



PENINSULA OF SANTA ELENA

STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE TEACHING CAREER

**“A HANDBOOK TO REINFORCE SPEAKING SKILL IN THE
PROCESS OF LEARNING ENGLISH IN STUDENTS OF SIXTH GRADE
EGB AT “BERNARDO ORTEGA JIMÉNEZ” PRIVATE SCHOOL,
PALMAR, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL
YEAR 2014-2015”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

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ADVISER: ING. XAVIER ALMEIDA BRIONES MSc.

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ADVISER'S APPROVAL

In my role as Adviser of the research paper under the title “A handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena, School Year 2014-2015” prepared by Janeth Mirope Diaz Malavé undergraduate student of the English Language Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its evaluation of the Board of Examiners.

Sincerely

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La Libertad July 08, 2015

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DEDICATION

I dedicate this work to my father who isn't here, but he is with me in every step of my life.

To my husband JOSÉ PALLAZHCO B., daughters and sister who gave me the necessary support and understanding during the development of this paper, without them none of this would be possible.

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“A HANDBOOK TO REINFORCE SPEAKING SKILL IN THE PROCESS OF LEARNING ENGLISH IN STUDENTS OF SIXTH GRADE EGB AT “BERNARDO ORTEGA JIMÉNEZ” PRIVATE SCHOOL, PALMAR, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015”

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ABSTRACT

This research paper has been done through an analytical and critical process, whose main objective is to reinforce the speaking skills through a handbook with activities at “Bernardo Ortega Jiménez” Private School to sixth grade students. This research involved to the principal of the institution, teachers, students and a specialist through surveys and interview. Furthermore a diagnostic test was placed in order to know the speaking level of the sixth grade students, during the implementation of the proposal a series of activities were developed to improve pronunciation, which is the correct way to pronounce each word in another language so, the listener understands the words and the communication is clear intonation. It is very important when we compose grammatical sentences and lengthy paragraphs, fluency to improve the different intonations of different English words in a more fluid way to improve the different kinds of intonation of words in a more fluid way to interpret by a method that seek to represent each of these sounds making them easier to recognize, analyze and interpret. Results showed that students improved their speaking skills after implementing the handbook with activities in consequence it is recommended that “Bernardo Ortega Jimenéz” private school use it as an extra didactic tool to improve the English Learning process.

KEYWORDS: Handbook – Speaking Skills – English

INTRODUCTION

Speaking skills are important abilities of communication in the learning English process around the world; students need to learn a way to communicate with classmates and teachers. They feel scared to speak since their classmates sometimes mock or make fun of them. It is important to learn abilities to speak using three speaking skills pronunciation, intonation and fluency; the correct articulation of words produces the essential sounds of a phrase or sentence and it has a profound effect on how easy students understand each other.

In most of the places of our Province, and in this case Palmar Commune and specially “Bernardo Ortega Jimenez” private school the knowledge of English is very low. Most of the students write and speak the way they listen in other cases they use Spanish. Most of the English teachers do not motivate their students to speak these are the reason why it is necessary to reinforce this ability after each class.

This research paper will be developed in a Private School called “Bernardo Ortega Jiménez” in Palmar Commune Province Santa Elena year 2015, due to the lack of motivation for students of sixth grade EGB it is considered very important to implement a handbook to reinforce speaking skills in the process of learning English.

The members of this institution, teachers and students will help to develop and apply this educative research paper to reinforce the learning English allowing proficiency to fulfill their professional mission. Consequently the author of this research paper decided to investigate why these students have difficulties to develop their speaking skills

This research paper is organized by chapters and each one covers different aspects of this work. 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 specific), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

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

CHAPTER I

THE PROBLEM

1.1. Title

A HANDBOOK TO REINFORCE SPEAKING SKILL IN THE PROCESS OF LEARNING ENGLISH IN STUDENTS OF SIXTH GRADE EGB AT “BERNARDO ORTEGA JIMÉNEZ” PRIVATE SCHOOL, PALMAR, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015

1.2. Statement of the problem

1.2.1. Context

Nowadays the English language has become very important around the world, people from all countries use it to communicate, do business and keep in touch with other people from different nationalities.

In Ecuador the low level of interest in English language affects the learning process of the students because they think that English is not useful or necessary and they do not show interest in learning this language to communicate with people, also teachers do not use technological resources to make the class more interesting and active.

The English learning process is more effective during the childhood because children learn faster than adults in this period of their lifetime. The level of English in the schools of the Santa Elena province is really bad because students do not know how to communicate in English and they do not know enough vocabulary to express themselves correctly.

The English learning process at “Bernardo Ortega Jiménez” Private School has different kinds of problems because students do not know how to communicate with other people in this language, they feel bored and have low level of motivation since they do not realize the importance of speaking a second language.

Teachers do not apply the adequate methodologies to improve English learning, and students do not have the opportunity to learn in a meaningful way this language. This research focuses on providing the teachers of “Bernardo Ortega Jiménez” Private School of the handbook to improve speaking skills in the English learning process in students of sixth grade EGB.

1.2.2. Critical Analysis

Teachers of sixth grade EGB at “Bernardo Ortega Jimenez” Private School do not communicate in English because they do not practice English in an active way, they do not know English topics to teach according to the students` age, do not speak with correct pronunciation and do not know enough vocabulary, these are the main reasons why teachers have to find the way to improve English learning to generate more interest in the students providing an interactive class and using different resources like a handbook with different kinds of exercises to reinforce the process of speaking in the students.

1.2.3. Formulation of the problem

How will the implementation of a handbook influence the improvement of speaking skills in students of sixth grade EGB at “ Bernardo Ortega Jiménez” Private School?

1.2.4. Guideline questions

- What are the resources that help reinforce the English learning in the students of sixth grade EGB at "Bernardo Ortega Jimenez" Private School?
- What are the exercises that help the English learning process of speaking skills in the students of sixth grade EGB at Bernardo Ortega Jimenez" Private School?
- Do teachers have enough preparation in teaching methodologies?
- What are the types of exercises of the handbook?
- How can teachers reinforce the speaking skills of students of sixth grade EGB at "Bernardo Ortega Jimenez" Private School?

1.2.5. Problem Limitation

- **FIELD:** Education.
- **AREA:** English.
- **ASPECT:** Speaking skills

TITLE:

“A HANDBOOK TO REINFORCE SPEAKING SKILL IN THE PROCESS OF LEARNING ENGLISH IN STUDENTS OF SIXTH GRADE EGB AT “BERNARDO ORTEGA JIMÉNEZ” PRIVATE SCHOOL, PALMAR, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015”

- **PROBLEM:** Low level of interest in English for students to speak. They feel scared to speak English class, because their classmates make fun of them when They pronounce words bad, Teachers do not apply the adequate methodologies to improve English learning,
- **TIME LIMITATION:** The research will be held during the academic year 2014-2015.
- **POPULATION LIMITATION:** Students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar Santa Elena
- **SPACE LIMITATION:** “Bernardo Ortega Jiménez” Private School, Palmar Commune. Santa Elena Province.
- **CONTEXT LIMITATION:** This research will be focused on the use of a handbook to reinforce the speaking skills.

1.3. Significance

The interest for this topic is the need to communicate in English because the language is used to express the words, meaning and feelings to other people. The contribution of this investigation brings a benefit towards the theoretical learning of the children by means of stimulation, motivation and another series of exercises to motivate students to learn English.

Therefore it is necessary that both parents and teachers have interest in the development of the knowledge and aptitudes of children and motivate them in a correct way at home and school.

Nowadays it is really important to learn another language, especially English because is the most important language used in business, tourism or just to communicate with another people from different nationalities.

Teachers have to find the way to improve the English learning process, if students like the language they will feel motivated and they will become architects of their knowledge, since they must be the ones construct their learning, the teacher is only a facilitator of the process, in addition, this will help students to give the necessary importance to English as a second language as well as relate to other cultures and to obtain better sources of income in a future.

The speaking skills are very important because students can learn more vocabulary and express in a correct way, teachers have to know how to make an interactive class using different resources to improve the knowledge in the students through the application of interesting resources and methods making students assimilate better and the English class become more interesting.

Over the years motivation has played a very significant role in the success of students when they learn English as a second or foreign language because students use representative ways of learning, they never forget the information that is the main reason why the use of a handbook containing different kind of exercises will contribute to generate an interactive learning environment.

This research is really important because a handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School provides exercises and strategies to reinforce the speaking skills of these student and they will be able to speak in a correct way in English with fluency and accuracy.

1.4. Objectives of the Research

1.4.1. General

To analyze the English learning process in the students of sixth grade EGB at "Bernardo Ortega Jiménez" Private School, Palmar Commune, Province of Santa Elena, school year 2014-2015.

1.4.2. Specific

- To determine the resources used in the English learning process in the students of sixth grade EGB at "Bernardo Ortega Jiménez" Private School.
- To analyze the factors that affect the improvement of the speaking skills.
- To search for strategies that reinforce speaking skills in the students of sixth grade EGB at Bernardo Ortega Jiménez Private School.
- To design implement a handbook to reinforce speaking skill in the process of learning english in students of sixth grade egb at "Bernardo Ortega Jiménez" private school, Palmar, Santa Elena, province of Santa Elena, school year 2014-2015

CHAPTER II

LITERATURE RESEARCH

2.1. Previous Research

The English language learning process is based on the communicative approach, it offers a meaningful communication in an effective way, as a result students will have a real motivation to talk and use the language, Surianata, S. (2011). In order to improve these skills teachers apply different activities, if students practice them efficiently, then they will be able to talk, process the message and remember the pronunciation correctly.

Oradee, T. (2012), said that in the process of teaching and learning, there are four language skills, receptive (listening and reading) and productive (speaking, and writing) these skills are simultaneously accomplished, usually, learners do not use the language in genuine situations. The author focuses on the different skills that students develop when they learn to talk in English relating the use of English language with real situations, since students remember in a very easy way what is meaningful for them.

Bharathy, S. (2013) stated that: Task Based Learning is very to teach effective for communication language. It is contrary to the teacher centered approach where the student has no choices other than an artificial situation, often with repetitions and already structured dialogues and conversations to be practiced either at home or inside the classroom. This author emphasizes the importance of using new methodologies to improve English languages using different techniques, like the role play in speaking practice where students can develop the speaking skills in different situations, using specific dialogues and activating vocabulary according to the content.

“It is very important to incorporate drama techniques in the curriculum because this technique helps students to learn in a realistic and meaningful way and it will assist in developing their imagination”. Calle, D. (2011), this author states that the use of drama techniques or activities to develop the speaking skills in students will help them to develop fluency, pronunciation and imagination used in real situations.

According to Lundquist, L. (2010), “When a new language is being learned, all of its unique sounds and syntax must be studied”. This is not merely a memory function. That is the reason why students have to study and practice the intonation and pronunciation to obtain significative learning. It is very important to point out that a second language is different than the native languages and people have to understand a different language.

Tsou, W. (2005) said “Getting Students to respond in a language classroom especially a foreign language class is a problem that most language teachers face”. The writer emphasizes the importance of oral participation in class, how the academic achievement is higher because the students do not want to participate and the teachers have to obtain an active class because the learning process is faster than a passive class, improving the cognitive processes.

When somebody learns a second language, they usually apply the same natural process that they use to obtain their first language from the first days of experience to the new language regardless their age. Bashir, M. (2012). When children learn to talk their native language the information is processed and identified, things are associated with the words, when people learn a new language they apply the same process, they recognize different objects and words in the context.

Murni, Sri. (2013) said that English has become the most essential language in the world, in consequence almost all the people from many different countries around

the world use it to communicate. This author affirms the reasons why nowadays the study of English language has become essential around the world.

All the above mentioned authors indicate the importance of acquiring English as a foreign language since it is used all around the world because in different areas it is very well practiced and known as means of communication. The author of this research paper agrees that the application of languages in a real situation and the use of techniques to express the ideas will influence the development of speaking skills in students and it will be reflected in a more active class.

2.2. Philosophical Basis

According to Harmer, J. (2012) the speaking (productive skill) is the ability to speak fluently, it refers not only a knowledge of languages features, but also the ability to manage information and language in context, that is the reason why speaking is the most important skill in English languages

According to Harmer, J. (2012) “There are many views of the place of English in the world and what it is doing and has done. But for economic reasons, commerce and technological the English languages is the most important around the world.” The importance and the use of English is essential for getting a good job or a way of communication with other people, because it is the most important language in different areas.

Nunan, J. (2009) said that “many people feel that speaking (productive skill) in a new language is much harder than reading, writing, or listening for two reasons”. First, speaking happens in real time in contrast to reading and writing: usually the person you are talking to is waiting for you to talk right then. “Second, when you talk, you cannot edit” and review what you wanted to say, as you can if you are writing. Speaking involves producing systematic verbal sounds to transfer meaning. The speaking skill is really difficult to develop for many people because

they have to express their ideas in an oral way in order to communicate, it is an obstacle especially when vocabulary is not very wide.

In the process of learning English and getting speaking skills teachers use different methods and strategies, the most common is the repetition of words to identify pronunciation and intonation of the different words in the pedagogical theories these activities are well known as behaviorism. The psychological approach that explains the conduct according to Skinner is a function of its consequences; it occurs afterwards, not before, that influence behavior. Teachers incline to favor practice, repetition, and emphasize on teaching methodologies". Kimberly, D. (2013)

Another pedagogical theory is the constructivism, Garrison, D. (2003) said "This theory refers that people learn faster while they are practicing and doing the activities and the class is really active and students make exercises and activities and they remember and understand in a correct way are they build their knowledge. In this methodology the teachers usually use handbook because they give facilities to the students to learn English with writing support." A handbook is a guide with exercises used to learn a specific knowledge like a methodological and material resources in the English area, the handbook offers different advices to develop the Speaking skills.

Sourth, C. (2011) states that "A handbook to reinforce the process of learning English could be focused on students of elementary education. The children have to learn English because nowadays it is a requirement and they have different interest. That is the reason the teacher has to emphasize the different areas and things the students could be interested".

According to Fundar, F. (2001) "A handbook in the teaching-learning process is a tool for students to use as guide to support and train". The focus of the handbook depends on the subject and the level of the students, but it is a resource to

improve the learning process. That is the reason in this project it proposes the use of a handbook to reinforce the English language.

2.3. Fundamental Categories

2.3.1. Education

According to Richards, J. (2009) education is the process or acquiring general knowledge, it develops the powers to obtain significative learning preparing oneself or others in an intellectual way for the future.” Education changes the development of people and help in the life because it provides with the information which help to solve problems.

2.3.2. English Language

“English is now a global lingua franca, but it was first a West Germanic language spoken in medieval England. Currently, this is the first language for the majority of the population in several countries, including the United States, the United Kingdom, Ireland, Australia, Canada, a few Caribbean nations and New Zealand.” Calle, D. (2011). The English language is the most used language around the world and helps communicate with people from other nationalities. Estanislao, R. (2013) said “Nowadays English is called international language and it is also the second languages of many countries in the world. It is estimated that the number of people in the world that use English to communicate on a regular basis is 2 billion” that indicates the importance of this language.

2.3.3. Teaching - Learning Process

Harmer, J. (2012) said “language learning is an active process. It is not enough for learners just to have the necessary knowledge. The person has to develop the ability to communicate in a correct way with other” ones and a foreign language facilitate the development of the people and giving them a special skill.

Surianata, S. (2011) said that in the teaching and learning process there are four language skills, some of them are productive (speaking and writing) and some are receptive (listening and reading). Learners describe fluency as the ability to talk with others, this ability is more important than the ability to read, or understand oral language. The development of different skills in English languages is fundamental in the process of education this languages and all four skills are equally important.

2.3.4. Speaking Skills

According to Brown, H. (1987) speaking is an interactive process of constructing meaning that involves the production, receiving and processing of an information. Speaking circumstances include face-to -face chats and telephone calls in which learners are alternately listening and speaking, students have the opportunity to ask for explanation, replication, or slower speech Williams, J. (2013).

Surianata, S. (2011) said that speaking is the most attractive skill among others. Since in speaking students are given the opportunity to develop their abilities in a meaningful way, students communicate each other to develop their ability collaborating and sharing their ideas, responses, and solutions to problems.

Bailey K. (2010) said “Speaking is learned in two broad contexts, as a foreign language and second language situations”, because the students have to know the application of using different words to express in a correct form.

2.3.5. Handbook

A handbook is a comprehensive and detailed work on a particular topic for professionals, structured for quick reference and often used as a supplement to a text book. The term is commonly used interchangeably with manual. The use a handbook is very common in English and others subjects because it provides activities for the students.

According to Rios, C. (2011) “The 9 simulates and replaces the presence of the teacher and generates an atmosphere of dialogue, to offer students several possibilities to improve the understanding and self-learning.” In different cases the handbooks give specific information to the students and help with the learning process.

2.4. Legal Basis

This research paper is legally based on the Constitution of Ecuador (Articles 26 and 27) that refers to the right of people to the education bases on the human being, promoting critical thinking. (See appendix 1)

The Law of intercultural education ensures the development of education (See appendix 2) and Code of Childhood and adolescence establishes in its article 37 that children are has the right to a quality education. (See appendix 3)

2.5. Hypothesis

The use of a handbook will reinforce speaking skills in the process of learning English in students of sixth grade EGB at Bernardo Ortega Jiménez Private School through activities in class and speaking exercises.

2.6. Variables of study

Dependent Variable: The use of a handbook.

Independent Variable: The speaking skills.

CHAPTER III

METHODOLOGY

3.1. Research Approach

The design of this research was based on quantitative and qualitative methods; they will allow obtaining specific results about the applications of “A handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena, School year 2014-2015”

3.1.1. Quantitative Method

Quantitative method refers to the systematic research of social phenomena via statistical, mathematical or numerical data or other techniques. This method was used for this paper in order to collect data related to the use of a handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena, School year 2014-2015”

3.1.2. Qualitative Method

Qualitative Method was used in different academic areas in order to categorize data into patterns as the primary basis for organizing and reporting results, others techniques as notes, journals, interviews, and the use of camera to collect valuable audio and video was used as well, especially at the interview to the specialists and the Principal of Bernardo Ortega Jiménez” Private School, Palmar Commune, Province of Santa Elena, school year 2014-2015”.

