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TITLE:

"WARMERS AND FILLERS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS FOR STUDENTS OF SECOND BASIC YEAR AT UNIDAD EDUCATIVA SANTA TERESITA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015".

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AS A PREREQUISITE TO OBTAIN A:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR: DENISSE ADRIANA BURGOS RINCONES

ADVISOR: MSC. LUIS IZA ESPINOZA

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title **"WARMERS AND FILLERS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS FOR STUDENTS OF SECOND BASIC YEAR AT UNIDAD EDUCATIVA SANTA TERESITA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015"**, prepared by Denisse Adriana Burgos Rincones, undergraduate student of the English 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 submission to the evaluation of the board of examiners.

Sincerely

………………………………….

MSc. Luis Iza Espinoza.

La Libertad, 31stJuly 2015

STATEMENT OF AUTHORSHIP

I, DENISSE ADRIANA BURGOS RINCONES with ID number, 092726459-8 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper, certify that this work **"WARMERS AND FILLERS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS FOR STUDENTS OF SECOND BASIC YEAR AT UNIDAD EDUCATIVA SANTA TERESITA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015"** is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

I dedicate this work to my family, specially my son who inspires me every day to struggle to achieve my personal goals.

To my parents who guided me in all my educational process with their patience and support.

To my siblings who were always willing to help me when it was needed.

To my dear friends and cousins who encouraged me to continue studying despite the exhausting days of work and studies.

To my dear students who were always willing to be part of this research process with enthusiasm and joy.

To all the people who contributed positively in all this long process to finish my college education in order to get my degree

Denisse

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Denisse

DECLARATORIA

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"The content of the following graduation work is my responsibility; the intellectual property belongs to the Península of Santa Elena University."

Denisse

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ABSTRACT

The   Ministry of Education in Ecuador demands the acquisition of English as a second language. Most of the students do not come into direct contact with the language in their daily lives, the only opportunities they have to do it occurs in the classroom and the occasional exposition to TV programs, music, videos or web sites. This fact implies a big challenge for ESL teachers concerning the use of appropriate strategies and techniques to teach English. Teachers need to find ways to motivate their students to learn and engage them to the lessons. This research proposes the use of warmers and fillers as a way to motivate students, and engage them to lessons as well as a tool for propitiating the development of speaking skills. Furthermore, it involves the creation of a website that facilitates learners all the information they need to develop their speaking skills, followed by a didactic guide with entertaining activities to improve Speaking will have a positive effect in the development of students' productive skills.

Key words: Warmers, fillers, speaking, motivation, classroom environment.

INTRODUCTION

Nowadays the relevance of learning English as a second language is recognized in different fields. Education in Ecuador is fostering the teaching of this language and it is considering including the study of English in elementary school as well as high school education.

This research is aimed to improve speaking skills in children through the creation of a website and a guide as a resource for ESL teachers. Just like people will not feel secure to get on a plane whose pilot learnt to fly with worksheet, the situation is the same with students; there is no purpose of teaching English just with worksheets.

The main purpose of ESL teachers is to motivate learners to use the language in genuine communication, and provoke enough security and confidence in students so that they feel comfortable while speaking.

Speaking is maybe the most challenging skill for instructors to teach. Teaching speaking is demanding and sometimes frustrating when learners are reluctant to speak English.

It has been noticed at Santa Teresita School that teachers are not making efforts to improve speaking skills in children; learners are not used to do it and feel reluctant and really uncomfortable when they are asked to do it.

For this reason the role of teachers is to find the correct strategies and activities to motivate their students to speak. Warmers and time fillers can be considered as a tool to get students achieve the optimum development of their speaking skill.

These activities are very motivational and they are carried out in a relaxed atmosphere. Teachers can get surprised about how young learners are always willing to learn when they are given the resources they need to do it through fun activities as games or songs.

This proposal has been developed in five chapters.

The first chapter consists of the statement and significance of the problem as well as the objectives, hypothesis and objectives.

The second chapter considers the theoretical and legal base. It compiles all the information required to develop the proposal of research and their respective variables.

The third chapter comprehends the methodology of the research and the explanation of the instruments that were used to carry out the research with their respective analysis, interpretation, conclusion and recommendations.

The fourth chapter contains the proposal and its description, justification, objectives of the proposal, methodology and the action plan with its respective time table.

The fifth chapter consists of the administrative frame. It evidences the budget, all the resources employed in the research, the timetable that demonstrates the development of the thesis work and the bibliography that supports all the research work.

CHAPTER I

THE PROBLEM

1.1 Title of proposal

"WARMERS AND FILLERS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS FOR STUDENTS OF SECOND BASIC YEAR AT UNIDAD EDUCATIVA SANTA TERESITA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015".

1.2 Statement of problem

Nowadays English has become an important tool in this world, most of the job opportunities need English domain as a tool. In Ecuador the Ministry of Education is going to strengthen English Teaching process in the next years because of the increasing demand of this language in the professional campus. The process of English Learning can start at any stage of the life, but obviously it would be much better if this process started at the early stages of life when learners are children. Children are little machines that can acquire a lot of information in their brains; on the other hand, sometimes it results really hard for English teachers to catch children attention. Pupils require a lot motivation to do it; every lesson must be creative, dynamic, funny and resourceful.

It has been noticed that teachers in different elementary schools in Santa Elena Province are still using the Grammar Translation Method for teaching their lessons; students get bored in a non - meaningful learning process. Students are

not engaged in class, followed by a little interest on the subject, and as a consequence the process becomes tedious for students, especially for pupils at elementary levels who need a lot of resources and activities to make an attractive class.

The use of warm – up activities as songs, short games or TPR activities at starting a new lesson it is absolutely necessary, it can change the mood of our students; moreover, the children can express themselves and the teacher make a nice interaction with them. The pupils are involved in the process since the beginning of the class with motivation, and as a result they can find English Learning as a funny activity.

As an English teacher at Santa Teresita Primary School it is notorious students are not really interested about learning English, and one of the reason is the scarce use of warm up activities that motivate students at the beginning of each lesson

The purpose of warm ups is to motivate students by giving them facilities for learning, so teachers must take advantages of the use of warm ups in the Learning process, trying to provide students educational environment with a lot of fun, creativity, confidence, best communication between pupils and teachers, and of course making significant learning.

1.2.1 Contextualization

The goal of ESL teachers is to help their pupils to develop their English skills in a comfortable classroom environment of confidence in which students are able to communicate by using the second language. They are learning as much as possible.

To reach this goal it is essential to mix meaningful focused input activities (listening and reading), meaning focus output tasks (speaking and writing), language focus learning activities (grammar, spelling, sounds, use of English), and fluency development, all of them focused in a communicative purpose, which means learners use and speak English to express their needs, ideas and even interchange information among them.

It is true most of the time ESL teachers speak too much in class, and they do not give their learners the opportunity to develop their fluency and accuracy. As a consequence, students are not used to speaking English, so when they are asked to perform a speaking task they do not feel confident enough.

As usual in human beings, it is normal to feel afraid of doing new things. People need to practice to get used to and dare with activities they have not done before. For the simple reason learners don´t speak enough in class, they are not used to doing it and feel uncomfortable, even scared when they have to speak. It is important to encourage students to use English in class, providing them with tools possible to develop speaking skills even if it refers to young learners.

ESL teachers tend to believe children at first stages of life just learn isolated words and some grammar structures; on the contrary, this is the right moment to work on developing speaking fluency.

Children need classroom environments of confidence and creativity to be sure about starting speaking English, creating this atmosphere with all the resources learners need is the ESL teacher´s aim. Warmer and fillers can be certainly one of these resources. Children love entertainment, and these surely full fill their expectations about having fun while they are learning a second language. Some of the causes and effects that warmers and fillers have on developing speaking are:

Causes:

- The development of a sense of confidence in young students.

- Enough time for students to get used to speaking English instead of Spanish.

- A resourceful and creative class.

- An expectation of the lesson topic.

Effects:

- Students feel comfortable and less inhibited during the class.

- A good development of language fluency.

- Enjoyment that engage students into it without getting bored easily.

- Students get an idea about what is going to happen during the lesson and feel more relaxed and secure in their classroom environment.

1.2.2 CRITICAL ANALYSIS

Education, through dynamics like warmers and fillers, allows students to respond positively to an active didactics that privileges students´ experience, respecting their interests and needs in an educative context of fun, confidence, freedom and spontaneity. They have a great motivational contribution on learners, which involves an optimal development of the class topic, appropriated for the meaningful learning.

At early stages of students' life, pupils are just starting to read and write. That is why ESL teachers should focus on Learning by Meaning Focused Output (production and understanding of meaningful communication) or the communicative approach (developments of skills for a communicative purpose).

In ESL teaching, warmers and fillers are considered to be a creative tool to develop learners' skills, specially speaking. Students feel a lot of enthusiasm when they are in these activities, feeling so comfortable and less inhibited that they dare to speak English when they are asked.

Learners see warmers and fillers as a fun activity in the classroom, but it is important they know these are parts of the class and not just games or extra activities to break the ice. They must be sure the goal for these is to help them develop their speaking skills, and to make learning more meaningful in each activity involving warmers and fillers every student must have enjoyed and learnt something new about English.

1.2.3 Formulation of the problem

How does the use of warm - up activities influence on the development of speaking skills?

1.2.4 Guideline questions

- ✓ How often do ESL teachers use warmers at the beginning of each lesson?
- ✓ How often do ESL teachers employ fillers to finish a lesson?
- ✓ Why ESL teachers do not take the use of warmers and fillers into account in their lessons?
- ✓ How will the use of warmers and fillers help to develop English speaking skills at elementary levels?

1.2.5 Delimitation of research object

Spatial delimitation: The present research will take place at Santa Teresita elementary school

Time delimitation: The present research will be done from June 2014 until March 2015, and will be applied to students of Second Basic Year and teachers of elementary school.

1.3 Significance of the research

Nowadays the domain of English as a foreign Language has become an important tool in this globalized world. Despite of the efforts that some ESL teachers do to

teach this subject, the minimal use of some motivational tools as warmers and fillers during a lesson cause a poor development of English speaking skills in the Learning Process.

This research tries to demonstrate that the scarce use of warm up activities in Santa Teresita primary school at the beginning of a new lesson influences in the motivation of students; as a result it has a negative effect in the development of English skills.

Warmers motivate students by giving them more opportunities to learn creatively, so it is mandatory that teachers use warmers in the Learning process to provide educational environment of fun, creativity, and confidence for pupils and their English speaking skills development.

For the benefit of pupils and teachers, the purpose of this investigation is to create an educative material of support for English Teachers that is a guide that contains a series of warm up activities, the same that might be very useful to enhance students in class and develop English speaking skills in learners of elementary School.

1.4 Objectives of the research

1.4.1 General objectives

To develop English speaking skills through the use of warm up activities in students of second basic year at Santa Teresita primary school.

1.4.2 Specific objectives

- ✓ To analyze the frequency of the use of warm up activities in English Learning Process as a tool for the development of skills.

- ✓ To determine how warm up activities and time fillers have a positive effect on the development of Speaking Skills.

- ✓ To apply a wide variety of classroom strategies and techniques as warmers and time fillers with second grade students at Santa Teresita.

- ✓ To design a booklet that presents different ways of using classroom strategies and techniques as warm up activities and time fillers for ESL teachers as a tool for the development of English Speaking skill.

- ✓ To create a website in which students can practice the language function and target structures through interactive games, aimed to provide learners with all the input they are expected to reach during the development of this proposal.

CHAPTER II

THEORETICAL FRAME

2.1.1 Speaking

Speaking is an interactive process that involves words meaning construction for the language production and the reception of it through information processing (Burns Anne, & Joyce Henry, 1997).

Speaking is the production of sounds that are delivered in form of language through the mouth. It is the second language skill that humans learn, after listening that is the first, and essential to learn how to speak. It requires at least one listener. When two or more people take part in the production of speech talking each other, it turns into a "dialogue", in which speech flows in a spontaneous and natural way. Form and meaning of spoken language depend on the context where it is happening, considering the environment and the speaking purpose.

Speaking skills start to be developed since the first day of class. The simple fact an ESL teacher speaks in English class contributes to the development of Speaking skills, due to the fact that students first listen and then they produce the language. The acquisition of Speaking skills involves real practice of communication, for that reason it is relevant to provide learners with creative ways to develop their skills. Good speaking tasks must be highly sympathetic for

learners, so that students participate as whole. These activities must have been set correctly for pupils would be able to give the comprehensive regeneration and feel satisfied about it (Harmer, 2007, p.123). Some of these good activities can be dramas, videos, role – plays, information gap, jigsaw, even chants and songs at lower levels. In order to achieve meaningful learning, speaking skills must be acquired as natural as possible. Learners do not need to acquire only linguistic habits they need to acquire the linguistic, sociolinguistic and pragmatic competence as a whole.

Fluency comprehends not only knowledge of language items, but also the ability to process information and language 'on the spot' (Harmer 2007).

2.1.1.1 General outline of a speaking lesson

The most important characteristic of meaningful learning occurs when relevant aspects in the cognitive structure are linked to the new knowledge, and it depends on whether this process has five conditions:

- ✓ Sequence and organization of contents.
- ✓ Psychological organization of contents.
- ✓ Motivation.
- ✓ Good classroom environment.
- ✓ Meaningful learning activities that make sense on student´s lives (Ausubel 2005)

All Speaking lesson follow the next structure:

Preparation.- The teacher gives a general idea of the class topic. It raises the context for the speaking task. It is usual to warm up or brainstorm students at this stage of the class. Due to the fact that preparation is the part of the class that sets up the context of the speaking activity it must be highly motivating so that students' attention might be attracted - otherwise the rest of the class will not appeal to them. It is then when warmers play an important role in the whole development of the class. If teachers motivate learners with warmers that make use of some target structures related to the class topic, the general idea of the speaking task for the rest of the class will be clearer and easier to be understood.

