



**PENINSULA OF SANTA ELENA**

**STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH LANGUAGE TEACHING CAREER**

**DIALOGUES TO IMPROVE FLUENCY IN STUDENTS OF SECOND YEAR  
AT UNIDAD EDUCATIVA ERNESTO GONZALEZ, LA LIBERTAD,  
PROVINCE OF SANTA ELENA , ACADEMIC YEAR 2014-2015”**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN ENGLISH**

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**ADVISER: MSc. JORGE ESTEBAN CEVALLOS SALAZAR**

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**TEMA:**

**“DIALOGUES TO IMPROVE FLUENCY IN STUDENTS OF SECOND YEAR  
AT UNIDAD EDUCATIVA ERNESTO GONZALEZ, LA LIBERTAD,  
PROVINCE OF SANTA ELENA, ACADEMIC YEAR 2014-2015”**

**TRABAJO DE TITULACIÓN**

**Previo a la Obtención del Título de:**

**LICENCIADA EN INGLÉS.**

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**La Libertad, May 15th 2015**

**ADVISER'S APPROVAL**

In my role as Adviser of the research paper under the title "Dialogues to Improve Fluency in Students of Second Year At Unidad Educativa Ernesto Gonzalez, La Libertad, Province of Santa Elena. Academic year 2014-2015" prepared by Virginia Maribel Zambrano Zambrano undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that I have revised the project and approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the Board of Examiners.

**Sincerely,**

.....

**Msc. Jorge Esteban Cevallos Salazar**

**Adviser**

**La Libertad, May 12th 2015**

**STATEMENT OF AUTHORSHIP**

I, Zambrano Zambrano Virginia Maribel with ID number. 0928503879 undergraduate student from the Península 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 " Dialogues to Improve Fluency in Students of Second Year at Unidad Educativa Ernesto Gonzalez, La Libertad, Province of Santa Elena. Academic year 2014-2015"

Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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## **DEDICATION**

I dedicate this work to my husband JUAN and his support encouragement and constant love .that have sustained me throughout my life.

To, my child IBRAHIM who has never left me alone and have always been during the accomplishment of this project.

**Virginia**

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**Virginia Maribel Z.**

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**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

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**Adviser: Msc. Jorge Cevallos Salazar.**

**ABSTRACT**

This project attempts to diagnose how dialogues can improve fluency in students of second year at Unidad Educativa Ernesto Gonzalez La Libertad, Province of Santa Elena. School year 2014-2015” to determine the best strategies and improve fluency. The proposal challenges students to improve their fluency with a handbook of dialogues specially designed for teens and adult students of elementary English. The theoretical framework gathers important bibliographic information about the variables of the topic. The methodology used to obtain information was field research, observation, surveys, interviews and the use of audio, video and pictures to evidence this work. With the acceptance of directors and the willingness of students a handbook of short and easy dialogues was designed and the proposal was implemented showing an increase of verbal fluency by the learners who now can use short phrases in daily conversations with enthusiasm.

**Key Words:** Dialogues, Fluency, Improve, Students.

## **INTRODUCTION**

At Unidad Educativa Ernesto Gonzalez in La Libertad Province of Santa Elena there are problems with students' verbal fluency as well as teachers' methodologies when teaching and learning speaking. Basic English knowledge is very important in all high school students. Many high school students lack verbal fluency for hundreds of reasons, so this research paper will attempt to find out the best way to acquire fluency and provide a guidebook to improve it.

The Ecuadorian Ministry of Education signed an agreement with Educational Testing Service (E.T.S) in order to improve the four language skills of students from public schools in Ecuador. One of the objectives of this research paper is to improve at least one of the four skills which is speaking using a handbook of dialogues. From the four skills without doubt speaking is the most used on a daily basis, therefore a research about how to improve fluency is necessary as well as a proposal to solve the problem or at least improve it.

Many learners think English is a boring subject and do not realize the importance of it until they need it professionally. English language is the most popular language around the world and a must to get a good job and communicate with different people from others countries. At Unidad Educativa Ernesto Gonzalez in La Libertad province of Santa Elena was evident the lack of academic interest, motivation and enthusiasm from students to the English subject, precisely speaking This research paper is organized by chapters and each one covers different aspects of this work, please turn the page to see the sequence and order of this paper.

Chapter One describes 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), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Chapter five shows the administrative framework, it contains the resources (institutional, human, materials, economic)

Dear reader, please take a look at this paper and enjoy it!

# **CHAPTER I**

## **THE STATEMENT OF THE PROBLEM**

### **1.1 Title**

**“DIALOGUES TO IMPROVE FLUENCY IN STUDENTS OF SECOND YEAR AT UNIDAD EDUCATIVA ERNESTO GONZALEZ, LA LIBERTAD, PROVINCE OF SANTA ELENA. CADEMIC YEAR 2014-2015”**

### **1.2 Statement of the problem**

#### **1.2.1. Context**

Santa Elena province has many private and public schools where English is taught as a second language, despite the best efforts of teachers, many students lack the verbal fluency to maintain a conversation in English.

Santa Elena is a beautiful touristic place where English is spoken by many foreigners who live here or come for vacation. Most of these internationals communicate with Ecuadorians using only short phrases and simple dialogues, for this reason high school students either teenagers or adult should learn at least to keep up with a conversation. Currently at Unidad Educativa Ernesto Gonzalez Muñoz most students do not know how to express themselves in English and this was verified by interviewing their only teacher and applying a rubric for assessing speaking.

#### **1.2.2. Critical Analysis**

There are many problems for students when they want to learn English or improve their linguistic abilities. The lack of time and proper guidance from the instructors make them unmotivated to continue with their language course and as a consequence they never master the four language skills. The proposal of this research paper tries to

improve one of the four skills which is speaking with the implementation of a handbook of dialogues.

At this school there is only one English teacher who is very professional and has tried a lot to improve their knowledge and understanding, but despite her best efforts students do not like English and most of them get bored easily. While doing the research the teacher agreed and thought that a handbook of dialogues could improve fluency if it is applied properly. Most students are not motivated because educators do not use active exercises in class or prepare them for actual conversations in the real world.

A handbook of dialogues will not only help students to improve their fluency, but it will also assist the only English teacher that works at Unidad Educativa Ernesto

By helping pupils and instructors the overall context improves producing quality of education and a better reputation for this institution.

### **1.2.3. Problem formulation**

Will a handbook of dialogues improve fluency in the students of second year at Unidad Educativa Ernesto Gonzalez?

- What are dialogues and how to use them in the classroom applying different kind of teaching-learning methodologies?
- What is the influence of dialogues to improve fluency in students?
- What do authors say about dialogues and fluency?
- Is it necessary to implement dialogues to improve fluency in students?
- How to use a handbook of dialogues to improve fluency in students?

#### 1.2.4 Problem Limitation

“DIALOGUES TO IMPROVE FLUENCY IN STUDENTS OF SECOND YEAR AT UNIDAD EDUCATIVA ERNESTO GONZALEZ, LA LIBERTAD, PROVINCE OF SANTA ELENA.CADEMIC YEAR 2014-2015”

- **FIELD:** Education
- **AREA:** English.
- **ASPECT:** Dialogues
- **Title:** “Dialogues to improve fluency in students of second year at Unidad Educativa Ernesto Gonzalez, La Libertad, Province of Santa Elena academic year 2014-2015”.
- **PROBLEM:** Lack of fluency in the students of second year.
- **TIME LIMITATION:** The research will be held during the academic year  
2014 - 2015
- **POPULATION LIMITATION:** Students of second year at Unidad Educativa Ernesto González. La Libertad, province of Santa Elena Academic Year 2014-2015
- **SPACE LIMITATION:** Unidad Educativa Ernesto González
- **CONTEXT LIMITATION:** This research will be focused on the influence of dialogues and its effect on students.

#### 1.3. SIGNIFICANCE

Teachers and students of second year at Unidad Educativa Ernesto Gonzalez need immediately some assistance in order to improve the quality of English classes, specifically the fluency of its students. The school has the resources and technological

equipment needed to carry out any activity related to this manner so a handbook of dialogues will be used and implemented here as a resource and tool for pupils and tutors.

The directors say that it will be very useful if the application of this work increases interest, knowledge and motivation in the learning environment of the English subject, which is one with very low grades according to the observations done at this school and teachers comments.

#### **1.4. OBJECTIVES**

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

To analyze the influence and importance of dialogues to improve speaking fluency .

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

- To identify the strategies used for fluency improvement thru dialogues.
- To determine the strategies and methodology of the research.
- To design, implement and evaluate a handbook of dialogues to improve fluency.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1. PREVIOUS RESEARCH**

There is a lot of research about the use of different methods and techniques to improve fluency in English in students by using dialogues. This research paper will find out the best alternatives by consulting different authors, professors, books, internet websites, libraries, and texts.

At Unidad Educativa Ernesto Gonzalez it is urgent the need of change and improvement of its students in the English field and that is the main goal of the handbook of dialogues to be presented in chapter four, even if it causes a slight improvement it will be beneficial for them, their teacher, directors, and school.

Fluency which is a branch of English Speaking was selected to be the dependent variable of study because from the four skills it is the most widely used in daily conversations and it is the one which benefit the most to these pupils.

This Chapter Two called Theoretical Framework is very important and it will address the variables of study as well as other aspects as the legal. Here the reader will find important and reliable information regarding the topic of this work.

##### **2.1.1. Speaking and Dialogue Activities to Improve Verbal Fluency.**

The teacher can use different techniques to motivate the students to speak in English like information gaps, moral dilemmas, make some debates, telling stories, describe objects, make presentations or make a survey or an interview. Using this kind of techniques the students practice speaking and they will be able to communicate with



other people in English. They practice their pronunciation and intonation to speak correctly. The following activities might help the classroom to be more meaningful:

### **2.1.11. Speaking Tasks**

Due to the fact that on chapter four speaking tasks will be implemented lets define this concept : Kasap, ( 2005 ) said “Speaking tasks are to fulfill the conditions to practice the target language communicatively. Through design of communicative task in speaking classes, fluency can be achieved, and accuracy can be promoted trough these pedagogic tasks In designing speaking tasks, an essential point is to estimate the difficulty level of the tasks. In this research the authors express the importance of evaluate the level of knowledge of students in English language.

### **2.1.1.2. Speaking in The Classroom.**

Jeremy Harmer (2007) mentions that there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities chances to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know they are doing: both how successful they are, and also what language problems they are experiencing and finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought. Good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly and can then give sympathetic and useful feedback. They will get tremendous satisfaction from it

According to (Stark, 2013) in the essays about Noam Chomsky (1992), indicated that the English Learning is including in the human, he thinks the ability of speaking a languages is innate, and the humans have the universal grammar and learning a languages means setting parameter values, Chomsky, suggests that components of the mind, including language and other systems of knowledge are largely innate determinate.

In (Norman, 2012) talk about the Chomsky's theory of language and mind, about the Speaking English, he has been influential on scholars in many different fields, cognitive, psychology, philosophy, some branches of mathematics.

According to (Salim, 2012) Language acquisition is the process by which a child acquires its mother tongue. The acquisition of a first language is the most wonderful feat we perform in our whole life, and we do it at an age when we can hardly do anything else.

## **2.3. FUNDAMENTAL CATEGORIES**

### **2.3.1. Definition of Dialogues**

According to (Kernnan, 2014) The dialog is an important tool in the English learning process because it helps to the students to practice a specific or imaginary situation and they improve the vocabulary and the pronunciation of English languages.

The dialog express specific situation to a person and it is used to communicate to other people, in the English learning process the dialog helps to develop the speaking skill in the students.

### **2.3.2. Definition of Fluency**

Longman Dictionary 3rd Edition by Pearson defines fluency as the ability to speak a language very well. Being fluent an adjective, fluently an adverb, and fluency a noun.

### **2.3.3. Definition of Improve ( Improvement)**

Longman Dictionary 3rd Edition by Pearson defines the word improve as to become better or to make something or yourself better. This dictionary also provided the following synonyms as make progress, raise, perfect, correct, enhance, enrich, upgrade, advance.

### **2.3.4. Main Differences between Correctness and fluency when Speaking.**

Both correctness and accuracy are very important in people who are studying English. Here at Ernesto Gonzalez High School students lack both. Correctness and fluency together make a speaker great. But what is the difference between correctness and fluency? Scrivener (2005) states that correctness is the capability to express oneself correctly without making grammar errors, on the other hand fluency is the ability to express oneself with confidence with no hesitation, but with a lot of mistakes. This research paper will attempt to improve student's fluency and accuracy.

At this High School in La Libertad the ideal model would be to improve correctness and fluency together at the same time. If the main goal is to get learners to express themselves, then a handbook of dialogues to improve their fluency might be a valid solution, but being realistic fluency is only to be expected in the short term, if the handbook of dialogues is used for long periods of time with extra materials both correctness and fluency might be achieved.

#### **2.3.4.1. Scaffolding Activities Using Dialogues to Improve Fluency.**

While doing scaffolding activities using dialogues to improve fluency the instructor is expected to monitor the course and inspire learners to speak normally without worrying of grammar structure, this method is called scaffolding.

Sawyer (2006) defines scaffolding as a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.

Scrivener (2005) mentions that while applying this method a more competent language speaker helps a less competent one to communicate by boosting conversational basics. In practice it means to encourage the weaker student to speak English fluently as much as he or she is able without worrying about errors and correctness.

From the paragraphs above and authors comments valid information was taken and applied at Unidad Educativa Ernesto Gonzalez specially while doing the speaking activities using short dialogues. The pictures of such activities are attached to this research paper; please see the attachments at the end of this book.

Considering Sawyer's and Scrivener's words above, it can be implied that activities for developing fluency should have the following features:

- Speaking and discussing topics should be done to encourage fluency without the professor interfering or correcting mistakes, correction of mistakes and feedback should be done at the end of the activity.
- Speaking incorrectly during an activity must not be a cause of bad grade, but rather an opportunity to improve verbal fluency with correctness.
- Team work mixing students and friendship

- Teachers should provide verbal materials ( dialogues ) with audio cd or dvd in order for students to continue with their training at home.
- The materials and tools used should be meaningful and interesting for students and useful for their lives.

The handbook of dialogues offered on Chapter IV of this research paper uses some of these principles in order to make the English learning process of dialogues easy and simple with the main objective of improving their verbal fluency.

### **2.3.5. Noam Chomsky Views on Fluency and Verbal Accuracy**

Noam Chomsky (1988) says that language is an innate thing in humans and that it will develop as long as input is provided and stimulated. Chomsky mentions an example that a baby monkey and a baby human living together in a family that speaks English daily to both, with time the baby will start developing fluency step by step while the monkey won't. Mr. Noam Chomsky believes that language fluency and accuracy will develop if the environment provides such opportunities as interaction and training in an appropriate environment where both of these skills are present and spoken perfectly.

Based on Mr. Chomsky's words, while performing accuracy and fluency centred activities the teacher and students should try to connect both in order to learn effectively. Several videos and pictures were taken at Unidad Educativa Ernesto Gonzalez combining accuracy and fluency activities making the proposal handbook an important tool for students and teachers.

### **2.3.6. Behavioral methodology to Increase Fluency**

Behaviorism has its beginnings in the twentieth century, as psychological studies of John B. Watson, which was based on the claim that people are born with emotions and reflections that its final behavior is given based on stimuli.

Older representatives studies behaviorism is skinner and interrelates the teaching-learning process as a response to a stimulus, in relation to the management of student behavior, existing external and internal stimuli exist prior learning due to the usual result in behavior that is adopted.

In behaviorism process characteristics of learning is that the student is receptive to sessions and master classes are the student generates knowledge by memory processes During one of the visits at Unidad Educativa Ernesto Gonzalez it was evident that students responded to stimuli (incentives), because when given points or some kind of reward they were stimulated to participate even if their English linguistic skills were not proficient, based on this visual fact it can be useful to apply Behavioral Methodology at this school during the English classes.

#### **2.3.6.1. Constructivist methodology to Increase Fluency in Students.**

The statements regarding behavior gave a way to a constructivist paradigm known as applied psychology, where individuals construct their knowledge through mental processes, one of the main representatives is J. Piaget, who notes that individuals use cognitive processes to create meanings in using logic to generate different kinds of knowledge through reflection and coordination of our own thoughts, being known as an individual constructivism.

Students develop mental processes and internalize the knowledge in the area of teaching. Teachers reduce their level of authority, respecting the errors and strategies implemented by the student, this methodology reward and punishment is avoided. The student has a participatory role in the teaching-learning process.

From the point of view of Vygotsky in relation to their contributions to constructivism, focuses on social interaction, cultural activities and the surrounding affects individuals,

their personal history being eminently social beings people not considered learning individual but rather group process.

Vygotsky focused on the zone of proximal development it the distance between the actual developmental level as determined by the ability to independently solve a problem, and the level of potential development as determined through problem solving under guidance of an adult or in collaboration with other fellow very capable. (Soler, 2006).

In the process of teaching constructivist learning have the following characterization of the formation process as:

- Students are the protagonist of their own learning, and that builds knowledge, teachers must develop the necessary strategies and to generate appropriate learning situation is created.
- It should take into account the previous knowledge of students, which are concepts and knowledge representations constructed students during their expectations.
- The contents should be relevant to the students.
- The various sources of learning are taking an active role in teaching-learning process by students.
- The teacher is a facilitator of knowledge and meaningful learning internalized is obtained.

