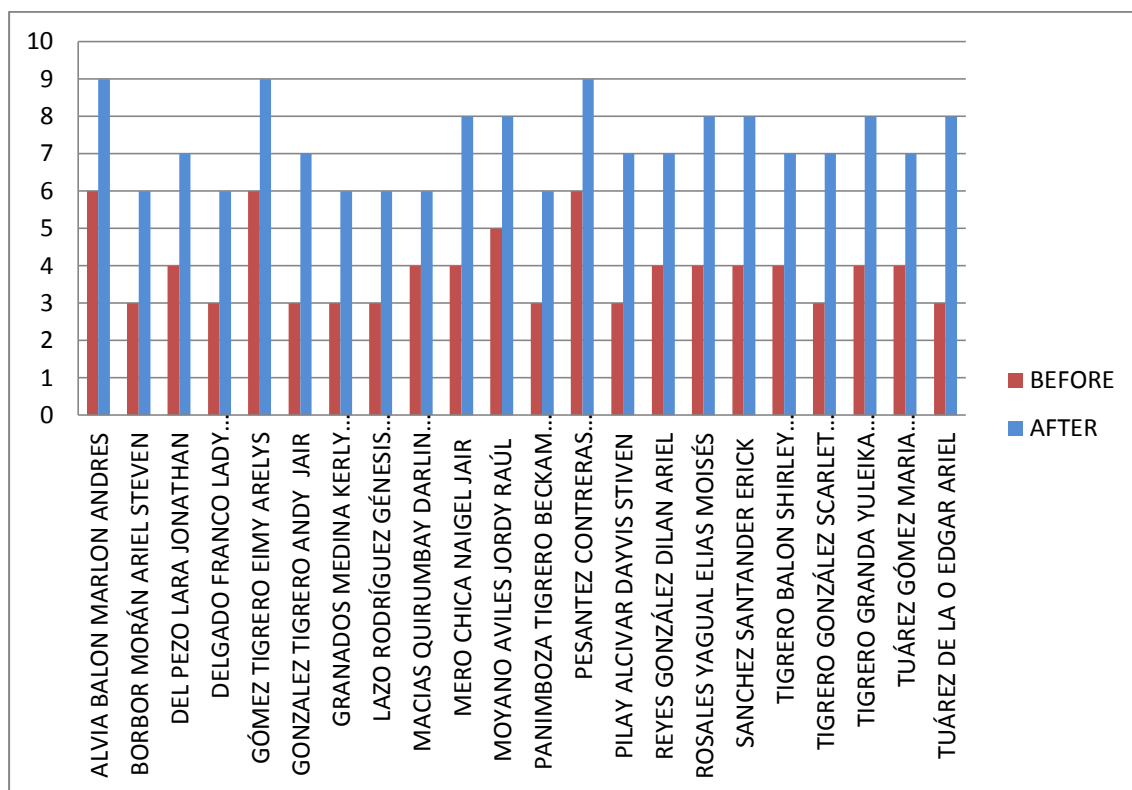
N°	STUDENTS	BEFORE	AFTER	% OF IMPROVEMENT
1.	ALVIA BALON MARLON ANDRES	6	9	66,67%
2.	BORBOR MORÁN ARIEL STEVEN	3	6	50%
3.	DEL PEZO LARA JONATHAN	4	7	51,14%
4.	DELGADO FRANCO LADY MISHELLE	3	6	50%
5.	GÓMEZ TIGRERO EIMY ARELYS	6	9	66,67%
6.	GONZALEZ TIGRERO ANDY JAIR	3	7	42,86%
7.	GRANADOS MEDINA KERLY NALLELY	3	6	50%
8.	LAZO RODRÍGUEZ GÉNESIS DAYANARA	3	6	50%
9.	MACIAS QUIRUMBAY DARLIN WILLINGTON	4	6	66,67%
10.	MERO CHICA NAIGEL JAIR	4	8	50%
11.	MOYANO AVILES JORDY RAÚL	5	8	62,5%
12.	PANIMBOZA TIGRERO BECKAM ARTURO	3	6	50%
13.	PESANTEZ CONTRERAS SAMANTHA MICHELLE	6	9	66,67%
14.	PILAY ALCIVAR DAYVIS STIVEN	3	7	42,86%
15.	REYES GONZÁLEZ DILAN ARIEL	4	7	51,14%
16.	ROSALES YAGUAL ELIAS MOISÉS	4	8	50%
17.	SANCHEZ SANTANDER ERICK	4	8	50%
18.	TIGRERO BALON SHIRLEY VIVIANA	4	7	51,14%
19.	TIGRERO GONZÁLEZ SCARLET EDITH	3	7	42,86%
20.	TIGRERO GRANDA YULEIKA HAIDEE	4	8	50%
21.	TUÁREZ GÓMEZ MARIA GRACIELA	4	7	51,14%
22.	TUÁREZ DE LA O EDGAR ARIEL	3	8	37,5%
<b>TOTAL</b>				<b>352,28%</b>