Presentation.- Learners are provided with models, aims and target structures for the speaking task.

Practice.- It implies the reproductions of target structures carried out by students, under teacher´s guidance.

Evaluation.- It refers to the assessment of the class topic considering the progress and improvement of speaking skills. At this stage fillers might be a good tool to assess student´s knowledge. Learners feel less intimidated whether they are evaluated in a relaxed atmosphere.

Extension.- It involves the use of the target structure in a speaking task different from the performed in class.

2.1.1.2 Categories of the speaking task

When teachers carry out speaking tasks, they mostly end up with short dialogues focused on target structures that have been studied previously in class. ESL teachers should include a wide variety of speaking tasks in their classrooms involving genuine communication.

Brown (2005) suggested six categories for speaking tasks that can be used individually or integrated.

Imitative.- Learners reproduce chunks or simple structures such as commands or specific questions and answer them briefly.

Intensive.- Learners reproduce target vocabulary or grammar as structured imperative sentences.

Responsive.- Students are able to respond teacher´s questions using complete sentences.

Transactional.- Learners get into more complex speaking task guided for the teacher with the purpose of interchanging information.

Interpersonal.- Casual dialogues with the purpose of developing social linguistic competence such as personal interviews or conversations.

Extensive.- Spoken monologues as oral reports or conclusions.

2.1.2 Learning

It is a process of skills, values, and knowledge or behavior acquisition. The learning process has five phases. It starts with concrete experimentation, which

involves performing actions in real situations. The second phase is reflection in which the learner thinks about the actions performed in the first phase. Then, the learner researches for extra information. At the phase of abstract conceptualization; the knowledge is shared and applied to a situation. Finally, the application of knowledge in new situations occurs in the active experimentation.

2.1.2.1 Meaningful Learning

It is focused on the student as the center of teaching. Meaningful learning is based on concrete experiences or activities that make sense on students' needs and lives, providing them the tools to develop their social, cognitive and motor skills. (Ausubel, 2005).

Learners acquire new knowledge by establishing a relationship with their previous knowledge or experiences that will allow the best comprehension of new contents. Therefore, it makes sense on students` lives at the very moment they apply the knowledge they have acquired previously in real life situations for problem solving.

Pedagogical models must carry out three conditions:

First: All the information must be potentially meaningful and makes sense on student´s lives.

Second: The student must have got on his /her cognitive structure previous knowledge and concepts properly structured so that the new knowledge might be

linked with this.

Third: A positive student´s attitude is essential in favor of learning and bias towards the relationship between learning material and structure. (Subiría 2006)

2.1.3 Benefits of learning a language at early age.

To learn a new language at early stages of life help children to develop language conscience. The earlier learners start to study a new language, the more opportunities they have to develop their language skills.

Children have neutral attitude as regards a new language and culture, they are open minded to learn a second language (Pinter 2011). They are more willing and enthusiastic to learn new knowledge, they can adapt easily to new sounds, which facilitates the acquisition of the language sound system. Furthermore, pupils are spontaneous and natural, they don´t feel afraid about making mistakes which contributes to develop language fluency.

2.1.4 Communicative Approach

Nunam (2011) claims: "There is no doubt that the most relevant changes in language teaching practice over the last two decades are those that might be described as communicative language teaching".

Communicative Approach has turned into one of the most popular approaches in the teaching-learning process of English for non – native speakers; its aim is to get

students understand and produce the language in a frame of communicative purpose activities.

"The functions in a language such as: arguing, persuading, asking, or promising do not happen in isolated situations; instead, they occur in a social context, a real one" (Larsen- Freeman, 2001). To teach learners isolated words, forms, and language functions do not imply genuine communication, interaction between learners is necessary to bring communication along. The 'what to teach' aspect of Communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. (Harmer, 2007, p.99)

2.1.4.1 Communicative Competence

This linguistic term was developed by Hymes. It involves the correct use of language considering grammar, lexicology, phonics; and even the social context in which the language should be employed. Canale & Swain (1980) defined communicative competence in terms of four components:

1. Grammatical competence: It involves lexis and grammar rules.

2. Sociolinguistic competence: This refers to the appropriate use of language such as expectations for rate of speech, respecting turn- taking, making the correct pauses while talking and other social aspects related to the use of language.

3. Strategic competence: The ability to use language structures in order to ask for clarification and correct misunderstandings.

4. Cohesion and coherence in discourse: It implies accuracy while speaking.

A speaker is not only competent when knowing the code of a language, but also when he has the ability to use and adapt it in a variety of communicative situations. (Pons, 2005).

To help learners to develop their communicative competence teacher must use a wide variety of approaches as well as combining diverse activities to come up with a better outcome in student's language acquisition. These activities should include a balance among language input activities, structure output activities and communicative output activities.

2.1.5 Language input

It includes the information students get from listening activities, reading passages, teacher talk and the language learners read or listen from different sources outside the classroom (news, TV programs, web sites among others.

Peñate (2012) claims: "Teachers must take into account that the level of language input must be higher than the level of language production expected of the pupils. Speaking tasks in the first levels must be directed to enable pupils having a minimal verbal participation. However in the last levels, pupils are encouraged to begin to manipulate the language and express themselves in a much more personal way".

Language input activities provide learners with the vocabulary and structures they need to develop their communicative competences (linguistic competence, discourse, sociolinguistic and strategic competence).

The input strand only exists if certain conditions are present:

1. Input activities are familiar to them.

2. Learners are motivated and interested in understanding it.

3. Only a small proportion of the language features are unknown for learners.

4. Learners link their prior knowledge to the unknown language items and store new vocabulary through context cues and previous knowledge.

5. There is plenty of input. (Nation & Newton, 2009)

In this case teachers should take into account that the input they give to their students must fit their interests and level proficiency, balancing their previous knowledge with the new lexis and structure items. The input information must be comprehensible, significant and engaging. The more input activities are executed in classroom, the more benefits students get for their productive skills.

2.1.5.1 TPR: a tool to provide young learners with input.

"The input or information that students deal with must be comprehensible, meaningful and interesting for learners. In children, it is achieved by exposing them to songs, rhymes, stories and tales which include drillings of target language, through games, class routines and activities that involve physical movement and objects manipulation: for example: TPR methodology (Nunan, 2011)

TPR activities give students the opportunity to listen the target language in a less stressed atmosphere than that one where students are aimed to produce the

language immediately. It contributes to the language production in a more natural and spontaneous form, in which learners have fun through lively lessons with lots of movements. It is known that learners apprehend best the knowledge when they are exposed to concrete experiences; in TPR learners are exposed to physical movements while learning, which is memorable for their language acquisition.

This strategy can be used in classroom as daily routines, at the beginning learners model actions their teacher says and perform, then pupils move on doing themselves just by listening the commands, and finally learners will be able to say the commands, so that children start producing the second language.

2.1.6 Structured output activities

It is focused on the correct use of language forms. Teachers introduce to the students specific structures in order to be used in language production, combined with structures that have been learnt before. Structured output activities allow learners to use all the target vocabulary they know with specific language structures in short texts production. These activities help learners to progress considerably so that they might be able to move to extended communicative output activities.

2.1.7 Communicative output activities

These activities are aimed to language production, the goal is to get students complete a task and fill a gap by interchanging information each other using communicative strategies, target structures and language functions. Students

succeed when they eliminate or reduce the information gap through genuine communication.

Swain (1985) suggests three functions for output: **(1) "The noticing/triggering function, (2) the hypothesis testing function and (3) the metalinguistic function".**

The first one occurs when learners notice the gap in their language production and find communicative strategies to fill it, the second one involves the learner clarifying the meaning and confirming whether the reached information is correct or not and the third one is the use of the new information in the language production.

2.1.8 Pronunciation correction

For some learners to achieve the goal in a speaking task could be hard, in that case teachers should be sympathetic to learners' difficulties in pronunciation or sentence construction. Giving a lot of attention to students' errors and correct them very frequently can cause learners feel reluctant to speak.

Sanborn (2010) manifests: "Teachers should not rush into error correction, but should consider whether the error is worth the interruption and, if it is, the teacher should consider possible causes and then think of appropriate ways of dealing with the error". The best thing to do is finding out why these errors are happening. For example sometimes students make mistakes because they do not have enough

chance to observe the language forms and structures correctly, at this instance teachers should provide learners more opportunities to observe how the structures are formed and how they sound. Sometimes an explanation of how to place the tongue it is necessary so that learners reproduce the correct pronunciation. As a tennis player must work their muscle, similarly, a language learner must practice the new motor skills involved in producing the sounds of the target language" (Gordon 2007).

Other factor that affects learners' oral production is nervousness, for those students speaking task should not be intimidating, instructors have to make them light up and if it is possible make jokes to set the tone of the activity.

Finally, it is necessary to take into account the students' needs and their level; the speaking task should be set according to it. If the class has students with special needs the activity must be less challenging and even can be repeated several times.

2.1.9 How to develop speaking fluency at early stages

As it has been said before the main goal in a language course is to develop fluency and accuracy. Fluency implies that learners are able to produce the language for a reasonable time without pauses. Starting to work on it at early levels is fundamental to achieve this goal, the more time learners are exposed to the language, the more opportunities they have to acquire language fluency.

The communicative approach establishes the philosophy of creating classroom environments in which genuine communication takes place. Genuine activities can take place from the very first day of language class (Harmer 2007). Students are able to realize how to respond to greetings, and some specific questions such as What´s your name? and How are you?. The instructions to execute an oral practice tasks have to be clear or previously modeled so that students understand how to perform the activity.

At early stages fluency started to be developed under controlled practice of the language. Communicative techniques for beginners involve appropriate use of small chunks of language and build in some repetition of patterns for establishing fluency (Brown, 2007, p.181). Learners are not only asked to use specific language functions or grammar items, but also they are encouraged to reproduce them in classroom by interacting with their teacher and classmates.

Songs, chants rhymes and communicative games are the types of speaking that are mainly used to star developing fluency in children. They help learners to master sounds of language models they are given, as well as improve pronunciation and intonation, whereas communicative games encourage students to reproduce language models in a more independent use of language and fun.

2.2 PHILOSOPHICAL BASIS

The approach of this investigation is placed in the critical - purposeful paradigm. It is critical because this research analyzes an educational situation related to

English language teaching at Unidad Educativa Santa Teresita which implies the minimal attention drawn to the development of language speaking skill, and it is purposeful because this is aimed to propose a solution in benefit of young learners who are studying English.

Harmer (2007) says "Language acquisition seems to be almost guaranteed for children up to about the age of six. They seem to be able to learn languages with incredible facility". As children acquire a language easier than adolescents, is needed teachers consider this advantage and be aware of the strategies children require to develop their language competences. Similarly Curtain and Dahlberg (2010) conclude that: "The time students have been exposed to the study of a language is one of the most important factors to domain it." In that case young learners are exposed to more time for practicing the language, which leads to best fluency and accuracy development.

At this early stage it is known that teachers should focus on providing the right amount of input (listening and reading) to consequently develop speaking skills of learners. "Creating a classroom culture of speaking is essential in teaching speaking, so that learners are encouraged to use the language in a talking classroom" (Glass, 2014). For this reason the role of teachers is important and their use of target language really matters, if they expect their students to produce English.

In addition to the amount of input there are other factors such as motivation and good classroom environment to form confident learners ready for starting to

produce their first bits of the target language. Warmers and time fillers are very useful to create positive classroom environment, raise student´s energy and engage learners to the class.

Warmers and fillers can include games, songs, videos, TPR and even role plays. As well as being fun and enjoyable they offer the opportunity to practice and experiment with the second language.

2.3 Fundamental categories

2.3.1 Speaking task role in language teaching

According to Harmer (2007): **"There are three main reasons to get students talking in the classroom: real –life speaking, feedback and opportunities to develop fluency".**

Firstly, speaking tasks allow students to practice real-life speaking situations in the comfort of the classroom.

Secondly, speaking tasks provide feedback and encourage students to use any or all of the 'language items' they know.

Thirdly, speaking activities give learners opportunities to activate the various elements of language they have stored in their brains, the more students use the elements, the more automatic the use of language becomes. (Harmer, 2007, p. 123)

2.3.2 Types of speaking tasks

2.3.2.1 Form-Focused Speaking

It is aimed to the reproduction of prefabricated structures such as greeting, commands, simple personal information or short sentences that are generally acquired by drillings and substitution exercises. Sanborn (2010) expresses "When learners first begin to speak in another language their speaking will need to be based on some form-focused learning. An effective way to begin is to base speaking on some useful, simple memorized phrases and sentences". Form – focused speaking is guided and controlled. It is very useful at the first stages of language learning or with young learners. As it´s known children get bored easily, so it is very important to include a wide variety of repetition activities that tend to be challenging and smooth to catch their attention.

2.3.2.2 Meaning-Focused Speaking

These activities give learner the opportunity to comprehend and produce the language in oral interactions. The listeners' and speaker´s attention is centered on the message. Games involving oral interaction, videos and authentic listening are very useful for these activities due to learners must listen to respond and produce the language.

2.3.3 Warmers

Good ESL lessons have three distinct parts: a warm-up activity, new knowledge

acquisition and new knowledge practice. Each part of the lesson plays a vital role in ESL development (LeBlanc, 2011). Warmers set the tone of the class, they maintain students focus on the task, and prepare learners' minds to learn and acquire new knowledge. They get students into the English mode; even they are a good source of input to get learners used to the English language.