Ausubel is one of the contributors of constructivism, which is based on meaningful learning rather than memorization of content in relation to the conditions in which a significant learning as a fundamental role of education occurs.

Learning can take significant or repetitive forms as learned arbitrary or substantially relates to the cognitive structure. He thus speaks of a meaningful learning where new

knowledge is linked to a clear and stable with prior knowledge of which provided the individual way. Repetitive learning is one in which you do not succeed in establishing this relationship with previous concepts; and if done, assumes a mechanically and therefore arbitrary and short-lived. (Zubiria, 2008)

#### **2.3.6.1.1. TPR to Increase Fluency.**

Developed by James Asher (1977), theorizes that young children receive comprehensible input when acquiring their L1 largely in the form of commands that require a physical response. Central to TPR is the notion that almost all language can be presented through commands and physical actions, including complex grammar (Cain, 2004).

Although TPR has not really had a role as a fully implemented method within ELT, teachers might draw on it from time to time, especially when teaching young learners. Its potential weakness are whether it can offer a sustainable model of learning beyond beginner level, and how far it appeals to learners whose preferred learning style more composed.

At Ernesto Gonzalez High School during the execution of the proposal students learned using TPR as Clap you hands Stand up Move your head.

Because TPR is a great methodology to improve fluency in students due to its dynamic approach.

#### **2.3.6.1.2. Audio Lingual Method to Increase Fluency.**

The skills were taught in the following order: listening, speaking, reading, writing. The first stages concentrated on listening and speaking skills.



Language was introduced through dialogues which contained common structures used in everyday communication as well as useful vocabulary. The dialogues were memorized line by line.

Learners mimicked the teacher or a tape, listening carefully to all the features of the spoken target language. Native speaker like pronunciation was important in presenting the model.

Phrases and sentences of a dialogue were learnt, through repetition, first by the whole class, then smaller groups and finally individual learners.

To consolidate what was learnt the dialogue was adapted and personalized by application to the learners own situation. These drills were practiced orally, first in chorus and later individually. Some generalizations were given to advanced learners about the structures they had practiced.

Reading and writing were introduced in the next stage. The reading material was generally based on the oral lesson in order to establish a relationship between speech and writing. All reading material was introduced orally first.

Writing, in the early stages was confined to transcriptions of the structures and dialogues learnt earlier. Once the learner had mastered the basic structures, and he was asked to write reports/compositions based on the oral lessons.

The audio-lingual method showed an easy way to learn languages without burdening the intellect with problem solving as in the grammar-translation method. In a way, it democratized the learning of foreign languages.

Speaking was finally recognized as being primary to language learning. The technique it used, of graded structural practice was a practical way of doing away with translation in the classroom.

Though the audio-lingual method failed due to various factors, some of its features still find a place in classroom teaching of foreign and second languages the work over.

Applied language teaching means that teachers will present the correct model of sentences and students would have to repeat them.

Eg. My mother cooks delicious and my parents are teachers.

#### **2.3.6.1.3. Suggestopedia to Develop Oral Fluency.**

Developed by Georgi Lozanov ( 1978), it proposes that learning can be accelerated via the processes of suggestion, relaxation and concentration, all of which can be enhanced by the physical environment in which learning takes place. Learners need to be relaxed and negative emotions should be removed. Hence, soothing background music is central in suggestopedia and learners are infantilized to create an atmosphere in which the self-confidence, spontaneity and receptivity of the child can be regained.

To this end, teachers are quite clearly in control of the class, and learners may even adopt pseudonyms and imaginary person.

Suggestopedia has been subject to criticism. It may not be practical where music and an especially comfortable learning environment are not available. The suggestopedia may provide a source of useful teaching techniques. Its emphasis on affect that is most relevant to the majority of teachers in their day to day teaching.

At Ernesto Gonzalez High School the teacher guides the activity being the narrator, becoming the theater with music and decor and above all, placing the desks in the shape of a semi-circle.

#### **2.3.6.1.4. Music (songs) To Teach English and Increase Fluency.**

The use of music to develop listening skills in children is very effective and a common technique, because students learn different vocabulary and words singing, including unknown words that they pronounce. Sometimes teachers use more specific techniques like: listening for gist, listening for specific information, listening for detail, and more.

According to (Grunet, 2010) music has been used for the ESL/EFL class for decades. This is mainly due to the fact that songs from English speaking countries are a worldwide predominant cultural fact.

According to (Argondizzo, 2012) songs have been considered a good source of input for students learning a second language. If wisely used, they can play a meaningful role in the language classroom since they create a unique input and an enjoyable atmosphere that will easily attract students attention and enhance their motivation in learning.

(Murphey,1992) says: “ Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture.”

#### **2.3.6.1.5. How to develop English proficiency in students.**

First, it is really important that the teachers know the state of knowledge of the students.bilingual children. Teachers generally use assessments to monitor language development in students' first or second language and track the quality of day to day subject matter learning. It uses to English language learners and bilingual childr2en include the following:

Identification of children whose English proficiency is limited.

Determination of eligibility for placement in specific languages programs.

Monitoring of progress in an readiness to exit from special language service programs.

According to (markman 1992):

"Children develop language as they develop other cognitive skills to actively try to make sense of what they hear and see patterns and create rules for the puzzle of language in this process humans may have features of construction and rules and limitations about language restricting the number of possibilities considered. (p. 56)

Young children seem to be limited by specifying a new label that refers to a whole object and not just some other bias construction, causing the children to consider that the label refers to a class of similar object. So the child who is learning about rabbit has a natural computer that does assume that refers to rabbit whole animal and not just their ears, and other similar animals are also rabbits

From the point of view (Rosser 1994):

"The reward and correction help children learn the correct use of language but the thought of the child to join the parts of this complicated system is fundamental."

According to Zemach,2013 in his essays about the skillful blend :These days students must interact with both digital and printed text, online and offline in the classroom and in the workplace. The skillful textbooks are therefore supplemented with the skillful digibooks. These further develop explain, and extend the skills work found in the printed textbook.

These essays confirm the importance of the use of internet and exercises in the network and interactive resources to improve the English learning in the students.

Cottrell, 2010 emphasized the roll of the teaching techniques to improve English learning, she said that "Hurley(1994) described study skills as key skills for all areas of education, including advanced study and argued that students benefit when these skills are taught explicitly. In others words, it should not be assumed that the skills students

bring to school, or even from the first year of university, are sufficient to carry them through their degree.

She described the use of critical thinking and methodology of learning to develop study skills in students in the different levels of education according to the changing environment.

According to Pathare, 2001 nowadays in the new paradigm learning English is not a recreation. It has become a serious business which may significantly affect learners lives through improving career or educational prospect.

The importance of English language in the twentieth century is almost an obligation and a necessity as a global phenomenon to the business and around the world to communicate with people from different nationalities.

Huges, 2013 said "Vocabulary can be introduced in or out of context. Out of context, students must rely on translators, dictionary or the teacher for the meaning. Translators are not ideal for real vocabulary learning because it is difficult for students and teachers to assess the translation choice for the context

The teaching vocabulary, the techniques and methodology used by teachers to recording the vocabulary and. Recalling make the vocabulary memorable to help the students to recognize the word and use the vocabulary according to the context and not to the literal form.

Pathare, 2008 in her essays about developing listening skills says "listening presents many challenges for second language learners and for their teachers, and it is often felt to be one of the most difficult of the four skills to deal with. The use of material resources is essential to the listening learning process and to develop this skill in a correct way.

### **2.3.6.1.6. Problems of ESL learners.**

The lack of interest and motivation to study English is a very big problem in Ecuador, because a lot of people think that English is not important in their lives, the people in Ecuador do not think they will use these languages to communicate with others. And they are not interested in learning English.

The lower the students' level or age is, the more probable it is that they will speak their native language most of the time. Some will even chat in pairs or small groups, completely oblivious to what is going on in class.

Another common situation, particularly with youngsters, is when they propose all sorts of changes and/or improvements to an activity you've set out for them.

Students are bored or unmotivated because they think that learning English is too difficult or it is not important.

According to Noam Chomsky (1992), about the English Language Acquisition indicate: "There was a genetic element innate in the human brain that prepared infants for language and accelerated the acquisition process", this author thinks that the environment and the genetic influence in the language acquisition in children, and Chomsky emphasized that the uniqueness of human language and describes that the critical period in language development is between the ages of about two and seven and children will be able to create language that they never heard before.

So, Chomsky came to the conclusion that although some appropriate environment input linguistic interaction with parent was necessary there was a genetic element innate in the human brain that prepared infants for language and accelerated the acquisition process. This element has come to be known as the language acquisition device.

(LAD)

The human brain, suggested Chomsky seems to expect to find certain kinds of structures and patterning in the linguistic sounds it heard and moves through a series of a provisional hypotheses as to what that structure is.

According to Chomsky, language acquisition is a largely biological inevitability learning to talk is a part of a child's genetically programmed development as is the more physically obvious process of learning to walk.

The serious linguistic investigation of acquisition dates mainly from the 1940s, when the Roman linguistic Roman Jakobson published a pioneering study. In 1957 the American psychologist B.F. Skinner published verbal behavior, attempt at explaining acquisition within the framework of behaviorism. This book was savagely reviewed by the American linguist Noam Chomsky. From about 1960s intensive studies of children acquiring their first language became increasingly frequent. We now know a great deal about what children can be observed to do as they acquire their first language. Language acquisition is an active process. Children take the clues available to them and use these clues to construct their own grammatical rules, rules which grow in sophistication as acquisition proceeds

In (Salim, 2011) the Language Acquisition Device (LAD) is a hypothetical mental organ dedicated to the acquisition of a first language. In the 1960s Noam Chomsky began developing his innateness Hypothesis by which we are born already knowing what human languages are like. Chomsky elaborated his hypothesis by arguing that children must possess a language acquisition device a specific mental organ, a structure in the brain which is dedicated to extracting from haphazard and often degenerate speech the generalizations required for the child to construct the necessary rules of phonology and grammar. The LAD is purely hypothetical. No one has yet identified any areas or structures in the brain which seem to have the required characteristics.

Many critics see the LAD as a fantasy. Chomsky himself has seemingly abandoned his claims for the LAD in favor of an even stronger claim. He now believes that so much information about the nature of human language is already present in our brains at birth that all a child has to do is to “set a few switches” to the correct values for the language being acquired. This is his parameter – setting model.

In Aldana 2011 said “definitions of speaking have been extended. One approach has been focused on communication activities that reflect some settings, namely one to many small group and mass media and another one has been focused on using communication for specific purposes. In this Research the author express the use of speaking in different cases and scenarios

#### **2.3.6.1.7. Reasons for teaching speaking.**

The students use the speaking to communicate with foreign people, because around the world people from other nationalities talk in English, English is the languages of the world and in the future for the students of high school when they going to college or they get a job, it is essential to speak in English.

Some teachers just use a traditional methodology and the make the students repeat the words and sometimes the students feel bored and they are not motivated with this activity. And they forget the vocabulary and the pronunciations.

#### **2.3.6.1.8. Teaching Listening to improve oral fluency**

##### **Style of speaking**

According to (Brown and Levinson, 1978), the style of speaking indicates and refers to the age, sex and the social status because the speaking reflect the culture and knowledge of the student, and how the expression in the language indicates the level of studies and other aspect of the person.



The functions of the speaking are: interaction , it refers of a traditional conversation of different people. It could be casual or formal depending on the situation, in this conversation the people use generic words and the reflect the identity and costume of the speaker.

The Speaking is used as a transaction when the people express what they did in the past to refer or inform an activity and give some information. The speech as an interaction it could be to obtain or demand a good services in a place.

The speaking is used to a performance when the people express a speech to others people in different situations.

#### **2.3.6.1.9. Author's comments about Speaking Activities**

Without doubt dialogues are a main part of speaking activities, for this reason verbal interaction between students in the classroom is extremely important because this will be used out there in the real world as job interviews, businesses, informal and formal settings, travelling and studying at college. Let's read what authors say:

Kasap, ( 2005 ) “Speaking tasks are to fulfill the conditions to practice the target language communicatively. Through design of communicative task in speaking classes, fluency can be achieved, and accuracy can be promoted trough these pedagogic task. In designing speaking tasks, an essential point is to estimate the difficulty level of the tasks” . Here the author expresses the importance of speaking tasks in English language.

Aberson, (2012) “The objective of conversational activities is that students learn to speak clearly and listeners or other people be able to understand them despite accents variations and intonations”. This is very true and the videos filmed during the visit to the school proved that as long as there is understating accent won't be a problem.

Ministry of Spain (2011) “Interactive communication between students when done in groups and when the activity is interesting to them will promote cooperative learning”

Beltrán-Palanques, V. (2012) mentioned that speaking is about mutual giving and reception of information and its message. Álvarez, A. T. (2010) mentions that the spoken language is more demanding and relevant than any other skill.

#### **2.3.6.2.0. Use of dialogue as speaking**

According to Hulstijn J (2003) the authors explain that in this research the development between the web and the users, which allows users to interact through audio, images, sound and animated agents. This web dialogue system allows that with digital tables the user can for example: The user chooses go out but during the day there are changes of where to go, then this program or system will help the user to decide and organize what have to do?. Through this program the authors want to be able to make transactions and interactions with language and speech, then the authors allow that the users manage the technology with speech where the user will have Access to tables and Windows.

In (Tarkim S., 2001)The objective of “Teaching English Speaking Ability Using Short Dialogues at the Second grade of CPE Hosana Taman Kopo Indah Bandung” is to know that the short dialogue is effective to teach English in second year, the results of this research was good so this speaking skill became more effective to teach English in the students. The teachers use this skill because they can approach the communication with the students.

According to (B. Campbell, 2005) the reading is practically a set of dialogues that has as objectives to know the advantages and limitations of dialogues in language. The article has many types of drills and dialogues, such as: how to make and adapt

dialogues for the class, how to involve students in dialogues and role plays, how to prepare role plays suitable for your students and teaching objectives.

According to (A. Stolcke, 2000) of SRI International and the others authors, they explain the statistical approach for modeling dialogue acts in conversational speech. This is based on lexical, collocational, and prosodic cues. A good dialogue acts with a small reduction in word recognition error. In this document, there are the rules for speech based on the statement, question, backchannel, agreement, disagreement, and apology.

For (V. Crayne, 2008), dialogue is one of the most useful tools that can exist when teaching. The dialogue compared to the narrative involves the interaction between the teacher and his student, compromising intellectual development and the ability to reason, unlike the narrative can become boring and might even hinder the learning process.

This tool such as the dialogue is one of the most used forms of education today, encouraging the education and development of thought. Dialogue is a skill that can be used as a powerful weapon of education, achieving higher levels of learning.

According to (NSW Institute of Teachers, 2009), this research tries to explain that talking in the class helps the students to learn and talks about the teaching methods that could help the teacher to explain everything to the students. The classes are full of speech, and some experts in teaching techniques have said that in some cases is too much, some classes are saturated of this, and it could make the classes difficult to understand. The keys of teaching come from the parents and the first teacher because they are who start the process.

In the research of (S. Tomkom, 2006) this thesis, the author describes a strategy, termed shaping, for improving user interaction efficiency with spoken dialog systems.

This strategy involves the use of a target language designed to foster more efficient communication, and within which users will be encouraged to speak. When users interact with the dialog system and speak outside the target language, the system attempts to understand their input and aims to strike a balance between helping them complete the current task successfully and helping them increase the efficiency of future interactions by learning the target language (which in this case is Speech Graffiti).

## **2.4. Legal basis**

Constitution of the Republic of Ecuador Chapter two

Rights of the good life

Section five

Education

Art. 26. - Education is a right of people throughout life and an unavoidable and inescapable duty of the State. It is a priority area of public policy and government investment, ensuring equality and social inclusion and essential for good living standards.

Individuals, families and society have the right and responsibility to participate in the educational process.

Art. 27.- Education will focus on the human being and ensure their holistic development, within the framework of respect for human rights, the environment and sustainable democracy; will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; will promote gender equality, justice, solidarity and peace; stimulate critical thinking, art and physical education, individual and community initiative and the development of skills and abilities to create and work.

Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and is a strategic area for national development.

#### **2.4.1. Cross Cultural Education Law**

Art. 2. - (Principles).- education is governed by the following principles:

b) All Ecuadorians are entitled to comprehensive education and the obligation to actively participate in the national process.

i) Education shall be a democratic and technique according to country needs education, humanities, research, scientific,.

1. Developing the potential of a person to foster creativity and innovation is essential, allowing freedom to experiment and correct mistakes, making a humanistic education based on ethical values and propose to improve the quality of life.

#### **2.4.2. Adolescents and Children Code**

Art. 37.- Right to Education.- children and adolescents have the right to a quality education. This right demand for an education system that:

1 Ensure access and permanence of every child to basic education and teen through high school or its equivalent.

2 Respect cultures and local specifications .

Ensure that children and adolescents have with teachers and enjoy an environment conducive to learning.