3.1.3. Inductive – Deductive - Method

Deductive method was used to obtain specific information from a more general one, it was used specially to observe teacher's techniques and strategies in the classroom in contrast to **inductive** method works the opposite way, it was help to obtain information from specific observation to broader generalizations and theories. This is sometimes called a "bottom up" approaches.

This paper used both approaches inductive and deductive. For the deductive method first all the needed information about the use of a handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at "Bernardo Ortega Jiménez" Private School, contrasted between authors, and finally simplified for the paper. In contrast to inductive method there will be used to star with small observations to improve English learning in students of sixth grade EGB at "Bernardo Ortega Jiménez" private school, Palmar.

In this research several professionals were interviewed: The principal of the School (MSc. Luis Julio Orrala Muñoz), teachers (8), specialists (4) and students (14).

3.1.4. Scientific Method

The scientific Method was used in the field of academic research, and it basically means the techniques applied during the development of a research paper or thesis work. This method shows the use of a handbook to reinforce the process of speaking skills in students of sixth grade EGB at "Bernardo Ortega Jiménez" private school. With this method , it has been gathered all the information of making a handbook and the rules and strategies to reinforce speaking in children, the recommendation according to methodological theories and the exercises of speaking to help the students to be able to communicate with other people.

3.2. Level or Type of Research

Field Research.- It was important to get information about reports and grades of the students to demonstrate the low interest in English language and to obtain evidence of the actual methodology and strategies implemented by teachers in the institution.

Bibliographic Research.- It was used to search and select scientific-theoretical foundation on the subject of investigation, the application of a handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School. In this research different paper of others authors about the English learning process and speaking skills were reviewed.

Applied Research.- This research was used to apply surveys and interviews to the students, teachers, specialists and principal of the institution in order to verify the importance of using a handbook. The information provided by specialists allowed to propose activities that help students in the learning process as well as to improve their speaking skills. This type of research allowed the implementation of a handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School.

3.3. Population and Sample

3.3.1. Population

The population of this research was composed by 14 students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School in Palmar, it’s principal (1), teachers (8) and three (4) English Language experts.

CHART #1: Population

N°	Description	Quantity	%
01	Principal from “Bernardo Ortega Jiménez” School	1	0.037
02	Teachers from “Bernardo Ortega Jiménez” School	8	0.296
03	English Language Experts	4	0.148
04	Sixth grade students from “Bernardo Ortega Jiménez” School	14	0.518
Total		27	100 %

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

3.3.2. Sample

Since the size of the population is manageable, 100 % of the population was studied. It means that no sample size formula was applied.

3.4. Variables Operationalization

INDEPENDENT VARIABLE: The use of a handbook.

CHART #2: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>A handbook is a comprehensive and detailed work on a particular topic for practitioners, structured for quick reference and often used as a supplement to a text book.</p>	<p>Didactic tools.</p> <p>Curricular content</p>	<p>Didactic Resources.</p> <p>Didactic Programs.</p>	<p>Have you ever heard about handbooks with exercises and activities that help to improve the speaking skills?</p> <p>Do you consider that a handbook with exercise and activities could help you to improve your speaking skills?</p> <p>Do you consider that better strategies could help you to improve your speaking skills?</p>	<p>Survey</p> <p>Interview</p> <p>Survey</p>

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé

DEPENDENT VARIABLE: The Speaking Skills.

CHART #3: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The form of expressing the ideas in oral expression when people process what they think	Teaching-Learning process	Methodology strategies	Do your teachers apply different activities in the English class?	Survey
	Curricular Content	Didactic	Do you consider that you have developed your speaking skills satisfactorily?	
			How do you consider the English classes?	Interview
			Do you think that speaking in English is fun?	Survey

Source: “Bernardo Ortega Jiménez” Private School.
Author: Janeth Mirope Diaz Malavé.

3.5. Techniques and Instruments for data collection

3.5.1. Techniques

3.5.1.1. Survey

This technique was applied to collect precise data through direct questions about the importance of speaking to develop English proficiency in students.

3.5.1.2. Interview

This technique was used to obtain direct information from the specialist and the principal of “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena to verify which methodologies have been applied and the importance of speaking in this institution.

3.5.2. Instruments

3.5.2.1. Camera, video – camera

These instruments were used to capture images and videos in order to reproduce them later and have an evidence of the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, and Province of Santa Elena.

3.5.2.2. Notebook

This instrument was used to take notes of the different activities developed throughout this research.

3.5.2.3. Questionnaire

This instrument was used to get information about the stated problem of the learning process and the development of speaking skill in students of sixth grade EGB at Bernardo Ortega Jiménez.

3.6. Data Collection Plan

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

Chart #4 Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve speaking skills of students.
2. From which people or objects?	Students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School.
3. About what aspects?	Speaking skills
4. Who?	Janeth Mirope Diaz Malavé.
5. To Whom?	Students, professors and Directors of “Bernardo Ortega Jiménez” Private School.
6. When?	2014- 2015.
7. Where?	At. Bernardo Ortega Jiménez Private 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?	Interview, and survey
11. With what?	Questionnaires, camera and video camera.

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé

3.7. Data Processing Plan

Chart #5 Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
The low level of speaking skill on students of sixth grade EGB at “Bernardo Ortega Jiménez” Private 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 speaking skill of the students with activities.	A handbook will reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena.	Implementing of a handbook will reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School with activities in class.

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

3.8. Analysis and Interpretation of Results

3.8.1. Interview to Specialists

Question 1: Do you consider that English is important in today's education?

Interpretation: Some specialists mentioned that English is really important nowadays. If you will travel around the world and it is not necessary to know French, but if you know English, it will be better". Other specialist considered English is very important in this competitive world.

Question 2: How do you consider the English class should be?

Interpretation: The specialists consider that classes must be dynamic because students will learn in the same way with different techniques and strategies; also they expressed that teachers should motivate the students to practice in class and at home too.

Question 3: Do you think that English teachers implement the right strategies and methods in class?

Interpretation: All the specialists considered that English teachers implement the right strategies and methods in class because we have to prepare in advance all the class but also depend on the teachers. They would use the right strategies for example if teachers have enough resources in class.

Question 4: Do you consider that students develop their speaking skills satisfactorily?

Interpretation: The specialists considered that students don't develop their speaking skills satisfactorily because they don't like to practice, and in some cases they do not like to speak English in public.

Question 5: Do you think that students enjoy speaking in English?

Interpretation: The specialist considered that some students enjoy speaking in English others students try to do it well, but most students do not like English because they do not know the importance of this language.

Question 6: Do you consider that better strategies could help students to improve their speaking skills?

Interpretation: The specialist mentioned that the best strategies to develop the student's speaking skills are: Reading all the time, speaking everywhere and learning new vocabulary. Other specialist expressed that it is important to apply good strategies and techniques to improve the speaking skills.

Question 7: How can you define a handbook?

Interpretation: All the specialists consider that a handbook is a guide for students as well as teachers; it provides enough exercises, activities and instruction to improve the learning process in students.

Question 8: Do you consider that a handbook would help students to improve their speaking skills?

Interpretation: All specialists considered that a handbook would help students because it gives the plans and lessons they need to cover a topic in detail.

Question 9: What are the advantages of using a handbook?

Interpretation: The specialists considered that Handbooks provide students several advantages in the classroom such as: They are helpful for beginner's students. It can help to recognize the most important parts of sentences.

Question 10: Do you recommend the use of handbooks in educational institutions?

Interpretation: The specialist considered that handbooks are important for the students, educators and the Institutions since they provide organized units of work and as long as students become responsible of the development of each recommendations.

3.8.2. Interview to principal “Bernardo Ortega Jimenez” Private School

Question 1: Do you consider that English is important in today’s education?

Interpretation: The principal said that the English language is fundamental; the children have to learn English because of the presence of tourists that come to our province. That is the main reason why it is necessary to incorporate English to Basic Education.

Question 2: How do you consider the English classes in this institution?

Interpretation: The principal said that the classes are dynamic, but still the classes have some limitations in certain cases because the teachers are not specialized in English.

Question 3: Do you think that teachers implement the right strategies and methods in class?

Interpretation: The principal of the Institution considered that some teachers try to do their best but it is difficult because some of them are not well prepared.

Question 4: Do you consider that students from this institution have developed their speaking skills satisfactorily?

Interpretation: The principal mentioned that students have developed their speaking skills satisfactorily because they recognize some words especially through songs, in this way they feel motivated.

Question 5: Do you think that students enjoy speaking in English in this institution?

Interpretation: The principal of the Institution expressed that around 60% of students enjoy the English classes, because they like the activities, songs and games, and sometimes the teachers use videos and images to improve their English level.

Question 6: Do you consider that better strategies could help students from this institution to improve your speaking skills?

Interpretation: The principal expressed that it is important that children learn through games, videos and flashcards: and of course it is a challenge.

Question 7: Have you ever heard about handbooks with exercises and activities to develop in class that help students to improve their speaking skills?

Interpretation: The Principal assured that in the Province of Santa Elena there is not a handbook but he is completely sure that in his institution the use of a handbook will improve the English learning and will help the teachers with the activities in class.

Question 8: Do you consider that a handbook with exercises and activities could help students from this institution to improve their speaking skills?

Interpretation: The Principal assured that this handbook will guide me and open roads where I should go and it will be an essential tool for us because when we become teachers and we start planning a guide to study it is very important, it will help to create interaction with children in the teaching learning process.

Question 9: Are you willing to implement in your institution the use of a handbook with exercises and activities to improve the student's speaking skills?

Interpretation: The Principal assured that a handbook will benefit the students with this guide, it will be a tool to learn the language, and he will gladly accept the implementation of this project in his institution.

3.8.3. Survey directed to students

Question 1: Do you consider English as

Objective: To determinate the appreciation of English.

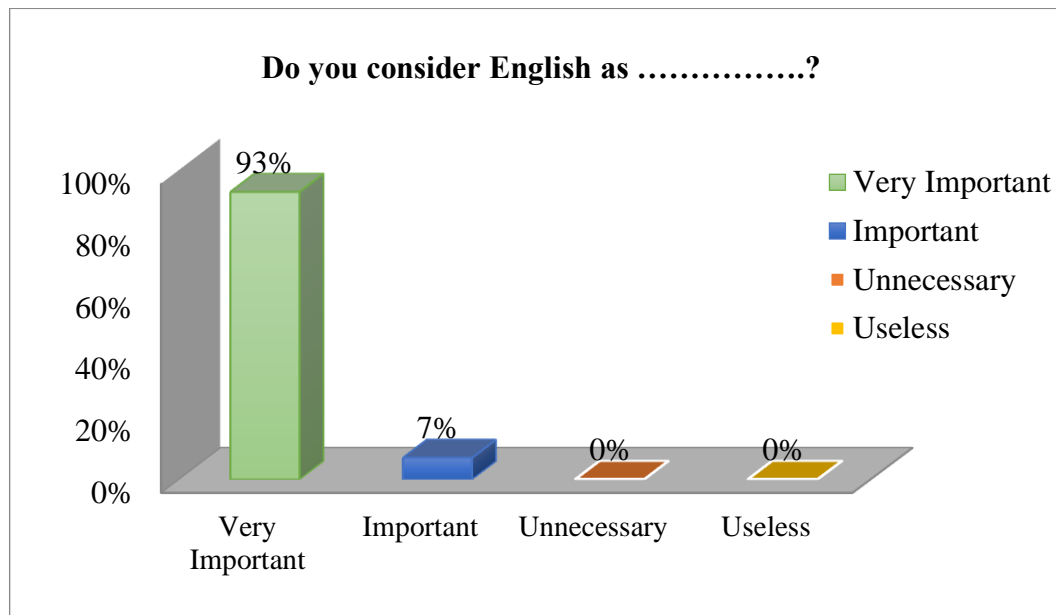
CHART # 6: Importance of English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Important	13	93%
Important	1	7%
Unnecessary	0	0%
Useless	0	0%
TOTAL	14	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Díaz Malavé.

GRAPH # 1: Importance of English



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Díaz Malavé

Interpretation: Most of students agreed that English is very important within the Teaching – Learning process only one student expressed that it is important, none expressed that it is unnecessary or useless.

Question 2: How do you consider the English classes?

Objective: To identify the opinion about the English classes.

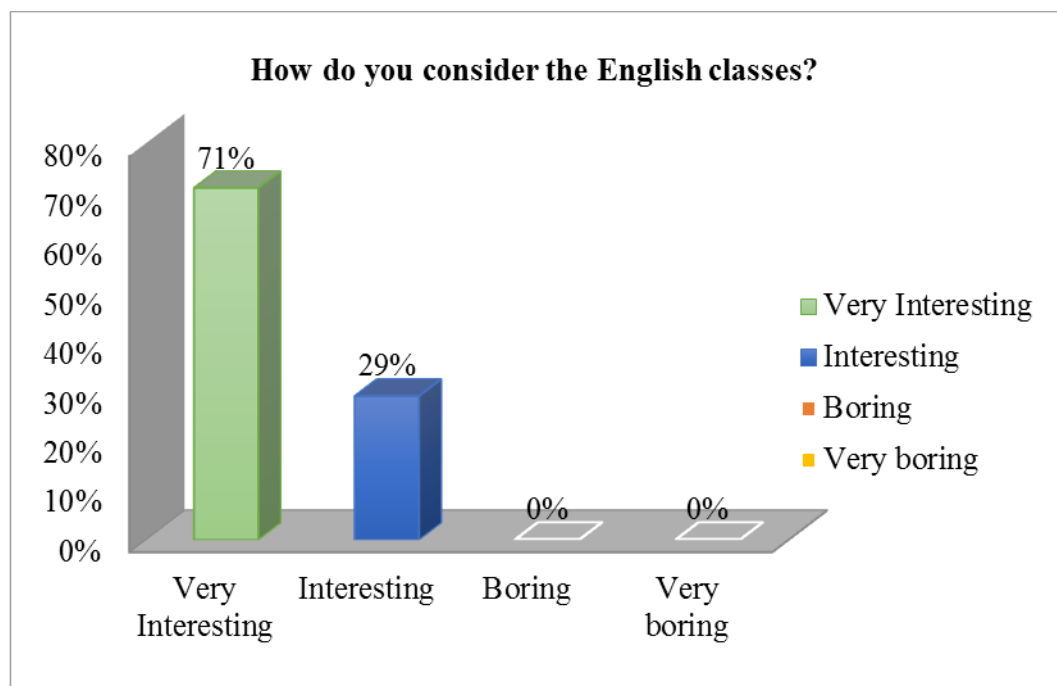
CHART # 7: Interest in English classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Interesting	10	71%
Interesting	4	29%
Boring	0	0%
Very boring	0	0%
TOTAL	14	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Díaz Malavé

GRAPH # 2: Interest in English classes



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation: Most of students agreed that English classes are very interesting only few students expressed that it is interesting, none expressed that it is unnecessary or useless.

Question 3: Do your teachers apply different activities in the English class?

Objective: To identify the application of speaking activities in class.

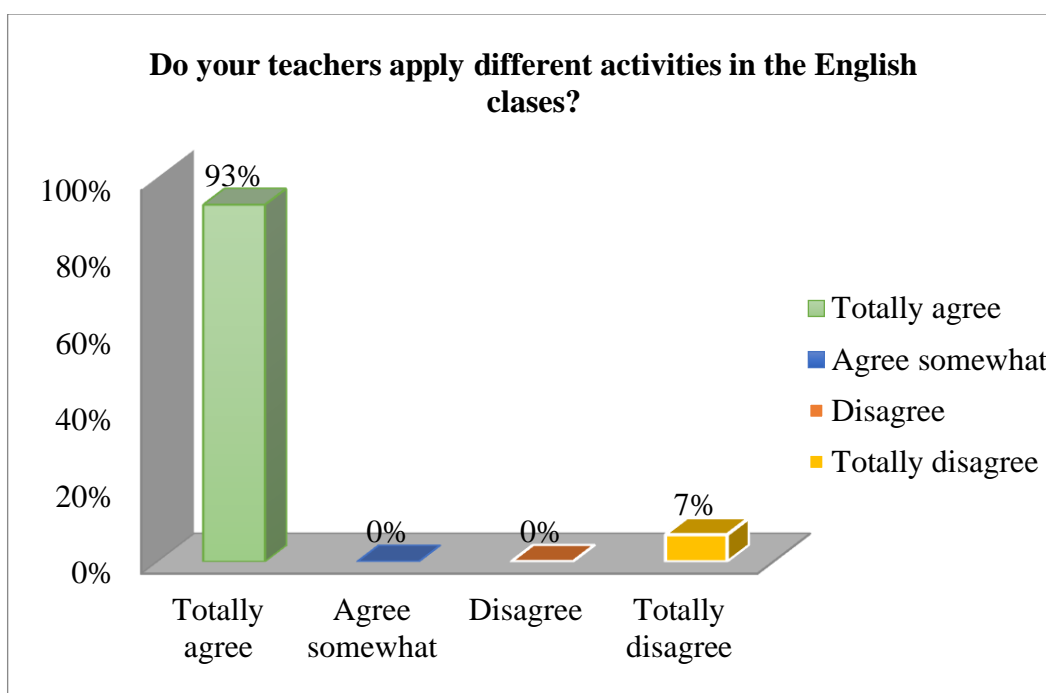
CHART # 8: Results of question 3.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	13	93%
Agree somewhat	0	0%
Disagree	0	0%
Totally disagree	1	7%
TOTAL	14	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Miropo Diaz Malavé.

GRAPH # 3: English class activities



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Miropo Diaz Malavé.

Interpretation.- Most of students totally agreed that teachers apply different English activities in the classroom, only one student totally disagreed, none of the students agreed somewhat or disagreed.

Question 4: Do you consider that you have developed your speaking skills satisfactorily?