Furthermore, warmers are engaging and high motivating, a well-planned, warm up activity propitiates more than just a bit of fun towards a lesson. (Méndez , 2011). Students like to participate in this kind of activities because they consider them a low – risk task, and they feel less inhibited than taking part in a usual language practice task.

2.3.4 Time fillers

Language learning is a process that sometimes can be too challenging and even frustrating for learners and teachers. "**Relaxed classroom where children feel secure and content encourage them to become more independent and adventurous in the language learning process"** (Scott 1990). Time-fillers, presumes to be teacher resources to break from the monotony of drilling or frivolous activities. They can be easily adapted to propitiate relaxed classroom atmospheres, where the language practice is meaningful and vividly experienced can be achieved through fun activities. These activities entertain, motivate and promote fluency by giving learners language models for being used posterior in real communication.

2.3.5 The information gap principle

"Any classroom activity is communicative if it does not comply with three factors: an information gap between learners, free for student to choose from different language items and previous feedback" (López 2010). To carry out a speaking task in the classroom with communicative purpose, the activity must be aimed to fill up an information gap.

The information gap is the lack of information between learners, the communicative purpose is achieved when each other cooperate and contribute to end up the task, so that the information gap between them is filled.

2.3.6 Didactic strategies for developing speaking skills

A strategy is the equivalent to a potential sequence of proceeding guided by one or more principles of the didactic that is designed to optimize the language – learning process.

"In speaking classes students must be exposed to three key items: (1) form-focused instruction, that is, attention to details of pronunciation, grammar, vocabulary, and so forth; (2) meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes; and (3) opportunities to improve fluency" (Nation 2007).

In addition to these keys items a speaking class should be accompanied by the correct use of teacher talk time and the application of didactic strategies, so that learners will be able to produce meaningful communication. Some strategies for

developing speaking skill in class are: dramas, role plays, games, song among others.

2.3.6.1 Drama as a tool to develop speaking skills

Dramas are theatrical representations which are aimed to develop speaking skills through short or extended dialogues and the use of specific target vocabulary. Drama is a useful way to bridge the gap between guided practice and free activities (Scott, 1990, p.89).Dramas have the potential to get learners into real life situations, improving their speaking skill and helping children to achieve the goal of ESL teaching: to produce real communication in English.

Furthermore, drama teaches cooperation as well as sociolinguistic competences. Pupils develop their empathy, confidence, self- esteem, leadership, teamwork and decision making skills when they get into drama speaking activities.

2.3.6.2 Games: a strategy to create talking classes

Games have a great motivational contribution in learning due to the fact that they gather favorable conditions for the optimal development of skills in a comfortable and appropriated environment to carry out the language acquisition. "Games are funny and challenging activities in which players must interact with others most of the time" (Wright, 2006).

Students show enthusiastic, very active and highly motivated when they are exposed to games. Games add variation to lessons and make the reasons for

speaking plausible, even to reluctant children (Lewis, 1999). As well as giving the opportunity to entertain and stimulate creativity; they constitute an excellent bridge between content - based learning and learning trough real experiences.

2.3.6.3 Role plays as speaking task

Role plays are theatrical representations in which each student assumes a role to be performed. They constitute an excellent tool for the development of communicative competences, especially linguistic and sociolinguistic competences. "The pragmatic level overcomes the theoretical levels when language items such as the situation and the context in which communication is being developed are analyzed in the act" (Martínez, 2008).

Role plays contribute to language fluency through a fun and enjoyable activity, enhance motivation and promote such interaction in the classroom so that students are prepared to real - life communication. Role plays involves learners in simulated situations where students thinks of themselves as real participants in genuine communication (Scott 1990, p.91). In addition to all these positive aspects, imagination is widely developed with role - plays, young learners are so creative that they can create a lot of situations based on the initial task they are given.

2.3.6.4 Songs and chants in the development of Speaking

As it has been mentioned before, the target language production depends upon teacher providing a large amount of input, it is necessary the input at least be

twice as much than the amounts of language production we expect from our students.

Songs help to acquire pronunciation and the language rhythm it is expected from students to learn. Furthermore it is easy to remember songs' melody; they can provoke lasting emotional effect and foster students' participation with body movements (Weatherford 2005). Songs and chants are a great way of encouraging student to do both sing and talk realizing unconsciously grammar features and target vocabulary.

2.3.6.5 Videos

Stoller (2008) claims: "Videos and films bring variety, entertainment, authenticity, reality and flexibility to classrooms". Videos are a helpful tool to expose learners to authentic communication situations and foster student´s participation. They constitute a great resource to get students into language production through pools or interviews between students and their instructor, or even better among students interacting each other.

2.3.6.6 Storytelling

"Storytelling has affective benefits: it engages learners, reduces affective filters, and allows learning to take place more readily and more naturally in a meaningful, interactive communication context" (Richards, 2008).

Stories allow learners, especially children, to associate pleasure with listening.

Stories catch learners' attention, strength vocabulary construction and stimulate creativity. As a resource to improve speaking skills stories give practice in decision – making, students can make their own comments on the story and even debate for problem - solving.

2.3.6.7 Realia

According to Scott (1990) ''The use of real objects can make a dialogue come alive''. Real objects make activities turn out to be more meaningful because their use in oral works simulates real – life situations.

2.3.6.8 Flashcards and posters

They are practical visual aids to engage student to class through games. These resources can be used in many forms, some of them include pictures descriptions, spot the differences, telling a story´s sequence and questions and answer activities. Flashcards are excellent resources for students with visual learning style (May, 2015) due to the fact they contain large amount of pictures for learners to acquire new vocabulary.

2.4 Legal basis

The Project: ''Warmers and fillers in the development of English speaking skills in students of Second Basic Year at Unidad Educativa Santa Teresita, La Libertad, province of Santa Elena, school year 2014 – 2015'' is protected by the Political Constitution of Ecuador approved in Montecristi on July 23rd and 24th of 2008.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL **CAPÍTULO SEGUNDO** **De las obligaciones del Estado respecto del Derecho a la Educación**
La educación es una obligación del Estado, una excelente formación académica educará ciudadanos con cualidades, virtudes, destrezas y habilidades diferentes que garantizarán el progreso y desarrollo del país.
Los docentes deben ser motivados a capacitarse continuamente y estar actualizados con el avance tecnológico.

Segundo Suplemento
Se debe propiciar la enseñanza con actividades productivas haciendo uso de las TICS acompañadas de las técnicas y estrategias adecuadas que satisfagan a los educandos.

According to the Ministry of Education of Ecuador in its document Estándares de calidad educativa - The English Language Standards (pag 8) manifests: "The English Language Learning Standards (ELLS) are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process.

It means that they will show "what students must know and be able to do as they move toward fluency in English". The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods".

2.5 Hypothesis

The use of warmers and fillers has a positive effect in the development of speaking skills of pupils at Second Basic Year in Santa Teresita School, province of Santa Elena.

2.6 Variables of the study

2.6.1 Independent Variable: "Warm ups and time fillers"

Children have a lot of enthusiasm and show high motivation for learning. Young learners are very active, and they are really willing to learn a new language. While learning, children need to incorporate new knowledge to their prior learning by executing entertaining, challenging and fun activities. Warmers and fillers can easily be adapted to these needs. They are engaging, interesting and contribute positively to meaningful learning, as well as they are a good choice to draw learner´s attention and encourage students to produce genuine communication

2.6.2 Dependent Variable: "Development of speaking skills"

The most challenging skill to be developed in language teaching is the speaking skill. Different factors such as students' nervousness, lack of confidence, boring classroom environment among other are factors that prevent students from developing their speaking skill. The correct use of techniques and strategies contributes to set up classroom environments in which students feel less inhibited and more willing to carry out speaking tasks. The purpose of this research is to prove how fillers and warmers can contribute to the improvement of this skill.

CHAPTER III

METHODOLOGY

3.1 Research approach

The research approach includes both methods, qualitative and quantitative approach, so that the approach that has been adopted to carry out this research is the mixed method approach under the pragmatism paradigm due to the fact that this research is problem – centered and real - world practice oriented.

It researches into the effect of skipping warmers and fillers in the development of language speaking skills. After analyzing the consequences of actions, it is looking for a practical solution that will be considered in English language teaching to improve speaking skills in students of second basic year at Santa Teresita elementary school starting from a basic investigation.

The process of collecting data involved the application of surveys addressed to parents and teachers, it was quantitative. The data collected was transformed into numerical information and statistical data was analyzed to draw conclusions about the research problem. Because some people were interviewed in order to collect data in textual form, this research was also qualitative. Individuals were questioned in their domains so that the research problem could be explored from other sights. The research was very useful not only for the development of speaking skill but also would be a contribution in the whole process of language learning. It will provide teachers with a supportive material to put into execution in the classroom.

3.2 Level or type of the research

3.2.1 Field research

It is considered a field research because of the facts have been tested in the very research setting where the different events related to the problem take place. First – hand information was collected through different techniques and instruments of data collection in the institution in which the research object was being studied.

3.2.2 Bibliographic research

It was bibliographic due to the fact that the purpose of this research was to analyze different theories and teaching approaches, compare them to emit opinions and find possible solutions to the research problem.

3.2.3 Applied research

This research was aimed to find a solution to a concrete problem such as the little attention that teachers pay in early stages of language learning to the development of speaking skills in children. It pretended to determine the consequences of this problem and suggest the application of warmers and fillers as a solution to it.

3.2.4 Descriptive research

To draw conclusion, it was necessary to observe and describe how events manifested during the process, so that it was possible to establish a correlation

between both variables and determine the validity of the hypothesis.

3.2.5 Experimental research

After describing events and establishing correlation between variables, the research was centered in giving explanations of what effects the independent variable had on the dependent variable. A group of students were taken as the experimental group and evaluated to prove the hypothesis of the research.

3.3 Population and sample

3.3.1 Population

It is the totality of units or elements from a particular group that will be analyzed and have similar characteristics. The population that has been employed in this research was selected from Santa Teresita elementary school in the city of La Libertad, and it is made up by 96 people among parents, teachers, and authorities.

Table 1: Overall Population from "Santa Teresita" Elementary School

DESCRIPTION	QUANTITY	PERCENTAGE
AUTHORITIES	2	2,08
TEACHERS	8	8,33
STUDENTS	44	45,84
PARENTS	42	43,75
TOTAL	96	100

Source: Santa Teresita teachers
Elaborated: Denisse Burgos

3.3.2 Sample

It is a representative part from the population that gathers all the characteristics from the population. In this research the population was small, so the population has also been considered as the sample.

3.3.2.1 Simple sampling

It is the most common way to select analysis units in which every population's element has the opportunity to be selected through random procedures.

3.4 Techniques and instruments

3.4.1 Survey – Questionnaire

It was applied to school parents and employed to collect information about the variables of the research and determine the relationship between them. Furthermore, the survey was useful for measuring individuals' opinions and their attitude as regards the research problem.

3.4.2. Interview

It was used for getting information about teaching experiences of the school principal and the English Area tutor, and their personal opinion on the effect of warming students and using time fillers in lessons, what are their benefits and how they can be a positive influence in the improvement of speaking skills.

3.4.3 Information checklist

It was employed to note down the effects that the independent variable produced

on the dependent variable to draw conclusions about the studied object in the research.

Moreover, this instrument was applied   to make comparisons between the experimental group and other groups of students in order to support the validity of the research.

3.4.4 Likert's scale

It was used to survey parents and ESL teachers, in order to rate their opinions about different factors to be considered in this research.

3.5 Variables operation

Table 2: Independent Variable operation

Hypothesis	Variables	Significance	Extension	Indicators	Items for Indicators	Instruments
The use of warmers and time fillers has a positive effect n the development of speaking skills of pupils at Second Basic Year in Santa Teresita school, province of Santa Elena.	Warm ups and time fillers	Warm ups and time fillers are engaging and interactive activities that create atmosphere of fun in a place that is commonly formal. Accompanied with the correct strategies and resources they can be used as communicative activities to improve the speaking skills of children in a relaxed classroom where they can feel confident and motivated to speak.	Motivational communicative activities Strategies and resources Good classroom environment	- Warmers - Time fillers - TPR - Storytelling - Videos - Posters - Games - Songs - Confident students. - Relaxed and fun classroom environment. High motivating speaking activities.	Are teachers using warm ups and time fillers in their lessons to improve speaking? Are teachers using high-motivational activities in their lessons? Are teachers using resources and strategies as games, storytelling and videos to improve speaking? Do students feel confident to accomplish a speaking task? Are teachers promoting fun and relaxing classroom atmospheres? Have teachers motivated and encourage students to speak the language?	- Observation - Surveys

Elaborated by: Denisse Burgos Rincones

Table 3: Dependent variable operation

Hypothesis	Variables	Significance	Extension	Indicators	Items for Indicators	Instruments
The use of warmers and time fillers has a positive effect in the development of speaking skills of pupils at Second Basic Year in Santa Teresita school, province of Santa Elena.	Development of speaking skills	According to the communicative approach to learn prefabricated phrases and words to be used as drilling in brief dialogues is not enough, learners need to be able to produce themselves the language incorporating all the language items they know with a communicative purpose to solve a problem or complete a task. It is necessary to help student to improve speaking in genuine communication through the use of engaging and high motivating resources and techniques in the lessons.	Strategies and techniques to teach speaking. Use of attractive resources to motivate students to speak English Speaking skill	- Role plays - Games - Songs - TPR -Storytelling - Videos - Posters - Flashcards - Digital games -Structure output speaking tasks. -Communicative output speaking tasks.	Do teachers know strategies and techniques to teach speaking? Do the resources and activities make sense on students learning? Are the materials and digital resources attractive for students? Are students used to carry out activities which involve speaking tasks? Do the speaking tasks have a communicative purpose and contribute to meaningful learning? Are teachers providing material and further work for student to improve speaking at home?	- Observation - Surveys

3.6 Analysis and interpretation of results

3.5.1 Analysis of teacher´s survey.

Objective: Determine what activities ESL teachers are using in their lessons and how warmers and time fillers can have a positive effect in the development of speaking in learners.