#### **2.5. Hypothesis**

The Application of dialogues will improve the fluency in English to students of the Second Year at Unidad Educativa Ernesto Gonzalez, La Libertad, Province of Santa Elena. Academic Year 2014 – 2015

#### **2.6. VARIABLES OF STUDY**

##### **2.6.1. Independent variable:**

The application of dialogues

##### **2.6.2. Dependent variable:**

Improve fluency in student

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. RESEARCH APPROACH**

The design of this research will be based on quantitative and qualitative methodology; these methods will allow obtaining specific results about the applications of Dialogues to improve fluency in Students of Second year at Unidad Educativa Ernesto Gonzalez, La Libertad, Province of Santa Elena. Academic year 2014-2015”

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

This method will be used for this paper in order to collect data related to the use of Dialogues to improve fluency in Students of Second year at Unidad Educativa Ernesto Gonzalez, La Libertad, Province of Santa Elena. Academic year 2014-2015”

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

This paper used the qualitative method, in order to gather information about “Dialogues to Improve Fluency in Students of Second Year at Unidad Educativa Ernesto Gonzalez, La Libertad, Province of Santa Elena. Academic year 2014-2015”

The researchers interviewed several professionals: the principal, directors, professors 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 dialogue teaching instruction to improve fluency was gathered, studied, contrasted between authors, and finally simplified for the paper. In contrasted inductive method, the researchers started with small

observations to improve fluency in English to the students of second year at Unidad Educativa Ernesto Gonzalez, the researchers interviewed several professionals: the principal, directors, professors and students.

#### **3.1.4. Scientific Method**

This paper will use both approaches inductive and deductive. For the deductive method first all the needed information about the dialogue teaching instruction to improve fluency was gathered, studied, contrasted between authors, and finally simplified for the paper. In contrasted inductive method, the researchers started with small observations to improve fluency in English to the students of second year at Unidad Educativa Ernesto Gonzalez, the researchers interviewed several professionals: the principal, directors, professors and students.

#### **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 dialogues to improve fluency in students of 2<sup>nd</sup> year at Ernesto Gonzales High school

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

**Field Research.-** it will be important and necessary to get updated information on the current status at unidad Educativa Ernesto Gonzalez regarding the implementation of dialogues to improve fluency

it will be applied in the students of second year, it is the target population involved in the problem.

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

**3.2.2. Correlational Research .-**This method will analyze the degree of relationship between the stated problem (to improve the fluency in the students of second year) and the proposal (implementation the handbook of dialogues).

**3.2.3. Applied Research.-** this type of research will permit the implementation of dialogue to improve fluency in the students of second year at Unidad Educativa Ernesto Gonzalez

### **3.3. POPULATION AND SAMPLE**

#### **3.3.1.-Population**

The population of this research is composed by all 15 students of second year at Unidad Educativa Ernesto Gonzalez.

#### **3.3.2 . Sample**

No sample will be taken due to the small population.

The sample represents a subset of manageable size. The Sample do not contains a lot of observations that is the reason. The sample is the same of the population of 25 students of second year at Unidad Educativa Ernesto Gonzalez



### 3.4 . VARIABLES OPERATIONALIZATION

3.4.1. Independent variable: Application of dialogue.

**Chart # 1: Independent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>The dialog expresses a specific situation to a person and it is used to communicate to other people, dialog helps to develop the speaking skill in the students.</p>	<p>Short dialogues</p>	<p>Speaking skill</p> <p>Tools</p>	<p>Are students allowed for the development their speaking skills?</p> <p>Does the teacher apply dialogues in the classroom?</p> <p>Will the use dialogues of 2<sup>nd</sup> year students?</p>	<p>Lesson plan</p> <p>Observation sheet</p> <p>Observation flashcards</p>

Source: Ernesto Gonzalez High School

Author: Virginia Maribel Zambrano Zambrano

**3.4.2. Dependent variable:** Improve fluency in the students

**Chart # 2 : Dependent Variable**

CONCEPTUALIZATION	DIMENSIONES	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Dialogues to improve fluency in students of 2 <sup>nd</sup> year at Ernesto Gonzalez High School in La Libertad, academic year 2014-2015	Teaching speaking skills  Significative learning  Receptive and reproductive ability development (speaking)	Teaching activities  Constructivism  Formative and summative assessment    Motivation  Cooperative learning	Do short dialogues increase students' speaking skills?  Does teacher promote dialogues activities in their students?  Will the short dialogues improve fluency in students of 2 <sup>nd</sup> year at Ernesto Gonzalez High School in La Libertad, academic year 2014-2015?	Syllabus Lessons plan Observation sheet Observation Interview Survey

**Source: Ernesto Gonzalez High School**  
**Author: Virginia Maribel Zambrano Zambrano**

## **3.5 . TECHNIQUES AND INSTRUMENTS A COLLECTION**

### **3.5.1. Techniques**

For doing this project, it was important to carry the following techniques and instruments of the fundamental objective is applied with students.

#### **3.5.1.1. Observation**

Is the orderly and systematic perception of certain processes, phenomena or characteristic for specific purposes.

#### **3.5.1.2. Survey**

A Ernesto Gonzalez high School, a survey to students was carried out with 18 questions to get information about the fluency in English.

### **3.5.2. Interview**

Was directed to teachers and principal of Ernesto Gonzalez Muñoz High School .

#### **3.5.2.1. Instruments**

##### **3.5.2.2. Camera, video camera.**

This instrument will be used to capture images and videos in order to reproduce them later and have an evidence of dialog to improve fluency

##### **3.5.2.3. Notebook**

In the research, it was used to take notes and connect information about dialogue to improve fluency.

### 3.5.2.4. Questionnaire

It is a document 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 # 3 : Data Collection Plan**

<b>BASIC QUESTIONS</b>	<b>EXPLANATION</b>
1. What for?	To improve fluency of students.
2. From which people or objects?	Students of 2 <sup>nd</sup> year at "Ernesto Gonzalez Muñoz " High School
3. About what aspects?	Speaking skills
4. Who?	Virginia Maribel Zambrano Zambrano.
5. To Whom?	Students, professors and Directors of "Ernesto Gonzalez Muñoz High School
6. When?	2014- 2015.
7. Where?	At. Ernesto Gonzalez Muñoz High School .
8. How many times?	Once a year during the academic year 2014 - 2015.
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Questionnaires, camera and video camera.

**Author: Virginia Maribel Zambrano Zambrano**

### 3.7. Data processing plan

**Chart # 4 : Data Processing Plan**

<b>DETERMINATION OF A SITUATION</b>	<b>DATA SEARCH</b>	<b>DATA COLLECTION AND ANALYSIS</b>	<b>DEFINITION AND FORMULATION</b>	<b>STATEMENT OF SOLUTIONS</b>
The low level of the fluency on students of 2nd year at “Ernesto Gonzalez Muñoz High School”	Once the problem was discovered the author started looking for related information at: Books, articles, internet, among others. Besides an interview with the English teacher of this institution was conducted.	The use of a handbook could improve the English languages and the fluency of the students with activities	A handbook will reinforce the speaking skills in the process of learning English in students of 2 <sup>nd</sup> year at Ernesto Gonzalez Muñoz High School	Implementing of a handbook will emphasize the speaking skills in the process of learning English in students of 2nd year at Ernesto Gonzalez High School with dialog in class.

**Author: Virginia Maribel Zambrano Zambrano**

## **3.8. ANALYSIS AND INTERPRETATION OF RESULTS**

### **3.8.1. INTERVIEW DIRECTED TO PRINCIPAL**

**Question 1:** Do students learn English using dialogues at Ernesto Gonzales School?

**Interpretation:** The principal at Unidad Educativa Ernesto Gonzalez say the ingles teacher sometimes have tried to implement that.

**Question 2:** Have oral activities been done to the students in the English area?

**Interpretation:** the principal answer well, besides the spelling Bee contests. Theirs have tried to make expositions in English but he think we should have tried more.

**Question 3:** Do students in the institution make permanent expositions in the classroom?

**Interpretation:** the principal said sometimes they try to make them participate in the English area, but only a few times.

**Question 4:** Do you consider the activities in the English area helpful for the students?

**Interpretation:** The principal answered yes, because students practice English in an active way.

**Question 5:** Do you consider listening songs in English to improve the fluency of the students?

**Interpretation:** the principal said English songs are really good to learn new vocabulary, because students can learn new words.

**Question 6:** In the classroom do you use the karaoke to improve the pronunciation of the students of Ernesto Gonzales School?

**Interpretation:** principal assures Karaoke is a nice way, because students improvement vocabulary and fluency.

**Question 7:** In Ernesto Gonzalez High School is English a priority?

**Interpretation:** the principal said English is priority their word very hard to improve fluency.

### 3.8.2. INTERVIEW DIRECTED TO INTERVIEW SPECIALISTS

**Questions 1:** What are the benefits for students with the implementation of dialogues?

**Interpretation:** The teacher said are benefits for students because their improve pronunciation and intonation and they know and recognize the different words.

**Question 2:** Do you consider important these days the implementation of games to teach speaking and listening?

**Interpretation:** The teacher said the use of games makes an active class and the student will learn English while they are playing.

**Question 3:** What kind of teaching tools do you know in order to improve the fluency abilities of your students?

**Interpretation:** The teacher said the use are: flash cards, song and movies and will improve speaking skill.

**Question 4:** Do you consider the use of speaking and listening activities to be the helpful in order to improve the English learning?

**Interpretation:** The teacher consider students practice English and people learn faster when they practice.

**Question 5:** What are the advantages of using speaking activities the classroom with dialogues?

**Interpretation:** The specialist thinks to Improvement of pronunciation and fluency in students

**Question 6:** What advice will you give to students that are going to take classes to improve oral fluency?

**Interpretation:** All specialists agreed because students have to know and write and practice the correct pronunciation to recognize different word and know how to speak.

**Question 7:** What advice will you give to professors that are going to teach speaking using dialogues?

**Interpretation:** One specialist thinks the all the activities that they can use in the classroom and the specific kind of activities they have to use to improve English learning

### 3.8.3. SURVEY DIRECTED TO STUDENTS

**Question 1:** Do you think that dialogues taught effectively will improve your fluency?

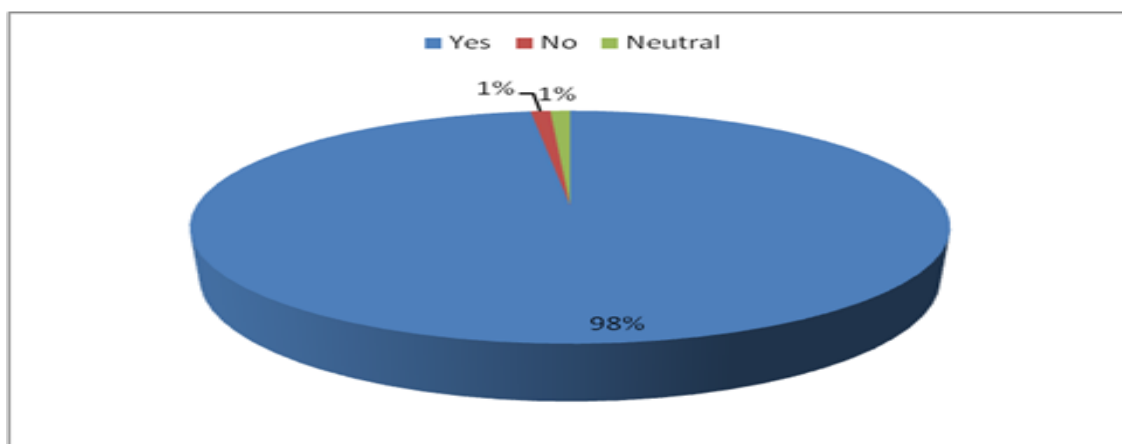
**Chart # 5 : Results of question # 1: Dialogue improve fluency.**

QUESTION 1	FRECUENCY	PERCENTAGE
Yes	98	98%
No	1	1%
Neutral	1	1%
TOTAL	100	100%

**Source:** Students of Ernesto Gonzalez High School.

**Author:** Virginia Maribel Zambrano Zambrano.

**Graph # 1: Result of question # 1: Dialogue improve fluency.**



**Source:** Students of Ernesto Gonzalez High School.

**Author:** Virginia Maribel Zambrano Zambrano.

#### **Interpretation:**

98% of the students think that dialogues will improve the fluency, 1% thinks that the dialogues will not improve the fluency, and 1% is neutral.



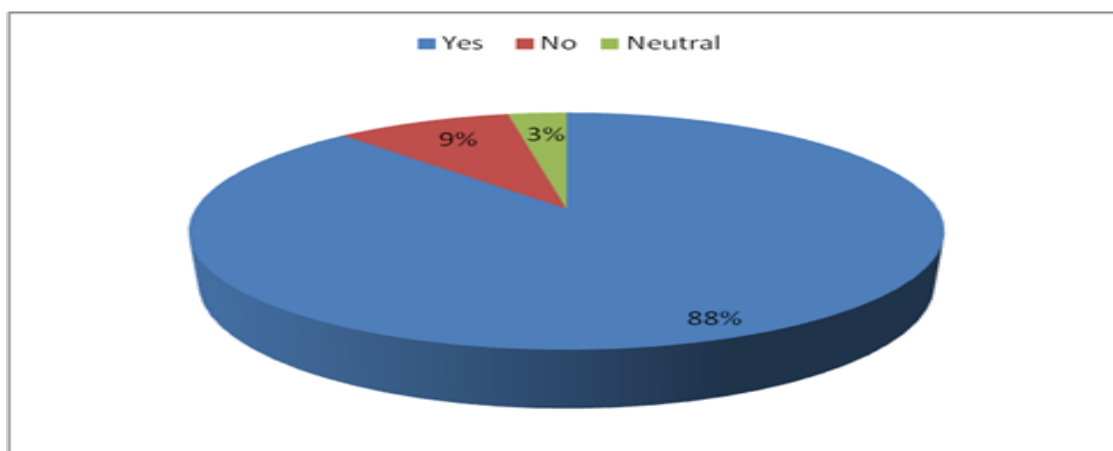
**Question 2:** Do you like to learn English using dialogues in order to improve your fluency?

**Chart # 6: Results of question # 2: Learn English using dialogues.**

QUESTION 2	FRECUENCY	PERCENTAGE
Yes	88	88%
No	9	9%
Neutral	3	3%
TOTAL	100	100%

**Source:** Students of Ernesto Gonzalez High School.  
**Author:** Virginia Maribel Zambrano Zambrano.

**Graph # 2: Result of question #2: Learn English using dialogues.**



**Source:** Students of Ernesto Gonzalez High School.  
**Author:** Virginia Maribel Zambrano Zambrano

**Interpretation:**

88% of the students like to learn English using dialogues in order to improve their fluency, 9% do not like to learn English using dialogues and 3% is neutral.

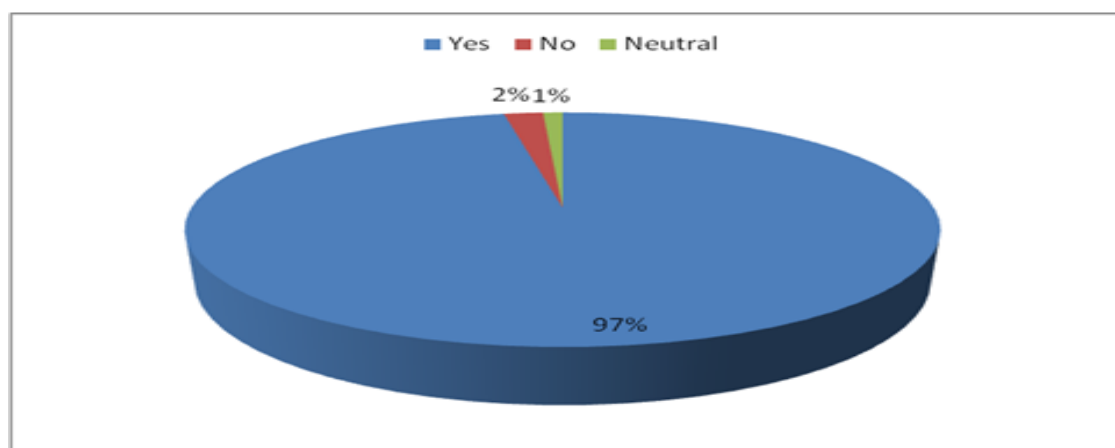
**Question 3:** Would you like teachers to use motivational conversations to encourage easy learning of speaking and oral interaction?

**Chart # 7: Results of question # 3: Teacher use motivational conversation**

QUESTION 3	FRECUENCY	PERCENTAGE
Yes	88	88%
No	9	9%
Neutral	3	3%
TOTAL	100	100%

**Source:** Students of Ernesto Gonzalez High School.  
**Author:** Virginia Maribel Zambrano Zambrano

**Graph # 3: Result of question #3: Teacher use motivational conversation**



**Source:** Students of Ernesto Gonzalez High School.  
**Author:** Virginia Maribel Zambrano Zambrano

**Interpretation:**

88% of the students like to motivational conversation encourage easy learning of speaking and oral interaction to improve their pronunciation and fluency, 9% do not like and 3% of the students are neutral.