Objective: To determinate the development of speaking skills

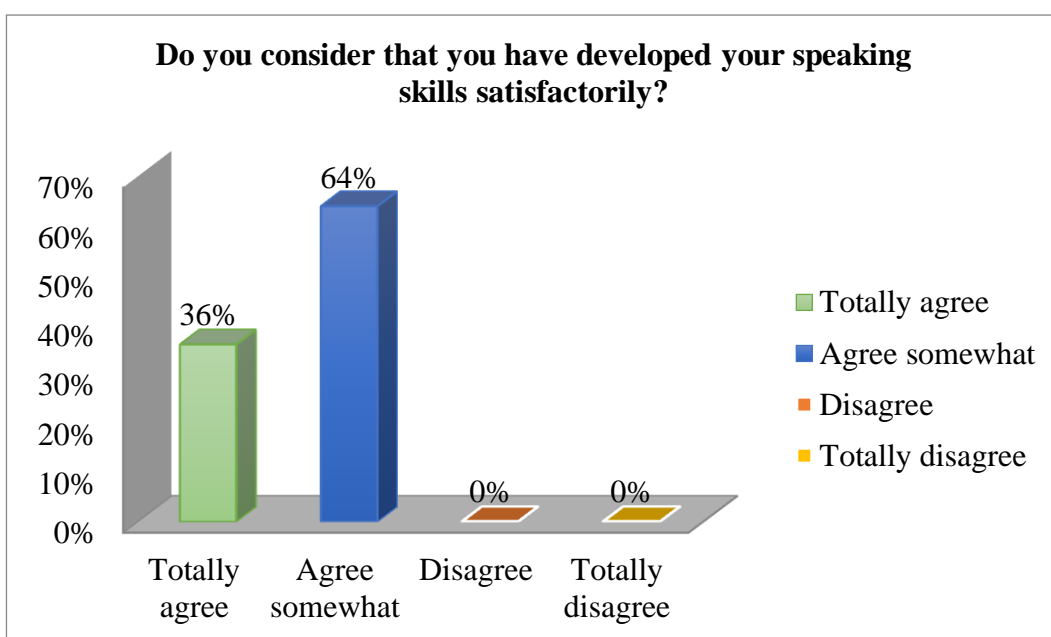
CHART # 9: Speaking skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	5	36%
Agree somewhat	9	64%
Disagree	0	0%
Totally disagree	0	0%
TOTAL	14	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH # 4: Speaking skills



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- The majority of students agreed somewhat that they have developed their speaking skills satisfactorily, some students mentioned that they totally agreed on the question, none of the students disagreed or totally disagreed.

Question 5: Do you think that speaking in English is fun?

Objective: To identify the opinion about speaking skill.

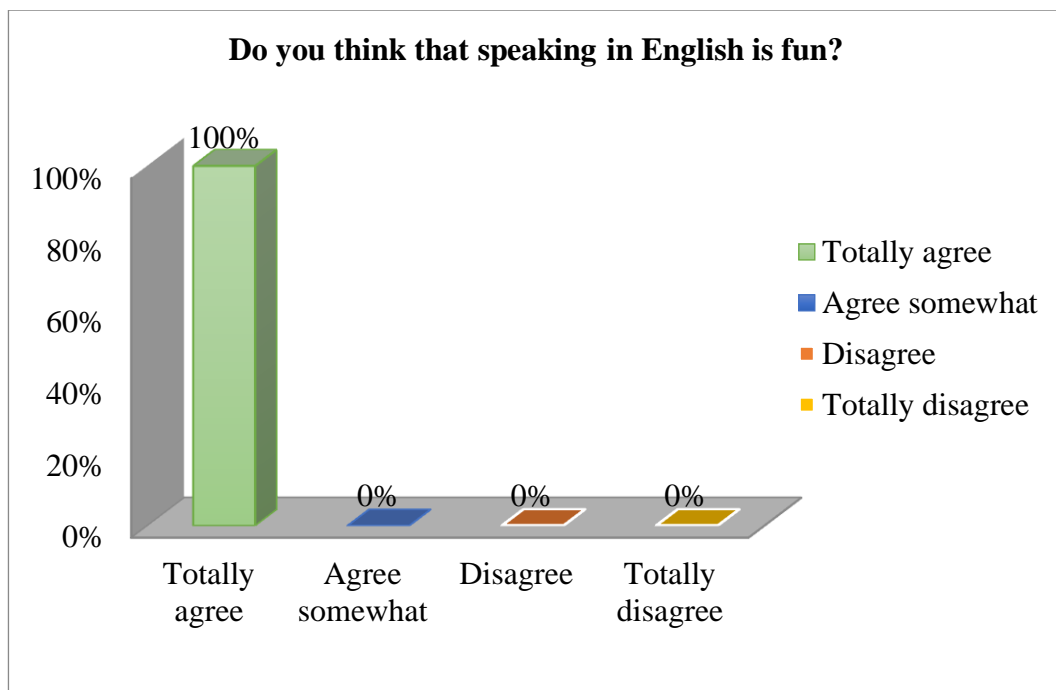
CHART # 10: Is English fun?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	14	100%
Agree somewhat	0	0%
Disagree	0	0%
Totally disagree	0	0%
TOTAL	14	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH # 5: Is English fun?



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- All the students totally agreed that speaking in English is fun.

Question 6: Do you consider that better strategies could help you to improve your speaking skills?

Objective: To identify the use of speaking strategies

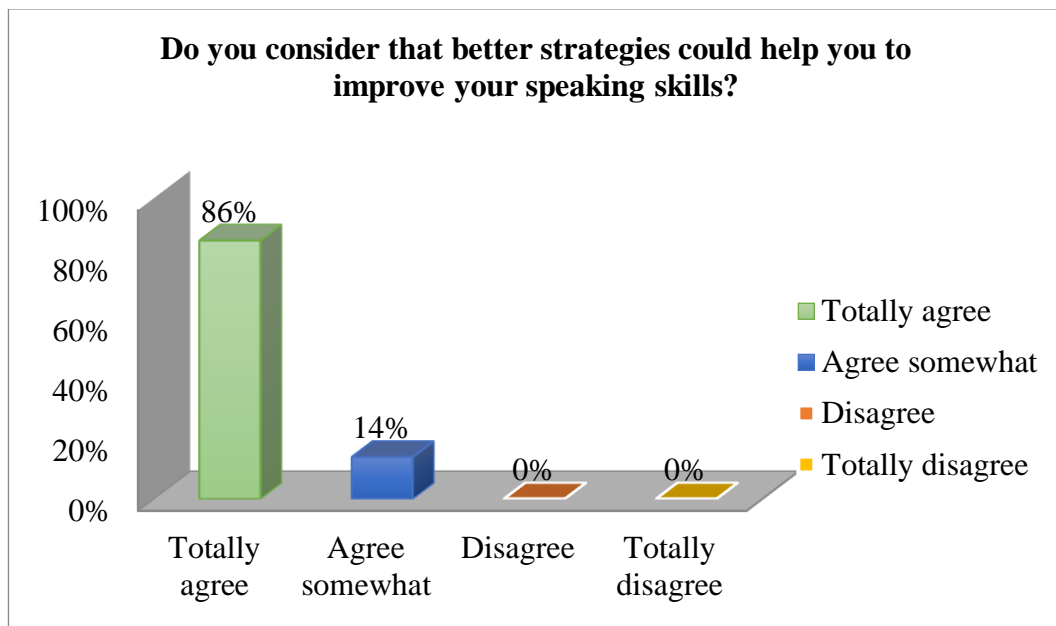
CHART # 11: Learning strategies

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	12	86%
Agree somewhat	2	14%
Disagree	0	0%
Totally disagree	0	0%
TOTAL	14	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH # 6: Learning strategies



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- Most of the students totally agreed that better strategies could help them to improve their speaking skills, some students agreed somewhat, none on the students disagreed or totally disagreed.

Question 7: Have you ever heard about handbooks with exercises and activities that help to improve the speaking skills?

Objective: To determinate the existence of handbooks.

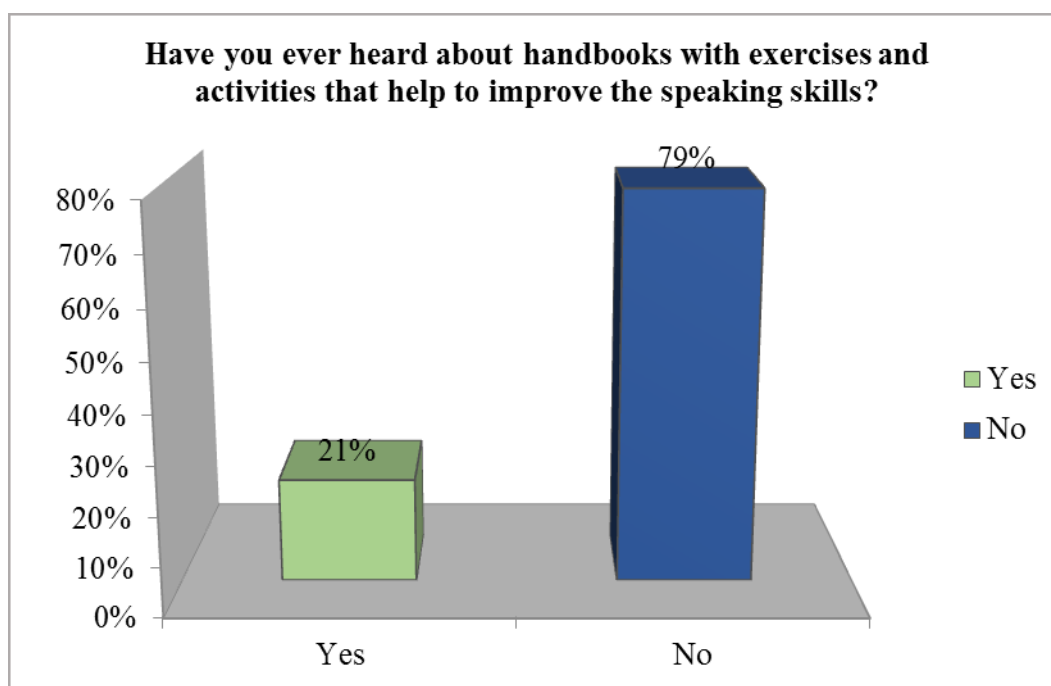
CHART # 12: Knowledge of English handbooks

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	3	21%
No	11	79%
TOTAL	14	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH # 7: Knowledge of English handbooks



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- Most of the students have never heard about handbooks with exercises and activities that help to improve the speaking skills, few students have heard about it.

Question 8: Do you consider that a handbook with exercises and activities could help you to improve your speaking skills?

Objective: To determinate the important of handbooks.

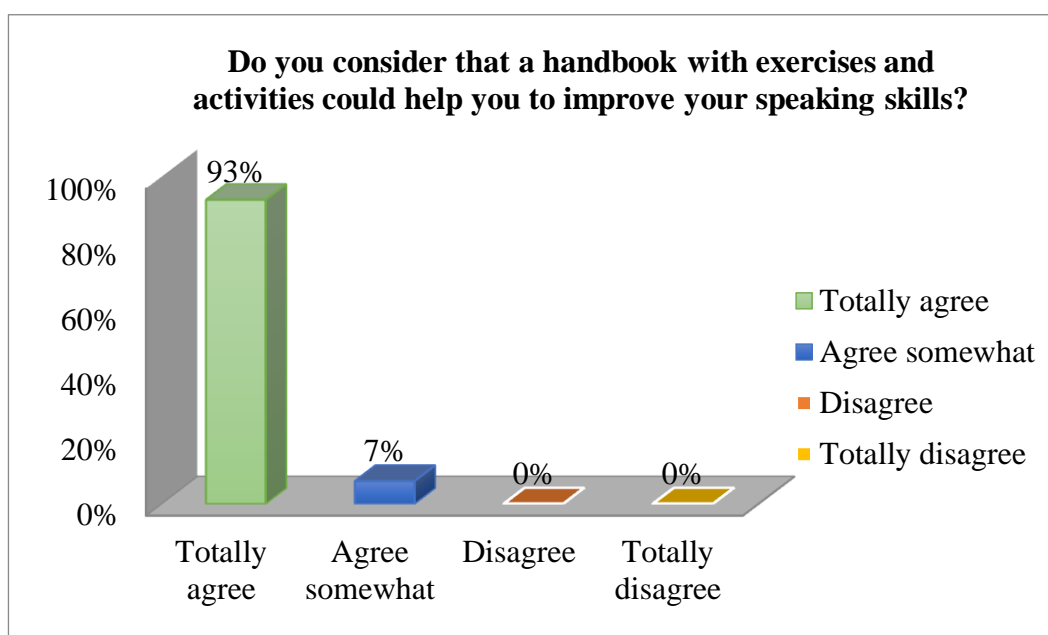
CHART # 13: Usefulness of English handbooks

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	13	93%
Agree somewhat	1	7%
Disagree	0	0%
Totally disagree	0	0%
TOTAL	14	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH # 8: Usefulness of English handbooks



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- Most of the students considered that a handbook with exercises and activities could help them to improve their speaking skills, just one of the students agreed somewhat, none of the students disagreed or totally disagreed.2

Question 9: Are you willing to use a handbook with exercises and activities to improve your speaking skills?

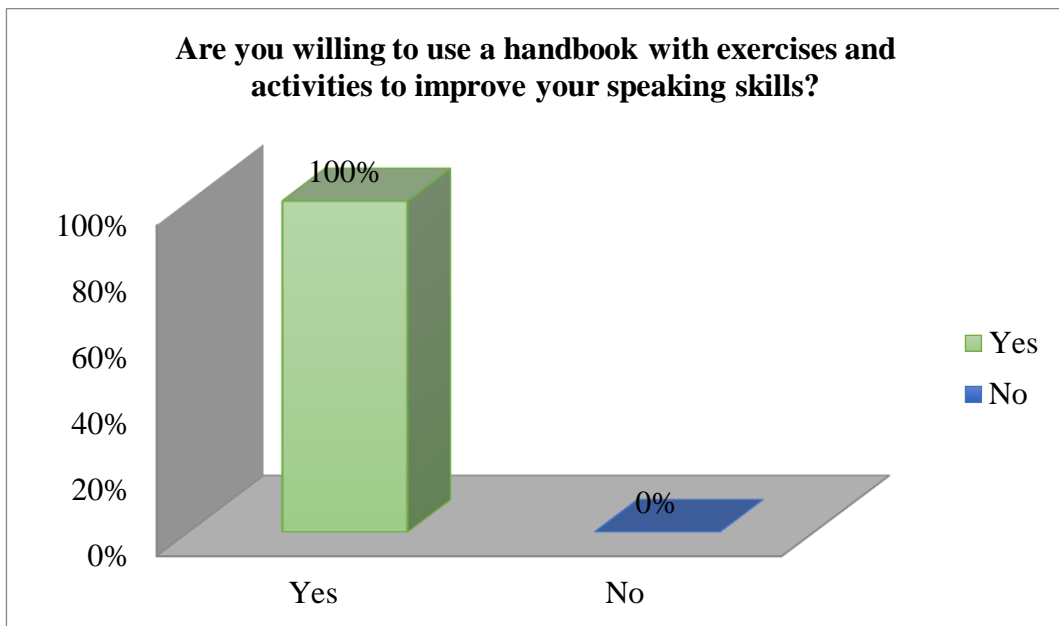
Objective: To identify the acceptance of the handbook in the development of speaking skills.

CHART 14: Use of handbooks

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	14	100%
No	0	0%
TOTAL	14	100%

Source: “Bernardo Ortega Jiménez” Private School.
 Author: Janeth Mirope Diaz Malavé.

GRAPH # 9: Use of handbooks



Source: “Bernardo Ortega Jiménez” Private School.
 Author: Janeth Mirope Diaz Malavé.

Interpretation.- All the students are willing to use a handbook with exercises and activities to improve their speaking skills, none of the students refused to use it.

3.8.3 Survey directed to teachers

Question 1: Do you consider English as

Objective: To determinate the appreciation of English.

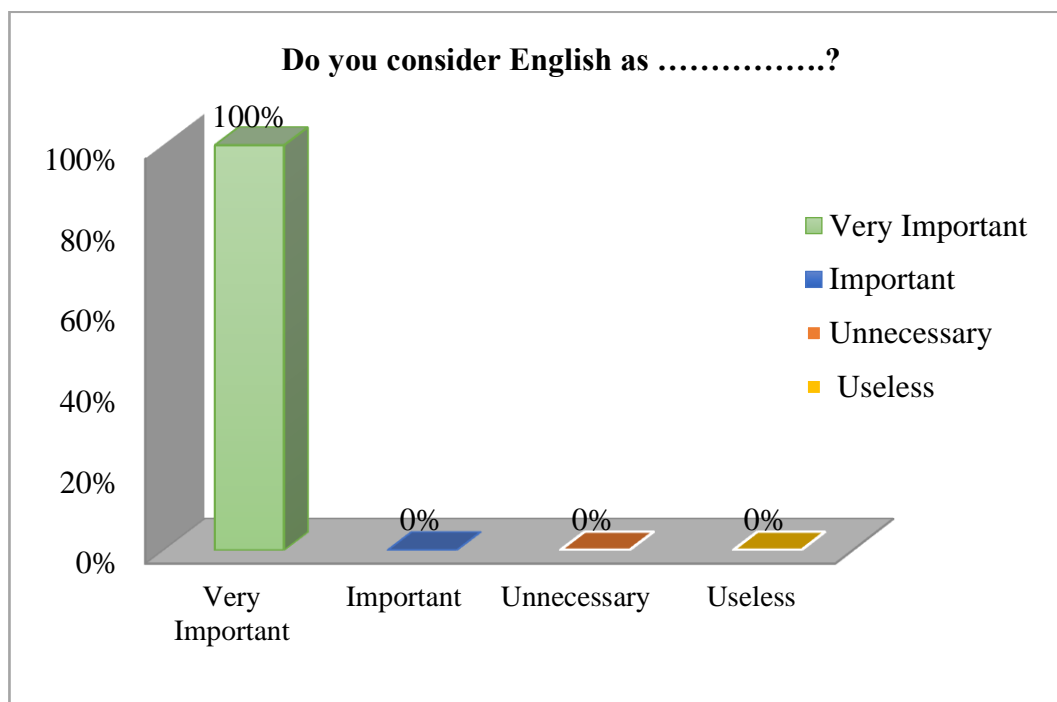
CHART # 15: Importance of English

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Important	8	100%
Important	0	0%
Unnecessary	0	0%
Useless	0	0%
TOTAL	8	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH # 10: Importance of English



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- All the teachers considered the English language as very important, none of the teachers expressed that English is unnecessary or useless.

Question 2: How do you consider the English classes?

Objective: To identify the opinion about the English classes.