Question N° 1: Do you employ the correct methodological strategies for teaching speaking to your students?

Table Nº 4

Categories	f	%
Never	0	0
Hardly ever	4	50
Sometimes	2	25
Usually	2	25
Always	0	0
TOTAL	**8**	**100%**

Graphic Nº 1

Teachers use the correct strategies for teaching speaking.

- Usually 25%
- Sometimes 25%
- Hardly ever 50%

Legend: Never, Hardly ever, Sometimes, Usually, Always

Source: Santa Teresita teachers
Elaborated: Denisse Burgos

Analysis: 50% of the ESL teachers recognizes they hardly ever use the correct teaching strategies, a 25% admits they sometimes use the correct methodology and the other 25% tells they usually employ the correct strategies for teaching Speaking.

Interpretation: The result demands that ESL teachers are not providing the learners with the tools they need to develop their Speaking skills.

Question N° 2: Do you include in your lesson plan high motivating warm up activities and time fillers?

Table Nº 5

Categories	f	%
Never	0	0
Hardly ever	3	37
Sometimes	4	50
Usually	1	13
Always	0	0
TOTAL	**8**	**100%**

Graphic Nº 2
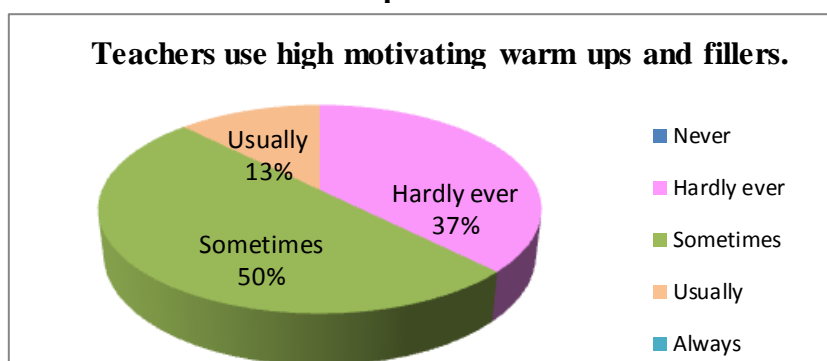
Source: Santa Teresita teachers
Elaborated: Denisse Burgos

Analysis: 37% of the respondents say they hardly ever make use of motivating warm ups and time fillers, the 13% do it usually and the 50% include them in their lesson sometimes.

Interpretation: Warm ups are essential to set the tone of the lesson topic. On the other hand, time fillers can be helpful to make a feedback of the lesson. The statistics in this question reflects that warmers and time fillers are boring, so that they do not engage learners to the class. Even, probably the majority of teachers sometimes prefer going directly to the presentation of the class than starting the lesson with a warm up.

Question N° 3: Do you promote a comfortable classroom environment for your students to carry out a speaking task?

Table Nº 6

Categories	f	%
Never	1	12
Hardly ever	2	25
Sometimes	3	38
Usually	2	25
Always	0	0
TOTAL	**8**	**100%**

Graphic Nº 3

Teachers promote comfortable classroom environment.
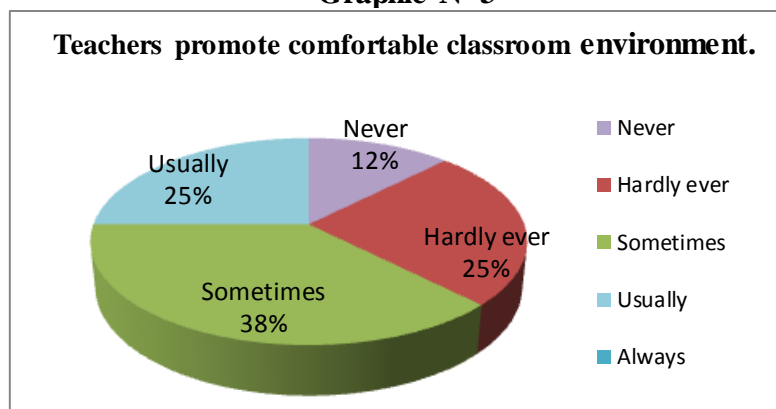
Source: Santa Teresita teachers
Elaborated: Denisse Burgos

Analysis: 12% of the ESL teachers never create good classroom environment during Speaking activities. The 25% recognizes they hardly ever have good classroom management in Speaking activities. The 38 % admits they sometimes manage the class correctly and encourage their students while Speaking tasks, and the 25% considers they usually motivate their students to speak in the classroom.

Interpretation: This result shows that teachers are no really aware of the importance of motivating learners in a relaxed classroom during Speaking tasks.

Question N° 4: Do you use a variety of warmers and time fillers to improve the speaking in your students?

Table Nº 7

Categories	f	%
Never	1	12
Hardly ever	2	25
Sometimes	3	38
Usually	2	25
Always	0	0
TOTAL	**8**	**100%**

Graphic Nº 4
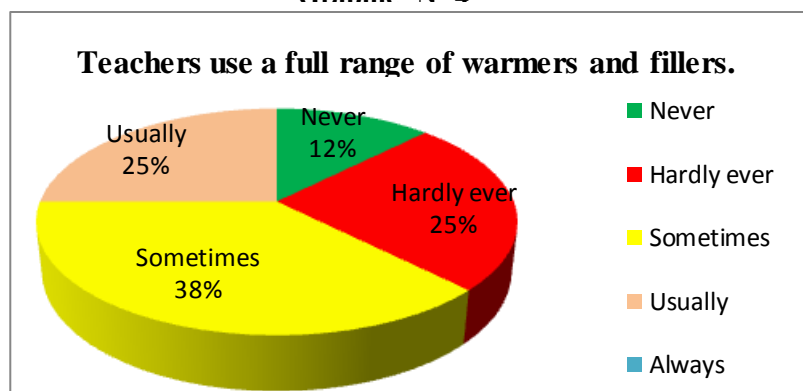
Source: Santa Teresita teachers
Elaborated: Denisse Burgos

Analysis: 12% of the respondents never vary warmers and fillers, the 25 hardly ever do it, the other 25% usually offer a variety of warmers in their lessons and the 38% sometimes uses different warmers and time fillers to improve student´s speaking skill.

Interpretation: If teachers do not offer a variety of activities in their lessons students could get bored easily, it is necessary to include different activities that satisfy the needs and preferences of all students in order to improve their speaking.

Question N° 5: Have you been trained about the use of techniques and strategies to improve speaking skills in young learners?

Table Nº 8

Categories	F	%
Never	4	50
Hardly ever	3	37
Sometimes	1	13
Usually	0	0
Always	0	0
TOTAL	**8**	**100%**

Graphic Nº 5

Teachers know about techniques to develop Speaking.

- sometimes 13%
- hardly ever 37%
- never 50%

- Never
- Hardly ever
- Sometimes
- Usually
- Always
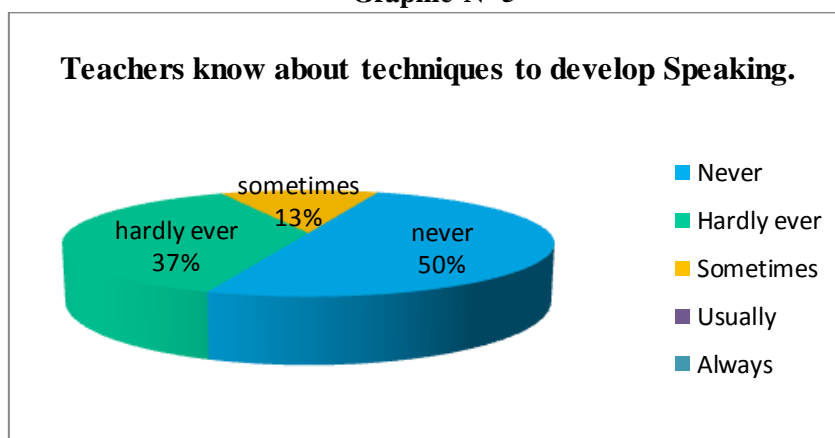
Source: Santa Teresita teachers
Elaborated: Denisse Burgos

Analysis: 62% of the teachers say they have never been trained about the correct use of strategies and techniques to teach Speaking skills, and the other 37% manifests they know some techniques and strategies and the 13% claims they sometimes have been trained in workshops about teaching techniques for developing Speaking tasks.

Interpretation: The poor development of Speaking skill occurs due to the fact that instructors don´t know how to use strategies to teach this skill.

Question N° 6: Is it important to include warm up or time fillers in your lessons activities to promote the development of speaking skills in your pupils?

Table Nº 9

Categories	f	%
Completely agreed	5	62
Very agreed	2	25
Agreed	1	13
Slightly agreed	0	0
Completely disagreed	0	0
TOTAL	**8**	**100%**

Graphic Nº 6

It is important to include warmers and fillers in ESL lessons to develop Speaking.
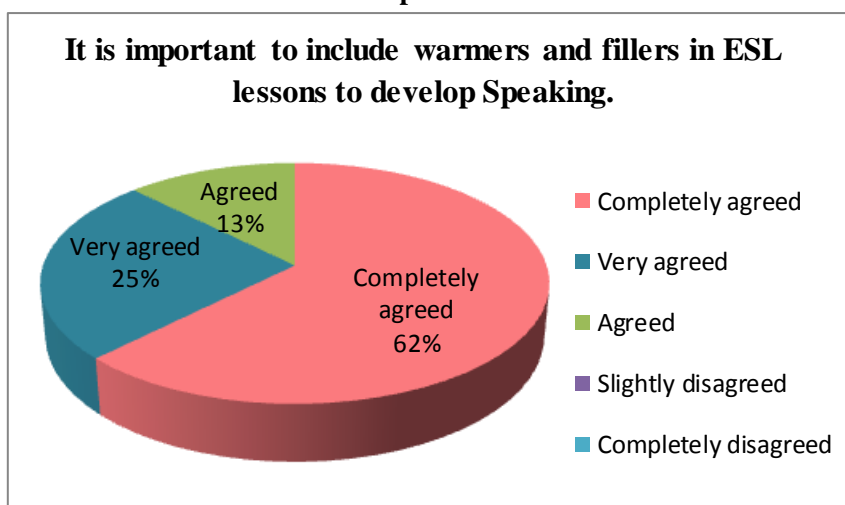
Source: Santa Teresita teachers
Elaborated: Denisse Burgos

Analysis: 62% of teachers agree completely about the fact of using warmers or time fillers to improve Speaking skill, the 25% agree with the statement and the 13% is agreed.

Interpretation: The suggestion of using warmers and time fillers to improve Speaking is very well received for teachers.

Question N° 7: Can warm up activities and time fillers be high motivating for children in the language learning process?

Table Nº 10

Categories	f	%
Completely agreed	5	62
Very agreed	1	13
Agreed	0	0
Slightly agreed	2	25
Completely disagreed	0	0
TOTAL	**8**	**100%**

Graphic Nº 7

Warmers and fillers can be high motivating for children.
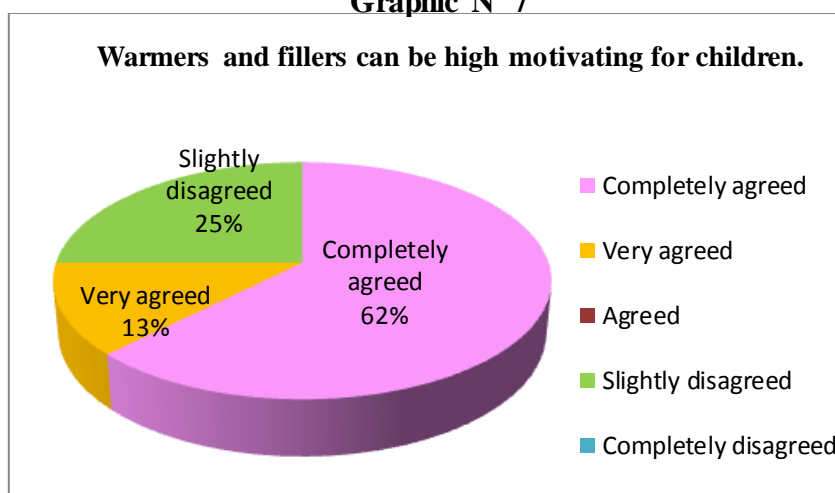
Source: Santa Teresita teachers
Elaborated: Denisse Burgos

Analysis: 62% of respondents think strongly warmers and fillers are high motivating for young learners, the 13% is very agreed with the statement and the 25% disagree with it.

Interpretation: The majority of respondents believe firmly that warmers and fillers are high motivating activities, and they are very important in the language learning process.

Question N° 8: **Is it important to start working in the development of language skills, especially Speaking skills at early stages of education?**

Table Nº 11

Categories	f	%
Completely agreed	6	75
Very agreed	0	0
Agreed	0	0
Slightly agreed	2	25
Completely disagreed	0	0
TOTAL	**8**	**100%**

Graphic Nº 8

It is important to develop speaking skills at early stages of life.