**Sources:** Final results

**Autor:** Edith Borbor Arreaga



**Graph # 14: Results of oral activities**



**Sources:** Results of improvement

**Author:** Edith Borbor Arreaga

## **4.9 CONCLUSIONS AND RECOMMENDATIONS**

### **4.9.1 Conclusions**

- The application of a handbook of didactic activities is measured as an educational tool; these should be used to develop the English speaking skills.
- The handbook of didactic activities permits students to develop their independent oral skills.
- The handbook of didactic activities can be used in other grades at Ciudad de Salinas School.

### **4.9.2 Recommendations**

- The handbook of didactic activities should be used to develop the level of English speaking skills of students and their education.
- Teachers at the Ciudad de Salinas School should develop the English speaking skills in the students.
- The handbook of didactic activities should be applied in other grades at Ciudad de Salinas School.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 RESOURCES

##### 5.1.1 Institutional

##### 5.1.2 Human

##### 5.1.3 Materials

Chart #25: Materials Resources

MATERIALS	DESCRIPTION	QUANTITY	UNITARY VALUE	TOTAL
	- Copies	500	0,03	<b>15,00</b>
	- Spiral burding	5	3,00	<b>15,00</b>
	- CD	5	1,25	<b>6,25</b>
	- Printing	500	0,10	<b>50,00</b>
	- Sheets A4	500	0,02	<b>10,00</b>
	- Pens	10	0,50	<b>5,00</b>
	- Pencils	10	0,40	<b>4,00</b>
	- Acrylic scoreboard	10	0,60	<b>6,00</b>
	- Board marker	10	0,75	<b>7,50</b>
	<b>TOTAL</b>			<b>118,75</b>

Author: Edith Borbor Arreaga

### 5.1.4 Technology

**Chart #26: Technological Resources**

<b>TECNOLOGICAL</b>	<b>DESCRIPTION</b>	<b>QUANTITY</b>	<b>UNITARY VALUE</b>	<b>TOTAL</b>
	Laptop	1	800,00	<b>800,00</b>
	Laser printer	1	200,00	<b>200,00</b>
	Pen drive	4	25,00	<b>100,00</b>
	<b>TOTAL</b>			<b>1100,00</b>

**Author:** Edith Borbor Arreaga.

### 5.2 BUDGET

**Chart #27: Financial Resources**

<b>Description</b>	<b>Total value</b>
Institutional Resources	0.00
Humans Resources	0.00
Materials Resources	118.75
Technological Resources	1.100.00
Foods	100.00
Transport	120.00
Other	50.00
<b>Resources total</b>	<b>1.388.75</b>



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- <https://www.youtube.com/watch?v=5bSEGG8zQ-o>
- <https://www.youtube.com/watch?v=5bSEGG8zQ-o>
- <https://www.youtube.com/watch?v=ACRpnHBxays>
- Meeting and greeting (speaking and listening activities)
- Students Presentation (speaking and listening activities)

LIST OF STUDENTS OF CIUDAD DE SALINAS SCHOOL

N°	STUDENTS
1	ALVIA BALON MARLON ANDRES
2	BORBOR MORÁN ARIEL STEVEN
3	DEL PEZO LARA JONATHAN EDUARDO
4	DELGADO FRANCO LADY MISHELLE
5	GÓMEZ TIGRERO EIMY ARELYS
6	GONZALEZ TIGRERO ANDY JAIR
7	GRANADOS MEDINA KERLY NALLELY
8	LAZO RODRÍGUEZ GÉNESIS DAYANARA
9	MACIAS QUIRUMBAY DARLIN WILLINGTON
10	MERO CHICA NAIGEL JAIR
11	MOYANO AVILES JORDY RAÚL
12	PANIMBOZA TIGRERO BECKAM ARTURO
13	PESANTEZ CONTRERAS SAMANTHA MICHELLE
14	PILAY ALCIVAR DAYVIS STIVEN
15	REYES GONZÁLEZ DILAN ARIEL
16	ROSALES YAGUAL ELIAS MOISÉS
17	SANCHEZ SANTANDER ERICK RAUL
18	TIGRERO BALON SHIRLEY VIVIANA
19	TIGRERO GONZÁLEZ SCARLET EDITH
20	TIGRERO GRANDA YULEIKA HAIDEE
21	TUÁREZ GÓMEZ MARIA GRACIELA
22	TUÁREZ DE LA O EDGAR ARIEL