**Question 4:** Do you consider movies are important to improve fluency?

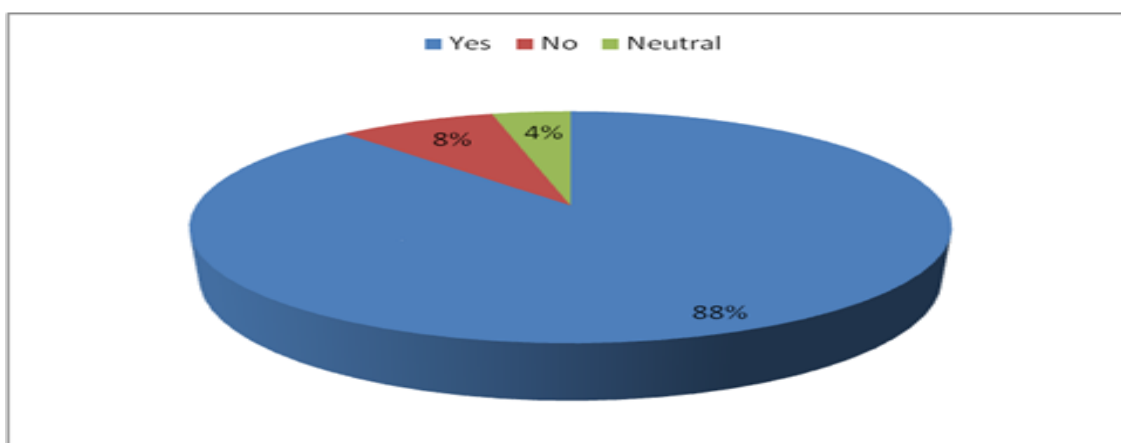
**Chart # 8: Results of question # 4: Movies are important to improve fluency**

QUESTION 6	FRECUENCY	PERCENTAGE
Yes	88	88%
No	8	8%
Neutral	4	4%
Total	100	100%

Source: Students of Ernesto Gonzalez High School.

Author: Virginia Maribel Zambrano Zambrano

**Graph # 4: Movies are important to improve fluency**



Source: Students of Ernesto Gonzalez High School.

Author: Virginia Maribel Zambrano Zambrano

**Interpretation:**

88% of the students like teachers who use videos in the classroom as a technique to learn English and improve fluency, 8% do not like and the 4% of students are neutral.

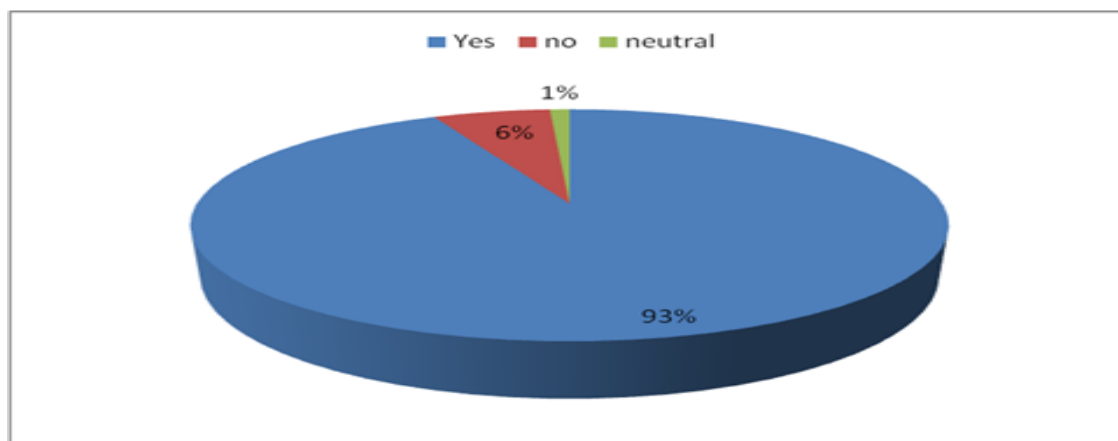
**Question 5:** Do you consider that educators should teach speaking using real –life scenario situations to improve fluency?

**Chart # 9: Results of question # 5: Using real–life scenario situation to improve fluency**

QUESTION 7	FRECUENCY	PERCENTAGE
Yes	93	93%
No	6	6%
neutral	1	1%
Total	100	100%

**Source:** Students of Ernesto Gonzalez High School.  
**Author:** Virginia Maribel Zambrano Zambrano

**Graph # 5: Result of question #5: Using real–life scenario situation to improve fluency**



**Source:** Students of Ernesto Gonzalez High School.  
**Author:** Virginia Maribel Zambrano Zambrano

**Interpretation:**

93% of the students think real –life scenario situations will help to improve communication and fluency, 6% think real –life scenario situations do not think s will help to improve communication and interaction between students and 1% of students are neutral.

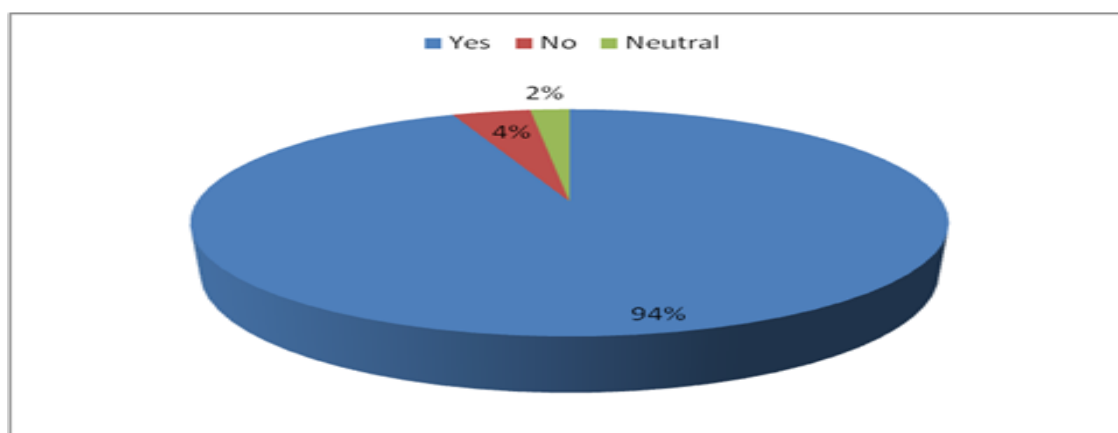
**Question 6:** Would you like to have a handbook of dialogues to improve your verbal fluency?

**Chart # 10: Results of question # 6: Would you like to have a handbook of dialogues.**

QUESTION 13	FRECUENCY	PERCENTAGE
Yes	94	94%
No	4	4%
Neutral	2	2%
Total	100	100%

**Source:** Students of Ernesto Gonzalez High School.  
**Author:** Virginia Maribel Zambrano Zambrano

**Graph # 6: Result of question #6: Would you like to have a handbook of dialogues.**



**Source:** Students of Ernesto Gonzalez High School.  
**Author:** Virginia Maribel Zambrano Zambrano

**Interpretation:**

94% of students think a handbook of dialogues is important to improve fluency, 4% of students do not think handbook of dialogue are important to improve fluency and pronunciation and the 2% of students are neutral.

**Question 7:** Do you like to learn easy and short dialogues using communication related to Santa Elena Province?

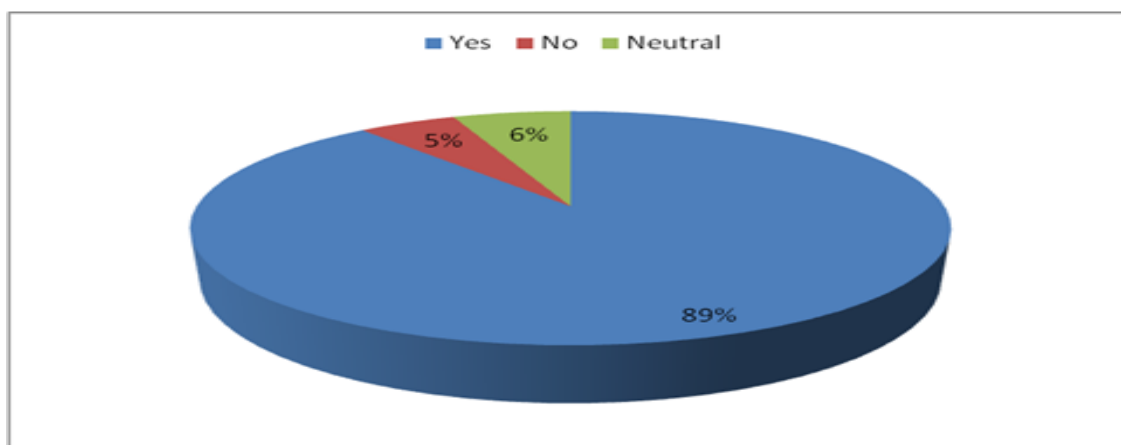
**Chart # 11: Results of question # 7: Do you like to learn easy and short dialogues?**

QUESTION 15	FRECUENCY	PERCENTAGE
Yes	89	89%
No	5	5%
Neutral	6	6%
Total	100	100%

**Source:** Students of Ernesto Gonzalez High School.

**Author:** Virginia Maribel Zambrano Zambrano.

**Graph # 7: Result of question #7: Do you like to learn easy and short dialogues?**



**Source:** Students of Ernesto Gonzalez High School.

**Author:** Virginia Maribel Zambrano Zambrano.

**Interpretation:**

89% of students consider that learn easy and short dialogues using communication related to Santa Elena Province improve fluency, 5% of students do not consider learn easy and short dialogues using communication related to Santa Elena Province will help fluency and 6% are neutral.

### 3.8.5. ANALYSIS OF RESULTS CHART- STUDENTS

**Chart # 12: SURVEY DIRECTED TO STUDENTS**

N°	QUESTIONS	SI		NO		NEUTRAL		TOTAL	
		Q	%	Q	%	Q	%	Q	%
1	Do you think that dialogues taught effectively will improve your fluency?	22	100	0	0	0	0	22	100
2	Do you like to learn English using dialogues in order to improve your fluency?	20	90,91	0	0	2	9,09	22	100
3	Would you like teachers to use motivational conversations to encourage easy learning of speaking and oral interactions?	12	54,55	1	4,54	9	40,91	22	100
4	Do you consider movies important to improve fluency?	21	95,45	0	0	1	4,55	22	100
5	Do you consider that educators should teach speaking using real-life scenario situations to improve fluency?	22	100	0	0	0	0	22	100
6	Would you like to have a handbook of dialogues to improve your verbal fluency?	9	40,91	6	27,27	7	31,82	22	100
7	Would you like to learn easy and short dialogues using communication related to Santa Elena Province?	20	90,90	1	4,55	1	4,55	22	100

**Source: Survey Directed To Students**

**Author: Virginia Maribel Zambrano Zambrano.**

### **3.8.5.1. Analysis of results - students**

Results show that students consider that English is really important for them. They enjoy English classes and use speaking techniques to improve it, even they use dialogue for practice fluency

On the other hand, they consider that the use a Web Site will help to improve their listening skill and finally students showed their acceptance to use the website.

## **3.9. CONCLUSIONS AND RECOMMENDATIONS**

### **3.9.1. CONCLUSIONS**

- Speaking skills in the second year at Unidad Educativa Ernesto Gonzalez have not been developed satisfactorily because English teachers have not tools to improve the speaking
- The uses the expression have become in an essential tool for English teachers, the creation of a handbook as a good ours students have motivation to practices speaking and to improve fluency
- The implementation of a handbook will be an useful tool to improve the speaking skills in second year at Unidad Educativa Ernesto Gonzalez

### **3.9.2. RECOMMENDATIONS**

- It is recommended to implement strategies to improve the speaking skills  
At Unida Educativa Enesto González.
- English teachers should use new techniques of speaking, the creation of a handbook is a good option because students improve the fluency.
- It is fundamental to implement a handbook At Unidad Educativa Ernesto Gonzalez. Will improve the speaking skills.



## CHAPTER IV

### PROPOSAL

#### 4.1. Information Data:

**Title of the Proposal:**

A Handbook of Dialogues to improve fluency in students of 2<sup>nd</sup> year at Unidad Educativa Ernesto González.

**Executing institution:**

Unidad educativa Ernesto Gonzalez.

**Beneficiaries:**

The students of second year at Unidad educativa Ernesto Gonzalez.

**Location:** La Libertad, Santa Elena, province of Santa Elena.

**Responsible Team**

**Author:** Virginia Zambrano Zambrano

**Adviser:** MSc. Jorge Cevallos Salazar

**Budget:** \$ 991.50

#### 4.2. PROPOSAL BACKGROUND

English as international language plays and more important role in many parts of our life. It is being used in international business, politics, education, technology etc. There are many problems for students when they want to learn English or improve their linguistic abilities. The lack of interest and proper guidance from the instructors make them unmotivated and they feel bored or unhappy to learn English. Students in the class have low learning motivation and interest they don't pay attention to the class.

### **4.3. Significance**

Children learn faster foreign languages, and the different resources help to improve fluency in students and give more tools and activities to the teachers and help the English learning process, because nowadays people have to know English to develop in the future job and to communicate with people around the world.

This proposal is a significant goal in education in the use of dialogues is the students gain excellent results in learning the English language. This project is apply in students of second year at unidad educativa Ernesto Gonzalez.

This proposal solves a deficit that students have in the speaking skills where they will work and improve that skill through dialogues work and improve that skill through dialogues.

### **4.4. OBJECTIVES**

#### **4.4.1. General objectives:**

To improve fluency in speaking skill through Dialogues in students at Ernesto Gonzales High School in La Libertad academic year 2014 – 2015.”.

#### **4.4.2. Especific objectives**

- To determinate the best techniques according to the characteristics of the students improving the learning process.
- To provide different exercises for English teachers
- To improve fluency in students.

#### **4.5. DESIGN AND DEVELOPMENT PROPOSAL OF THE**

The level of the students, according to their diagnostic test ,shows that they have problems in the speaking skills, the implementation of a handbook with dialogues to improve the speaking fluency .could be a solution to solve this problems in them

The proposal is a handbook with different activities and instruction to develop in class and make the students learn in an active way the English language. It contains speaking exercises to make the class interesting funny.

This dialogues use Kagan Structures these structures are important because students promote language and content learning

Kagan to implement four basic principles of cooperative learning,

P = Positive Interdependence

I = Individual Accountability

E = Equal Participation

S = Simultaneous Interaction

Students to improve their fluency and to learning both content and language.

##### **4.5.1. A HANDBOOK USING DIALOGUES**

This handbook consists of 14 dialogues divided in two levels .

Beginners and Intermediate.

##### **4.5.2. Beginners Level**

This section has seven dialogues that they have to participate in pairs.

##### **Intermediate Level**

The section have 7 dialogues that they have to participate in group.

This dialogue wil improve fluency.

### 4.5.3. DIALOGUE 1: NEW CLASSMATES

**Objective:** To improve the fluency of students practicing short dialogues.

**Methodology:** It will be an active class and the students will work in group

**Development:** This activity will development in the classroom, the teacher will invite all students work in pairs they use the phrase in the box students will make a lot of questions where students will know better.

Example

Student A: What is your name?

Student B: My name is.....

This exercise will repeat.

The image is a screenshot of a blog post. At the top, there is a large orange banner with the text "DIALOGUES TO IMPROVE FLUENCY" in white. Below the banner, the date "domingo, 5 de julio de 2015" is visible. The main title of the post is "DIALOGUE 1: NEW CLASSMATES".

Below the title is a table with the following structure:

Personal Information expressions	
Students A	Student B
What is your name?	My name is .....
Where are you from?	I am from .....
What is your favorite subject?	My favorite subject is .....
Bye	.....

Below the table, there is a dialogue between Karen and Enrique:

Karen: What is your name ?  
Enrique: My name is enrique  
Karen: Nice to meet you.  
Karen: Where are you from, Enrique ?  
Enrique: I'm from Ecuador , and you karen ?

Below this dialogue, there is a small photograph of two people walking on a path outdoors.

Below the photograph, there is another dialogue:

Karen: I'm from Colombia.  
Enrique: What is your favorite subject?  
Karen: My favorite subject is literature?  
Enrique: Bye  
Karen: See you soon

Graph # 8: Final design of the "Dialogue: New classmate" Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: [http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-1-new-classmates\\_5.html](http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-1-new-classmates_5.html)

### 4.5.3.1. DIALOGUE 2: PERSONAL INFORMATION

**Objective:** To learn expressions and practice dialogue to improve fluency

**Methodology:** Students memorize the expression and practices dialogues

**Development:** To do the activity and the teacher will invite all students work in Pairs they will use some expressions in the box Student a make a question Student b respond the question of student A if students have errors will repeat the dialogues .

The screenshot shows a blog post with the following content:

## DIALOGUES TO IMPROVE FLUENCY

domingo, 6 de julio de 2015

### DIALOGUE 2: PERSONAL INFORMATION

PERSONAL INFORMATION	
Student A	Student B
Where do you live ?	I live in .....
Nice to meet you	Meet .....
What is your favorite food?	My favorite food is .....
What do you do?	I am .....

Emily: Hello  
Evelin: What's your name?

Emily: My name's Evelin  
Evelin: Nice to meet you  
Emily: Me too.  
Evelin: Where are you from?  
Emily: I'm from Machala  
Evelin: Where do you live?  
Emily: I live in la Libertad  
Evelin: What's your favourite food?  
Emily: My favourite food is seafood and vegetarian food  
Evelin: What do you do?  
Emily: I'm a teacher  
Evelin: Okay, I have to go now  
Emily: See you soon  
Evelin: Bye-bye

Publicado por Virginia Zambrano en 16:29

Graph # 9: Final design of the “Dialogue: Personal information” Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-2-personal-information.html>

### 4.5.3.2. DIALOGUE 3: BUYING FISH

**Objective:** To implement the expression in the exercises.

**Methodology:** is a work in pairs the students will use **how many** and **how much**. The most important is students identify accounting and uncountable nouns.