Agreed 25%

Completely agreed 75%

- Completely agreed
- Very agreed
- Agreed
- Slightly disagreed
- Completely disagreed
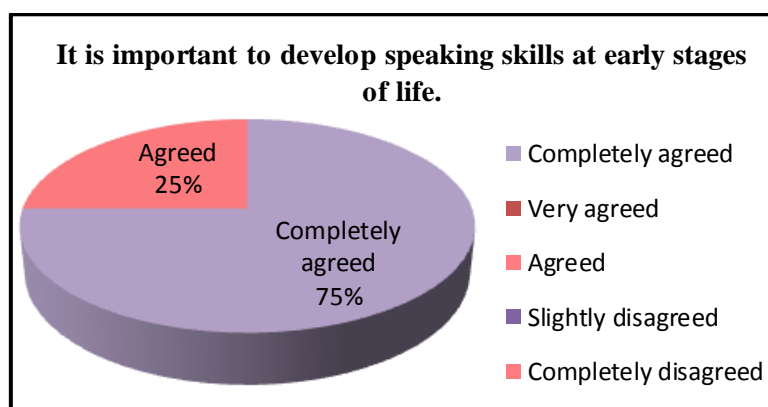
Source: Santa Teresita teachers
Elaborated: Denisse Burgos

Analysis: 75% of the respondents agree completely with the importance of developing Speaking in children at early stages of live, whereas the other 25% agree with it.

Interpretation: The great majority of teachers believe firmly that is very important to work in the development of Speaking in children, it exposes learners to the language very early which is beneficial for the development of their linguistic competence.

Question N° 9: Will the use of fun activities such as warm ups and time fillers have beneficial effects on the improvement of Speaking skill in young learners?

Table Nº 12

Categories	f	%
Completely agreed	5	62
Very agreed	1	13
Agreed	2	25
Slightly agreed	0	0
Completely disagreed	0	0
TOTAL	**8**	**100%**

Graphic Nº 9

Fun activities have beneficial effects on Speaking development.

- Completely agreed 62%
- Very agreed 13%
- Agreed 25%
- Completely agreed
- Very agreed
- Agreed
- Slightly disagreed
- Completely disagreed
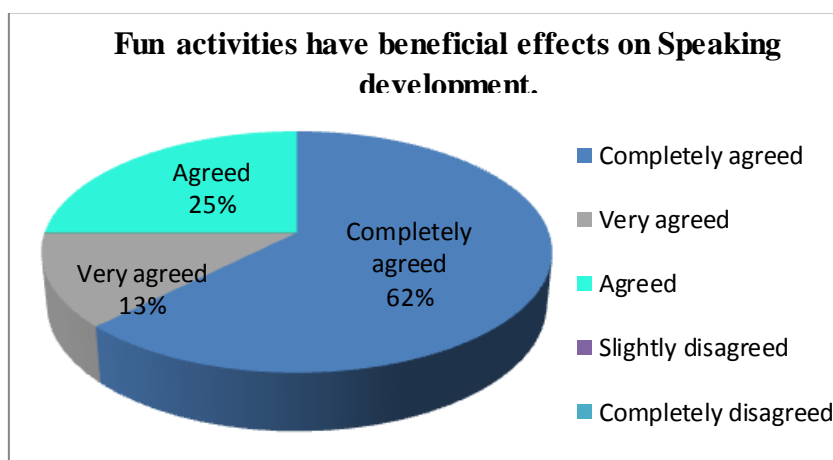
Source: Santa Teresita teachers
Elaborated: Denisse Burgos

Analysis: 62% of ESL teachers agree completely with the fact that the use of funny warmers and fillers in the classroom will have a positive effect in the development of Speaking, the 13% is very agreed and the other 25% agree with the statement.

Interpretation: Teachers are aware of including funny activities in their lesson plans is essential to achieve the communicative competence in their pupils.

Question N° 10: Will the creation of a booklet containing alternatives to use different teaching strategies as warmers and time fillers be very useful to develop speaking in your ESL lessons?

Table Nº 13

Categories	f	%
Completely agreed	7	87
Very agreed	0	0
Agreed	0	0
Slightly agreed	1	13
Completely disagreed	0	0
TOTAL	**8**	**100%**

Graphic Nº 10

The creation of a booklet with warmers and fillers will be very useful for ESL teachers.

Agreed 13%

Completely agreed 87%

- Completely agreed
- Very agreed
- Agreed
- Slightly disagreed
- Completely disagreed
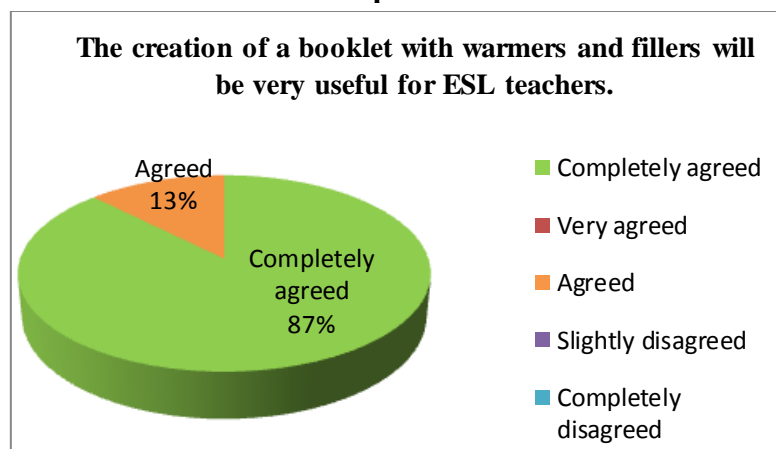
Source: Santa Teresita teachers
Elaborated: Denisse Burgos

Analysis: 87% of the respondents agree completely with the fact that a booklet with various alternatives if using warmers and time filler to develop the Speaking can be very useful in the classroom, and the 13% agree with this fact.

Interpretation: This survey shows that ESL teachers at Santa Teresita School would be willing to follow different alternatives to employ warmers and time fillers aimed to develop Speaking skills in children.

3.5.2 Analysis of parents´ survey

Objective: Determine the need to foster Speaking in students of Second Basic Year at Santa Teresita School by applying warmers and fillers in the language learning process.

Question N° 1: Do ESL teachers employ the correct methodological strategies for teaching speaking?

Table Nº 14

Categories	F	%
Never	0	0
Hardly ever	19	48
Sometimes	20	45
Usually	3	7
Always	0	0
TOTAL	**42**	**100%**

Graphic Nº 11

Teachers use the correct strategies for teaching speaking.

- Usually 7%
- Sometimes 48%
- Hardly ever 45%

Never · Hardly ever · Sometimes · Usually · Always
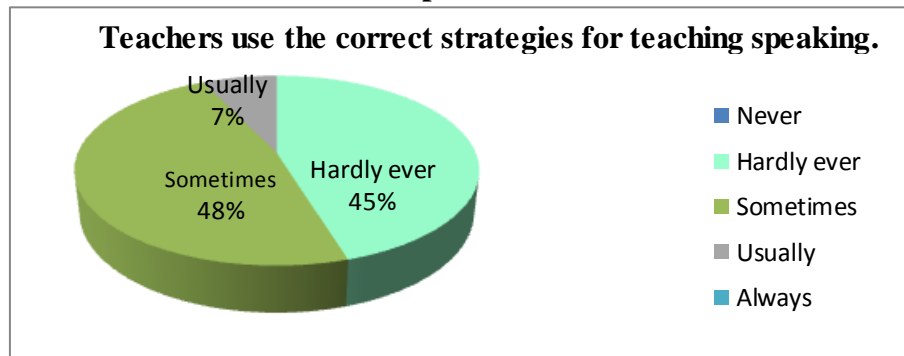
Source: Santa Teresita school parents
Elaborated: Denisse Burgos

Analysis: 45% of school parents claims that ESL teachers hardy ever use the correct strategies to teach speaking, the 45% sometimes employ good methodologies to teach speaking and the 7% usually use them correctly.

Interpretation: This result shows that school parents do not feel   their children are improving their speaking skills due to the methodologies and strategies teachers are using in lessons.

Question N° 2: Does your child show improvement in his / her speaking skills since the beginning of the school year?

Table Nº 15

Categories	f	%
Never	10	24
Hardly ever	17	40
Sometimes	15	36
Usually	0	0
Always	0	0
TOTAL	**42**	**100%**

Graphic Nº 12

Children show improvement in their speaking skills.

- Never
- Hardly ever
- Sometimes
- Usually
- Always

Sometimes 36%
Never 24%
Hardly ever 40%
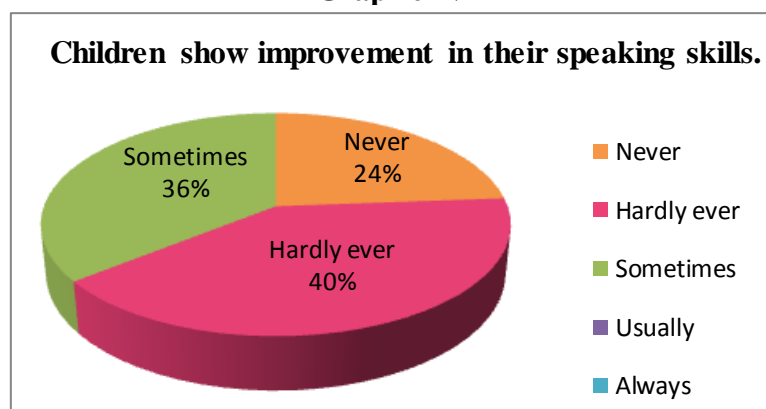
Source: Santa Teresita school parents
Elaborated: Denisse Burgos

Analysis: 24% of the respondents say that their children never seem to be improving their speaking, the 36% manifest that sometimes their kids seem to be improving speaking and the 40% remainder express their children hardy ever show improvement in speaking.

Interpretation: This result shows that teachers are not giving enough importance to the development of Speaking skill, maybe because they don´t know strategies to work with it.

Question N° 3: Does the teacher promote a comfortable classroom environment for your child to carry out a speaking task?

Table Nº 16

Categories	f	%
Never	11	26
Hardly ever	21	50
Sometimes	10	24
Usually	0	0
Always	0	0
TOTAL	**42**	**100%**
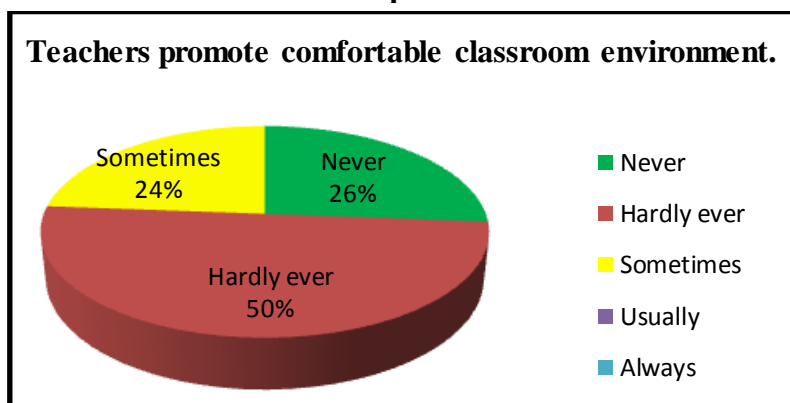
Graphic Nº 13

Teachers promote comfortable classroom environment.

Sometimes 24%
Never 26%
Hardly ever 50%

- Never
- Hardly ever
- Sometimes
- Usually
- Always

Source: Santa Teresita school parents
Elaborated: Denisse Burgos

Analysis: 26% of school parents are convinced that teachers never promote good classroom environment and confidence in their children to carry out a speaking task, the 24% maintain that teachers sometimes manage self- assured classroom environments whereas the 50% say the teachers hardly ever do it.

Interpretation: This result shows parents believes mainly that students feel scared and even shocked when they have to speak, there is not a classroom culture of speaking and teachers do not promote good classroom environments for it.

Question N° 4: Does the teacher provide learners with further work to improve the speaking in your child?

Table Nº 17

Categories	f	%
Never	0	0
Hardly ever	26	62
Sometimes	16	38
Usually	0	0
Always	0	0
TOTAL	**42**	**100%**

Graphic Nº 14

Teachers provide further work to improve speaking.

Sometimes 38%

Hardly ever 62%

- Never
- Hardly ever
- Sometimes
- Usually
- Always
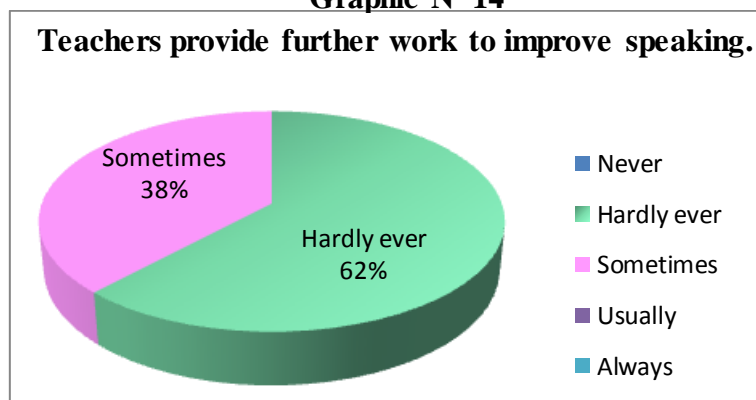
Source: Santa Teresita school parents
Elaborated: Denisse Burgos

Analysis: 38% of school parents manifest teachers sometimes give students further work to improve speaking at home, whereas the other 62% says that they hardly ever do it.

Interpretation: Teachers are not considering parents are part of the learning process. This results shows clearly that parents don´t know how to help their children at home due to teachers are not sending further work to work speaking skill at home.

Question N° 5: Does your child show enthusiasm after carrying out a speaking task in the classroom?