## SPECIALIST'S INTERVIEW



### PENÍNSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF EDUCATION AND LANGUAGES

#### ENGLISH TEACHING CAREER

Dear specialist, this interview will help to obtain important input for a research paper titled **"DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN STUDENTS EGB AT CIUDAD DE SALINAS SCHOOL, SANTA ROSA, SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015"**.

Please answer the questions honestly; all the answers will be used exclusively for this work.

1. Do you consider that didactic activities are important in today's education?  
\_\_\_\_\_
2. Do you think that English teachers implement the adequate didactic activities for the development English speaking skills in class?  
\_\_\_\_\_
3. Do you consider that scholars develop their speaking abilities agreeably?  
\_\_\_\_\_
4. Do you consider that didactic activities would help to develop their speaking skills?  
\_\_\_\_\_
5. What kind of didactic activities you will recommend to use other English teacher?  
\_\_\_\_\_
6. \_\_\_\_\_



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

**INTERVIEW TO SPECIALIST OF PENINSULA OF SANTA ELENA STATE**

**UNIVERSITY**

**Teacher:** MSc. Jorge Cevallos Salazar

**1. Do you consider that didactic activities are important in today's education?**

**Answer:** Of course, didactic activities are important for all teachers.

**2. Do you think that English teachers implement the adequate didactic activities for the development English speaking skills in class?**

**Answer:** All the teachers are using the best methodologies to develop English speaking skills.

**3. Do you consider that scholars develop their speaking abilities agreeably?**

**Answer:** Yes, I think it.

**4. Do you consider that didactic activities would help to develop their speaking skills?**

**Answer:** Yes, the use an effective methodology for didactic activities would help step by step the motivation.

**5. What kind of didactic activities you will recommend to use other English teacher?**

**Answer:** Depend, if you are working with children. You can use effectiveness. If you are working with teenagers, let's can effectiveness or if you're working with adults can use other method.



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**  
**FACULTY OF EDUCATION AND LANGUAGES**  
**ENGLISH TEACHING CAREER**  
**INTERVIEW TO SPECIALIST OF PENINSULA OF SANTA ELENA STATE**  
**UNIVERSITY**

**Teacher:** Msc. Xavier Almeida Briones

**1. Do you consider that didactic activities are important in today's education?**

**Answer:** I am convinced that didactic activities are the most important for the teaching process.

**2. Do you think that English teachers implement the adequate didactic activities for the development English speaking skills in class?**

**Answer:** I think to apply some didactic activities in class, but I consider that many teachers do not apply correctly those activities.

**3. Do you consider that scholars develop their speaking abilities agreeably?**

**Answer:** yes, I consider the students develop their speaking skills agreeably.

**4. Do you consider that didactic activities would help to develop their speaking skills?**

**Answer:** yes, I consider that didactic activities will help to develop the speaking skills.

**5. What kind of didactic activities you will recommend to use other English teacher?**

**Answer:** I would recommend roll plays, video, games and short stories.





**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**  
**FACULTY OF EDUCATION AND LANGUAGES**  
**ENGLISH TEACHING CAREER**

**INTERVIEW TO SPECIALIST OF PENINSULA OF SANTA ELENA STATE**  
**UNIVERSITY**

**Teacher:** Msc. Glenda Pinoargote Parra

- 1. Do you consider that didactic activities are important in today's education?**  
**Answer:** Of course didactic is the noun how the teaching, really to know how to teach to the students.
- 2. Do you think that English teachers implement the adequate didactic activities for the development English speaking skills in class?**  
**Answer:** I think that a didactic activity should do all the teachers because it is important to develop the English language.
- 3. Do you consider that scholars develop their speaking abilities agreeably?**  
**Answer:** Yes, because for this is important to promote the practice, teacher makes the students repeat and play, so they really develop all skills for each level.
- 4. Do you consider that didactic activities would help to develop their speaking skills?**  
**Answer:** Yes, students lose the fear when they speak in front of the class, teachers must practice roll play, games, songs using the didactic activities to develop their speaking skills.
- 5. What kind of didactic activities you will recommend to use other English teacher?**  
**Answer:** The English teachers can use mimic, dialogues, role play, games, and songs to develop the English speaking skills.