Development: 2 students will have to observe Countable vs. Uncountable.

Example:

Countable: apples-carrots-oranges.

Uncountable: yogurt- tea coffee.

After they will create short questions:

Student A: How much coffee do you drink in the morning?


Student B: How many candies do you have in your pocket?

**DIALOGUES TO IMPROVE FLUENCY**

**DIALOGUE 3: BUYING FISH**

BUYING FISH
How many.....?
How much.....?

**Customer:** Good morning  
**Seller:** Good morning  
**Customer:** How much is the pound of tilapia fish?  
**Seller:** Five dollars each pound  
**Customer:** Ok  
**Seller:** How many pounds do you want?  
**Customer:** I want three pounds of tilapia  
**Seller:** Ok here you are, it is 15 dollars  
**Customer:** Ok, 15 dollars thank you



Graph # 10: Final design of the “Dialogue: Buying fish” Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-3-buying-fish.html>

### 4.5.3.3. DIALOGUE 4 : GETTING TO THE AIRPORT

**Objective:** To develop the pronunciation and share ideas

**Methodology:** Students work in pairs using expressions

**Development:** the teacher gives expressions in the box.

Example.

Good morning Peter

Good afternoon doctor

Good evening teacher.....


## DIALOGUES TO IMPROVE FLUENCY

domingo, 6 de julio de 2015

DIALOGUE 4: GETTING TO THE AIRPORT

GETTING TO THE AIRPORT
Good Afternoon
Good Morning

**Peter:** Good Afternoon, sir  
**John:** Good Afternoon do you know where is the airport?  
**Peter:** Yes, the airport is in Ballemita  
**John:** Ok, do you know how I can get to the airport?  
**Peter:** Yes, you can take a taxi or you can take the bus  
**John:** The bus, what number should I take?  
**Peter:** Bus number 13 will take you to the airport.  
**John:** How long is it to the airport?  
**Peter:** Between 30 minutes and 45.



Author: Virginia zambrano Zambrano

Graph # 11: Final design of the “Dialogue: Getting the airport” Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-4-getting-to-airport.html>

#### 4.5.3.4. DIALOGUE 5: A TOURISTIC PLACE

**Objective:** To improve the fluency and talk about touristic places in Santa Elena province.

**Methodology:** students work in pairs and will share information about touristic places in Salinas.

**Development:** the teacher will invite all students work in pairs students and will remember some touristic place in Salinas.

#### **Example.**

Students will practice the following dialogue.

Edith: Hi Virginia.

Virginia: Hi Edith

Edith: would you like to see sea lions at the Lobera in Salinas this weekend.

Virginia: Oh yeah! That's a good idea!


## DIALOGUES TO IMPROVE FLUENCY

### DIALOGUE 5 : A TOURISTIC PLACE

A TOURISTIC PLACE

Would you like to...?
That's a good idea.....

Edith: Hi Virginia.  
Virginia: Hi Edith  
Edith: would you like to see sea lions at the Lobera in Salinas this weekend.  
Virginia: Oh yeah! That's a good idea!  
Edith: Ok I will see you at 2 pm. in Salinas's church  
Virginia: Ok, see you .  
Edith: Bye



Graph # 12: Final design of the “Dialogue: A tourist place ” Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-5-touristic-place.html>



### 4.5.3.5. DIALOGUE 6: MY FAMILY

**Objective:** To learn the members of the family and recognize with their names.

**Methodology:** students memorize member of the family.

Mother, Father, Brother and Sister

**Development:** this activity is in pairs. The teacher gives vocabulary in the box about family and students make a short description of the family.



## DIALOGUES TO IMPROVE FLUENCY

### DIALOGUE 6: MY FAMILY

**MY FAMILY**

Brother . sons . parents
Handsome

Elena: Do you want to see pictures of my family?  
Jose: Oh, Hi Virginia. Yeah, of course! Oh, Who is the baby?  
Elena: That's my son. Her name is RAHM. He is 4 years old  
Jose: Oh, He's handsome. Who are the other people in the picture?  
Elena: Ok, that's me in the black blouse. The other person is my husband. His name is Juan he is a doctor  
Jose: Who are the other people in the picture?  
Elena: Are my parents. My mother's name is Eva and my father's name is Pedro.



Graph # 13: Final design of the “Dialogue: My family ” Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-6-my-family.html>

### 4.5.3.5.1. DIALOGUE 7: VISIT A DOCTOR

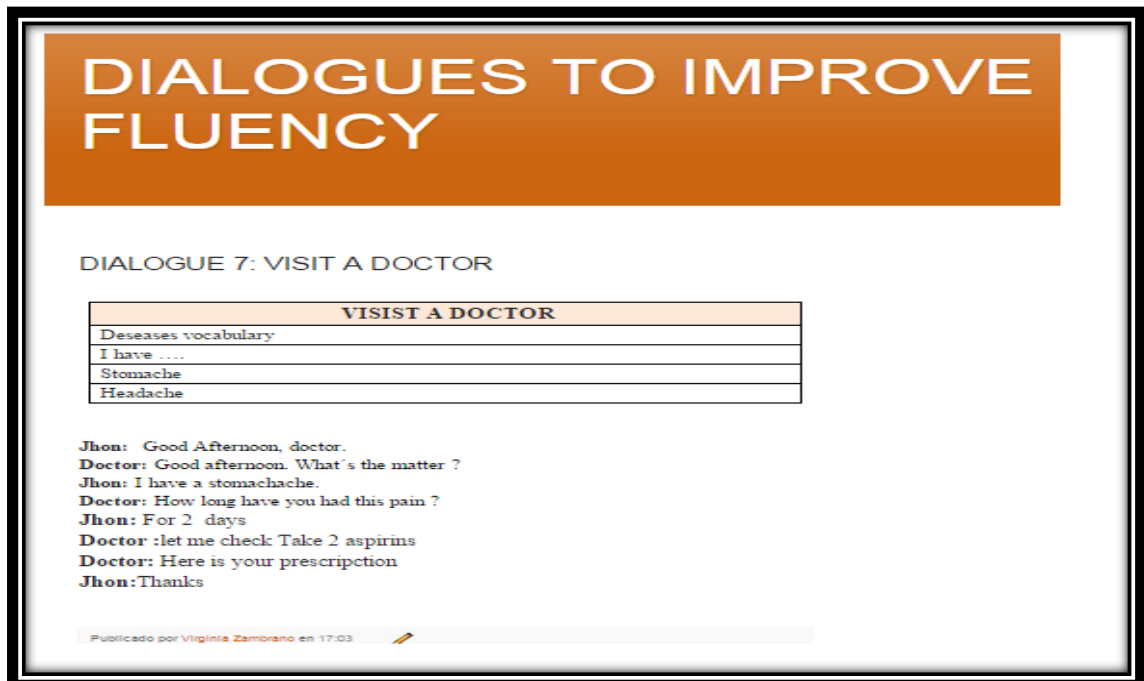
**Objective:** To improve the fluency of students using short dialogues.

**Methodology:** it will be an active class. Students will work in group of two.

**Development:** This activity will develop in the classroom; the teacher will invite two students .They use the phrase in the box.

Example

Deseases vocabulary ,I have ,Stomache and Hedeache.



The image shows a screenshot of a blog post. At the top, there is a large orange banner with the text "DIALOGUES TO IMPROVE FLUENCY" in white. Below the banner, the title "DIALOGUE 7: VISIT A DOCTOR" is displayed. Underneath the title is a table with the heading "VISIT A DOCTOR" and four rows of text: "Deseases vocabulary", "I have ----", "Stomache", and "Headache". Below the table, a dialogue is presented between a doctor and a patient named Jhon. The dialogue includes the following lines: "Jhon: Good Afternoon, doctor.", "Doctor: Good afternoon. What's the matter ?", "Jhon: I have a stomachache.", "Doctor: How long have you had this pain ?", "Jhon: For 2 days", "Doctor :let me check: Take 2 aspirins", "Doctor: Here is your prescription", and "Jhon:Thanks". At the bottom of the screenshot, there is a small text line that reads "Publicado por Virginia Zambrano en 17:03" next to a small icon of a pencil.

**Graph # 14:** Final design of the “Dialogue: Visit a doctor ” Blogs

**Author:** Virginia Maribel Zambrano Zambrano.

**Source:** <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-7-visit-doctor.html>

### 4.5.3.5.2. INTERMEDIATE LEVEL

The section have 7 dialogues that they have to participate in group.

This dialogue wil improve fluency.

### 4.5.3.6. DIALOGUE 8: ORDERING FOOD AT A RESTAURANT IN SALINAS.

**Objective:** To improve the fluency of students using short dialogues.

**Methodology:** it will be an active class. Students will work in group of three.

**Development:** This activity will develop in the classroom, the teacher will invite three students. They use the phrase in the box.

Example

I would like to big steak

I want to drink a little water

The image is a screenshot of a blog post. At the top, there is a large orange banner with the text "DIALOGUES TO IMPROVE FLUENCY" in white. Below the banner, the date "domingo, 6 de julio de 2016" is displayed. The main title of the post is "DIALOGUE 8 :ORDERING FOOD AT A RESTAURANT IN SALINAS". Below the title, there is a table with a pink header "ORDERING FOOD" and two rows: "I want to" and "I would like to". Under the table, there is a dialogue script with the following lines: "Waiter: Good afternoon sir! What can I do for you?", "Ivan: My family and I want to order.", "Ivan: The roast chicken with potatoes, little rice and little iced tea", "Sarah: I would like big steak and few fried bananas.", "Waiter: What do the children want?", and "Dario: Two clean dishes and glasses, please."

Graph # 15: Final design of the “Dialogue: Ordering food at a restaurant ” Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-8-ordering-food-at-restaurant.html>

### 4.5.3.6.1. DIALOGUE 9: ASKING FOR INFORMATION

**Objective:** To learn new vocabulary to improve the fluency in students

**Methodology:** students work in group and will share information.

**Development:** This activity is active because students have a map of Santa Elena where they have to find important places like: Park, Hospital .university and super market.

They share information about how to get them.

Example

Student A: Is there a good hospital in Santa Elena?

Student B: yes,near the cementery

Students say a sentences how to get a place.

## DIALOGUES TO IMPROVE FLUENCY

### DIALOGUE 9: ASKING FOR INFORMATION AT A SANTA ELENA HOSPITAL

**ASKING INFORMATION**

Is there a good hospital in Santa Elena?  
near the cementery

**Tourist:** Excuse me .is there a good Hospital in Sanata Elena ?

**Boys:** Yes,near the cementery.


**Tourist:** How do you get to the Hospital

**Boys:** its four blocks from here .walk up Marquez de la Plata avenue to s/n streets.

**Tourist:**Is it far

**Boy:**No it 's five minutes on foot

**Tourist:** Thanks.



Graph # 16: Final design of the “Dialogue: Asking for information at a Santa Elena hospital”

Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: <http://dialoguestoimprovethefluency.blogspot.com/2015/07/dialogue-9-asking-for-information-at.html>

## 4.53.6.2. DIALOGUE 10: TALKING ABOUT SALINAS

### (AIRPLANE)

**Objective:** To improve the fluency and talk about our province.

**Methodology:** it will be an active class. Students work in group and share information about touristic places in the province of Santa Elena.

**Development:** This activity will develop the use of expressions in the classroom, the teacher will invite all students work in group of 4 students. They use the phrase in the box and will remember some touristic places in Santa Elena using questions.

Example.

What is the most important touristic place in Salinas?

Salinas's beach

Salinas is beautiful

Students will practice the following dialogue will remember touristic places

## DIALOGUES TO IMPROVE FLUENCY


domingo, 6 de julio de 2015

### DIALOGUE 10: TALKING ABOUT SALINAS (AIRPLANE)

TALKING ABOUT SALINAS

Where's...?
Fasten your belt

Ann: What's that?  
Alice: It's a map of Santa Elena Province. Here's Salinas, the famous beach.  
Ann: I see. Where's Chocolatera?  
Alice: It's right here.  
Pilot: Ladies and gentleman, we are about to land at Ulpiano Paaz General Airport. Please return to your seats and fasten your seat belts.  
Ann: Look! We're flying over Salinas. I can see the Pacific Ocean, can't you see it?  
Alice: Yes, I can. I can see Salinas' beach too.  
Paul: They say it's the most important touristic place in Salinas.  
Ann: Salinas's beach is beautiful!



Author: Virginia Zambrano Zambrano

Graph # 17: Final design of the “Dialogue: Talking about Salinas (airplane)” Blogs

Author: Virginia Maribel Zambrano Zambrano.

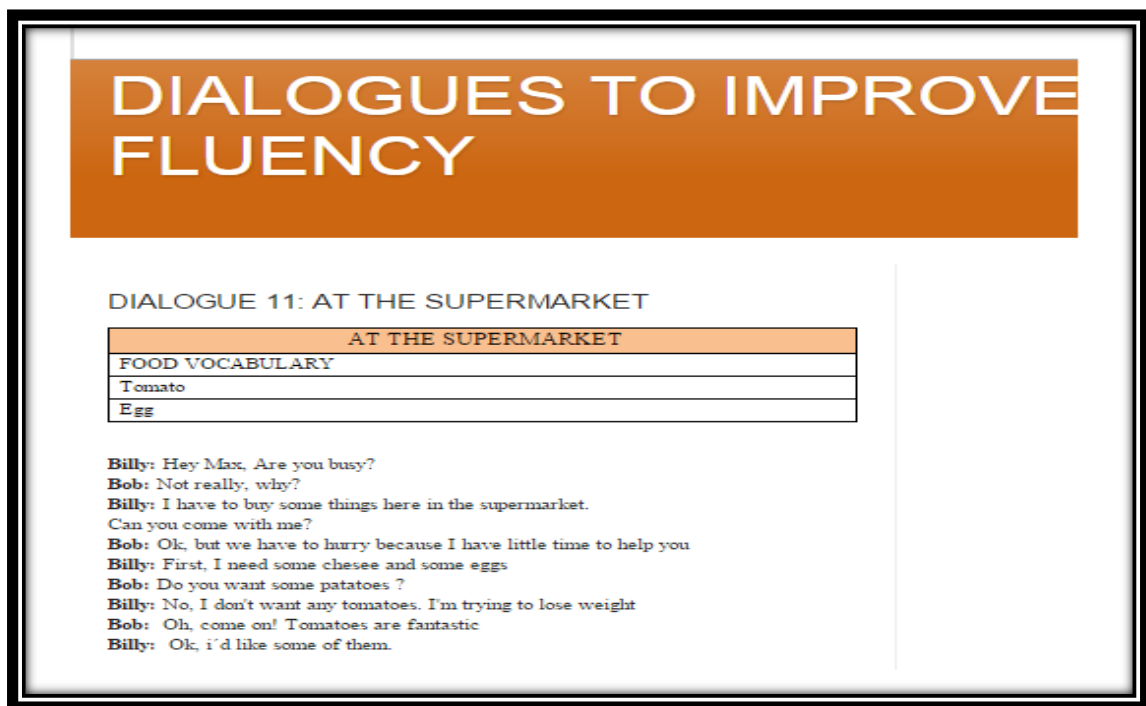
Source: <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-10-talking-about-salinas.html>

### 4.5.3.6.3 DIALOGUE 5: AT THE SUPERMARKET

**Objective:** To memorize new vocabulary to improve the fluency in students

**Methodology:** students work in group and will share information.

**Development:** it will be an active class. Students work in group and share information about food at the supermarket Potatoes, egg.



**DIALOGUES TO IMPROVE FLUENCY**

DIALOGUE 11: AT THE SUPERMARKET

AT THE SUPERMARKET
FOOD VOCABULARY
Tomato
Egg

**Billy:** Hey Max, Are you busy?  
**Bob:** Not really, why?  
**Billy:** I have to buy some things here in the supermarket.  
Can you come with me?  
**Bob:** Ok, but we have to hurry because I have little time to help you  
**Billy:** First, I need some chesee and some eggs  
**Bob:** Do you want some patatoes ?  
**Billy:** No, I don't want any tomatoes. I'm trying to lose weight  
**Bob:** Oh, come on! Tomatoes are fantastic  
**Billy:** Ok, i'd like some of them.

**Graph # 18:** Final design of the “Dialogue: At the supermarket ” Blogs

**Author:** Virginia Maribel Zambrano Zambrano.

**Source:** <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-11-at-supermarket.html>

#### 4.5.3.6.4. DIALOGUE 6: BOOKING A ROOM AT BARCELO

##### HOTEL IN SALINAS

**Objective:** To develop the fluency and share ideas

**Methodology:** Students work in pairs using expressions

**Development:** the teacher gives phrases in the box.

Example.

I would like to make a reservation

How many nights?


Do you have any vacancies?

## DIALOGUES TO IMPROVE FLUENCY

DIALOGUE 12: BOOKING A ROOM AT BARCELO HOTEL IN SALINAS

MAKING A RESERVATION
I would like to make a reservation
For how many nights?
Do you have any vacancies?