Table Nº 18

Categories	f	%
Never	11	26
Hardly ever	19	45
Sometimes	12	29
Usually	0	0
Always	0	0
TOTAL	**42**	**100%**
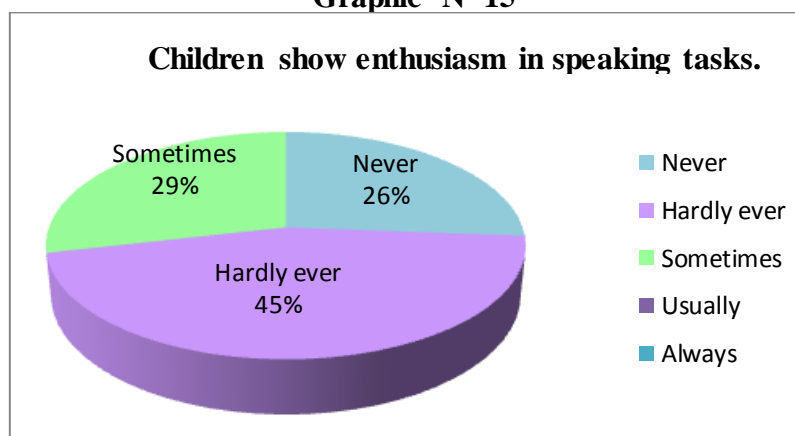
Graphic Nº 15

Children show enthusiasm in speaking tasks.

Source: Santa Teresita school parents
Elaborated: Denisse Burgos

Analysis: 26% of school parents manifest their children do not show enthusiastic after performing a speaking activity, the 29% claim that their kids sometimes show enthusiastic and the 45% remainder say their children hardly ever seem to be enthusiastic.

Interpretation: The speaking tasks teachers are asking their students to perform in their lessons do not make sense on children; they are not meaningful, so that learners do not feel enthusiastic while performing these activities.

Question N° 6: Is it important to develop classroom activities that motivate and promote the improvement of Speaking skills?

Table Nº 19

Categories	f	%
Completely agreed	30	71
Very agreed	12	29
Agreed	0	0
Slightlyagreed	0	0
Completely disagreed	0	0
TOTAL	**42**	**100%**

Graphic Nº 16

It is important to develop motivational activities to improve Speaking

- Completely agreed
- Very agreed
- Agreed
- Slightly disagreed
- Completely disagreed

Very agreed 29%

Completely agreed 71%
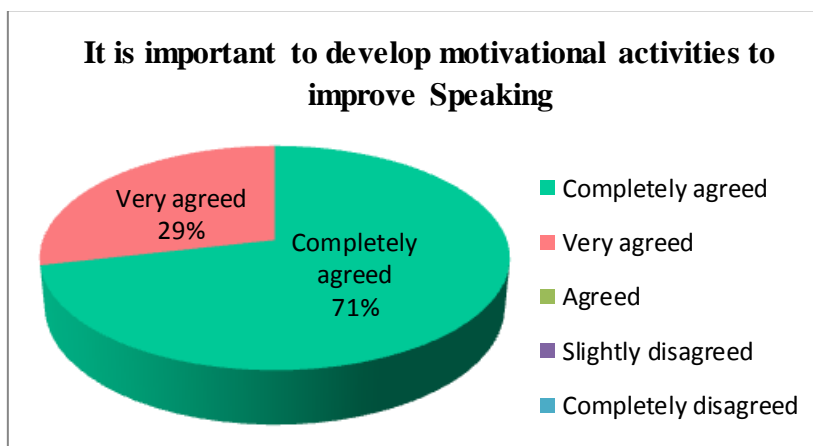
Source: Santa Teresita school parents
Elaborated: Denisse Burgos

Analysis: 71% of the respondents are really convinced that it is important to develop classroom activities which motivate and promote the oral language production, and the 29% agree with this fact.

Interpretation: It is necessary teachers find motivational alternatives for classroom activities to encourage students to the oral production of the target language.

Question N° 7: Can warm up activities and time fillers be high motivating for young learners as well as beneficial for their language learning process?

Table Nº 20

Categories	f	%
Completely agreed	29	69
Very agreed	10	24
Agreed	3	7
Slightly agreed	0	0
Completely disagreed	0	0
TOTAL	**42**	**100%**

Graphic Nº 17

Warmers and fillers are high motivating activities in the language learning process.

Agreed 7%
Completely agreed 69%
Very agreed 24%

- Completely agreed
- Very agreed
- Agreed
- Slightly disagreed
- Completely disagreed
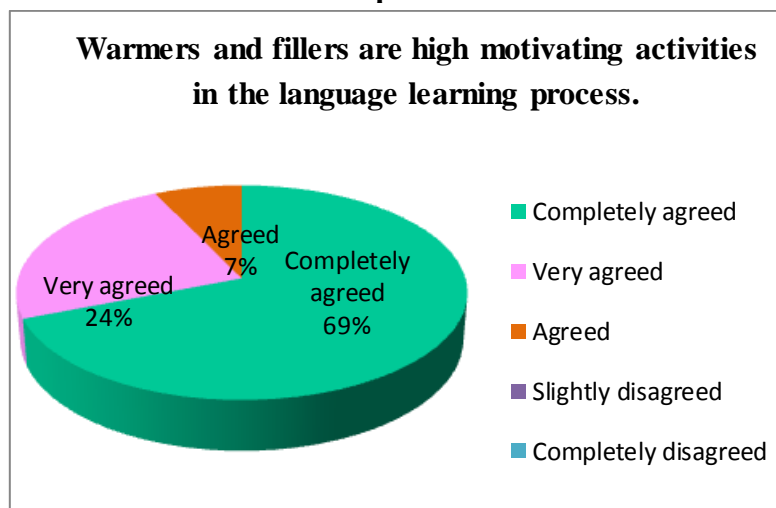
Source: Santa Teresita school parents
Elaborated: Denisse Burgos

Analysis: 69% of school parents agree completely that songs, games, stories can be high motivating for young learners as well as beneficial for their language learning process, the 24% agrees very much with this statement and the 7% agree.

Interpretation: It is necessary teachers include in their lessons high motivating activities to encourage students to the oral production of the target language.

Question N° 8: Is it necessary to start working in the development of language skills, especially Speaking skills at early stages of education?

Table Nº 21

Categories	f	%
Completely agreed	31	74
Very agreed	9	21
Agreed	2	5
Slightly agreed	0	0
Completely disagreed	0	0
TOTAL	**42**	**100%**

Graphic Nº 18

The development of speaking skills should start at early stages of education.

- Completely agreed
- Very agreed
- Agreed
- Slightly disagreed
- Completely disagreed
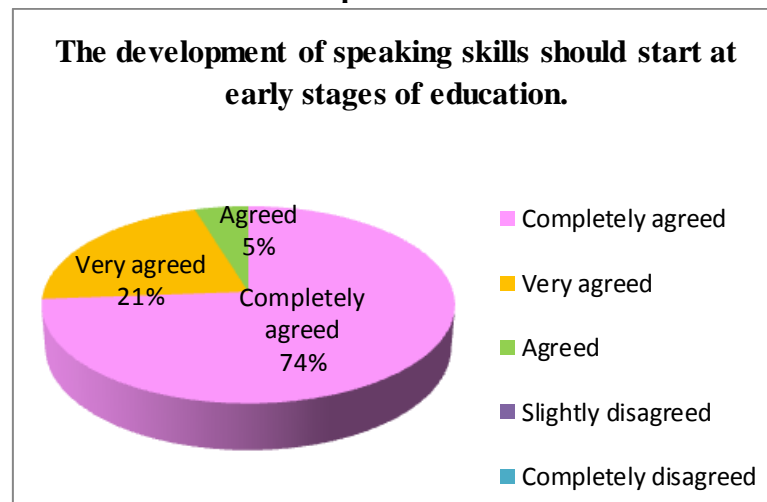
Source: Santa Teresita school parents
Elaborated: Denisse Burgos

Analysis: 74% agree completely with the importance of developing speaking at early stages of life, the 21% agree very much and the remainder 5% agree with the statement.

Interpretation: Parents are really convinced that exposing children to language production at early stages of live is very beneficial in the development of speaking.

Question N° 9: Will the use of funny activities such as games, songs, dynamics and stories be beneficial for the development of language fluency in young learners?

Table Nº 22

Categories	f	%
Completely agreed	27	64
Very agreed	12	29
Agreed	3	7
Slightly agreed	0	0
Completely disagreed	0	0
TOTAL	**42**	**100%**

Graphic Nº 19

Fun activities such as games and songs are beneficial to develop language fluency.

- Completely agreed
- Very agreed
- Agreed
- Slightly disagreed
- Completely disagreed
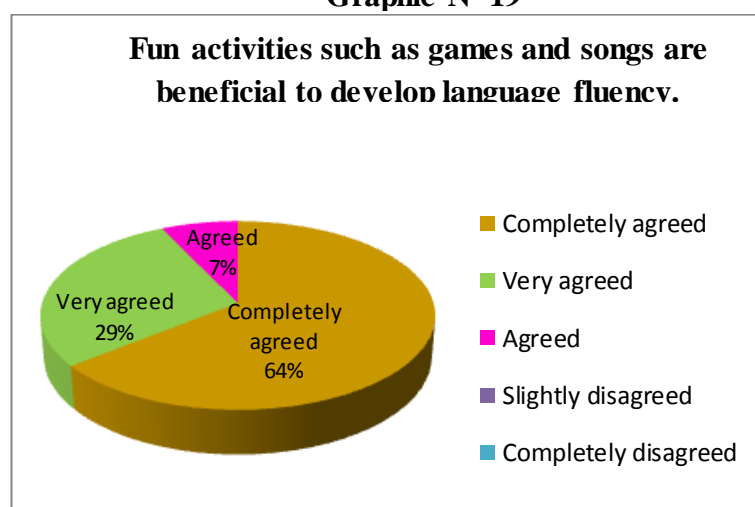
Source: Santa Teresita school parents
Elaborated: Denisse Burgos

ANALYSIS: 64% of school parents agree completely that the use of games, songs, dynamics and stories will be beneficial for the development of language fluency in young learners, the 29% agrees very much and the 7% agrees with it.

INTERPRETATION: Parents are really convinced of language fluency can be improved through the use of fun activities, so teachers should adapt these activities as speaking tasks.

Question N° 10: Will the creation of a booklet containing a variety of warmers and time fillers designed to develop speaking skills be a great contribution in the language learning process of your child?

Table Nº 23

Categories	f	%
Completely agreed	24	57
Very agreed	13	31
Agreed	4	10
Slightly agreed	1	2
Completely disagreed	0	0
TOTAL	**42**	**100%**

Graphic Nº 20
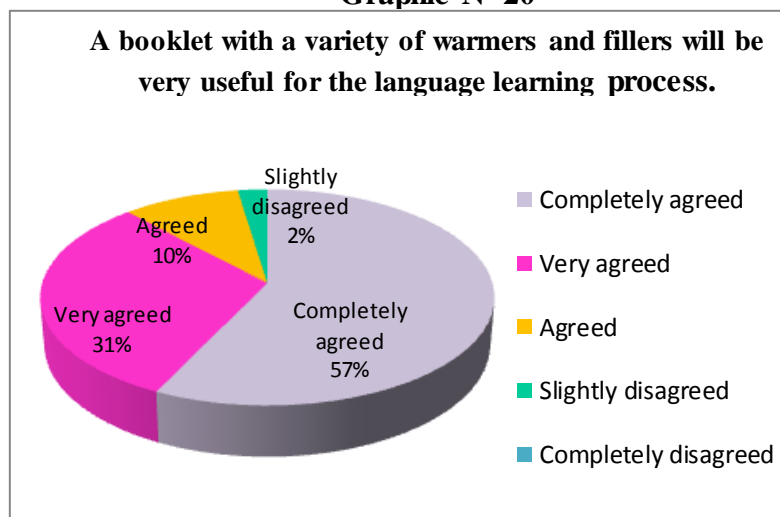
Source: Santa Teresita school parents
Elaborated: Denisse Burgos

Analysis: 57% of the respondents agree completely with the proposal of this research, the 31% agrees very much, the 10% agrees, whereas the 2% disagrees.

Interpretation: This survey shows parents are convinced that teachers should include different alternatives for speaking tasks aimed to develop Speaking in children.

3.5.3 Analysis of students´ survey.

Objective: To determine the importance of using warm ups and time fillers in the language learning process to improve Speaking skill of students of Second Basic Year at Santa Teresita School.

Question N° 1: Do you think it is important to learn English?

Table Nº 24

Categories	f	%
Yes	25	57
No	19	43
TOTAL	**44**	**100%**

Graphic Nº 21

It is important to learn English.

Analysis: 57% of the respondents claim that learning English is very important, whereas English learning importance do not make sense in the other 43%.

Interpretation: The incorrect use of teaching strategies, the low levels of motivation and the use of unattractive activities in lessons make this 43% of students do not consider how important is learning English.

Question N° 2: How much do you like English lessons?

Table Nº 25

Categories	f	%
Very much	22	55
A Little	15	34
Nothing at all	5	11
TOTAL	**44**	**100%**

Graphic Nº 22
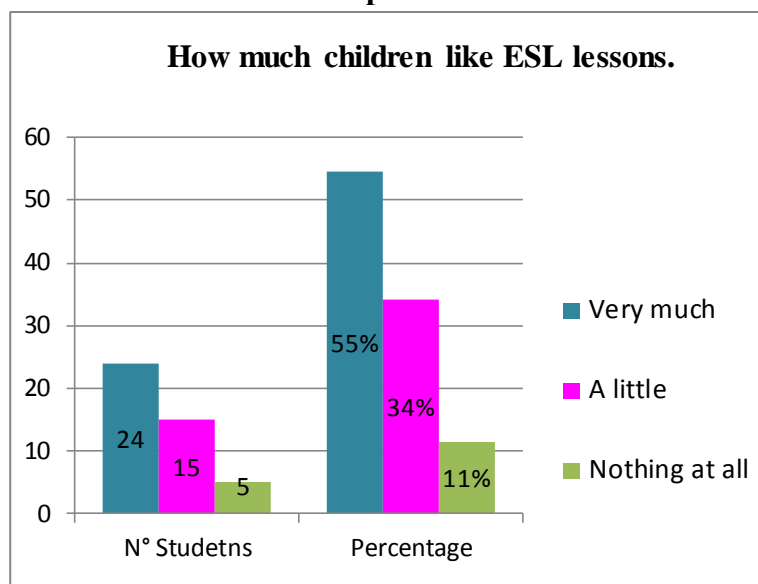
Source: Santa Teresita students
Elaborated: Denisse Burgos

Analysis: 22% of students manifest they like English very much, the 34% claim the like just a little and the 11% remainder say they do not like the subject.