INTERVIEW WITH THE PRINCIPAL OF CIUDAD DE SALINAS SCHOOL



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

**Lcda. María Magdalena Suárez González**

**Question 1:** In this institution is English language part of the curriculum?

**Answer:** Yes, this school has offered the English language as part of the curriculum.

**Question 2:** Do you consider that English language is very important? Why?

**Answer:** Yes, because it is part of the curriculum that we have established, other because it is part of the education.

**Question 3:** Has a spelling Bee contest done in Ciudad de Salinas School?

**Answer:** Yes, we have taken importance a spelling bee contest as motivation.

**Question 4:** Have oral activities done to the students in the English area?

**Answer:** Yes, the teachers have practiced oral activities in the English subject.

**Question 5:** Do students in the institution make permanent expositions in the classroom?

**Answer:** Yes, they make expositions, but no permanent, teachers use dialogues, songs, role play and drama.

**Question 6:** Do you consider the didactic activities in the English area help for the students?

**Answer:** Yes, these activities are important because the pupils learn and practice English; they interchange ideas about their real lives.

**Question 7:** Do you consider listening songs in English are important to improve the vocabulary?

**Answer:** Yes, This is a technique or skill that helps very much to the student's vocabulary

**Question 8:** In the classroom do you use Karaoke to improve the pronunciation of the students at Ciudad de Salinas School?

**Answer:** This will be a good technique, but we are not applying it.

**Question 9:** At Ciudad de Salinas School is English a priority?

**Answer:** Yes, English is an important subject because it is part of a curriculum, but we are not a bilingual school.

**Question 10:** Could you tell me the didactic activities that the students use in an open house of this institution?

**Answer:** Didactic activities like: drama, games, songs, group expositions and pair expositions.

INTERVIEW TO ENGLISH TEACHERS OF CIUDAD DE SALINAS SCHOOL



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

**Question 1:** What didactic activities do you use with your students to teach English and which ones are effective?

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**Question 2:** How can you improve the learning of English skills ( speaking) here at Ciudad de Salinas School and what things are needed to do it?

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**Question 3:** Do you consider that Ciudad de Salinas School should implement new didactic activities to improve verbal abilities?

---

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**Question 4:** Can you tell me about your experience as a teacher at Ciudad de Salinas School teaching English and what techniques have given you good results to improve oral interaction between students?

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## **PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**

### **FACULTY OF EDUCATION AND LANGUAGES**

#### **ENGLISH TEACHING CAREER**

### **INTERVIEW TO ENGLISH TEACHERS OF CIUDAD DE SALINAS**

#### **SCHOOL**

**Question 1:** What didactic activities do you use with your students to teach English and which ones are effective?

**Answer:** Reading, dialogues and others.

**Question 2:** How can you improve the learning of English skills ( speaking) here at Ciudad de Salinas School and what things are needed to do it?

**Answer:** We should use new didactic activities in the appropriate time, didactic activities like: dramas, more dialogues, songs or karaoke between others. Other professors said: we only use dialogues.

**Question 3:** Do you consider that Ciudad de Salinas School should implement new didactic activities to improve verbal abilities?

**Answer:** Yes, it is necessary to make a plan to improve the speaking in English area using didactic activities.

**Question 4:** Can you tell me about your experience as a teacher at Ciudad de Salinas School teaching English and what techniques have given you good results to improve oral interaction between students?

**Answer:** English is very difficult to teach and they are making all they can make it. They have used many dialogues.

SURVEY DONE TO STUDENTS OF CIUDAD DE SALINAS SCHOOL



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

No	QUESTIONS	YES	NO	NEUTRAL
1	Do you think that didactic activities are important in English class to develop your speaking skill?			
2	Do you think the use of role-plays will benefit to develop your oral fluency?			
3	Do you think that stories are good didactic activities to develop your communication and motivation?			
4	Do you think to interact with your partner in classroom is important for your development of speaking skills?			
5	Would you like teachers use the music as didactic activities for the development of the English speaking skills?			
6	Do you believe the use of puppets is a good didactic activity to develop your English speaking skills as well as the motivation?			
7	Is it necessary for you the use of audio and video to exercise your verbal fluency in the classroom?			
8	Do you think that educational debates are important to develop your English speaking skills?			
9	Do you think the spelling bee contest is a good method of didactic activity to develop your pronunciation and participation between partners?			
10	Are open houses important didactic activities for students and schools in order to develop collaboration and interaction in the educational field?			
11	Would you like to participate in games to develop your fluency?			
12	Are movies good didactic activities to develop your speaking and listening skills?			
13	Do you think that real-life scenarios situations are didactically necessary to prepare you for the real world using English speaking skills?			