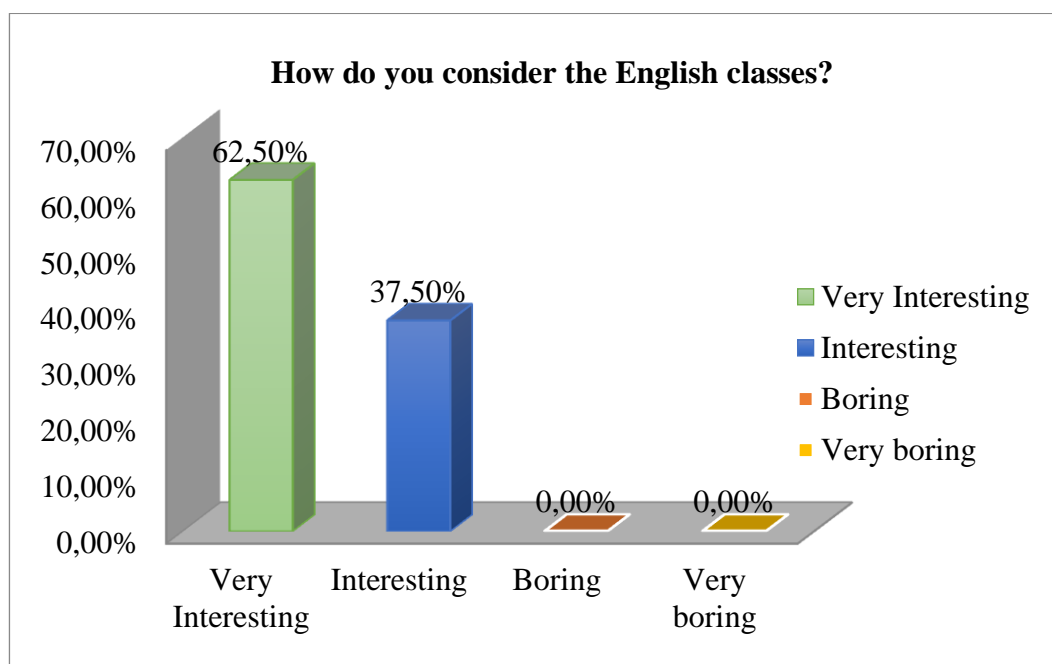
CHART # 16 Interest in English classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very Interesting	5	62,50%
Interesting	3	37,50%
Boring	0	0,%
Very boring	0	0,%
TOTAL	8	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH # 11: Interest in English classes



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- Most of the teachers considered that English classes are very interesting, some teachers considered that English classes are interesting, none of the teachers expressed that the English classes are boring or very boring.

Question 3: Do you think that teachers implement the right strategies and methods in class?

Objective: To identify the application of speaking activities in class.

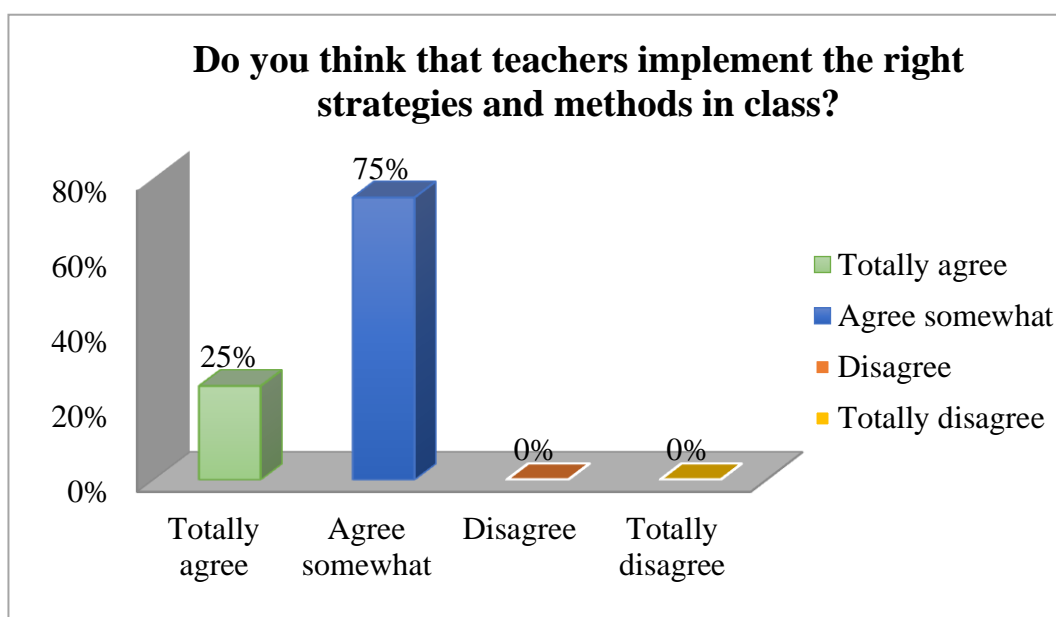
CHART # 17 : Teaching strategies and methods

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	2	25%
Agree somewhat	6	75%
Disagree	0	0%
Totally disagree	0	0%
TOTAL	8	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH # 12: Teaching strategies and methods



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- Most of the teachers agreed somewhat that they implement totally the right strategies and methods in class, few teachers totally agreed, none of the teachers disagreed or totally disagreed.

Question 4: Do you consider that your students have developed their speaking skills satisfactorily?

Objective: To identify the application of speaking activities in class.

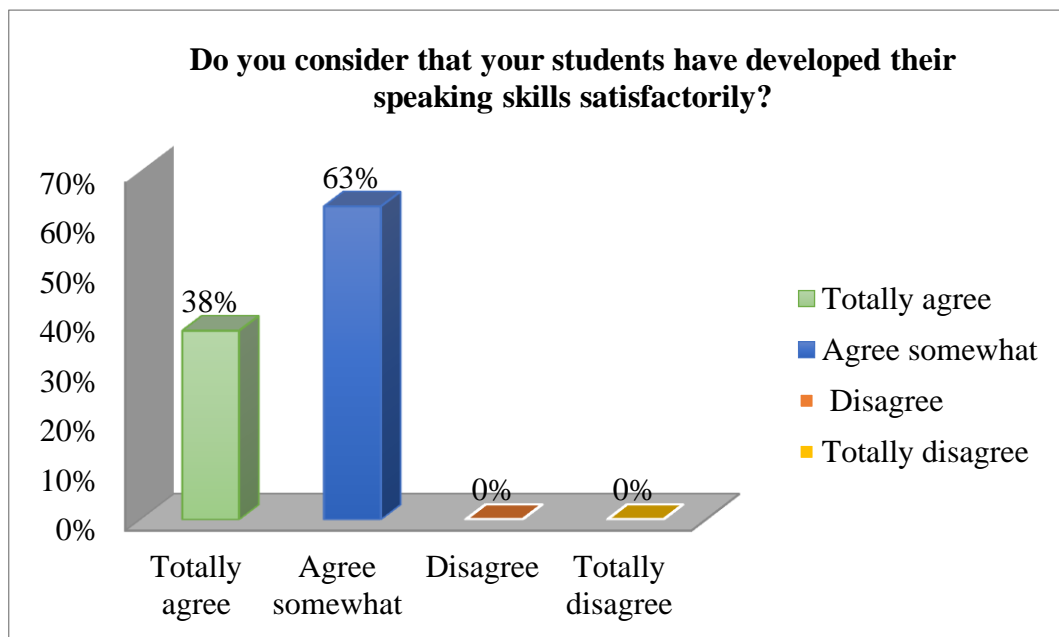
CHART # 18 : Development of speaking skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	3	38%
Agree somewhat	5	63%
Disagree	0	0%
Totally disagree	0	0%
TOTAL	8	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Miropé Díaz Malavé.

GRAPH # 13: Development of speaking skills



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Miropé Díaz Malavé.

Interpretation.- Most of the teachers agreed that developed their students have developed their speaking skills satisfactorily, some teachers totally agreed, none the teachers disagreed or totally disagreed.

Question 5: Do you think that your students enjoy speaking in English in class?

Objective: To identify the application of speaking activities in class.

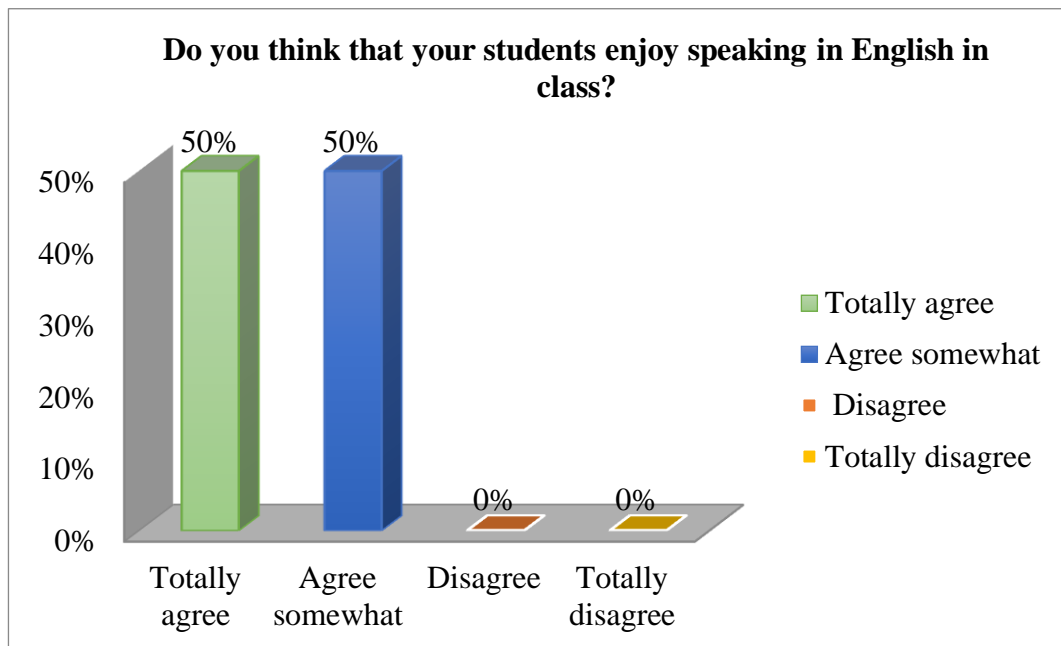
CHART # 19: Enjoyment of English classes

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	4	50%
Agree somewhat	4	50%
Disagree	0	0%
Totally disagree	0	0%
TOTAL		100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH #14: Enjoyment of English classes



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- Half of the teachers expressed that their students enjoy speaking English in class, the other half of the teachers agreed somewhat, none the teachers disagreed or totally disagreed.

Question 6: Do you consider that better strategies could help your students to improve their speaking skills?

Objective: To identify the use of strategies that help to improve speaking skills.

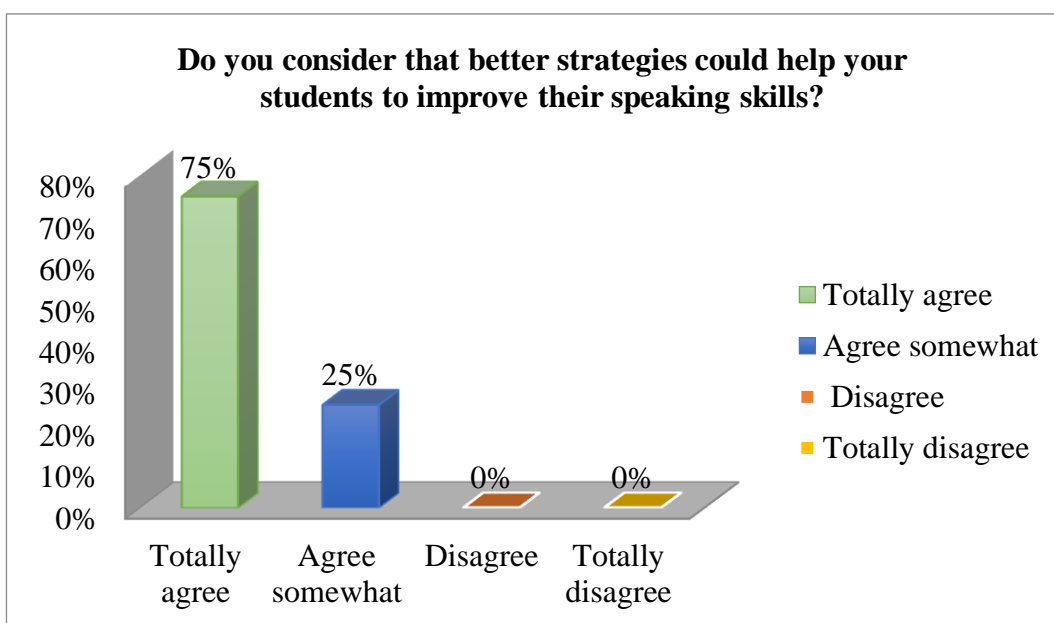
CHART # 20: Teaching strategies

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	6	75%
Agree somewhat	2	25%
Disagree	0	0%
Totally disagree	0	0%
TOTAL	8	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH # 15: Teaching strategies



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- Most of the teachers totally agreed that better strategies could help their students to improve their speaking skills, few teachers agreed somewhat, none the teachers disagreed or totally disagreed.

Question 7: Have you ever heard about handbooks with activities exercises that help to improve the speaking skills?

Objective: To determinate the existence of handbooks.

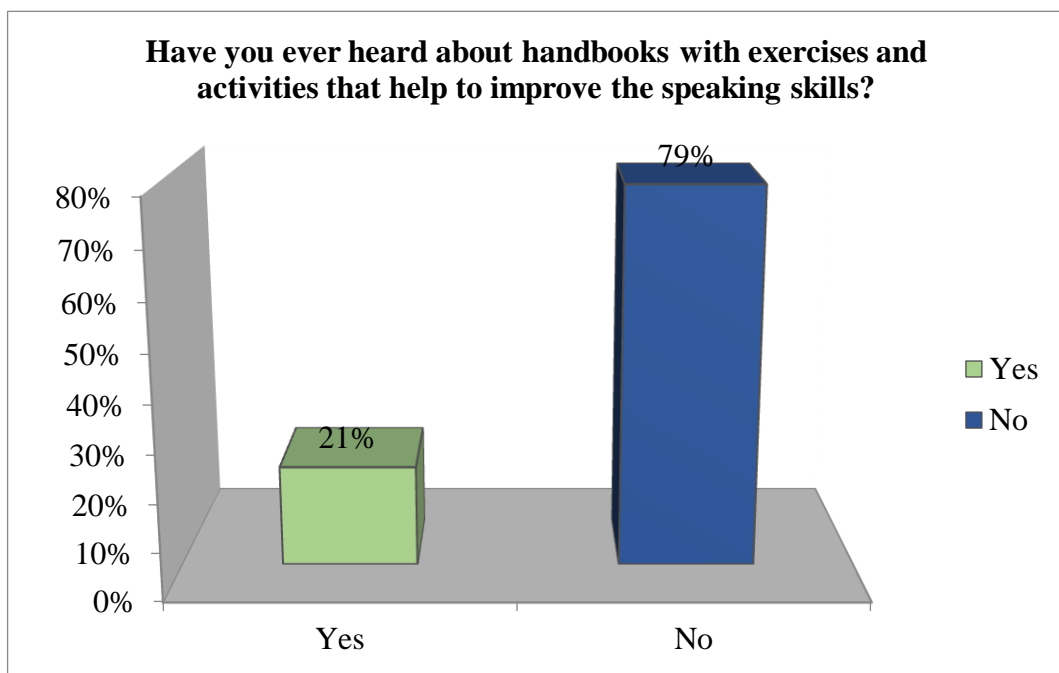
CHART # 21: Knowledge of English handbooks

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	2	25%
No	6	75%
TOTAL	8	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPHIC # 16: Knowledge of English handbooks



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- Most of the teachers have heard about handbooks with activities exercises that help to improve the speaking skills, some teachers have never heard about handbooks with activities exercises that help to improve the speaking skills.

Question 8: Do you consider that a handbook with exercises and activities could help your students to improve their speaking skills?

Objective: To determinate the existence of handbooks.

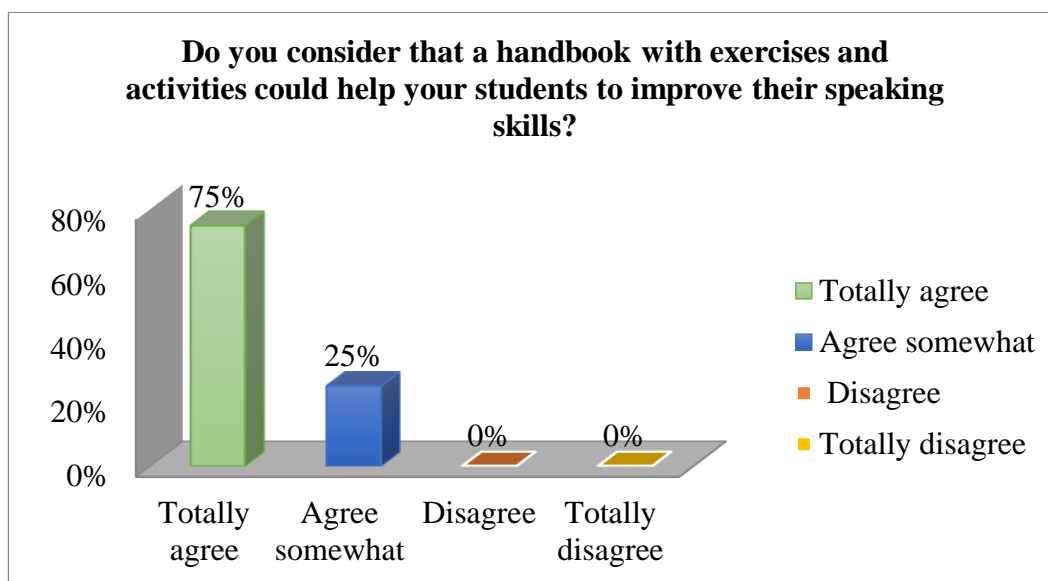
CHART # 22: Usefulness of English handbooks

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	6	75%
Agree somewhat	2	25%
Disagree	0	0%
Totally disagree	0	0%
TOTAL	8	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

GRAPH # 17: Usefulness of English handbooks



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Diaz Malavé.

Interpretation.- Most of the teachers totally agreed that a handbook with exercises and activities could help their students to improve their speaking skills, few teachers agreed somewhat, none teachers disagreed or totally disagreed.

Question 9: Are you willing to use a handbook with exercises and activities to help your students to improve their speaking skills?