Interpretation: Teachers are not motivating students to learn English; the strategies they are using do not make sense on students learning which means they are boring, unattractive and meaningless.

Question N° 3: Does your teacher employ games or dynamics in the classroom when he/ she begins or ends the lesson?

Table N° 26

Categories	F	%
Never	18	41
Hardlyever	14	32
Sometimes	12	27
Usually	0	0
Always	0	0
TOTAL	**44**	**100%**

Graphic N° 23
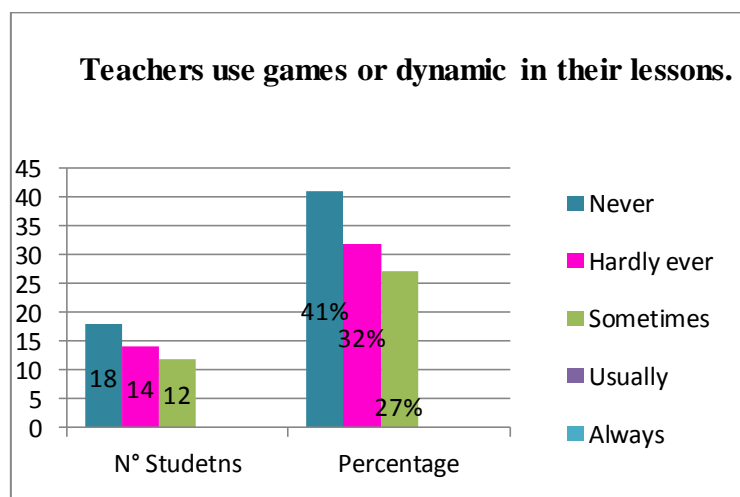
Source: Santa Teresita students
Elaborated: Denisse Burgos

Analysis: 41% of students claim their teacher never use games or dynamics in the classroom, the 32% manifests their teacher hardly ever makes use of these activities and the 27% expresses their instructors do it sometimes.

Interpretation: Teachers are not giving importance to games which are very engaging activities, their use in ESL lessons is essential to motivate pupils to learn.

Question N° 4: Would you like your teacher includes in your lesson fun activities such as warm ups and time fillers?

Table Nº 27

Categories	f	%
Yes	41	93
No	3	7
TOTAL	44	100%

Graphic Nº 24
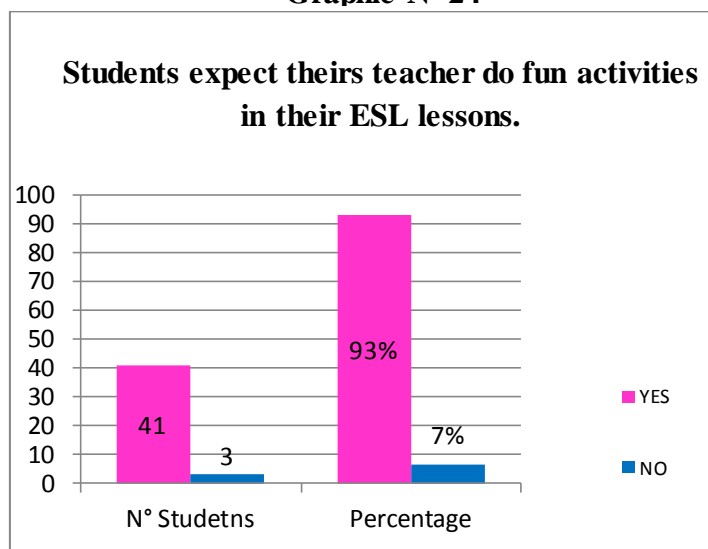
Source: Santa Teresita students
Elaborated: Denisse Burgos

Analysis: 93% of students wish their teachers would make use of fun activities such as warmers and time fillers in their lesson whereas the 7% would not wish it.

Interpretation: Students in her majority demand their teacher include fun warmers and time fillers in their lesson in order that they develop their communicative competence.

Question N° 5: **Rate the skills from the most difficult to the easiest for you to execute in ESL lessons.**

The most difficult 4	Difficult 3	Easy 2	The easiest 1

Table Nº 28

Categories	Listening f	Listening %	Speaking f	Speaking %	Reading f	Reading %	Writing f	Writing %
The most difficult	10	23	25	57	5	11	4	9
Difficult	8	18	8	18	11	25	17	39
Easy	5	11	6	13	15	34	18	41
The easiest	21	48	5	11	13	30	5	11
TOTAL	**44**	**100%**	**44**	**100%**	**44**	**100%**	**44**	**100%**

Graphic Nº 25
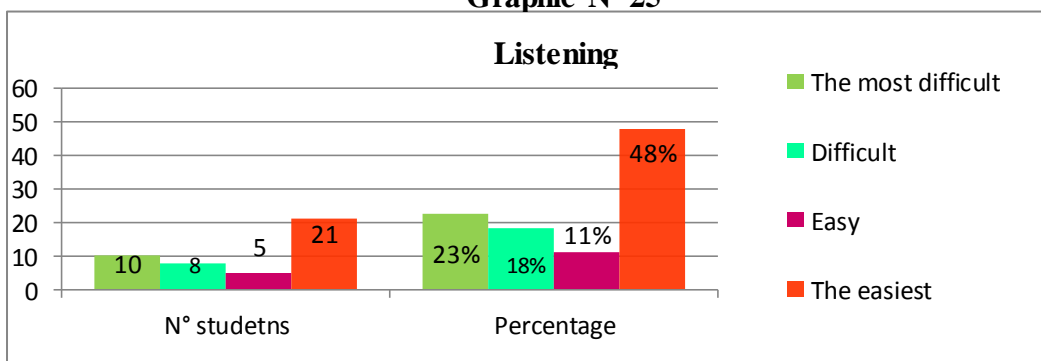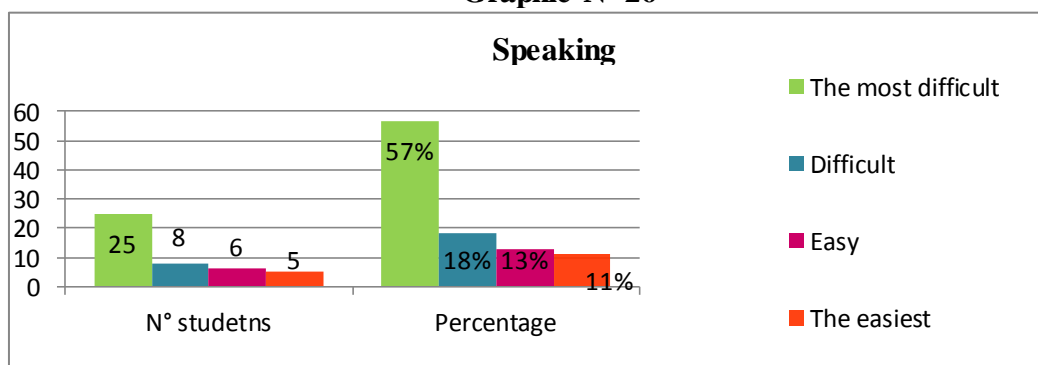
Graphic Nº 26

Graphic Nº 27

Reading chart:
- N° studetns: The most difficult 5, Difficult 11, Easy 15, The easiest 13
- Percentage: The most difficult 11%, Difficult 25%, Easy 34%, The easiest 30%

Legend: The most difficult, Difficult, Easy, The easiest

Graphic Nº 28

Writing chart:
- N° studetns: The most difficult 4, Difficult 17, Easy 18, The easiest 5
- Percentage: The most difficult 9%, Difficult 39%, Easy 41%, The easiest 11%

Legend: The most difficult, Difficult, Easy, The easiest
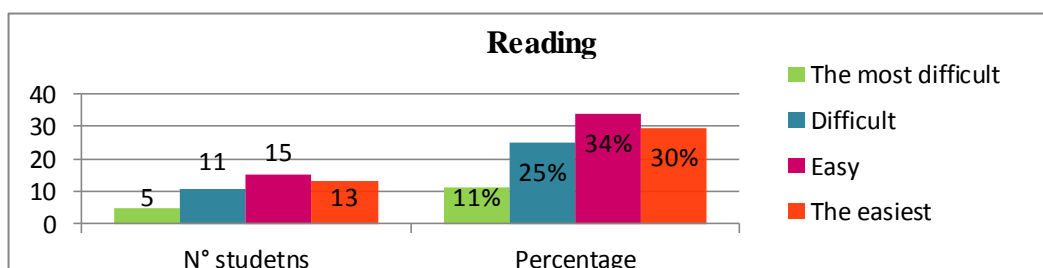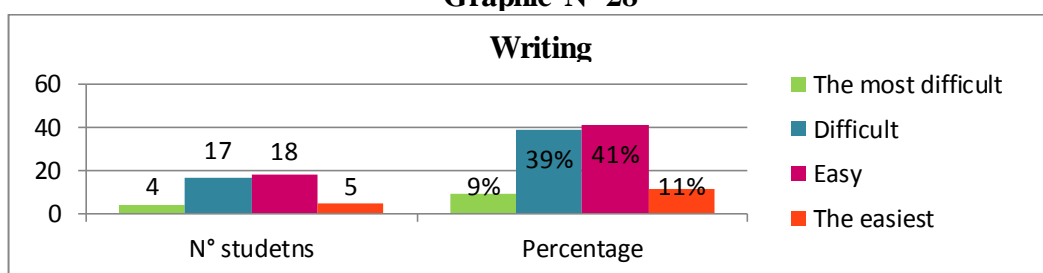
Source: Santa Teresita students
Elaborated: Denisse Burgos

Analysis: 23% of respondents rate Listening as the most difficult skill, 57% of the respondents find Speaking the most difficult, the 11% claim Reading is the most difficult and 9% think Writing is the most difficult.

Listening is rated by 18% of the students as difficult, 18% find Speaking difficult, the 25% consider Reading difficult and the remainder 39% manifest Writing is difficult.

Reading is rated by 11% of students as easy, 13% find Speaking easy, the 34% consider Reading easy and the remainder 41% manifest Writing is easy.

48% of respondents rate Listening as the easiest skill, the 11% finds Speaking the easiest, the 30% claim Reading is the easiest and 9% think Writing is the easiest.

Interpretation: According to this survey speaking is the skill that turns out to be the most difficult for children to learn and develop. Children lack confidence when they are asked to do speaking task as role plays, dialogues and interviews.

Question N° 6: How often does your teacher encourage you to speak in English in the classroom?

Table Nº 29

Categories	f	%
Never	19	43
Hardlyever	16	36
Sometimes	8	18
Usually	1	3
Always	0	0
TOTAL	**44**	**100%**

Graphic Nº 29
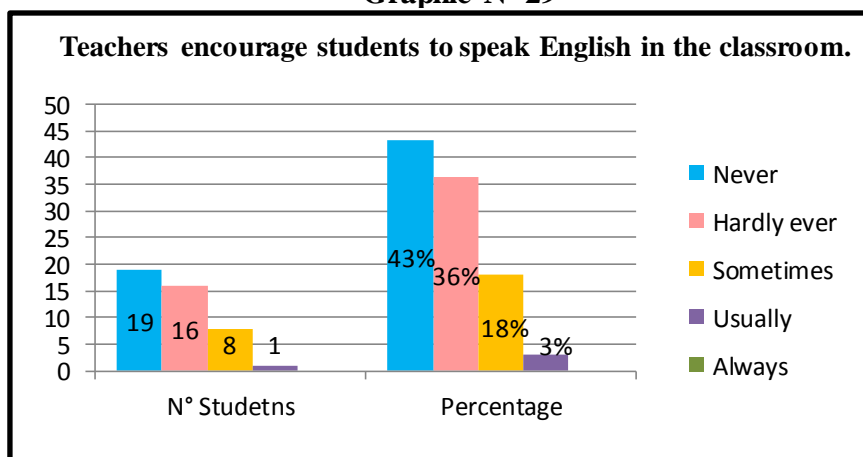
Teachers encourage students to speak English in the classroom.

Analysis: 43% of respondents express their teacher never encourages them to use English in class, the 36% manifest they hardly ever are encouraged to speak, the 18% claims they sometimes speak English in class and the 3% say their teacher always encourage them to speak English.

Interpretation: To achieve the communicative approach it is important to create talking class environments, teachers must encourage students to speak English in class as much as possible.