**SOURCE:** Students of Ciudad De Salinas School

**AUTHOR:** Edith De Las Nieves Borbor Arreaga

Picture # 12:

Ciudad de Salinas School.



Front view of Ciudad de Salinas School



Picture # 13



Students of seventh grade of Ciudad de Salinas School

Picture # 14



**Delivering surveys**

Picture # 15



Explaining the survey to students.



Picture # 16



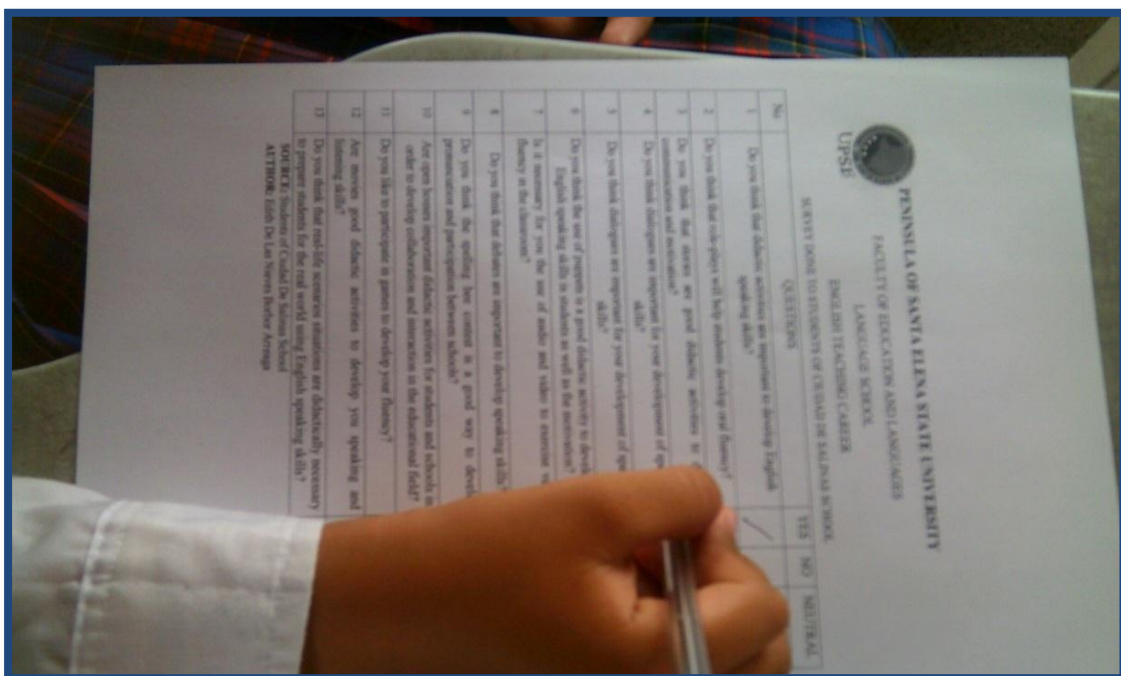
Students making questions about the survey.