Objective: To identify the application of the handbook in the develop of speaking skill

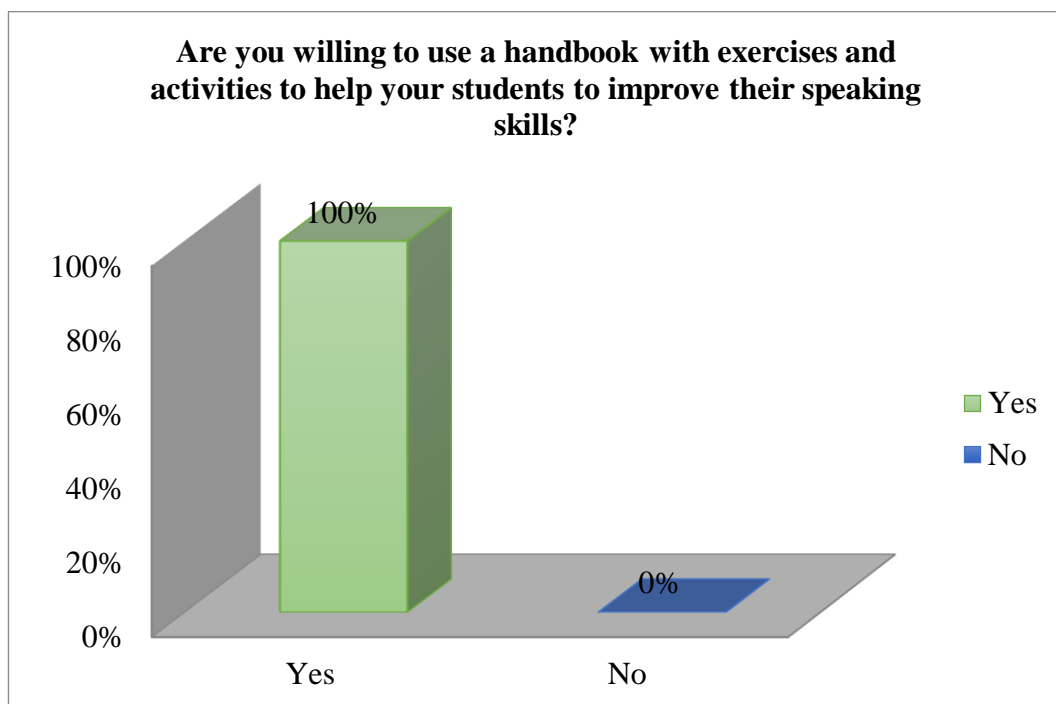
CHART # 23: Use of handbooks

ALTERNATIVES	FRECUENCY	PERCENTAGE
Yes	8	100%
No	0	0%
TOTAL	8	100%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Díaz Malavé.

GRAPH #18: Use of handbooks



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Díaz Malavé.

Interpretation.- All teachers are willing to use a handbook with exercises and activities to help your students to improve their speaking skills.

3.8.4. Results chart- students

Chart #24: Survey to the Students

N°	QUESTIONS	Very Importan		Important		Unnecessary		Useless		TOTAL	
		Q	%	Q	%	Q	%	Q	%	Q	%
1	Do you consider English?	13	93	1	7	0	0	0	0	14	100
2	How do you consider classes?	Very Interesting		Interesting		Boring		Very Boring			
		10	71	4	29	0	0	0	0	14	100
3	Do your teachers apply different activities in the English class?	Totally agree		Agree Somewhat		Disagree		Totally disagree			
		13	93	0	0	0	0	1	7	14	100
4	Do you consider that you have developed your speaking skills satisfactorily?	5	36	9	64	0	0	0	0	14	100
5	Do you think that speaking in English is fun?	14	100	0	0	0	0	0	0	14	100
6	Do you consider that better strategies could help you to improve your speaking skills?	12	86	2	14	0	0	0	0	14	100
8	Do you consider that a handbook with exercises and activities could help you to improve your speaking skills?	13	93	1	7	0	0	0	0	14	100
7	Have you ever heard about handbooks with exercises and activities that help to improve the speaking skills?	YES				NO				Q	%
		3		21		11		79		14	100
9	Are you willing to use a handbook with exercises and activities to improve your speaking skills?	14		100		0		0		14	100

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Díaz Malavé.

3.8.4.1. Analysis of results - students

Results show that 93% of students considered English as very important, 7% considered it as important. 71% of students considered that the English classes are very important and 29% considered them as important. 93% of students were totally agreed that teachers apply different activities in the English class.

64% of students considered that they have not developed their speaking skills satisfactorily, 36% expressed that they have developed speaking skills. 100% of students that speaking in English is fun. 86% of students considered that these strategies could help them to improve their speaking skills.

93% of students expressed that a handbook with exercises and activities could help them to improve their speaking skills, 7% of students agreed somewhat with it. 79% of students expressed that they have never heard about handbooks with exercises and activities that help to improve their speaking skills, 21% have heard about it.

100% of students are willing to use a handbook with exercises and activities to improve their speaking skills

3.8.5. Analysis of results chart- teachers

Chart #25: Analysis of results chart- teachers

N°	QUESTIONS	Very Important		Important		Unnecessary		Useless		TOTAL	
		Q	%	Q	%	Q	%	Q	%	Q	%
1	Do you consider English as?	8	100	0	0	0	0	0	0	8	100
2	How do you consider classes?	Very Interesting		Interesting		Boring		Very Boring			
		5	62.50	3	37.50	0	0	0	0	8	100
3	Do you think that teachers implement the right strategies and methods in class?	Totally agree		Agree somewhat		Disagree		Totally disagree			
		2	25	6	75	0	0	0	0	8	100
4	Do you consider that your students have developed their speaking skills satisfactorily?	3	38	5	62	0	0	0	0	8	100
5	Do you think that your students enjoy speaking in English in class?	4	50	4	50	0	0	0	0	8	100
6	Do you consider that better strategies could help your students to improve their speaking skills?	6	75	2	25	0	0	0	0	8	100
8	Do you consider that a handbook with exercises and activities could help your students to improve their speaking skills?	6	75	2	25	0	0	0	0	8	100
7	Have you ever heard about handbooks with activities exercises that help to improve the speaking skills?	YES				NO				Q	%
		2		25		6		75		8	100
9	Are you willing to use a handbook with exercises and activities to help your students to improve their speaking skills?	8		100		0		0		8	100

Source: "Bernardo Ortega Jiménez" Private School.

Author: Janeth Mirope Díaz Malavé.

3.8.5.1. Analysis of results - teachers

Results show that 100% of teachers considered English as very important. 62.50 % of teachers expressed that the English classes are very interesting, 37.50 % considered that the classes are only interesting. 75% of teachers agreed somewhat that they implement the right strategies and methods in class, 25% of teachers totally agreed that they do it.

63% of teachers agreed somewhat that their students have developed their speaking skills satisfactorily, 38% totally agreed on this. 50% of teachers totally agreed that their students enjoy English speaking in classes and 50% of teachers agree somewhat that they do it.

75% of teachers totally agreed that better strategies could help their students to improve speaking skills, 25% of teachers agreed somewhat on it. 75% of teachers considered that a handbook with exercises and activities could help their students to improve the speaking skills and 25% of teachers agreed somewhat on it.

79% of teachers have not heard about handbooks with activities and exercises that help to improve the speaking skills, 21% of teachers have heard about it. 100% of teachers are willing to use handbooks with exercises and activities to help their students to improve their speaking skills.

3.9. Conclusions and Recommendations

3.9.1. Conclusions

- The use of a handbook with activities may improve the English learning process of the students, specially the speaking skills.
- The teachers and students consider that better strategies could help to improve the speaking skills.
- The Director, teachers and students are willing to implement a handbook with activities at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena.

3.9.2. Recommendations

- It is recommended to implement the use of a handbook with activities to improve the English learning process of the students, specially the speaking skills.
- Teachers should consider the implementation of better strategies that could help to improve the speaking skills.
- It is recommended that the Director, teachers and students see the correct implementation of a handbook with activities at “Bernardo Ortega Jiménez” Private School, Palmar Commune, Province of Santa Elena.

CHAPTER IV

PROPOSAL

“IMPLEMENTATION OF A HANDBOOK TO REINFORCE SPEAKING SKILL IN THE PROCESS OF LEARNING ENGLISH IN STUDENTS OF SIXTH GRADE EGB AT “BERNARDO ORTEGA JIMÉNEZ” PRIVATE SCHOOL, PALMAR, SANTA ELENA, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015.

4.1. Informative Data

The proposal project to implement a handbook to reinforce speaking skill at “Bernardo Ortega Jiménez” Private School is located in Palmar, Santa Elena, Province of Santa Elena.

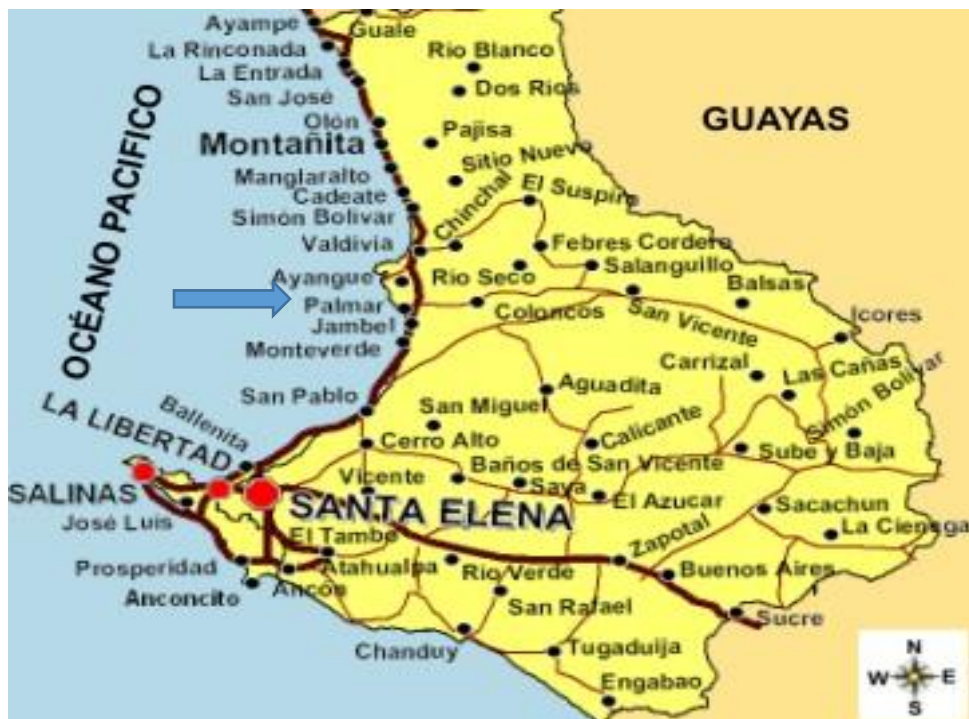


Illustration 1: Map of Palmar Commune, Province of Santa Elena

Source: Google images



Illustration 2: Map of geographic location of “Bernardo Ortega Jimenez” Private School
Source: Google map



Illustration 3: “Bernardo Ortega Jimenez” Private School
Source: “Bernardo Ortega Jiménez “Private School



Illustration 4: School View
Source: “Bernardo Ortega Jiménez “Private School

After knowing the results of the investigation and observing the conclusions and recommendations of it, a handbook with exercises is proposed, a diagnostic test will be taken at the beginning of the project in order to obtain information for the base line, the next step will be the implementation of the proposal and another test will be taken at the end of it in order to measure the results.

The direct and indirect beneficiaries form the proposals are:

Chart #26: Beneficiaries

SCHOOL	BENEFICIARIES	TOTAL
“Bernardo Ortega Jiménez Private School	Sixth grade Students	12
	Teachers	8
	Principal	1
TOTAL		21

4.2. Feasibility

This proposal is feasible to develop since it was accepted by the principal of the institution MSc. Luis Julio Orrala Muñoz, who decided to collaborate with its development and helped to make this project real. It also counts with the human, economic, academic and motivational resource that implies the designing of this handbook. All resources needed for this project are feasible thanks to the support of all school personnel, parents and students and their help will be a fundamental step in this work.

4.2.1. Characteristic of the proposal

- ❖ Before the implementation of the proposal a baseline will establish through at diagnostic test with the corresponding rubric.
- ❖ A handbook to reinforce speaking skills will be implemented.
- ❖ This handbook will provide several activities to improve speaking skill; each activity will have its own instructions.
- ❖ This handbook will be divided into four parts:
 - ✚ Exercises to improve pronunciation.
 - ✚ Exercise to improve fluency.
 - ✚ Exercise to improve intonation.
- ❖ This handbook will help the teacher to reinforce the sixth grader speaking skills.

4.3. Proposal Background

Ecuador is known around the world for its amazing landscapes. A lot of tourists from all over the world come every year. The use of English language is necessary to communicate and it is a requirement of the educational curriculum.

Santa Elena Province is a touristic place. That is the reason why English language is really important. Educational institutions (high schools and schools) have a low level of English due to many reasons like: low preparation of teachers (professional English teachers), low interest of students in learning English as a second language and inappropriate teaching technique, methods and methodological resources.

At Bernardo Ortega Jiménez Private School (Palmar Commune), the educational problems are not different. Students feel bored and unhappy, teachers do not have the specialization in the English language and they do not know how to teach in a correct way, this was evident during the period of teaching practice in this institution (May 2013 – January 2014)

“Bernardo Ortega Jiménez” is a Private School located in Palmar Commune whose *Mission is “to teach comprehensive education, to train students in order to contribute to the development of society through alternative pedagogical models, within a framework of loyalty to the institution, discipline, practice conscious and permanent values”* and its *Vision is to “Be a qualified and responsible educational institution in the province and in the country, profoundly committed to social change, and proud of national identity based on professional ethics, solidarity, honesty, feelings of nationality, conviction service community, giving priority to honor discipline and emotional loyalty to educational excellence”*; students from sixth grade have low interest to speak in English, bad pronunciation of words, fear to be mocked when they speak and fear to answer questions from teachers since they do not understand them.

Classes should be more active, interactive and interesting; students should become more active and learn faster the English language using exercises and activities in class, which is the reason why it is proposed the implementation of a handbook to reinforce speaking skill in the process of learning in English in sixth grade students.

4.4. Objectives

General Objective:

To implement a handbook to reinforce speaking skills in students of sixth grade EGB at “Bernardo Ortega Jiménez Private School”.

Specific Objective:

- ✚ To assess the level of speaking in students of sixth grade.
- ✚ To design a handbook that reinforces the speaking skills.
- ✚ To apply a handbook that reinforces the speaking skills.
- ✚ To evaluate the result of the implementation of a handbook

4.5. Design and development of the proposal

4.5.1. Definition

A handbook is a concise manual of reference book providing specific information or instruction about a subject or place. This proposal will provide different activities and instructions to develop speaking skills in class and make the students learn the English language in an active way.

4.5.2. Significance

The implementation of a handbook to reinforce speaking skills will benefit students of sixth grade in the following ways:

- ❖ Students will enjoy learning the English language.

- ❖ It will be an additional material to work better in class.
- ❖ Students will be motivated to receive new knowledge.
- ❖ Students will feel encouraged to communicate in a second language in an acceptable way according to their level.
- ❖ Students will improve their speaking skills.

4.5.3. Recommendation to use the handbook of language of the activity.

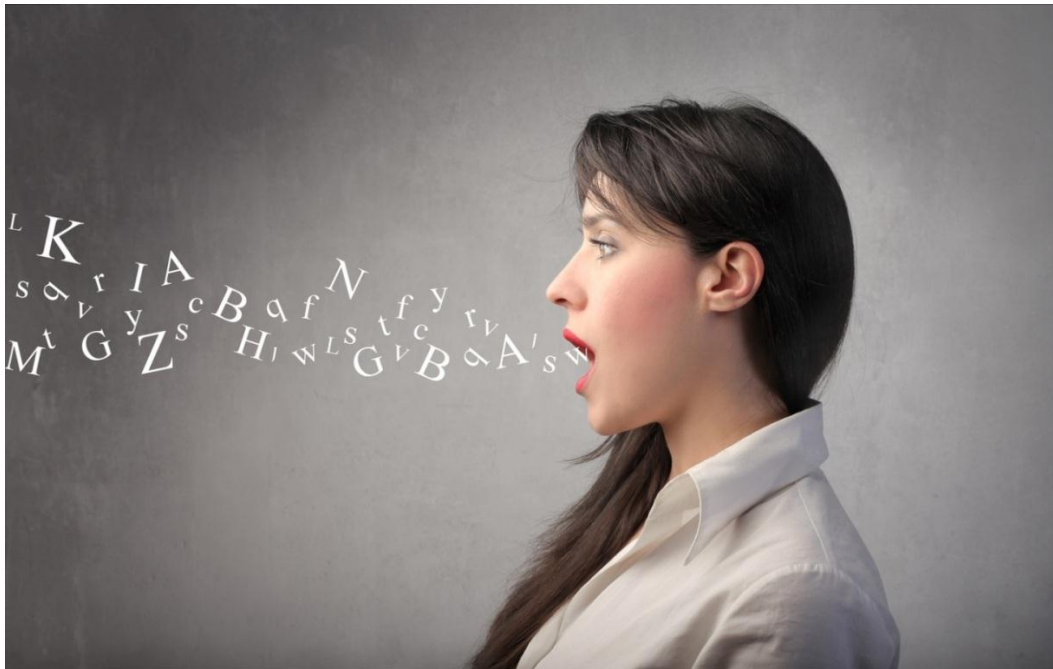
The use of a handbook will improve the English language since students will be able to practice the speaking skills: pronunciation, intonation and fluency. After putting this handbook into practice this handbook the problem found in students was partially solved. Students are aware of the benefits that may be obtain if they learn to speak a second language, in this case English. Finally the use of this handbook is recommended after each class to reinforce the teaching process using the three speaking skills.

4.5.4. Communicative language of the activity

Firstly, the use of a handbook could be a little difficult for some students but its use will improve the speaking skills. In order to develop these skills it is important to focus on: *pronunciation, intonation and fluency* in students with the exercises of different situations, and they will practice pronunciation and intonation of the different words.

Pronunciation is the correct way to pronounce each word in another language so the listener understands the words and the communication is clear. In the English language it is indispensable to have a good pronunciation.