**Receptionist:** Good afternoon.. May I help you?  
**Guest:** Hello I 'd like to make a reservation , please  
For when?  
**Guest:** for tomorrow .  
**Receptionist:** for how many days ?  
**Guest :** 2 days  
**Receptionist:** Ok. What 's your name ?  
**Gues:** Edith Borbor  
**Receptionist:** Spell it , please  
**Guest:** E D I T H B O R B O R  
**Receptionist:** ok. Miss Borbor your reservation is confirmed  
**Guest :** Thank you



Graph # 19: Final design of the “Dialogue: Booking a room at Barcelo Hotel in Salinas Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-12-booking-room-at-barcelo.html>

#### 4.5.3.6.5. DIALOGUE 7: AT THE BANK

**Objective:** To learn vocabulary and improve verbal fluency.

**Methodology:** teacher gives vocabulary and create some phrases.

Deposit cash, account ,checking account and how much.

Development: this activity is in pairs. Students use pictures to create a dialogue using vocabulary.

## DIALOGUES TO IMPROVE FLUENCY

DIALOGUE 13: AT THE BANK

AT THE BANK
Deposit Cash
Account
Checking account
How much

Tanya: What can I do for you today?  
Angelo: I would like to deposit some money.  
Tanya: Are you depositing cash or check?  
Angelo: I want to deposit cash  
Tanya: How much are you depositing?  
Angelo: I would like to deposit \$200.  
Tanya: What account do you want your money in?  
Angelo: I want to deposit it into my checking account.  
Tanya: Do you need anything else?  
Angelo: No, that's all. Thank you.

Graph # 20: Final design of the “Dialogue: At the Bank” Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-13-at-bank.html>



#### 4.5.3.6.6. DIALOGUE 14: ON THE PHONE

**Objective:** To learn some phrases that people use on the phone.

**Methodology:** Students listen the teacher and create some phrases.

Phone, charger, hello and call back.

Development: this activity is in pairs. Students use their cellphones to create a dialogue using some phrases on the phone.

The image shows a webpage with an orange header that reads "DIALOGUES TO IMPROVE FLUENCY". Below the header, the title "DIALOGUE 14: ON THE TELEPHONE" is displayed. A table with a blue header "BUYING FOOD" contains the following phrases:

BUYING FOOD
Phone, call back
Charge
Hello
Call back

Below the table, a dialogue script is provided:

Isis: Hello Isis Zambrano speaking .  
Ibrahim: Hello. I'd like to speak to Didier Brown . Please  
Isis: Who's speaking?  
Ibrahim: Ibrahim Franks of Alpha Communications.  
Isis: I'm sorry. The line is busy.  
Ibrahim: Can he call me back, please?

Graph # 21: Final design of the "Dialogue: on the telephone" Blogs

Author: Virginia Maribel Zambrano Zambrano.

Source: <http://dialoguestoimprovefluency.blogspot.com/2015/07/dialogue-14-on-telephone.html>

#### 4.6.-CHART 5 RUBRIC TO ASSESS SPEAKING (DIALOGUES)

Will be by following rubric one they have practice the dialogues and learn the structure and phases.

**Chart # 13 :Rubric to Assess Speaking (Dialogues)**

CATEGORY	EXCELLENT	GOOD	ACCEPTABLE	INSUFFICIENT
<b>VOCABULARY</b>	USE APPROPRIATE VOCABULARY DURING THE DIALOGUE.	USE APPROPRIATE VOCABULARY DURING THE MOST OF THE DIALOGUE TIME.	USE APPROPRIATE VOCABULARY IN SOME OPPORTUNITIES.	NO USE OF APPROPRIATE VOCABULARY.
<b>GRAMMAR</b>	USE THE CORRECT WAY OF THE GRAMMAR STRUCTURES DURING THE DIALOGUE.	USE THE CORRECT WAY OF THE GRAMMAR STRUCTURES DURING THE MOST OF THE DIALOGUE TIME.	USE THE CORRECT WAY OF THE GRAMMAR STRUCTURES OCCASIONALLY.	RARELY USES OF AN APPROPRIATE WAY OF THE GRAMMAR STRUCTURE
<b>PRONUNCIATION</b>	CLEARLY SPEAKING ALONG THE DIALOGUE AND GOOD PRONUNCIATION	CLEARLY SPEAKING DURING THE MOST OF THE TIME AND SHOWS A PROPER LEVEL PRONUNCIATION.	AN UNDERSTANDABLE PRONUNCIATION DESPITE FOR NOT BEING COMPLETELY CLEAR.	DIFFICULT UNDERSTANDING OF THE PRONUNCIATION.
<b>INTONATION</b>	USE OF AN INTONATION ACCORDING TO WHAT WOULD WANT TO COMMUNICATE DURING THE TERM OF THE DIALOGUE.	USE OF AN INTONATION ACCORDING TO WHAT WOULD WANT TO COMMUNICATE THE MOST OF THE TIME.	USE OF AN INTONATION ACCORDING TO WHAT WOULD WANT TO COMMUNICATE IN SOME OCCASSIONS.	THE INTONATION IS NOT ACCORDING TO WHAT WOULD WANT TO COMMUNICATE AND MAKES THE MESSAGE TO BE CONFUSED.

#### 4.6.1. DIAGNOSTIC TEST

Students started with a low level it was reflected at the beginning in the Diagnostic Test. They use the rubric for identify the level of student



República del Ecuador  
Dirección Distrital de Educación Intercultural Provincia de Santa Elena  
**Colegio Particular a Distancia**  
**"PROF. ERNESTO GONZALEZ MUÑOZ"**  
Fundado el 19 de Julio de 1998. Con Resolución Ministerial N° 3592  
La Libertad Cdla 6 de Enero - Telf. 2 781 025

Students\_\_\_\_\_

Grade:\_\_\_\_\_

Teacher: Virginia Zambrano Zambrano.

#### TEST OF DIAGNOSTIC

1.-Read and practice with classmate (Pronunciation and fluency) 5 Points

#### ASKING FOR INFORMATION

**Tourists:** Excuse me .where is Liborio Panchana Sotomayor Hospital?

**Boy:** its four blocks from here .walk up Marquez de la Plata avenue to s/n streets.

Its front of the cemetery of Santa Elena .

**Tourist:** Thanks

2.-Read the dialogue in pairs and responds correctly (Responds correctly) 5 points

Emily: Hello

Evelin: What's your name?

Emily: My name's Evelin

Evelin: Nice to meet you

Emily: Me too.

Evelin: Where are you from?

Emily: I'm from Machala

3.-Look the flashcard and pronounce.

(Pronunciation) 5 points

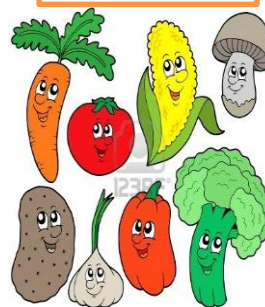
food



Cashier



Vegetable



4.-Describe pictures:

(Students speak) 5 points



## 4.7. RESULTS

### 4.7.1. DIAGNOSTIC TEST RESULTS

**Chart # 14: Diagnostic test result**

STUDENTS	CORRECT ANSWER	EFFORT TO RESPOND	PRONUNCIATION	ORAL FLUENCY	TOTAL
Alejandro Tigrero Lesxer	2	1	2	1	6
Alpelima Gutierrez Jhonny	1	1	1	1	4
Alvarez Macias Kiara Maria	2	1	1	1	5
Alvarez Macias Luis Leyker	2	1	2	1	6
Balon Gonzalez Bianka Dennis	1	1	1	1	4
Barragan Balon Heidy Sharay	2	1	1	2	6
Benavides Cedeño Ronny Isaac	1	2	1	1	5
Benitez Gonzalez Amy Anahy	1	1	2	1	5
Borbor Tigrero Angel Misael	1	1	1	1	4
Catagua Neira Josue Isaias	1	2	2	1	6
Cedeño Arevalo Heidy valeska	1	2	2	1	6
Cedeño Eugenio Cristopher	1	1	2	2	6
Cisneros Matias Tatiana	2	1	1	1	5
Cojitambo Balon Angel Gabriel	1	1	2	1	5
Cornejo Haz Adrian Roberto	2	2	1	1	6

**Source: students of Ernesto Gonzalez High School.**

**Author: Virginia Maribel Zambrano Zambrano.**

#### 4.7.2. HANDBOOK ACTIVITIES RESULTS.

**Chart # 15:Handbook activities Results.**

STUDENTS	CORRECT ANSWER	EFFORT TO RESPOND	PRONUNCIATION	ORAL FLUENCY	TOTAL
Alejandro Tigrero Lesxer	2	1	2	1	6
Alpelima Gutierrez Jhonny	1	1	1	1	4
Alvarez Macias Kiara Maria	2	1	1	1	5
Alvarez Macias Luis Leyker	2	1	2	1	6
Balon Gonzalez Bianka Dennis	1	1	1	1	4
Barragan Balon Heidy Sharay	2	1	1	2	6
Benavides Cedeño Ronny Isaac	1	2	1	1	5
Benitez Gonzalez Amy Anahy	1	1	2	1	5
Borbor Tigrero Angel Misael	1	1	1	1	4
Catagua Neira Josue Isaias	1	2	2	1	6
Cedeño Arevalo Heidy valeska	1	2	2	1	6
Cedeño Eugenio Cristopher	1	1	2	2	6
Cisneros Matias Tatiana	2	1	1	1	5
Cojitambo Balon Angel Gabriel	1	1	2	1	5
Cornejo Haz Adrian Roberto	2	2	1	1	6

**Source: students of Ernesto Gonzalez High School.**

**Author: Virginia Maribel Zambrano Zambrano**

### 4.7.3. RESULT OF IMPROVEMENT BY STUDENTS.

**Chart # 16: Result of Improvement by students.**

STUDENTS	CORRECT ANSWER	EFFORT TO RESPOND	PRONUNCIATION	ORAL FLUENCY	TOTAL
Alejandro Tigrero Lesxer	2	1	2	1	6
Alpelima Gutierrez Jhonny	1	1	1	1	4
Alvarez Macias Kiara Maria	2	1	1	1	5
Alvarez Macias Luis Leyker	2	1	2	1	6
Balon Gonzalez Bianca Dennis	1	1	1	1	4
Barragan Balon Heidi Sharay	2	1	1	2	6
Benavides Cedeño Ronny Isaac	1	2	1	1	5
Benitez Gonzalez Amy Anahy	1	1	2	1	5
Borbor Tigrero Angel Misael	1	1	1	1	4
Catagua Neira Josue Isaias	1	2	2	1	6
Cedeño Arevalo Heidi valeska	1	2	2	1	6
Cedeño Eugenio Cristopher	1	1	2	2	6
Cisneros Matias Tatiana	2	1	1	1	5
Cojitambo Balon Angel Gabriel	1	1	2	1	5
Cornejo Haz Adrian Roberto	2	2	1	1	6

**Source: students of Ernesto Gonzalez High School.**

**Author: Virginia Maribel Zambrano Zambrano.**

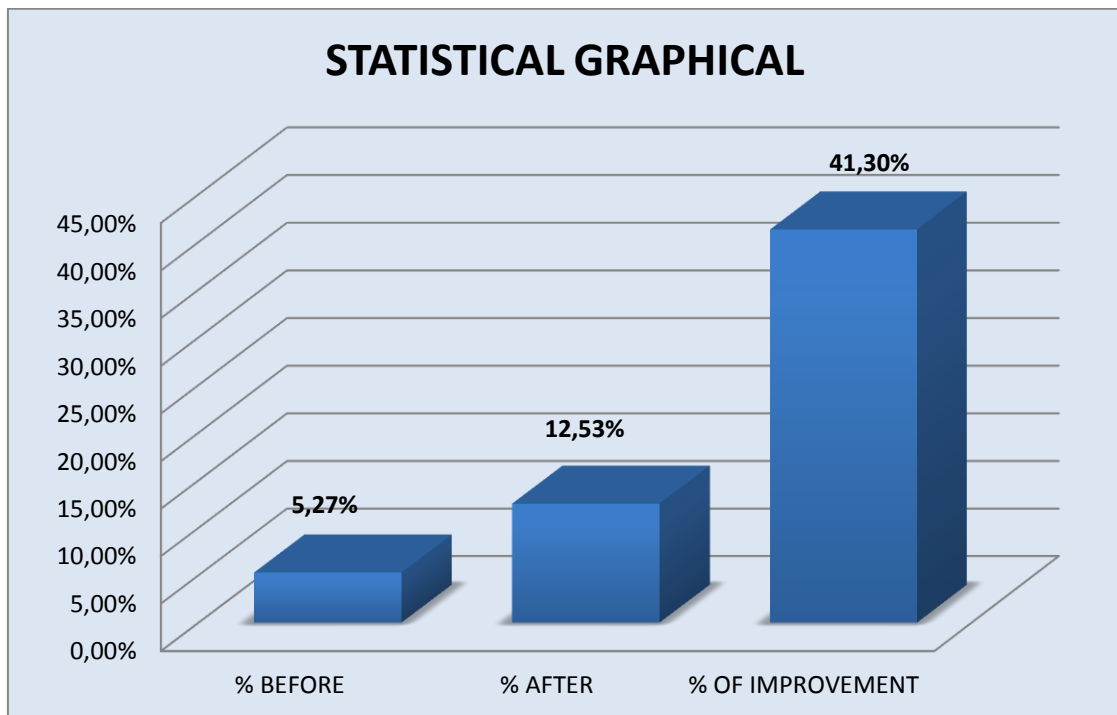
### 4.7.3. GLOBAL IMPROVEMENT

Chart # 17:Result of Improvement.

STUDENTS	% BEFORE	% AFTER	% OF IMPROVEMENT
STUDENTS	5.27%	12,53%	41,30%

### 4.8. ANALYSIS OF THE STUDENTS' RESULTS

Graph # 22 Statistical Graphical.



Source: Students of Ernesto Gonzalez High School.  
Author: Virginia Maribel Zambrano Zambrano.



## 4.9. STRATEGIES OF IMPROVEMENT

**Chart # 18: Results Before and After the Proposal**

<b>BEFORE</b>	<b>AFTER</b>
<b>Students didn't speak English</b>	Students spoke simple sentences
<b>Students were too shy to speak</b>	Students became more confident while speaking
<b>Students were not motivated to speak</b>	Students motivation increased with the dialogues
<b>Students didn't participate in conversations and classroom activities</b>	Students now participate more
<b>Students worked alone and friendship was not good among them</b>	Students work alone and in groups now and friendship has increased

Source: students of Ernesto Gonzalez High School.

Author: Virginia Maribel Zambrano Zambrano.

## **4.10. CONCLUSIONS AND RECOMMENDATIONS**

### **4.10.1. CONCLUSIONS**

- In this learning process it has been determined teachers don't use a new resources for teaching and to train the students to improve the English classes.
- The lack of student motivation is evident in the student of second year at Unidad Educativa Ernesto Gonzalez.
- Their student books do not have dialogues to practice the speaking skills in the students.

### **4.10.2. RECOMMENDATIONS**

- Continual training for the English teacher who works at Unidad Educativa Ernesto Gonzalez about new strategies to improve fluency in the students.
- Teachers have to create short dialogues in the classroom and use them to improve pronunciation .intonation and fluency and it will help in the learning process.
- The implementation of a handbook with short dialogues with different levels in the speaking skills will help to improve fluency in the students and create enjoyable environment.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1. RESOURCES

##### 5.1.1 Materials

###### Human Resources

DESCRIPTION	UNIT COST	TOTAL COST
Sheets	\$ 5.00	\$ 50.00
Prints	\$ 0.25	\$ 125.00
Copies	\$ 0.05	\$ 25.00
Ink	\$ 0.30	\$ 120.00
CD'S	\$ 1.00	\$ 3.00
Pens	\$ 0.50	\$ 2.50
Flash drive	\$15.00	\$ 30.00
<b>TOTAL</b>		<b>\$ 355.50</b>

Author: Virginia Maribel Zambrano Zambrano

##### 5.1.2. Technology

###### Technology Resources

DESCRIPTION	UNIT COST	TOTAL COST
Internet per month	\$ 28.00	\$ 168.00
Telephone and Communication per	\$ 20.00	\$ 160.00
<b>TOTAL</b>		<b>\$ 336.00</b>

Author: Virginia Maribel Zambrano Zambrano

### 5. 1.3. Budget

#### Economic Resources

<b>DESCRIPTION</b>	<b>UNIT COST</b>	<b>TOTAL COST</b>
<b>Transportation</b>	\$ 100.00	\$ 100.00
<b>Lunch and snacks</b>	\$ 100.00	\$ 100.00
<b>Unanticipated expenses</b>	\$ 100.00	\$ 100.00
<b>TOTAL</b>		<b>\$ 300.00</b>

Author: Virginia Maribel Zambrano Zambrano

<b>TOTAL SUMATORY</b>	<b>\$ 991.50</b>
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## 5.2. SOURCE MATERIALS

### 1. Timetable

Chart # 19: Timetable

Nº	ACTIVITIES	2014-2015																																															
		AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
1.	Socialización with thesis advisor.	X	X																																														
2.	Thesis Desinging.		X	X																																													
3.	Elaboration Chapter I.				X																																												
4.	Chapter I Progress.				X	X	X	X	X																																								
5.	Elaboration Chapter II.									X	X	X																																					
6.	Field Research at "Institution".													X	X	X	X																																
7.	Survey Implementation.													X	X	X																																	
8.	Analysis and interpreation of results															X	X	X																															
9.	Elaboration Chapter III.																X	X	X																														
10.	Chapter III Progress.																X	X	X	X																													
11.	Elaboration Chapter IV and V.															X	X	X	X	X	X	X	X	X	X	X																							
12.	Implementation of activities.															X	X	X	X	X	X	X	X	X	X	X																							
13.	Review of Thesis draft.																										X	X	X	X	X																		
14.	Delivery of final work																																		X														
15.	Pre defense of thesis																																		X	X													
16.	Defense of Thesis at Academic Conseil.																																					X											

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## VIDEO REFERENCES

Favorite objects speaking and listening activities)

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Meeting and greeting (speaking and listening activities)

<https://www.youtube.com/watch?v=niiat0XzsdY>

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Famous People (speaking and listening activities)

[https://www.youtube.com/watch?v=sQYtmQ1F\\_ZY](https://www.youtube.com/watch?v=sQYtmQ1F_ZY)

<https://www.youtube.com/watch?v=ACRpnHBxays>

Students Presentation (speaking and listening activities)

<https://www.youtube.com/watch?v=3ruwY1fnxT4>

Balloon Debate (speaking and listening activities)

<https://www.youtube.com/watch?v=0-ePkzVSfdA>

<https://www.youtube.com/watch?v=yZrbjnF66SM>

English Cognitive Strategies:

<https://www.youtube.com/watch?v=5bSEGG8zQ-o>

### 3. APPENDIX

#### 3.1. SURVEYS TO STUDENTS.

##### PENÍNSULA OF SANTA ELENA STATE UNIVERSITY



FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

#### SURVEY TO STUDENTS

**Instruction: Read carefully and answer the question march with an x**

**Attachment # 1: Survey to Students**  
**Author: Virginia Maribel Zambrano Zambrano**

No	Questions	Yes	No	Neutral
1	Do you think that dialogues taught effectively will improve your fluency?			
2	Do you like to learn English using dialogues in order to improve your fluency?			
3	Would you like teachers to use motivational conversations to encourage easy learning of speaking and oral interactions?			
4	Do you consider movies important to improve fluency?			
5	Do you consider that educators should teach speaking using real-life scenario situations to improve fluency?			
6	Would you like to have a handbook of dialogues to improve your verbal fluency?			
7	Would you like to learn easy and short dialogues using communication related to Santa Elena Province?			