Picture # 17



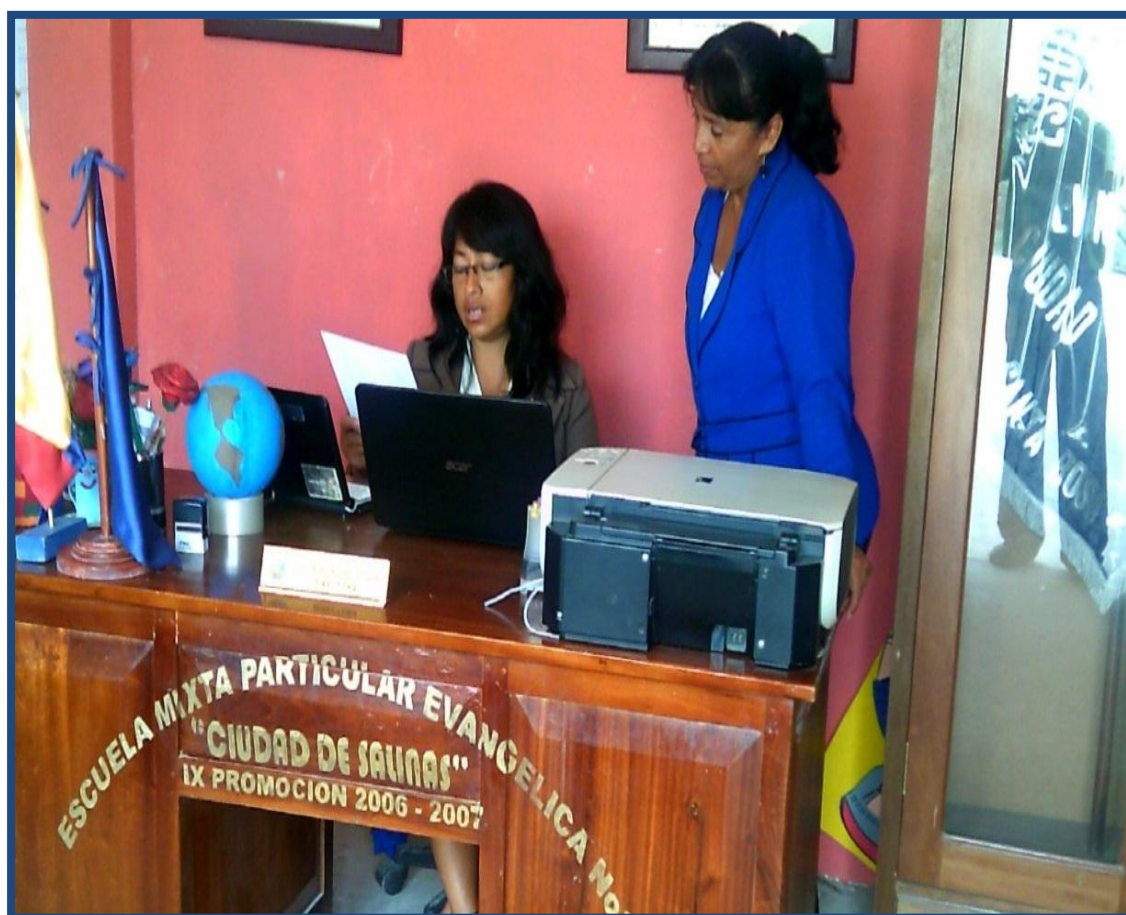
Student is answering the survey



No	QUESTIONS	YES	NO	NEUTRAL
1	Do you think that class-rooms are important to develop English speaking skills?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Do you think that class-rooms will help students develop oral fluency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Do you think that stories are good classroom activities to develop communication and motivation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Do you think dialogues are important for your development of oral skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Do you think dialogues are important for your development of oral skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Do you think that the use of projects is a good classroom activity to develop English speaking skills in students as well as the motivation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Is it necessary for you the use of audio and video to increase oral fluency in the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Do you think that dialogues are important to develop speaking skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Do you think that reading has content is a good way to develop pronunciation and participation between students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Are open houses important classroom activities for students and schools in order to develop collaboration and interaction in the educational field?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Do you like to participate in games to develop your fluency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Are movies good classroom activities to develop your speaking and listening skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Do you think that real-life scenarios situations are educationally necessary to prepare students for the real world using English speaking skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SOURCE: Students of Ciudad de Victoria School  
AUTHOR: Ildis De La Naveira Briccio Acosta