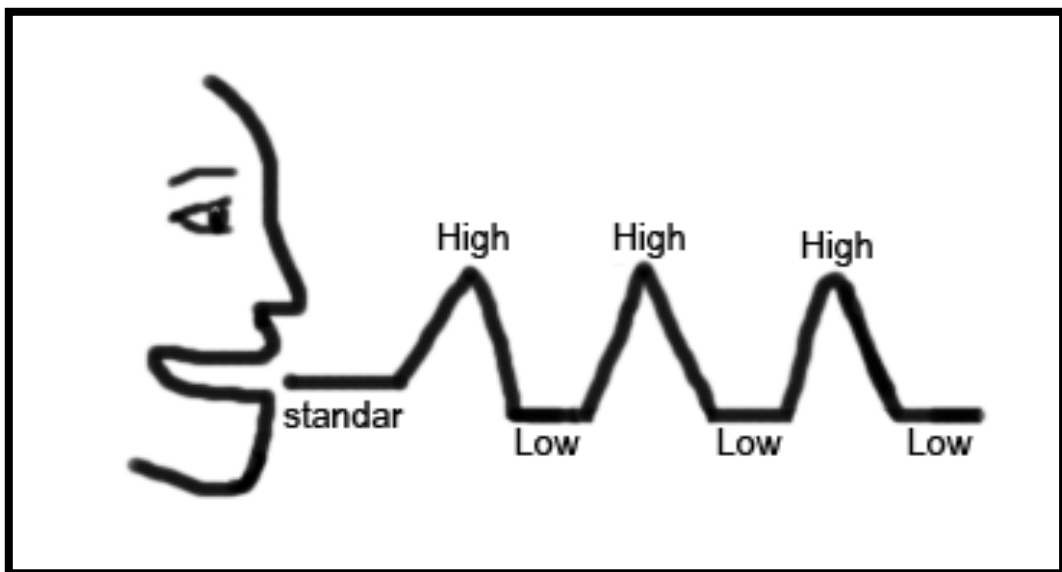
Illustration # 5: Pronunciation



Source: <http://englishharmony.com/instant-english-speech/>

Intonation is the form of speaking; low or high in a conversation to empathize the expression or the conversation, for English it is necessary that the speaker improves the intonation correctly to help understanding.

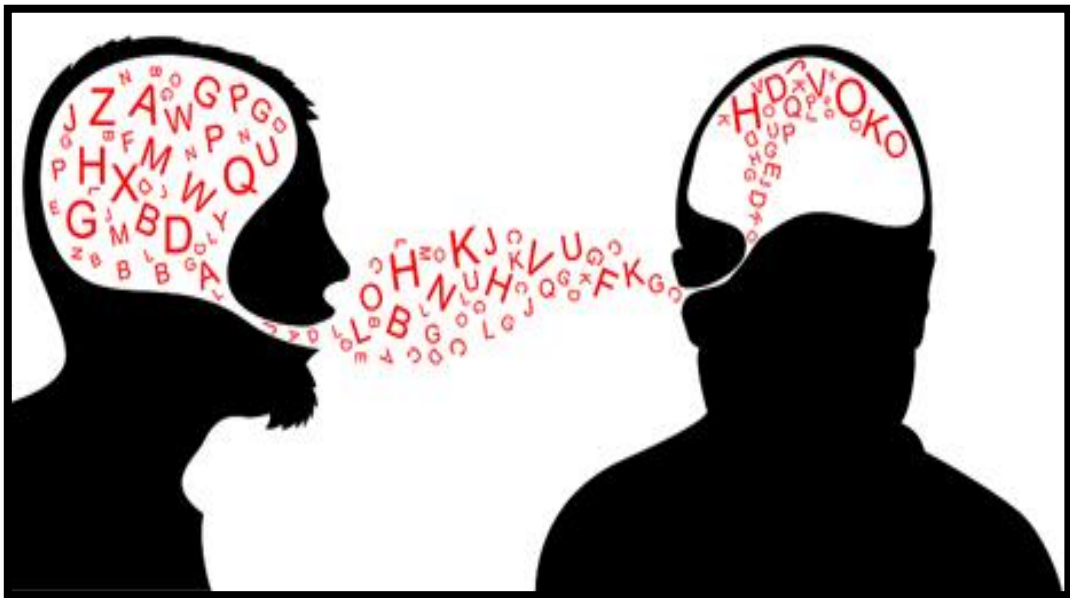
Illustration # 6: Intonation



Source: <http://linguisticgrammar.blogspot.com/2012/06/intonation.html>

Fluency is the eloquence of the speaker to express a specific information in a correct way. In English and in all languages it is necessary fluency since this characteristic helps to improve the level of understanding of the listening and the speaker for a good communication. It is simply the ability to speak fast; phonetics is really important to identify the sounds and the correct pronunciation of different conversations, so students will be able to communicate with foreign people in specific situation.

Illustration # 7: Fluency



Source: <http://englishharmony.com/instant-english-speech/>

On the other hand, a handbook is an instrument of the guidance for students, which include all the necessary information with the correct performance in the academic activities in the learning process. The handbook supports the students to decide what, how and when to study to improve the learning process of the subject.

Components of the handbook

The basic components of the handbook are:

- ❖ The presentation
- ❖ General objectives
- ❖ Content schema
- ❖ Theme of the study
- ❖ Activity to develop
- ❖ Bibliography

Kinds of handbooks

The different kinds of handbooks are:

- ❖ Motivation handbook
- ❖ Learning handbook
- ❖ Checking handbook
- ❖ Synthesis handbook
- ❖ Application handbook
- ❖ Study handbook
- ❖ Reading handbook
- ❖ Observation handbook
- ❖ Reinforcement handbook
- ❖ Leveling handbook

Motivation handbook:

It is a guide to motivate students with activities to improve the behavior and the interest in a specific situation, students use it to motivate themselves and try to know how to do and accomplish their goals and objectives in the life.

Learning handbook:

In a learning handbook the author describes the activities of a specific subject to improve the grades and the level of learning, and the guide provide exercises to obtain enough knowledge in the subject.

Checking handbook

It is a guide to check the process and step of a specific, and it helps to verify the accomplishment of specific information.

Synthesis handbook

This guide provides the techniques to synthesize and resumes the information of a specific subject, it helps in the learning process.

Application handbook

This handbook provides information to improve the theoretical class with exercises and activities the students improve the learning process and realize the application of this information.

Study handbook

The objective of this guide is to prepare a test, examination, etc. Usually it is performed prior to any evaluation or a unit wrap up. Students use it to review the contents and the teacher to set learning in their students. It is also used to complement the notes and for students who need more time at work than one unit.

Reading handbook

The objective is to guide the reading of a text or book, using any technique of reading comprehension. It can be done through questions on the explicit or inferential level, so that the student will respond as you read or through an overview of reading, the title of the reading, author, nationality, genre, type indicated narrator, narrative style, characters and settings. Students facilitate the

understanding and analysis of texts and teachers help to develop skills in their students.

Observation handbook

The objective is to sharpen observation generally to describe facts or phenomena. It is widely used as part of the scientific method. Students help his visual discrimination and the teacher facilitates their students to have an observation model.

Reinforcement handbook

Its objective is to support those students with special or slower educational needs. The contents are working with multiple activities. Students serve to keep up with the class and teachers match the level of the course in terms of demand.

Leveling handbook

This handbook provides the techniques and information of the subject to level the students in a specific subject.

The author of this research paper have decided to implement a *reinforcement handbook* to fortify the speaking skills of the students of sixth grade EGB of the private school “Bernardo Ortega Jiménez” Commune Palmar Santa Elena.

4.5.5. Contents of the proposal

- ❖ Activities to improve pronunciation

ACTIVITIES TO IMPROVE PRONUNCIATION

ACTIVITY # 1

Objective: To reinforce pronunciation of the alphabet and to practice speaking skills.



Activity: The ABC Song	Time: 30 minutes Students: Sixth Grade
Instructions: <ul style="list-style-type: none">✚ Students listen to the song for the first time.✚ The second time looks the pictures and the words of the song.✚ Third time they repeat and sing the song.✚ Fourth time, they sing the song alone while looking at the words.	

Illustration # 8: Example of Activity about pronunciation

- ❖ Activities to improve intonation

ACTIVITIES TO IMPROVE INTONATION

ACTIVITY #3

Objective: To reinforce student's vocabulary and intonation.

Good morning!

www.dank4english.com

Good morning Good afternoon

Good evening Good night

HOW ARE YOU?

FEELINGS

HAPPY SAD ANGRY

HUNGRY SICK SLEEPY

Source: <http://paraimagenes.com/viewtopic.php?f=2&t=1122>

Activity: Greetings and feelings	Time: 30 minutes Students: Sixth Grade										
<p>Instructions:</p> <ul style="list-style-type: none"> 👉 Students repeat the greetings 👉 Then students work in pairs to have a conversation about feelings <p>Expression:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Good morning</td> <td style="width: 50%;">How do you do, Erik?</td> </tr> <tr> <td>How are you? Helen.</td> <td>I am sad.</td> </tr> <tr> <td>I am happy</td> <td></td> </tr> <tr> <td>How do you do, Carol?</td> <td>How do you do Leslie?</td> </tr> <tr> <td>I am sick.</td> <td>I am sleep</td> </tr> </table>		Good morning	How do you do, Erik?	How are you? Helen.	I am sad.	I am happy		How do you do, Carol?	How do you do Leslie?	I am sick.	I am sleep
Good morning	How do you do, Erik?										
How are you? Helen.	I am sad.										
I am happy											
How do you do, Carol?	How do you do Leslie?										
I am sick.	I am sleep										



Illustration # 9: Example of Activity about intonation

- ❖ Activities to improve fluency

ACTIVITIES TO IMPROVE FLUENCY

ACTIVITY # 2

Objective: To improve fluency and practice present progressive.

Activity: What are you doing now?	Time: 30 minutes Students: Sixth Grade
<p>Instructions:</p> <ul style="list-style-type: none"> ✚ Students say sentences slowly one time, then they speak a little faster, then they speak a little faster, then they speak faster. <p>Exercise:</p> <ul style="list-style-type: none"> ✚ I am teaching ✚ You are learning ✚ She is writing ✚ He is reading 	

Illustration # 10: Example of Activity about fluency

4.5.6. Process of the handbook

This handbook is composed by four parts:

- ❖ Introduction
- ❖ Instructions
- ❖ Exercises of pronunciation, intonation, phonetic and fluency to improve the speaking of the students.
- ❖ Conclusions and recommendations.

The handbook contents activities in classes; it should be used according to the teacher's instructions.

4.5.7. Impact

4.5.7.1. Social Impact

The implementation of this handbook will help the students to communicate with foreign people in English, to understand other cultures and to meet people from other nationalities.

4.5.7.2. Educative Impact

The use of a handbook will provide the teacher a special tool to improve the English language in the students, to be able to speak with a lot of people in English and understand what they try to say.

4.5.7.3. Politics and norms

The Language learning system in Ecuador does not encourage students to have a good level of English, in fact English as a subject is not mandatory in schools any more, this handbook will try to reinforce the speaking skills in students in order to help them to communicate better.

4.5.7.4. Institutional politics

It is necessary that “Bernardo Ortega Jiménez” Private School use this handbook as a resource to help teachers to improve the learning process developing the four skills.

- ❖ The school should have equipment like overhead projectors, and other technologies for good learning.
- ❖ Teachers should be trained in the language teaching and using the four skills specially speaking.
- ❖ The implementation of this handbook should be incorporated in the plan of learning.

4.5.7.5. Teacher’s norms

- ❖ Teacher should use the handbook every class
- ❖ Teachers should be trained in the use of the handbook
- ❖ Teachers should motivate students to talk in English using their communicative language with four skills.
- ❖ Teacher has to speak in English in class.

4.5.7.6. Learner’s norms

- ❖ Students should bring the handbook to every class
- ❖ Students should pay attention to the teacher’s instruction.
- ❖ Students should practice every day at home
- ❖ Students should collaborate with teachers and classmates.
- ❖ Students should speak in English in class.

4.5.7.7. Use of the Handbook.

- ❖ The handbook should be used during the class and students can practice the exercises and pronunciation at home with the family or friends.
- ❖ Students should speak English every day.
- ❖ This handbook was made to reinforce the class with speaking activities.
- ❖ Each activity contents, source, time, target, instructions and exercises.
- ❖ Students do the activity and teachers to evaluate their performance.

4.6. Activities

4.6.1. Activities to improve pronunciation

ACTIVITIES TO IMPROVE PRONUNCIATION

ACTIVITY # 1

Objective: To reinforce pronunciation of the alphabet and to practice speaking skills.



Activity: The ABC Song

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ Students listen to the song for the first time.
- ✚ The second time looks the pictures and the words of the song.
- ✚ Third time they repeat and sing the song.
- ✚ Fourth time, they sing the song alone while looking at the words.

ACTIVITIES TO IMPROVE PRONUNCIATION

ACTIVITY # 2

Objective: To encourage students to practice speaking with a basic conversation.



Activity: Presentation in the classroom

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ The teacher read the conversation.
- ✚ Student's conversation in pairs.
- ✚ Students practice pronunciation.

Conversation

A: Hello

B: Hi, how are you?

A: Fine thank you.

B: What's your name?

A: My name is

B: Nice to meet you

ACTIVITIES TO IMPROVE PRONUNCIATION

ACTIVITY # 3

Objective: To identify classroom objects and practice pronunciation.



Activity: Classroom

Time: 30 minutes

Students: Sixth Grade

Instructions:

- + Students try to match names with classroom objects.
- + Teacher pronounces each object
- + Students repeat
 - * BOARD
 - * PEN
 - * NOTEBOOK
 - * DESK
 - * ERASER
 - * PENCIL
 - * BOOK
 - * CHAIR

ACTIVITIES TO IMPROVE PRONUNCIATION

ACTIVITY # 4

Objective: To learn new vocabulary about the beach and practice pronunciation



Activity: Describing a picture

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ Students say what they see in the picture
- ✚ Teacher practice pronunciation.

ACTIVITIES TO IMPROVE PRONUNCIATION

ACTIVITY # 5

Objective: To reinforce new vocabulary about bathroom objects and practice speaking.



Activity: In a bathroom

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ The teacher show students one sentences “This is a towel”, and explains what this means.
- ✚ Students identify things in the bathroom.
- ✚ Students make sentences with “This is”
- ✚ Students practice pronunciation with the teacher.

4.6.2. Activities to improve intonation

ACTIVITIES TO IMPROVE INTONATION

ACTIVITY # 1

Objective: To improve intonation encourages students to recognize syllable.



Activity: To say the words

Time: 30 minutes

Students: Sixth Grade

Instruction:

- ✚ Students look at the word on the board then put the words in the correct column.

One Syllable	Two Syllable	Three Syllable
Dog	Table	telephone

ACTIVITIES TO IMPROVE INTONATION

ACTIVITY # 2

Objective: To recognize the expression by looking at picture and practice pronunciation.



Activity: Say the expression

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ First students look at the pictures.
- ✚ Then students match pictures and words.
- ✚ Finally students practice intonation.

Expression:

HAPPY

SAD

TIRED

SORPRISED

ANGRY

SERIOUS

ACTIVITIES TO IMPROVE INTONATION

ACTIVITY # 3

Objective: To reinforce student’s vocabulary and intonation.



Source: <http://paraimagenes.com/viewtopic.php?f=2&t=1122>

<p>Activity: Greetings and feelings</p>	<p>Time: 30 minutes</p> <p>Students: Sixth Grade</p>														
<p>Instructions:</p> <ul style="list-style-type: none"> ✚ Students repeat the greetings ✚ Then students work in pairs to have a conversation about feelings <p>Expression:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Good morning</td> <td style="width: 50%;">How do you do,</td> </tr> <tr> <td>Erik?</td> <td></td> </tr> <tr> <td>How are you? Helen.</td> <td>I am sad.</td> </tr> <tr> <td>I am happy</td> <td></td> </tr> <tr> <td>How do you do, Carol?</td> <td>How do you do</td> </tr> <tr> <td>Leslie?</td> <td></td> </tr> <tr> <td>I am sick.</td> <td>I am sleep</td> </tr> </table>		Good morning	How do you do,	Erik?		How are you? Helen.	I am sad.	I am happy		How do you do, Carol?	How do you do	Leslie?		I am sick.	I am sleep
Good morning	How do you do,														
Erik?															
How are you? Helen.	I am sad.														
I am happy															
How do you do, Carol?	How do you do														
Leslie?															
I am sick.	I am sleep														

ACTIVITIES TO IMPROVE INTONATION

ACTIVITY # 4

Objective: To enhance student's intonation using noun in a spelling activity.



Activity: Spelling

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ Students spell all different words
- ✚ Teachers provide a group of flash cards and the other students spell all the words, if they win the teacher will give a prize. For example:

Machine tools

Camera nail

Stove wrench

ACTIVITIES TO IMPROVE INTONATION

ACTIVITY # 5

Objective: To identify different places and practice intonation with question and answer.



Activity: Spelling names

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ Students look at different places on the map and practice pronunciation.
- ✚ After this students practice question with ‘is there?’ or ‘are there?’

For example:

A: Is there a beach in Palmar?.

B: Yes, there is

A: Is there an International bank?

B: No, there isn't.

ACTIVITIES TO IMPROVE INTONATION

ACTIVITY # 6

Objective: To build students fluency by practicing a conversation.



Activity: Speaking practice

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ First students practice dialogue with the teacher.
- ✚ Then students practice in pairs:
 - A: What's your name?
 - B: My name is Alina
 - A: How do you spell your name?
 - B: A - L - I - N - A

ACTIVITIES TO IMPROVE INTONATION

ACTIVITY # 7

Objective: To reinforce student's verb to be practicing fluency in



sentences.

Activity: Occupations

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ Students say the sentences slowly one time, then they speak a little faster, then they speak faster using I am, you are, he is, she is, it is, we are, they are

Sentences:

Jeremy is a doctor

He is a doctor

Naomi is a pilot

She is not a pilot

It is a car

It is not a car.

4.6.3. Activities to improve fluency

ACTIVITIES TO IMPROVE FLUENCY

ACTIVITY # 1

Objective: To improve fluency motivates students to practice the month of the year.



Activity: Birthdays

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ Students review the months of the year.
- ✚ Students practice pronunciation of the month with teacher.
- ✚ Students practice question and answer “When is your birthday?” My birthday is in.....”
- ✚ Students ask others students “When is your birthday? and write the month on a piece of paper.

ACTIVITIES TO IMPROVE FLUENCY

ACTIVITY # 2

Objective: To improve fluency and practice present progressive.