### 3.2. INTERVIEW TO ENGLISH TEACHERS

## PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

**Attachment # 2: Interview to English Teacher**  
**Author: Virginia Maribel Zambrano Zambrano.**



FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH LANGUAGE TEACHING CAREER

NAME: Ms.Letty Echeverría Quimi.

INSTITUTION: Unidad educativa Ernesto González

ADDRESS: La Libertad-Santa Elena -Ecuador

**Questions 1.** What are the benefits for students with the implementation of dialogues?

Answer: The benefits for students are that students improve their pronunciation and intonation and they know and recognize the different words.

**Question2.** Do you consider important these days the implementation of games to teach speaking and listening?

Answer: The use of games makes an active class and the student learn English while they are playing.

**Question 3 .** What kind of teaching tools do you know in order to improve the fluency abilities of your students?

Answer: That I use are: flash cards, song and movies and the students the speaking skill.

**Question 4.** Do you consider the use of speaking and listening activities to be the helpful in order to improve the English learning?

Answer: Yes I consider students practice English and people learn faster when they practice.

**Question 5.** What are the advantages of using speaking activities the classroom with dialogues?

Answer: Improvement of pronunciation and fluency.

**Question 6.** What advice will you give to students that are going to take classes to improve oral fluency?

Answer: They students have to know and write and practice the correct pronunciation to recognize different word and know how to speak.

**Question 7.**What advice will you give to professors that are going to teach speaking using dialogues ?

Answer: They have to know all the activities that they can use in the classroom and the specific kind of activities they have to use to improve English learning.

### 3.3. INTERVIEW TO THE PRINCIPAL

**Attachment # 3: Interview to the principal**  
**Author: Virginia Maribel Zambrano Zambrano.**

#### **PENINSULA OF SANTA ELENA STATE UNIVERSITY**



FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

NAME: Mr. Alberto Ramirez Caiche.

INSTITUTION: Unidad educativa Ernesto González

ADDRESS: La Libertad-Santa Elena -Ecuador

**Question 1.** Do students learn English using dialogues at Ernesto Gonzales School?

Answer: Well, we sometimes have tried to implement that.

**Question 2.** – Have oral activities been done to the students in the English area?

Answer: Well, besides the spelling Bee contests. We have tried to make expositions in English but I think we should have tried more.

**Question 3.** - Do students in the institution make permanent expositions in the classroom?

Answer: Well, sometimes we try to make them participate in the English area, but only a few times.

**Question 4.** Do you consider the activities in the English area helpful for the students?

Answer: Yes, I do because students practice English in an active way.

**Question 5.** Do you consider listening songs in English to improve the fluency of the students?

Answer: Yes, Oh course, English songs are really good to learn new vocabulary, because we can learn new words.

**Question 6.** In the classroom do you use the karaoke to improve the pronunciation of the students of Ernesto Gonzales School?

Answer: Karaoke is a nice way, but we have not tried yet.

**Question 7.** In Ernesto Gonzalez High School is English a priority ?

Answer: Well, I have to be honest we haven't made a priority the English area but we want to improve fluency in our school.

### 3.4. INTERVIEW TO THE SPECIALISTS

**Attachment # 4:: Interview to specialist**  
**Author: Virginia Maribel Zambrano Zambrano.**

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



**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH LANGUAGE TEACHING CAREER**

**NAME: MSc. Xavier Almeida Briones**

**INSTITUTION:** península de Santa Elena State University

**ADDRESS:** La Libertad-Santa Elena -Ecuador

**Teacher: MSc. Xavier Almeida Briones**

**Questions 1.**What are the benefits for students with the implementation of dialogues?

I believe that classes become more dynamic

**Question 2.** Do you consider important these days the implementation of games to teach speaking and listening?

Gaming is becoming an important part in the English teach work. I believe that activities that use games are very useful these days

**Question 3.**What kind of teaching tools do you know in order to improve fluency of your students?

Well I implement these days the discussion in class. I have realized that they have got students improve the speaking abilities

**Question 4.**Do you consider the use of speaking and listening activities to be the helpful in order to improve the English learning?

I believe they are very helpful



**Question 5.**What are the advantages of speaking activities in the classroom?

I think the advantages of using speaking techniques are the students development their fluency and they get used to listen in English all the class.

**Question 6.** What advice will you give to students that are going to take classes to improve fluency?

I advise to practice English as much as you can

**Question 7.**What advice will you give to professors that are going to teach speaking and listening?

Teacher motivate student to practice English

# PENINSULA OF SANTA ELENA STATE UNIVERSITY



FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

**Teacher: MSc. Kleber Loor Zambrano**

INSTITUTION: península de Santa Elena State University

ADDRESS: La Libertad-Santa Elena -Ecuador

**Questions 1.**What are the benefits for students with the implementation of dialogues?

The benefit is improve fluency and pronunciation

**Question 2.** Do you consider important these days the implementation of games to teach speaking and listening?

Using games we can learn and practice English.

**Question 3.**What kind of teaching tools do you know in order to improve fluency of your students?

We can use video, sing a song write a letter or listening a movie in English

**Question 4.**Do you consider the use of speaking and listening activities to be the helpful in order to improve the English learning?

For me this skill are fundamental to communicate.

**Question 5.**What are the advantages of speaking activities in the classroom?

The best and the most important is the comprehensive.. The most important is the practice.

**Question 6.** What advice will you give to students that are going to teach speaking and listening?

The students have to practice the languages all the time

**Question 7.**What advice will you give to professors that are going to teach speaking and listening?

After class I used to speak 20 minutes in Spanish and explain the words or vocabulary that the students do not understand

# PENINSULA OF SANTA ELENA STATE UNIVERSITY



FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

**Teacher: MSc. Tatiana Enríquez**

INSTITUTION: península de Santa Elena State University

ADDRESS: La Libertad-Santa Elena -Ecuador

**Questions 1.**What are the benefits for students with the implementation of speaking and listening activities?

**Question 2.** Do you consider important these days the implementation of games to teach speaking and listening?

Games are always a fun way to learn, because they have the attention of the students and it is a funny way to have a practice.

**Question 3.**What kind of teaching tools do you know in order to improve fluency of your students?

I think it is important watch news and may be interview

**Question.5.-**What are the advantages of speaking activities in the classroom?

Always when we use techniques in the classroom can improve in natural way try to speaking the most we can

**Question 6.** What advice will you give to students that are going to take classes to improve oral fluency?

They talk and listening in any place, they try to listening and try to understand.

**Question 7 .**What advice will you give to professors that are going to teach speaking and listening?

I think professors are excellent they are excellent.

# PENINSULA OF SANTA ELENA STATE UNIVERSITY



FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

**Teacher: Lcda Carla Rizzone Ferber**

INSTITUTION: península de Santa Elena State University

ADDRESS: La Libertad-Santa Elena -Ecuador

**Questions 1.** What are the benefits for students with the implementation of Dialogues?

The benefits are huge. Because students can communicate. They can also discuss a topic; they can also talk about different habits.

**Question 2.** Do you consider important these days the implementation of games to teach speaking and listening?

The students learn much better using games and they fell motivated

**Question 3.** What kind of teaching tools do you know in order to improve fluency your students?

Many The tools, we can use song, videos, short videos, a story. The students can listen a song, sing a song watch a video, the can also tell a story, the can also write a letter.

**Question 4.** Do you consider the use of speaking and listening activities to be the helpful in order to improve the English learning?

It is very helpful. Listening activities are helpful. Every languages we learn first we have to listening then we start to speaking. If we want students to communicate in a language first they have to listen.

**Question 5.** What are the advantages of speaking activities in the classroom?

There are many advantages of using speaking activities, because when we learn a new language. The first four skills is listening and goes the speaking.

**Question 6** What advice will you give to students that are going to take classes to improve oral fluency?

An advice to the students do not give up. Because it is not easy

**Question 7.**What advice will you give to professors that are going to teach speaking and listening?

We always have to motivate student to develop 4 skills

# PENINSULA OF SANTA ELENA STATE UNIVERSITY



FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

**Teacher: MSc. Glenda Pinoargote Parra**

INSTITUTION: península de Santa Elena State University

ADDRESS: La Libertad-Santa Elena -Ecuador

**Questions 1.** What are the benefits for students with the implementation of dialogues?

They will become more accustomed to listening speaking more in class. They will be surrounded by the languages in class, and if they have the opportunity they can communicate and improve fluency in English

**Question 2.** Do you consider important these days the implementation of games to teach speaking and listening?

Yes because some students fall asleep in the classes, the only way to keep them away is to having them participate have them play most students of lower levels and children.

They love use games. That is the answer

**Question 3.** What kind of teaching tools do you know in order to improve fluency of your students?

a tool, the most important tool, teacher ability to make the student speak, the most important thing for the students, it like the subject, the more your know the subject, you're able to talk. It is experience of life; it is the experience of every day to make able to talk. The most important tool is your voice, and your brain and your memory.

**Question 4.** Do you consider the use of speaking and listening activities to be the helpful in order to improve the English learning?

The problem is that for listening not body can help the students, you have to listening for yourself you cannot listen for another person. You have to practice.

**Question 5.**What are the advantages of using speaking activities in the classroom?

The advantages is to give the opportunity to the students to have a model of speaking you can teach pronunciation and intonation that is important to get use the real sound of English

**Question6.** What advice will you give to students that are going to take classes to improve oral fluency?

There are four :

The only way to speak is speaking

The only way to read is reading

The only way to write is writing

The only way to listen is listening

An Indian who lives in England, he had a famous saying my best friend are: who, what, how and when

**Question7.**What advice will you give to professors that are going to teach speaking and listening?

It is a good question because it is not easy to teach English the advice is try to do classes the more active possible because teaching these skill is not easy student do not like study symbols, learning about pronunciation, if you can take advance have them interaction, have them bring a presentation and not limit the research



### 3.5. MATERIAL TO PRINT FROM DIALOGUE

*PENINSULA OF SANTA ELENA STATE UNIVERSITY*

*FACULTY OF EDUCATION AND LANGUAGES*

*ENGLISH LANGUAGE TEACHING CAREER.*

## **HANDBOOK OF DIALOGUES TO IMPROVE FLUENCY**



*AUTHOR: VIRGINIA  
ZAMBRANO ZAMBRANO.*



*ADVISER: MSc. JORGE  
CEVALLOS SALAZAR*

### 3.7. EASY LEVEL

## DIALOGUE # 8

### NEW CLASSMATES

Karen : what is your name ?

Enrique : My name is Enrique

Karen: Nice to meet you.

Karen: Where are you from, Enrique ?:

Enrique : I'm from Ecuador , and you Karen ?

Karen: I'm from Colombia.



Enrique: what is your favorite subject?

Karen: My favorite subject is literature?

Enrique: Bye

Karen: see you soon

NEW CLASSMATES EXPRESSIONS	
Students A	Student B
What is your name?	My name is .....
Where are you from?	I am from .....
What is your favorite subject?	My favorite subject is .....
Bye	.....

**Attachment # 5: Dialogue 1 : New classmate**  
**Author: Virginia Maribel Zambrano Zambrano.**

## DIALOGUE # 9

### PERSONAL INFORMATION

Emily: Hello

Evelin: What's your favourite food?

Evelin: What's your name?

Emily My favourite food is seafood and vegetarian food

Emily: My name's Evelin

Evelin: Nice to meet you

Evelin: What do you do?

Emily: Me too.

Emily: I'm a teacher

Evelin: Where are you from?

Evelin: Okay, I have to go now

Emily: I'm from Machala

Emily: See you soon

Evelin: Where do you live?

Evelin: Bye-bye

Emily: I live in la Libertad

PERSONAL INFORMATION	
Student A	Student B
Where do you live ?	I live in .....
Nice to meet you	Meet.....
What is your favorite food?	My favorite food is .....
What do you do?	Iam .....

**Attachment # 6: Dialogue 2 : Personal information.**

**Author: Virginia Maribel Zambrano Zambrano.**

## DIALOGUE # 10

### BUYING FISH

Customer: Good morning

Seller: How many pounds do you want?

Seller: Good morning

Customer: I want three pounds of  
tilapia

Customer: How much is the pound of  
tilapia fish?

Seller: Ok here you are, it is 15 dollars

Seller: Five dollars each pound

Customer: Ok, 15 dollars thank you

Customer: ok



### BUYING FISH

How many.....?

How much.....?

**Attachment # 7: Dialogue 3: Buying fish.**

**Author: Virginia Maribel Zambrano Zambrano.**

**DIALOGUE # 11**  
**GETTING TO THE AIRPORT**

Peter: Good Afternoon, sir

John: Good Afternoon do you know where is the airport?

Peter: Yes, the airport is in Ballenita

John: Ok, do you know how I can get to the airport?

Peter: Yes, you can take a taxi or you can take the bus

John: The bus, what number should I take?

Peter: Bus number 13 will take you to the airport.

John: How long is it to the airport?

Peter: Between 30 minutes and 45.



<b>GETTING TO THE AIRPORT</b>	
	Good Afternoon
	Good Morning

**Attachment # 8: Dialogue 4: Getting to the airport.**  
**Author: Virginia Maribel Zambrano Zambrano.**

**DIALOGUE # 5**  
**A TOURISTIC PLACE**



Edith: Hi Virginia.

Virginia: Hi Edith

Edith: would you like to see sea lions at the Lobera in Salinas this weekend.

Virginia: Oh yeah! That's a good idea!

Edith: Ok I will see you at 2 pm.in Salinas's church

Virginia: Ok, see you .

Edith: Bye

**A TOURISTIC PLACE**

Would you like to...?

That's a good idea.....

**Attachment # 9: Dialogue 5 :A touristic places.**  
**Author: Virginia Maribel Zambrano Zambrano.**

## DIALOGUE # 6

### MY FAMILY



**Author :**Virginia Zambrano Zambrano

Elena: Do you want to see pictures of my family?

Jose: Oh. Hi Virginia. Yeah, of course! Oh. Who is the baby?

Elena: That's my son. Her name IBRAHIM. He is 4 years old

Jose: Oh. He's handsome. Who are the other people in the picture?

Elena: Ok, that's me in the black blouse. The other person is my husband. His name is Juan he is a doctor

Jose: Who are the other people in the picture?

Elena: Are my parents. My mother's name is Eva and my father's name is Pedro.

### MY FAMILY

Brother , son , parents

Handsome

**Attachment # 10:Dialogue 6: My family**

**Author: Virginia Maribel Zambrano Zambrano.**

### 3.8. INTERMEDIATE LEVEL

#### DIALOGUE # 7

#### VISIT A DOCTOR

Jhon: Good Afternoon, doctor.

Doctor : Good afternoon. What's the matter ?

Jhon: I have a stomachache.

Doctor: How long have you had this pain ?

Jhon : For 2 days

Doctor : let me check Take 2 aspirins

Doctor: Here is your prescription

Jhon: Thanks



Source: Google

#### VISIT A DOCTOR

Diseases vocabulary

I have ....