Picture # 18

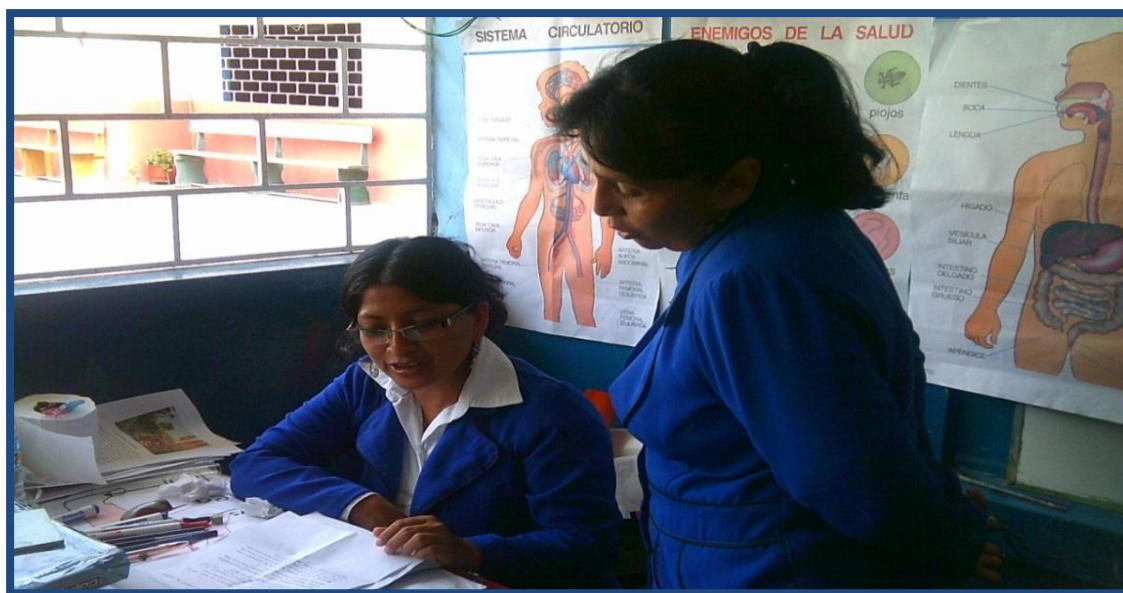


Interview director of Ciudad de Salinas School.

Lcda. María Suárez González.

Picture # 19

Interview to English teachers of Ciudad de Salinas School



Lcda. Silvia Tomalá



Prof. Jaqueline Córdova



Leda. Francia Córdova



Prof. Vanessa Suárez





Lcda. Sara Balón

Picture # 20

INTERVIEW TO SPECIALISTS



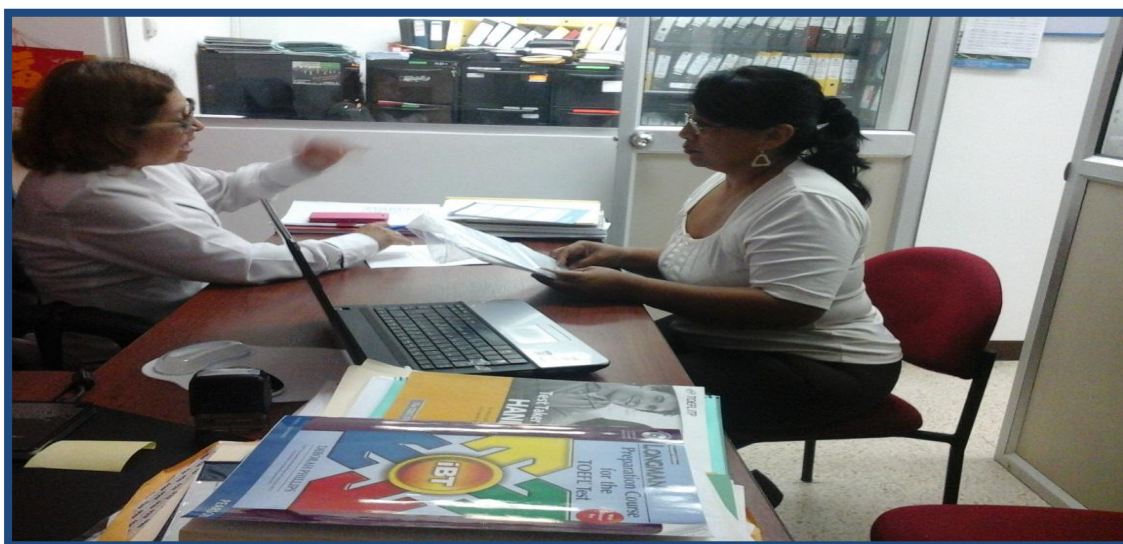
Ing. Xavier Almeida Briones. MSc.



Picture # 21



Msc. Glenda Pinoargote Parra



Picture # 22  
Interview to Specialists



Msc. Jorge Cevallos Salazar



Acuerdo Ministerial # 048

**ESCUELA DE EDUCACIÓN BÁSICA #3  
"CIUDAD DE SALINAS"**  
Santa Rosa – Salinas  
Fundado el 12 de febrero de 1998

Santa Rosa 27 de Abril del 2015

La suscrita Lcda. María Suárez González,  
Directora de la Escuela de Educación Básica N° 3  
"Ciudad de Salinas", ubicada en la parroquia  
Santa Rosa, cantón Salinas.