Activity: What are you doing now?

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ Students say sentences slowly one time, then they speak a little faster, then they speak a little faster, then they speak faster.

Exercise:

- ✚ I am teaching
- ✚ You are learning
- ✚ She is writing
- ✚ He is reading

ACTIVITIES TO IMPROVE FLUENCY

ACTIVITY # 3

Objective: To enhance student's fluency with sentences in present progressive.



Activity: Playing

Time: 30 minutes

Students: Sixth Grade

Instructions:

- + Students practice the words.
- + Students chose activity and make sentences.
- + Students practice saying the sentences.

Exercise:

1. I am playing on the beach
2. You are playing football
3. He is playing video game
4. She is playing the guitar
5. They are playing cards
6. We are playing with our cat

ACTIVITIES TO IMPROVE FLUENCY

ACTIVITY # 4

Objective: To encourage students to practice speaking with sentences in the present and the past.



Activity: Shopping

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ Students look at the difference between the past and the present sentences.
- ✚ Students chose the correct word.
- ✚ Students practice same sentences.

Exercise:

I am shopping

I was shopping yesterday

You are shopping

You were shopping yesterday

ACTIVITIES TO IMPROVE FLUENCY

ACTIVITY # 5

Objective: To build students fluency skills.

It's time to wake up!



Source:

http://www.themes4fun.com/day_and_night_theme/free_flashcards/it's_time_to_wake_up_flashcard_6.html

Activity: In the morning

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ Teachers gives some flashcards to students they have to imagine a story using sentences in present simple.
- ✚ They write on paper the whole story and say the story to the class.
- ✚ The other students tell the story to other groups.

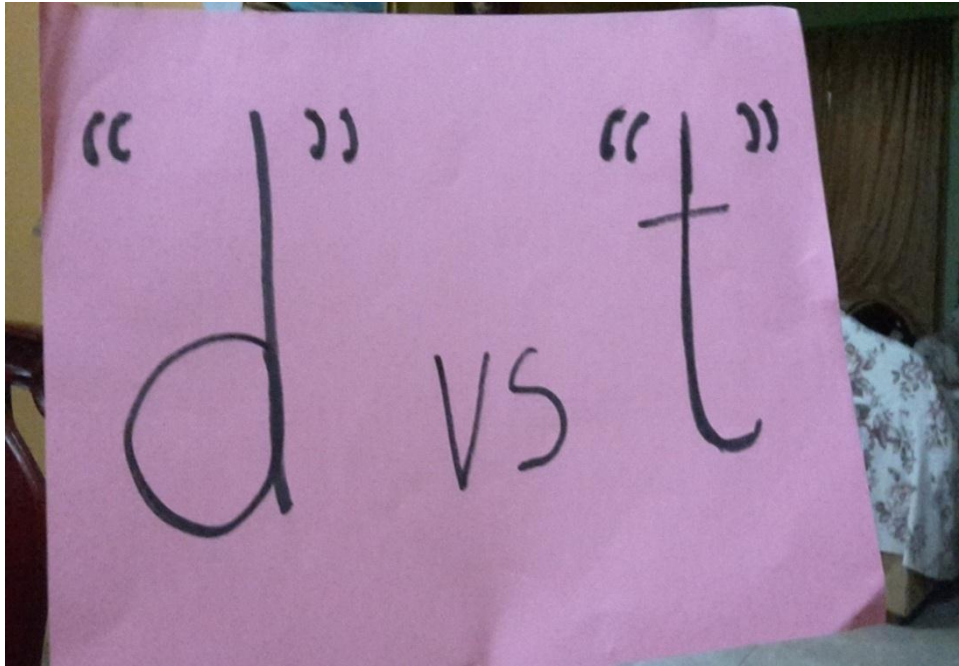
Exercise:

1. I wake up at 6 am.
2. Then I get dressed
3. Then I brush my hair and
4. Then I eat breakfast

ACTIVITIES TO IMPROVE FLUENCY

ACTIVITY # 6

Objective: To enhance student's pronunciation of the letter "d" and "t".



Activity: "d" vs "t"

Time: 30 minutes

Students: Sixth Grade

Instructions:

- ✚ Students practice the letter 'd' and "t".
- ✚ Then students practice with words

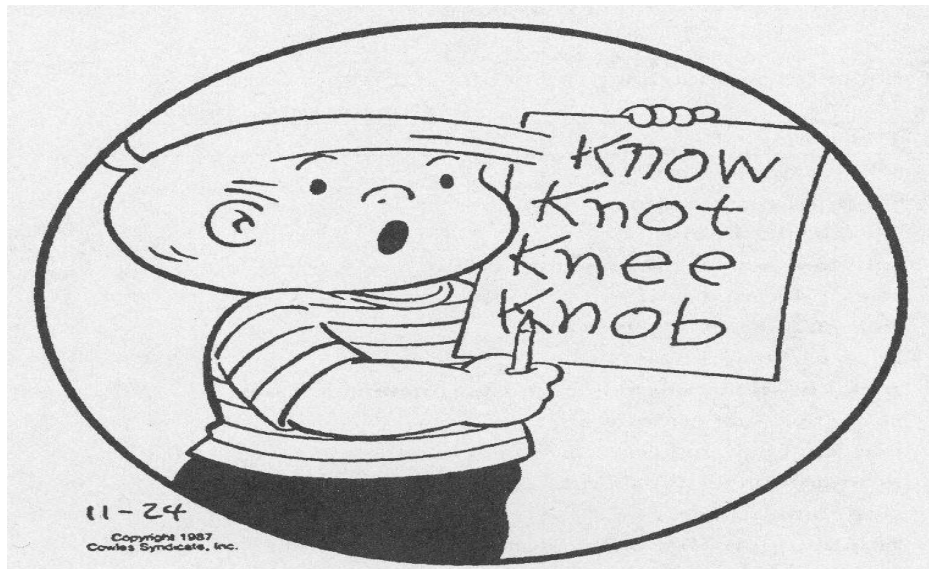
Exercise:

Dog	ten
Doctor	table
Door	tall
Dentist	today

ACTIVITIES TO IMPROVE FLUENCY

ACTIVITY # 7

Objective: To reinforce students pronunciation of words with silent letter.



Source: <http://disgruntledsemiologist.blogspot.com/2005/06/anti-family-circus.html>

Activity: Words with silent letters	Time: 30 minutes Students: Sixth Grade															
Instructions: ✚ Students must pronounce the silent letters correctly. <table><tr><td>Silent "K"</td><td>and</td><td>Silent "B"</td></tr><tr><td>- Know</td><td></td><td>comb</td></tr><tr><td>- Knot</td><td></td><td>limb</td></tr><tr><td>- Knee</td><td></td><td>numb</td></tr><tr><td>- Knife</td><td></td><td>tomb</td></tr></table>		Silent "K"	and	Silent "B"	- Know		comb	- Knot		limb	- Knee		numb	- Knife		tomb
Silent "K"	and	Silent "B"														
- Know		comb														
- Knot		limb														
- Knee		numb														
- Knife		tomb														

4.7. Strategies of Improvement

Chart #27: Activities of improvement speaking skills

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none">• Use of traditional material• Traditional English classes• Low level of motivation to speak in English.• Low level of interaction among teacher and classmates.	<p>Students use the didactic material (handbook)</p> <ul style="list-style-type: none">• English classes with multimedia resources.• Reinforcement of the class with pronunciation, intonation and fluency increase the level of motivation• Increase the level of interaction among teacher and classmates.

4.8. Results of Implementation

Chart #28: Results before implementation

BEFORE					
STUDENT	Pro.	Int.	Flu.	Pho.	Total
Castillo Briones Adamari Estefania	1	1	1	1	4
Freire Palma Carolina Fayana	1	1	1	1	4
Gonzabay Guale Erick Alexander	2	1	2	1	6
Gonzabay Sagbay Leslie Anahy	2	1	2	1	6
Gonzabay Matias Maite	1	2	1	1	5
Gonzabay Ponce Alina	1	1	1	1	4
Illescas Rosales Juliana Paola	1	1	1	1	4
Magallanes Gonzabay Leandro	2	1	1	1	5
Macías Tomalá Melissa Del Pilar	1	1	1	1	4
Muñoz Sadoval Nicolas Rodolfo	1	1	1	1	4
Ortiz Vaca Nahomi Katherine	1	1	1	1	4
Rodríguez Chila Jeremy Stalyn	2	1	1	1	5
AVERAGE TOTAL COURSE					4,58

Source: Diagnostic Test

Author: Janeth Mirope Díaz Malavé

Chart #29: Results after implementation

AFTER					
STUDENT	Pro.	Int.	Flu.	Pho.	Total
Castillo Briones Adamari Estefania	4	4	4	3	15
Freire Palma Carolina Fayana	4	3	4	3	14
Gonzabay Guale Erick Alexander	4	4	4	4	16
Gonzabay Sagbay Leslie Anahy	4	4	4	4	16
Gonzabay Matias Maite	4	4	4	4	16
Gonzabay Ponce Alina	4	4	4	3	15
Illescas Rosales Juliana Paola	4	3	3	3	13
Magallanes Gonzabay Leandro	4	4	4	4	16
Macías Tomalá Melissa Del Pilar	4	4	4	4	16
Muñoz Sadoval Nicolas Rodolfo	4	3	3	3	13
Ortiz Vaca Nahomi Katherine	4	3	4	3	14
Rodríguez Chila Jeremy Stalyn	4	4	4	4	16
AVERAGE TOTAL COURSE					15

Source: Final Test

Author: Janeth Mirope Díaz Malavé

Chart #30: Result of improvement

BEFORE	AFTER	% OF IMPROVEMENT
4	15	69%
4	14	63%
6	16	63%
6	16	63%
5	16	69%
4	15	69%
4	13	56%
5	16	69%
4	16	75%
4	13	56%
4	14	63%
5	16	69%

Source: Diagnostic Test – Final Test

Author: Janeth Mirope Díaz Malavé

4.8.1 Pre & post – tests results

Results showed that before the implementation of the proposal 29% students had a low level of speaking skills, after the implementation they improved their level 94%, in consequence this handbook has reached its objective.

The information will be shown in percentage in order to be able to get a clearer view of what their scores were at the beginner and what the scores were at the end of the month.

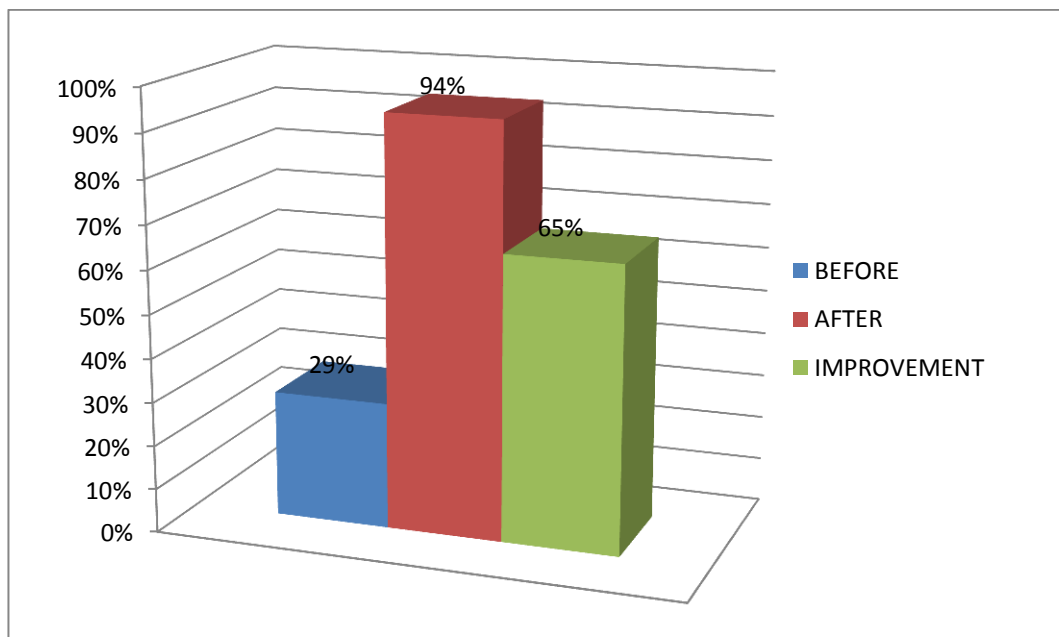
Chart #31: Test Result

GENERAL TABLE		
BEFORE	AFTER	IMPROVEMENT
4,58	15,00	10,42
29%	94%	65%

Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Díaz Malavé

GRAPHIC # 19 Statistical graphic of result of the test



Source: “Bernardo Ortega Jiménez” Private School.

Author: Janeth Mirope Díaz Malavé

4.9. Conclusions

- A handbook is a didactic educational tool in the process of learning English.
- A handbook allows teachers to reinforce the English class using four speaking sub-skills like: pronunciation, intonation and fluency.
- Students of sixth grade at “Bernardo Ortega Jiménez” private school improved their speaking skills through the use of a handbook with activities in students.

4.10. Recommendations

- This handbook should be used as a didactic educational tool in the process of learning English.
- This handbook should be used to reinforce the English class using four speaking sub-skills like: pronunciation, intonation and fluency.
- This handbook should be used for other grades of different schools at Commune of Palmar, Province of Santa Elena.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1. Resources

5.1.1. Materials

Q.	DESCRIPTION	UNIT COST	TOTAL COST
3000	Sheets	\$ 4.00	\$ 20.00
3000	Prints	\$ 0.15	\$ 450.00
100	Copies	\$ 0.05	\$ 5.00
4	Ink	\$10.00	\$ 40.00
15	CD'S	\$ 1.00	\$ 15.00
10	Pens	\$ 0.50	\$ 5.00
2	Flash drive	\$15.00	\$ 30.00
	TOTAL		\$ 565.00

5.1.2. Technology

Q	DESCRIPTION	UNIT COST	TOTAL COST
9	Internet Service for month	\$ 20.00	\$ 180.00
1	Laptop	\$1800.00	\$ 1800.00
1	Camera	\$ 300.00	\$ 300.00
	TOTAL		\$ 2280.00

5.1.3. Financial Resources

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 300.00	\$ 300.00
Lunch and snacks	\$ 250.00	\$ 250.00
Unexpected expenses	\$ 200.00	\$ 200.00
TOTAL		\$ 750.00

TOTAL		\$ 3.595,50
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APPENDIX

APPENDIX No. 1

CONSTITUTION OF ECUADOR

Article	Description
Art. 26.	<p>Education is a right of people throughout life and an unavoidable and inescapable duty of the State. 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.</p>
Art. 27	<p>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.</p>

APPENDIX No. 2

LAW OF INTERCULTURAL EDUCATION

Article	Description
6	e. To ensure a continuous improvement of the quality of education f. To ensure that all educational institutions develop a comprehensive education, coeducational, with a transversal vision and focus on rights.

APPENDIX No. 3

LAW OF CHILDHOOD AND ADOLESCENCE

Article	Description
37	Children and adolescents are entitled to a quality education.

APPENDIX No. 4



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
TEACHER'S SURVEY FOR A RESEARCH PAPER**

Dear teacher, this survey will help to obtain important input for a research paper titled “A handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena, school year 2014-2015”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider English as

- 1.1 Very Important
- 1.2 Important
- 1.3 Unnecessary
- 1.4 Useless

2. How do you consider the English class?

- 2.1 Very Interesting
- 2.2 Interesting
- 2.3 Boring
- 2.4 Very boring

3. Do you think that teachers implement the right strategies and methods in classes?

- 3.1 Totally agree
- 3.2 Agree somewhat
- 3.3 Disagree
- 3.4 Totally disagree

4. Do you consider that your students have developed their speaking skills satisfactorily?

- 4.1 Totally agree
- 4.2 Agree somewhat
- 4.3 Disagree
- 4.4 Totally disagree

5. Do you think that your students enjoy speaking in English in class?

- 5.1 Totally agree
- 5.2 Agree somewhat
- 5.3 Disagree
- 5.4 Totally disagree

6. Do you consider that better strategies could help your students to improve their speaking skills?

- 6.1 Totally agree
- 6.2 Agree somewhat
- 6.3 Disagree
- 6.4 Totally disagree

7. Have you ever heard about handbooks with activities exercises that help to improve the speaking skills?

7.1 Yes

7.2 No

8. Do you consider that a handbook with exercises and activities could help your students to improve their speaking skills?

8.1 Totally agree

8.2 Agree somewhat

8.3 Disagree

8.4 Totally disagree

9. Are you willing to use a handbook with exercises and activities to help your students to improve their speaking skills?

9.1 Yes

9.2 No

Thanks you his for your collaboration

APPENDIX No. 5



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
STUDENT´S SURVEY FOR A RESEARCH PAPER**

Dear student, this survey will help to obtain important input for a research paper, please take 5 minutes to fill it out honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider English as

- 1.1 Very Important
- 1.2 Important
- 1.3 Unnecessary
- 1.4 Useless

2. How do you consider the English classes?

- 2.1 Very Interesting
- 2.2 Interesting
- 2.3 Boring
- 2.4 Very boring

3. Do your teachers apply different activities in the English class?

- 3.1 Totally agree
- 3.2 Agree somewhat
- 3.3 Disagree
- 3.4 Totally disagree

4. Do you consider that you have developed your speaking skills satisfactorily?

- 4.1 Totally agree
- 4.2 Agree somewhat
- 4.3 Disagree
- 4.4 Totally disagree

5. Do you think that speaking in English is fun?

- 5.1 Totally agree
- 5.2 Agree somewhat
- 5.3 Disagree
- 5.4 Totally disagree

6. Do you consider that better strategies could help you to improve your speaking skills?

- 6.1 Totally agree
- 6.2 Agree somewhat
- 6.3 Disagree
- 6.4 Totally disagree

7. Have you ever heard about handbooks with exercises and activities that help to improve the speaking skills?

- 7.1 Yes
- 7.2 No

8. Do you consider that a handbook with exercises and activities could help you to improve your speaking skills?

- 8.1 Totally agree
- 8.2 Agree somewhat
- 8.3 Disagree
- 8.4 Totally disagree

9. Are you willing to use a handbook with exercises and activities to improve your speaking skills?

- 9.1 Yes
- 9.2 No

Thanks you for your collaboration

APPENDIX No. 6



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS
PRINCIPAL'S INTERVIEW**

Dear Principal, this interview will help to obtain important input for a research paper titled “A handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena, school year 2014-2015”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

- 1. Do you consider that English is important in today's education?**
- 2. How do you consider the English classes in this institution?**
- 3. Do you think that teachers implement the right strategies and methods in class?**
- 4. Do you consider that students from this institution have developed their speaking skills satisfactorily?**
- 5. Do you think that students enjoy speaking in English in this institution?**
- 6. Do you consider that better strategies could help students from this institution to improve your speaking skills?**

7. Have you ever heard about handbooks with exercises and activities to develop in class that help students to improve their speaking skills?