Stomache

Headache

Attachment # 11: Dialogue 7: Visit a doctor

Author: Virginia Maribel Zambrano Zambrano.



## DIALOGUE # 8

### ORDERING FOOD AT A RESTAURANT IN SALINAS

Waiter: Good afternoon sir! What can I do for you?

Ivan: My family and I want to order.

Ivan: The roast chicken with potatoes, little rice and little iced tea

Sarah: I would like big steak and few fried bananas.

Waiter: What do the children want?

Dario: Two clean dishes and glasses, please.



Source: Google

### ORDERING FOOD

I want to

I would like to

Attachment # 12: Dialogue 8: ordering food at restaurant in Salinas  
Author: Virginia Maribel Zambrano Zambrano.

## DIALOGUE # 9

### ASKING FOR INFORMATION AT A SANTA ELENA HOSPITAL

Tourists: Excuse me .is there a good Hospital in Santa Elena ?

Boys: Yes,near the cementery?

Tourist: How do you get to the Hospital

Boys: its four blocks from here .walk up Marquez de la Plata avenue to s/n streets.

Tourist:Is it far

Boy:No it´s five minutes on foot

Tourist: Thanks.



### ASKING INFORMATION

Is there a good hospital in Santa Elena?

near the cementery

**Attachment # 13:: Asking information at Santa Elena Hospital**  
**Author: Virginia Maribel Zambrano Zambrano.**

## DIALOGUE # 10

### TALKING ABOUT SALINAS (AIRPLANE)

Ann: What´s that?

Alice: It´s a map of Santa Elena Province. Here´s Salinas, the famous beach

Ann: I see. Where´s Chocolatera?

Alice: it´s right here.

Pilot: Ladies and gentleman, we are about to land at Ulpiano Paez General Airport.

Please return to your seats and fasten your seat belts,

Ann: Look! We´re flying over Salinas. I can see the Pacific Ocean, can´t you see it?

Alice: yes, I can .I can see Salinas beach too.

Paul: They say it´s the most important touristic place in Salinas

Ann: Salinas´s beach is beautiful!



### TALKING ABOUT SALINAS

Where´s....?

Fasten your belt

**Attachment # 14: Dialogue 10: Talking about Salinas (airplane)**

**Author: Virginia Maribel Zambrano Zambrano.**

**DIALOGUE # 12**  
**AT THE SUPERMARKET**

Billy: Hey Max, Are you busy?

Bob: Not really, why?

Billy: I have to buy some things here in the supermarket.

Can you come with me?

Bob: Ok, but we have to hurry because I have little time to help you

Billy: First, I need some chesee and some eggs

Bob: Do you want some patatoes ?

Billy: No, I don't want any patatoes. I'm trying to lose weight

Bob: Oh, come on! Patatoes are fantastic

Billy: Ok, i´d like some of them.



Source: Google

<b>AT THE SUPERMARKET</b>	
<b>FOOD VOCABULARY</b>	
Tomato	
Egg	

**Attachment # 15: Dialogue 11: At the supermarket**  
**Author: Virginia Maribel Zambrano Zambrano.**

## DIALOGUE # 13

### BOOKING A ROOM AT BARCELO HOTEL IN SALINAS

Receptionist: Good afternoon,. May I help you?

Guest: Hello I ´d like to make a reservation , please

Receptionist: For when?

Guest: for tomorrow

Receptionist:for how many days ?

Guest : 2 days

Receptionist:Ok, What ´s your name ?

Gues: Edith Borbor

Receptionist: Spell it , please

Guest: E D I T H B O R B O R

Receptionist: ok. Miss Borbor your reservation is confirmed

Guest : Thank you

MAKING A RESERVATION
I would like to make a reservation
For how many nights?
Do you have any vacancies

**Attachment # 16: Dialogue 12: Booking a room at Barcelo Hotel in Salinas**

**Author: Virginia Maribel Zambrano Zambrano.**

**DIALOGUE # 14**  
**AT THE BANK**

Tanya: What can I do for you today?

Angelo: I would like to deposit some money.

Tanya: Are you depositing cash or check?

Angelo: I want to deposit cash

Tanya: How much are you depositing?

Angelo: I would like to deposit \$200.

Tanya: What account do you want your money in?

Angelo: I want to deposit it into my checking account.

Tanya: Do you need anything else?

Angelo: No. that's all. Thank you.



Source: Google

AT THE BANK
Deposit Cash
Account
Checking account
How much

Attachment # 17: Dialogue 13: At Bank  
Author: Virginia Maribel Zambrano Zambrano.

**DIALOGUE # 14**  
**ON THE TELEPHONE**

Isis :Hello Isis Zambrano speaking .

Ibrahim:Hello.I'd like to speak to Didier Brown .Please

Isis.:Who's speaking?

Ibrahim:Ibrahim Franks of Alpha Comumications.

Isis:I'm sorry.The line is busy

Ibrahim:Can he call me back,please?



Source: Google

<b>ON THE TELEPHONE</b>
Phone, call back
Charge
Hello
Call back

**Attachment # 18: Dialogue 14: On the telephone**  
**Author: Virginia Maribel Zambrano Zambrano.**

### 3.9. PHOTOS



Picture # 1: Principal at Unidad Educativa Ernesto González  
Author: Virginia Maribel Zambrano Zambrano.



Picture # 2 : English teacher at Unidad Educativa Ernesto Gonzalez  
Author: Virginia Maribel Zambrano Zambrano.





**Picture # 3: Students read the survey**  
**Author: Virginia Maribel Zambrano Zambrano**



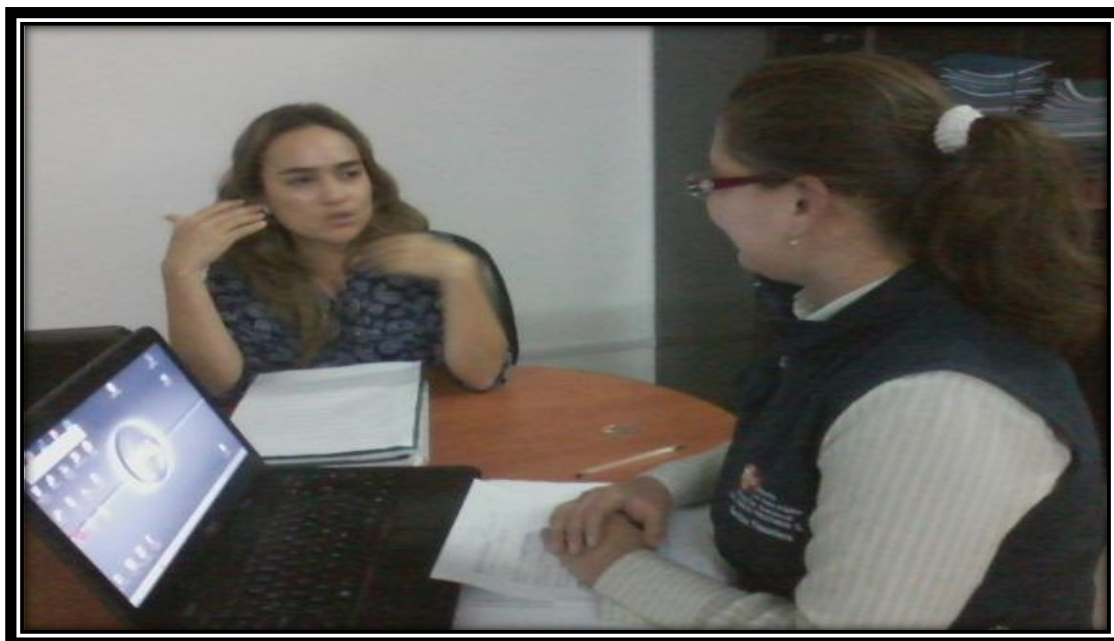
**Picture # 4: Students read the survey**  
**Author: Virginia Maribel Zambrano Zambrano.**



**Picture # 5: Interview MSc. Xavier Almeida Briones Specialist  
Author: Virginia Maribel Zambrano Zambrano**



**Picture # 6 :Interview MSc. Kleber loor Zambrano Specialist  
Author: Virginia Maribel Zambrano Zambrano**



**Picture # 7: Interview MSc. Tatiana Enrique**  
**Author: Virginia Maribel Zambrano Zambrano**



**Picture # 8: Interview MSc. Glenda Pinoargote Parra**  
**Author: Virginia Maribel Zambrano Zambrano**



**Picture # 9 : Students using the handbook with dialogues to improve fluency  
Author: Virginia Maribel Zambrano Zambrano.**






**Picture # 10: Students using the handbook with dialogues  
Author: Virginia Maribel Zambrano Zambrano.**

## ATTACHMENTS

### Attachment # 19

Author: Virginia Maribel Zambrano Zambrano.

 <p>República del Ecuador Dirección Distrital de Educación Intercultural Provincia de Santa Elena <b>Colegio Particular a Distancia</b> <b>"PROF. ERNESTO GONZALEZ MUÑOZ"</b> Fundado el 19 de Julio de 1998. Con Resolución Ministerial N° 3592 La Libertad Cda 6 de Enero - Telf. 2 781 025</p>	<p>Oficio No.099 – CPEGM – 2015 La Libertad 20 de Abril del 2015</p>
<p>Msc. Jorge Cevallos Salazar Director de Tesis de Virginia Maribel Zambrano Zambrano.</p>	
<p>De mi Consideración.-</p>	
<p>Informo a usted que la estudiante Virginia Maribel Zambrano Zambrano realizo la investigación y ejecutó la propuesta <b>DIALOGUES TO IMPROVE FLUENCY IN STUDENTS OF 2nd YEAR AT ERNESTO GONZALEZ MUÑOZ HIGH SCHOOL IN LA LIBERTAD, ACADEMIC YEAR 2014-2015"</b>.</p>	
<p>Sin otro particular, me quedo de usted</p>	
<p>Atentamente</p>	
<p> X Dra. Dolores Villao Araujo <b>RECTORA</b> <i>Dra. Dolores Margarita Villao Araujo</i> <b>RECTORA</b></p>	

**Attachment # 20: Urkun report**



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

La Libertad, Mayo 14 2015

Para: MSc. Glenda Pinoargote Parra  
Directora Licenciatura en Inglés.

De: MSc. Jorge Cevallos Salazar  
Docente Carrera Lic. Inglés.

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 estudiante Zambrano Zambrano Virginia Maribel, una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 4% de similitud el mismo que va por debajo de indicadores considerados plagio, de la misma manera solicitar el paso para la defensa de la Tesis para la obtención al Título de Licenciado en Inglés.

De ante mano agradezco su tiempo y pronta respuesta.

Atentamente,

MSc. Jorge Cevallos Salazar  
Docente de la Carrera Licenciatura en Inglés.

URKUND

Document [CHAPTER IV.docx \(013991918\)](#)  
 Submitted 2015-04-17 17:33 (-05:00)  
 Submitted by [duice2@hotmail.com](mailto:duice2@hotmail.com)  
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CHAPTER IV. PROPOSAL Information Data. 4.1 Title of the proposal. A handbook to improve fluency in students of 2nd year at Ernesto Gonzalez Executive Institution: Ernesto Gonzalez High School in La Libertad, Santa Elena. Beneficiaries. The students of second year at Ernesto Gonzalez High school in La Libertad school year 2014-2015. Responsible AUTHOR: VIRGINIA ZAMBRANO ZAMBRANO ADVISOR: MSc. JORGE CÉVALLOS SALAZAR 4.2 BACKGROUND TO THE PROPOSAL To improve the fluency in children of 2nd year with a handbook to make the class more fun and interesting. And the students became more active and learn faster the English languages using exercises and activities in class. 4.3 -JUSTIFICATION 4.3.1 -Significance Children learn faster foreign languages, and the different resources help to improve fluency in students and give more tools and activities to the teachers and help the English learning process, because nowadays we have to know English to development in the future job and to communicate with people around the world. English is the most important languages using in the world. 4.3.2 Fundamental Problem There are many problems for students when they want to learn English or improve their linguistic abilities. The lack of interest and proper guidance from the instructors make them unmotivated and they feel boring or unhappy to learn English. The teachers do not apply correct activities to improve English proficiency in children, especially speaking skills. That is the reason the use of proper resources like handbooks or activities is necessary. 4.4 OBJECTIVES 4.4.1 General objectives: To improve fluency of English through Speaking Techniques in students at Ernesto Gonzalez High School in La Libertad academic year 2014 - 2015. 4.4.2 Specific objectives • To determine the best techniques according to the characteristics of the students to improve the learning process. • To provide different exercises for English teachers • To help to improve fluency in students. Description of the proposal The proposal is a handbook with different activities and instruction to develop in class and make the students learn in an active way the English language. It contains speaking exercises to make the class fun. HANDBOOK WITH DIALOGUES TO IMPROVE FLUENCY CONVERSATION 1 BRING FISH Customer: Good morning Seller: Good

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CHAPTER V ADMINISTRATIVE FRAMEWORK 5.1 RESOURCES 5.1.1 Institutional DESCRIPTION UNIT COST TOTAL COST Peninsula de Santa Elena State University. \$ 0.00 \$ 0.00 TOTAL \$ 0.00 Author: Virginia Maribel Zambrano Zambrano 5.1.2 Humans DESCRIPTION UNIT COST TOTAL COST 3 Professors \$ 10.00 / Hour \$ 1.000 TOTAL \$ 1.000

Author: Virginia Maribel Zambrano Zambrano 5.1.3 Materials DESCRIPTION UNIT COST TOTAL COST Sheets Prints Copies Ink CD 5 Pens Flash drive \$ 5.00 \$ 0.25 \$ 0.05 \$ 0.30 \$ 1.00 \$ 0.50 \$ 15.00 \$ 5.00 \$ 125.00 \$ 25.00 \$ 120.00 \$ 3.00 \$ 2.50 \$ 30.00 TOTAL \$ 255.50 Author: Virginia Maribel Zambrano Zambrano 5.1.4 Technology DESCRIPTION UNIT COST TOTAL COST Internet Telephone and Communication Camera \$ 28.00 \$ 20.00 \$ 300.00 \$ 168.00 \$ 160.00 \$ 900.00 Author: Virginia Maribel Zambrano Zambrano 5.1.5 Economic DESCRIPTION UNIT COST TOTAL COST Transportation Lunch and snacks Unanticipated expenses \$ 300.00 \$ 250.00 \$ 200.00 \$ 300.00 \$ 250.00 \$ 200.00 TOTAL \$ 750.00 Author: Virginia Maribel Zambrano Zambrano TOTAL SUMATORY \$ 2.105.50

MP 2014-2015

ACTIVITIES SEPTEMBER OCTOBER NOVEMBER DECEMBER

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CHAPTER I THE STATEMENT OF THE PROBLEM

1.1. TITLE: "SPEAKING AND LISTENING TEACHING INSTRUCTION TO IMPROVE THE ENGLISH PROFICIENCY LEVEL IN THE STUDENTS OF SECOND YEAR AT ERNESTO GONZALEZ HIGH SCHOOL IN LA LIBERTAD SCHOOL YEAR 2014-2015". 1.2 STATEMENT OF THE PROBLEM: 1.2.1 Context in the Santa Elena province there are problems in teachers' methodologies, because the English teachers do not know a lot about teaching strategies and techniques to improve the English learning process in the students. There are some problems in the general teaching techniques in the pedagogical science teaching methodology. In different high schools to improve the teaching methodologies, the formative learning teaching proposes guidelines for scientific educational problems and different ways to change teacher education methodologies of all educational levels and applied educational training of the teacher. It is used to facilitate the work of the teacher, to respond to what didactic communication and professional culture demand. But not only aims to facilitate the task. A part of the methodology is attending teaching techniques with the specifications in a didactic guide. Currently deficiency technical applications English language instruction is presented in the Ernesto Gonzalez high school in students of the fifth year in La Libertad, Santa Elena. There are many young people with English learning problem. In the province there are no new techniques for teaching English language to contribute to the academic level of students. 1.2.2 Critical Analysis: There are many problems for students when they want to learn English or improve their linguistic abilities. The lack of time and proper guidance from the instructors make them unmotivated to continue with their language course and as a consequence they never learn the English language. The students do not like English and the most of them think is really boring. And they do not realized the importance to learn English to communicate with people from different countries and it is important to get a job. The students are not motivated and they feel boring because the teachers do not use

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## Attachment # 21: Urkund Certification

### CERTIFICACION URKUND

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## Attachment # 22 : Grammar Revision Certificate

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Salinas, May 14, 2015

### GRAMMAR REVISION CERTIFICATE

This is to certify that I have reviewed the grammatical components of the graduation research project with the theme:

“DIALOGUES TO IMPROVE FLUENCY IN STUDENTS OF SECOND YEAR AT UNIDAD EDUCATIVA ERNESTO GONZALEZ, LA LIBERTAD, and PROVINCE OF SANTA ELENA.CADEMIC YEAR 2014-2015”,belonging to Virginia Maribel Zambrano Zambrano, presented in order to obtain the title of English Teacher at the University Peninsula of Santa Elena, Faculty of Education and Languages.

I corrected the errors of punctuation, content, syntax, and comprehension of the different topics, so I authorize the use of this certificate according to the best judgment.

  
Sandra Elizabeth Caamaño López, Msc.  
CI: 0915573539

scaamano@upse.edu.ec