Msc. Jeannette Cevallos Alcívar

Director de Tesis de Edith De las Nieves Borbor Arreaga

De mi consideración.-

Informo a usted que la estudiante Edith De Las Nieves Borbor Arreaga realizó la investigación y ejecutó la propuesta **"DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN STUDENTS OF SEVENTH GRADE EGB AT CIUDAD DE SALINAS SCHOOL, SANTA ROSA, SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015"**. En la Institución que actualmente dirijo.

Es todo lo que puedo certificar en honor a la verdad autorizando se dé el uso que este estime conveniente.

Sin otro particular, me quedo de usted muy agradecida.

Atentamente

  
Lcda. María Suárez González  
DIRECTORA  
0911210334





**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**ESCUELA DE IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**

La Libertad, 18 de Mayo del 2015

Para: Lcda. Glenda Pinoargote Parra. M.A.Ed.  
Directora de Carrera Licenciatura en Idioma Inglés  
De: Lcda. Jeannette Cevallos Alcívar. MSc.  
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en el Trabajo de Titulación de la señora: EDITH DE LAS NIEVES BORBOR ARREAGA, una vez culminado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 0% de similitud el mismo que cumple con los criterios de valoración del porcentaje de plagio permitido; de la misma manera solicito a Ud. Se proceda con la convocatoria a la sustentación y defensa del trabajo de titulación para la obtención del Título de Licenciado en Inglés.

Particular que comunico a Ud. Para los fines pertinentes.

Atentamente,

Lcda. Jeannette Cevallos Alcívar. MSc.  
Docente

## URKUND

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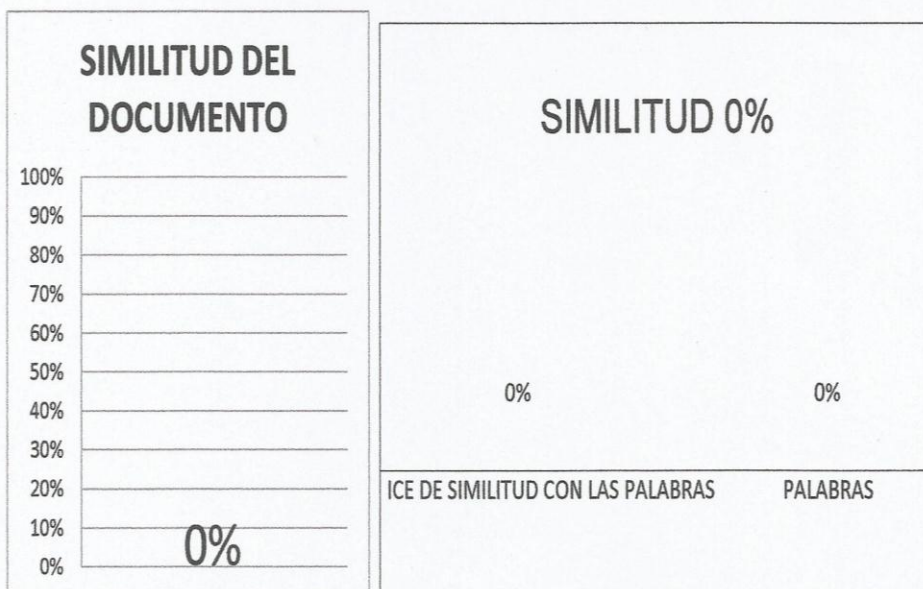
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CERTIFICADO DEL GRAMATÓLOGO

CERTIFICO

Yo, SARA GONZÁLEZ REYES, certifico que he revisado la redacción y ortografía del trabajo de titulación con el tema: **“DIDACTIC ACTIVITIES FOR THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS IN STUDENTS OF SEVENTH GRADE EGB AT CIUDAD DE SALINAS SCHOOL, SANTA ROSA, SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015.”**, perteneciente a la egresada Edith de las Nieves Borbor Arriaga. Que, he realizado las correcciones correspondientes al trabajo de titulación mencionado.

Por lo expuesto, autorizo a la interesada, el uso de este certificado, como considere conveniente.



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Lcda. SARA GONZÁLEZ REYES. MSc.

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