8. Do you consider that a handbook with exercises and activities could help students from this institution to improve their speaking skills?

9. Are you willing to implement in your institution the use of a handbook with exercises and activities to improve the student's speaking skills?

Thanks you for your collaboration

APPENDIX No. 7



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

Dear specialist, this interview will help to obtain important input for a research paper titled “A handbook to reinforce speaking skill in the process of learning English in students of sixth grade EGB at “Bernardo Ortega Jiménez” Private School, Palmar, Santa Elena, Province of Santa Elena, school year 2014-2015”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

1. Do you consider that English is important in today's education?
2. How do you consider the English classes should be?
3. Do you think that English teachers implement the right strategies and methods in class?
4. Do you consider that students develop their speaking skills satisfactorily?
5. Do you think that students enjoy speaking in English?
6. Do you consider that better strategies could help students to improve their speaking skills?
6. How can you define a handbook?

8. Do you consider that a handbook would help students to improve their speaking skills?

9. What are the advantages of using a handbook?

10. Do you recommend the use of handbooks in educational institutions?

Thanks you for your collaboration

APPENDIX No. 8



**ESCUELA MIXTA PARTICULAR No. 4
BERNARDO ORTEGA JIMÉNEZ
PALMAR – SANTA ELENA – ECUADOR**



DIAGNOSTIC TEST'S RUBRIC

CATEGORY	4	3	2	1
Content	Use all sentence patterns	Use most of the sentence patterns	Use a few of the sentence patterns	Use limited sentence patterns
Pronunciation	Like native speaker	Very few mistakes throughout the talk	Numerous errors	Barely understandable
Use of Language	Without any mistake	Only few mistakes	Little accuracy when trying to use a phrase	Can not use the phrase at all
Expression	Vivid conversation	Try to make like the real life	Limited effort	No effort

APPENDIX No. 9



ESCUELA MIXTA PARTICULAR No. 4
BERNARDO ORTEGA JIMÉNEZ
PALMAR – SANTA ELENA – ECUADOR



STUDENTS LIST

N o	Name	Content	Pronunciation	Use of language	Expresion	Total
1	CASTILLO BRIONES ADAMARI ESTEFANIA					
2	FREIRE PALMA CAROLINA FAYANA					
3	GONZABAY GUALE ERICK ALEXANDER					
4	GONZABAY SAGBAY LESLIE ANAHY					
5	GONZABAY MATIAS MAITE					
6	GONZABAY PONCE ALINA					
7	ILLESCAS ROSALES JULIANA PAOLA					
8	MAGALLANES GONZABAY LEANDRO					
9	MACÍAS TOMALÁ MELISSA DEL PILAR					
10	MUÑOZ SADOVAL NICOLAS RODOLFO					
11	ORTIZ VACA NAHOMI KATHERINE					
12	RODRÍGUEZ CHILA JEREMY STALYN					

APPENDIX No. 10



ESCUELA MIXTA PARTICULAR No. 4
BERNARDO ORTEGA JIMÉNEZ
PALMAR – SANTA ELENA – ECUADOR



Student: _____

Date: _____

Grade: 6th Basic Year

Teacher: Janeth Diaz Malavé.

DIAGNOSTIC TEST

1. ANSWER THE QUESTIONS ACCORDING TO THE PICTURE. (content)

What is there? or What are there?

There is a _____

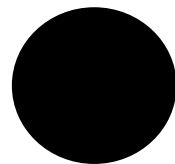
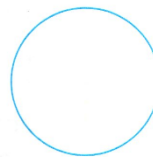


There are _____.



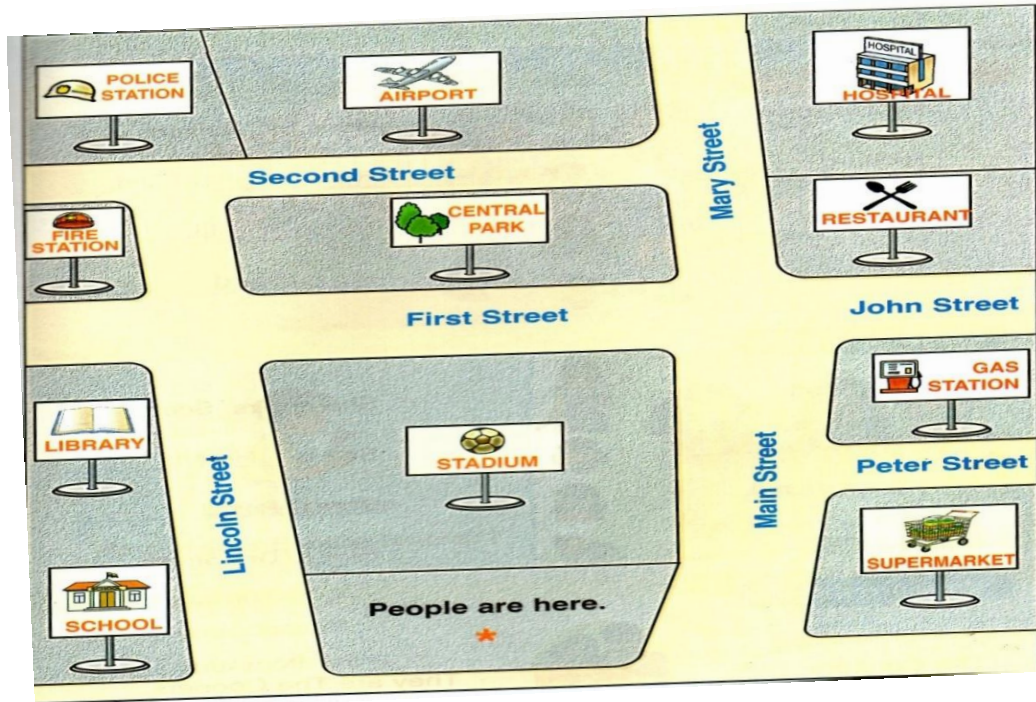
2. LOOK AT THE FLASHCARDS AND PRONOUNCE THE ADJECTIVE BELOW.(pronunciation)



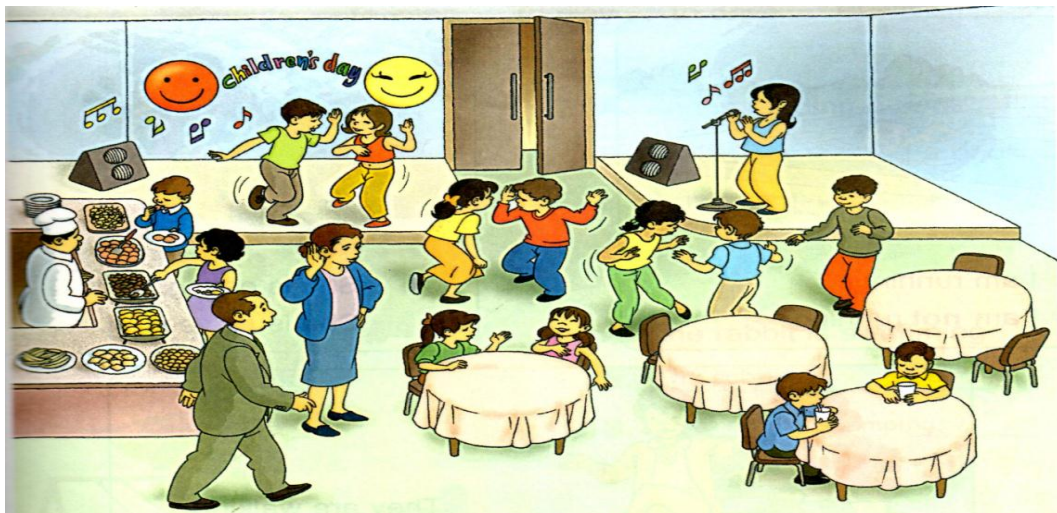


3. LOOK AT THE PICTURE AND ANSWER THE QUESTIONS. (use of the language)

Where is the hospital? Where is the stadium? Where is the supermarket?



4. DESCRIBE THE PICTURE. (Expression)



Talk
Drink
Eat
Enjoy



Interview to principal



Interview to professional Msc.. Jeanette Cevallos



Interview to professional Msc. Hipatia Mañay



Interview to professional Lcda. Roxana Vera



Interview to professional Msc. Pilar limones



Survey to students



Survey to teachers



Explaining the activity of proposal



Test before proposal



Test before proposal



Activity applying the proposal



Activity applying the proposal



Activity applying the proposal



Students of sixth grade



Escuela Mixta Particular No 4

"BERNARDO ORTEGA JIMÉNEZ"

Palmar - Colonche - Santa Elena



Palmar, 08 de Mayo del 2015

CERTIFICADO DEL DIRECTOR

Msc. Julio Orrala Muñoz DIRECTOR DE LA ESCUELA MIXTA PARTICULAR No 4 "BERNARDO ORTEGA JIMÉNEZ"

CERTIFICA:

Que la señora JANETH MIROPE DIAZ MALAVÉ con No. De cédula 091014775-0, egresada de la UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA, CARRERA LICENCIATURA EN INGLÉS de la Facultad De La Educación e Idiomas modalidad presencial de la UPSE, realizó su proyecto de tesis en la institución, entregó y capacitó a los estudiantes para el uso de "A HANDBOOK TO REINFORCE THE SPEAKING SKILLS IN THE PROCESS OF LEARNING ENGLISH IN STUDENTS OF SIXTH GRADE EGB AT "BERNARDO ORTEGA JIMÉNEZ" PRIVATE SCHOOL, PALMAR COMMUNE, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016", culminando con éxito su proyecto.

Certificado que extiendo con honor a la verdad.



Msc. Julio Orrala Muñoz

DIRECTOR

ESCUELA MIXTA PARTICULAR No 4 "BERNARDO ORTEGA JIMÉNEZ"



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

La Libertad 08 de Mayo del 2015

Para: Lcda. Glenda Pinoargote Parra. M.A. Ed.
Directora de la Carrera Licenciatura en Inglés.
De: Ing. Xavier Almeida B. MSc.
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

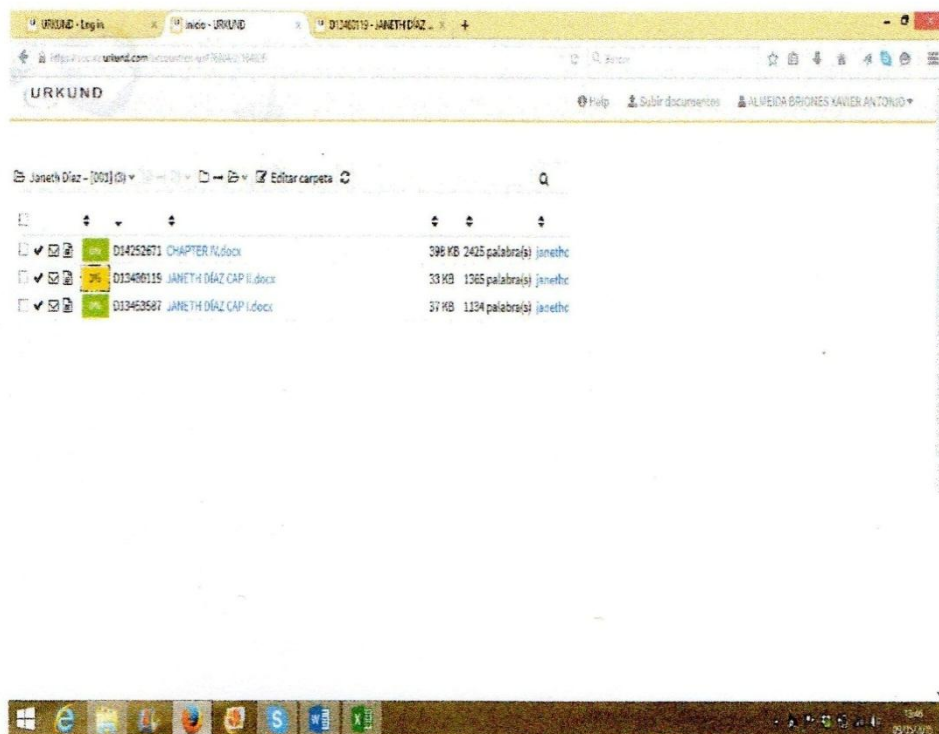
Por medio del presente comunico a Usted los resultados obtenidos en el Trabajo de Titulación de la señora: **Janeth Mirope Díaz Malavé** una vez culminado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 3% de similitud el mismo que cumple con los criterios de valoración del porcentaje de similitud permitido; de la misma manera solicito a Usted se proceda con la convocatoria a la sustentación y defensa del Trabajo de Titulación para la obtención del título de Licenciado en Inglés.

Particular que comunico a Usted para los fines pertinentes.

Atentamente,

Ing. Xavier Almeida B. MSc.
Docente

Documento: "JANETH DÍAS CAPÍTULOS I, II Y IV.docx [D13480119]
Alrededor de 3% de este documento se compone de texto más o menos similar al contenido de 1 fuente(s) considerada(s) como la(s) más pertinente(s).

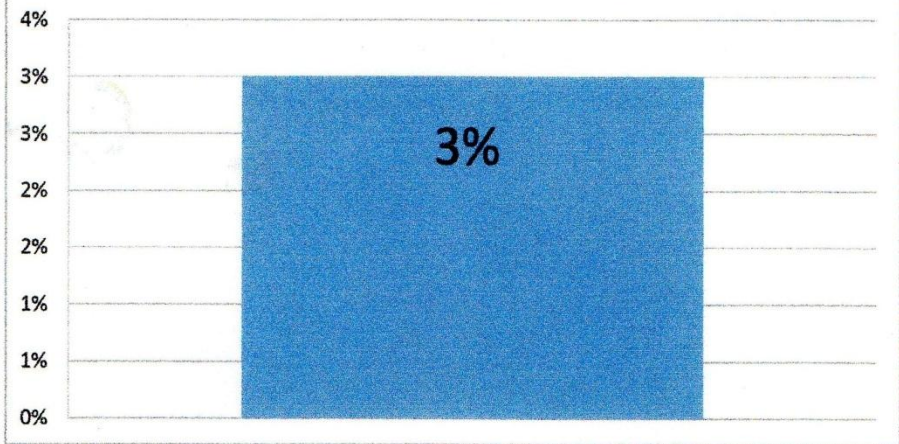


La más larga sección comportando similitudes, contiene 49 palabras y tiene un índice de similitud de 100 % con su principal fuente.

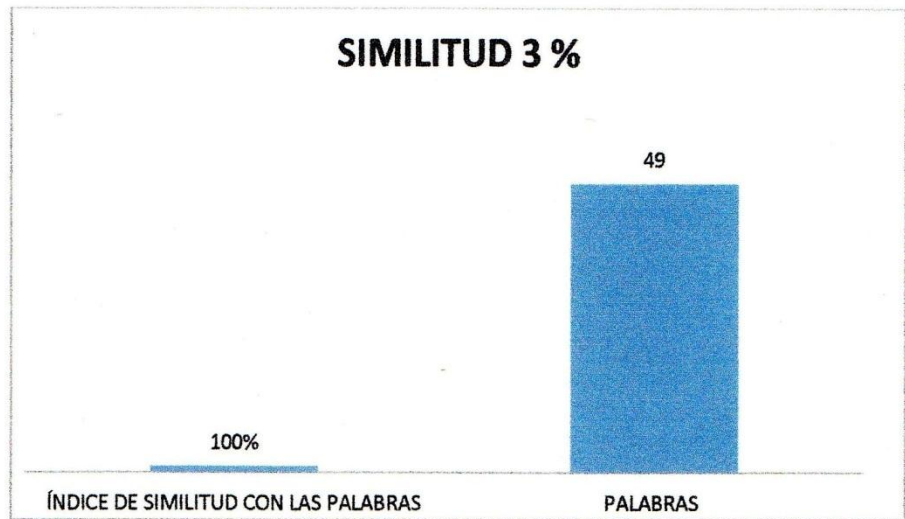
TENER EN CUENTA que el índice de similitud presentado arriba, no indica en ningún momento la presencia demostrada de plagio o de falta de rigor en el documento. Puede haber buenas y legítimas razones para que partes del documento analizado se encuentren en las fuentes identificadas.

Es al corrector mismo de determinar la presencia cierta de plagio o falta de rigor consultando e interpretando el análisis, las fuentes y el documento original.

SIMILITUD DEL DOCUMENTO



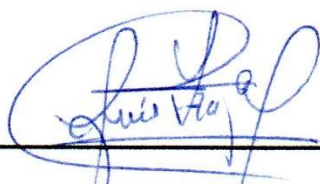
SIMILITUD 3 %



Salinas, 6th of May, 2015

GRAMMAR REVISION CERTIFICATE

This is to certify that the grammatical composition of graduate work with the theme: "A HANDBOOK TO REINFORCE THE SPEAKING SKILLS IN THE PROCESS OF LEARNING ENGLISH IN STUDENTS OF SIXTH GRADE EGB AT "BERNARDO ORTEGA JIMENEZ" PRIVATE SCHOOL, PALMAR COMMUNE, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016", belonging to Malavé Mirope Janeth Diaz was completely revised and corrected, so I authorize the aforementioned to use this certificate according to her best judgment.



MSc. LUIS ALBERTO IZA ESPINOZA.

CI: 1711043438

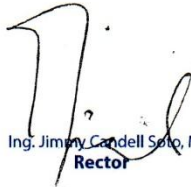


UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
UNIDAD OPERATIVA DE DESARROLLO ACADÉMICO

Confiere el presente certificado a:

Janeth Díaz Malavé

Por su participación y aprobación del módulo "**Dominio de Competencias Genéricas de Lenguaje y Razonamiento Lógico**", con una duración de 40 horas.



Ing. Jimmy Candell Soto, MSc.
Rector



La Libertad, 15 de Septiembre / 2014.



MGT. Victor Emilio Garcés Rodríguez
Facilitador