Question N° 7: **Do you feel comfortable and self- confident when your teacher asks you to do a speaking task?**

Table Nº 30

Categories	Q	%
Never	23	52
Hardlyever	11	25
Sometimes	7	16
Usually	2	5
Always	1	2
TOTAL	**44**	**100%**

Graphic Nº 30
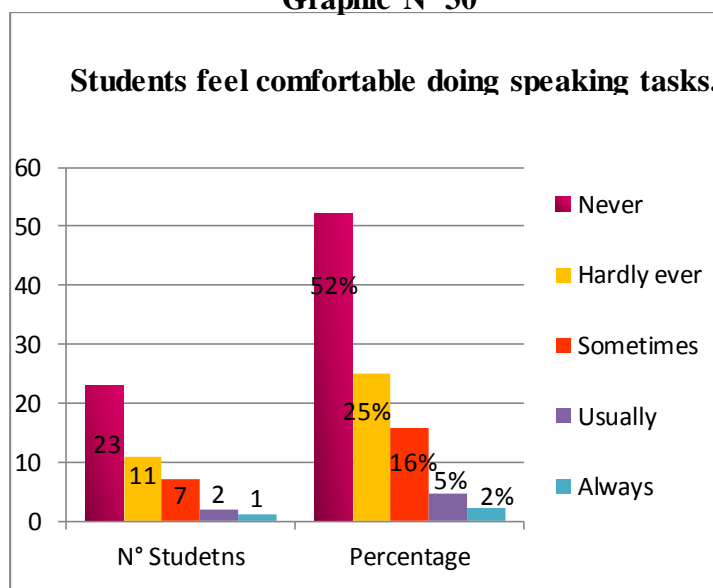
Source: Santa Teresita students
Elaborated: Denisse Burgos

Analysis: 52% of students never feel confident during speaking tasks, the 25% hardly ever feels assured, the 16% claims to feel reliant on doing speaking tasks, the 5% is usually confident and the 2% always seems to be assured.

Interpretation: Students are not used to speaking English in the classroom so that they feel insecure when they have to do it.

Question N° 8: **Would you like your teacher use fun activities such as games, stories, dynamics or videos to improve your Speaking?**

Table Nº 31

Categories	f	%
Yes	39	89
No	5	11
TOTAL	**44**	**100%**

Graphic Nº 31

Students would like their ESL teachers use fun activities such as games, stories or
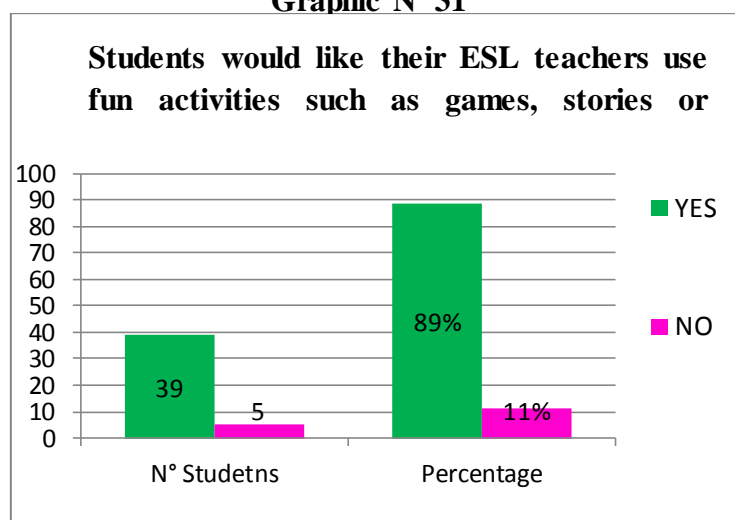
Source: Santa Teresita students
Elaborated: Denisse Burgos

Analysis: 89% of students wish their teachers used fun activities to help them to improve Speaking, whereas the other 11% would not like their teachers include entertaining activities in their lesson for learners to improve speaking**.**

Interpretation: The big majority of respondents demand the use of games, stories, dynamics, videos and any kind of fun activities to improve their Speaking. ESL lessons turn out to be monotonous and unattractive for learners. Lesson must be resourceful in order to make the most of students.

Question N° 9: Mark with a tick in the list below four activities you wish your teacher used in ESL lessons in order to improve your Speaking.

Table Nº 32

Categories	f	%
Games	38	86
Speaking activities with posters and flashcards	25	57
Role plays	12	27
Information gap activities	11	25
Storytelling	18	41
Questions and answers activity about a video	23	52
TPR activities	18	41
TOTAL	**-**	**100%**

Graphic Nº 32

Activities students expect their ESL teachers use in their lessons.
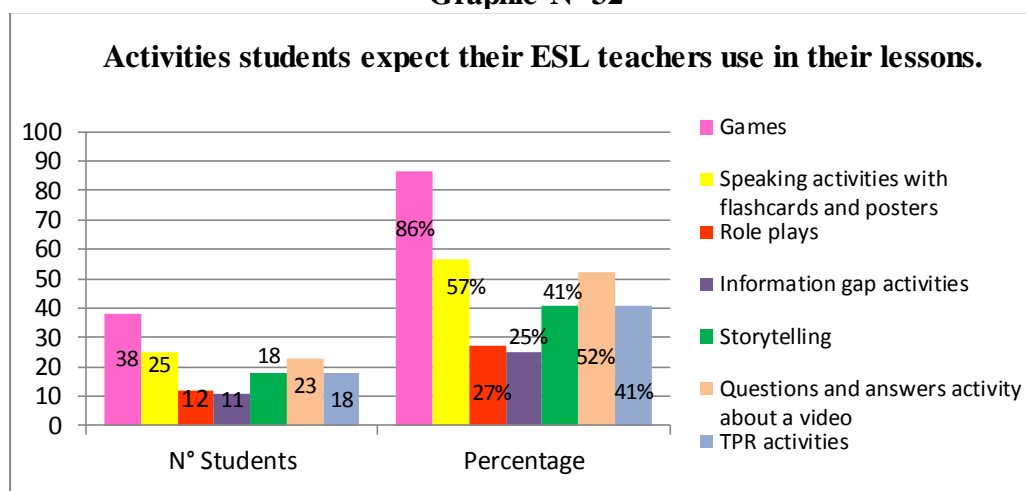
Source: Santa Teresita students
Elaborated: Denisse Burgos

Analysis: The four activities that learners chose to improve their speaking according to these results are: games with 86% of acceptance, songs with 57% of preference, videos with 52% of acceptance and storytelling with a 41%.

Interpretation: These activities make sense on students' language learning, they think they would be very helpful to improve their speaking skills.

Question N° 10: Do you do further work at home to improve your Speaking?

Table Nº 33

Categories	f	%
Yes	2	5
No	42	95
TOTAL	44	100%

Graphic Nº 33

Children do further work at home to improve speaking.
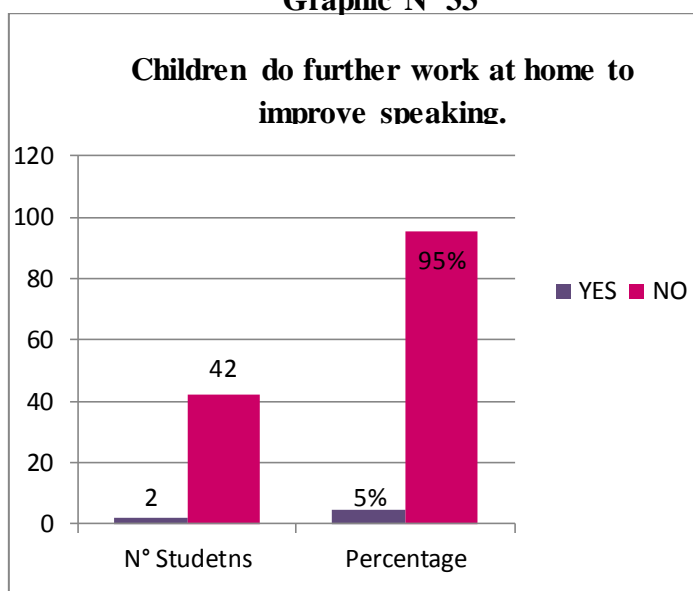
Analysis: 95% of students manifest they do not practice speaking at home and the remainder 5% says they have further practice of speaking at home.

Interpretation: Teachers do not provide students with resources such as blogs, web pages or audiovisual material to encourage learners to practice speaking at home with their parents' assistance.

3.6 Conclusions and recommendations

3.6.1 Conclusions

✓ Students are not engaged to class due to the fact the activities their teacher are employing in class do not make sense on their learning.

✓ Most of the ESL teachers do not pay enough attention to the use of warmers and time fillers and how useful they can be to develop speaking skills.

✓ Teachers are not taking into account how important it is to encourage children to speak English for creating talking - classroom environment.

✓ Children do not feel confident and fearless when they are asked to carry out a Speaking activity in classroom because they are not used to do it.

✓ ESL lessons are monotonous, fun is not a resource teachers use to motive their students.

✓ Speaking activities in ESL lessons are not entertaining, highly motivating or attractive for learners.

✓ Parents demand further work to help their children to develop Speaking skills at home.

✓ The strategies that instructors are using in the language learning process are not suitable neither engaging to develop speaking skills.

✓ Children wish their teachers contributed to the improvement of their Speaking skills by making use of fun activities such as games, songs, videos and stories.

3.6.2 Recommendations

- ✓ Teachers should design attractive activities using resources such as flashcards, videos, and interactive digital games that appeal and engage students to class and motivate learners to speak.

- ✓ Teachers should include warmers and time fillers in every new lesson to create a culture of talking classroom, get students used to listening English language and develop their communicative competence.

- ✓ Instructors should help learners to develop confidence and self – esteem in order that students do not feel fear of performing a speaking task.

- ✓ Speaking activities should be varied, entertaining, highly motivating, attractive and meaningful for learners.

- ✓ Teaching strategies for improving speaking should be adapted to the needs of learners instead of the teacher's preferences.

- ✓ Activities such as games, songs, videos and stories can be designed to develop speaking in a comfortable and relaxed environment for students.

- ✓ Teachers should work as a whole with parents to help children to develop Speaking by providing parents with alternatives to improve speaking such as web sites for ESL learning and audiovisual material.

- ✓ It is important to consider the amount of input that teachers provide to learners must be more extensive than the amount instructors expect their pupils produce.

CHAPTER IV
PROPOSAL

4.1 Informative Data

Title Proposal

"WARMERS AND FILLERS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS FOR STUDENTS OF SECOND BASIC YEAR AT UNIDAD EDUCATIVA SANTA TERESITA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015".

Executing Institution: "Santa Teresita S*c*hool"

Beneficiaries: 44 students of Second Basic Year

Location: La Libertad - Santa Elena Province

Author: Denisse Adriana Burgos Rincones.

Advisor: Luis Iza Espinoza

4.2 Proposal background.

English language learning has become very important and necessary in this century; it is considered the language of communications for a globalized world. As lingua franca it is essential not only to understand information related to technology and scientific research but also to communicate with hundreds people around the world with different social and educational background whose second language is English.

Nowadays, in a globalized and technological world, the best job opportunities in their majority demand English domain as a requirement, so that the education of professionals able to communicate in English is inevitable.

The Ministry of Education have considered improving its syllabus for English language teaching, in the coming years ESL will be taught from Second Basic Year to Bachillerato. At early stages of life the communicative competence starts to be developed by providing learners extensive amounts of inputs through songs, chants, rhymes, videos, even teachers talk time has an important role to get learners used to English mode. After providing input comes the production of the language which involves the reproduction of prefabricated phrases or chunks, brief descriptions, short dialogues and spontaneous moments of language interaction between teachers and students, or even better between classmates.

Due to the fact that second basic year is the scholar grade in which learners learn vowels, letters to construct their first words, teachers should focus on the development of listening and speaking skill. Reading and writing skills will develop naturally along the process.

According to the results of the survey and the field observation, this research has showed that Speaking is the skill that learners consider is the most difficult to achieve, students are not used to do it, in addition the few activities teachers are using to develop speaking are boring, unattractive and do not catch students' attention. For these reasons, this proposal is aimed to present a variety of

strategies and resources that can be employed in ESL lessons as warmers and time fillers to develop speaking skills. All of them are high motivating and promote genuine communication; they are basically communicative output activities and structured output activities.

4.3 Significance

As it has been said before speaking is a skill that teachers have to work effectively at early stages of life. It is important to use the correct strategies and resources to get the most of learners, expose them to the language and start developing their communicative competence.

Unfortunately teachers are not designing activities to appeal learners, make sense on their learning. The strategies instructors are employing do not contribute to the optimum development of Speaking skill.

After researching information about different strategies to teach speaking, applying surveys to parents, teachers and students, and making field observation, is has been evidenced that learners demand the use of fun activities, as well as high motivating teaching aids to develop their confidence and improve their speaking.

This proposal pretends to offer teachers an informational guide of how to use warmers and time fillers as a fun and entertaining way to help their pupils to improve their speaking skills. Some of the activities include games, songs, use of videos and stories, all of them adapted to be used as warm up or fillers in ESL

lessons with communicative purpose. The activities are attractive, entertaining, meaningful, resourceful and very useful to encourage students to speak English in the classroom. Furthermore it has been noticed that further work is not assigned to improve speaking skills at home, so that this document propose a blog in order that parents and students can make use of audiovisual resources to reinforce the improvement of speaking at home.

4.4 Objectives
4.4.1 General Objective

To improve the speaking skills in students of second basic year through the use of warmers and time fillers at Santa Teresita primary school, La Libertad - Santa Elena province school academic years 2014-2015.

4.4.2 Specific Objectives

✓ To evaluate students´ speaking skills before and after applying the proposal.

✓ To design an informational guide which explains how to use different activities such as games, stories, song and videos as warm ups and time fillers with communicative purpose.

✓ To apply the different strategies and activities designed with the experimental group.

✓ To create a website with audiovisual aids which allow learners to improve their skills as further work at home with their parents' assistance.

✓ To evaluate how the use of warmers and fillers help to improve speaking skills in learners of the experimental group.

4.5 Design and development of the proposal

This proposal contains activities such as traditional games, information gap activities, questionnaire about videos and posters, storytelling, and games with flashcards adapted to be used in the classroom as a tool to improve speaking in young learners. The activities can last ten or fifteen minutes. It´s recommended using them in 90 minutes lessons. Furthermore the activities are fun, enjoyable and high motivational for pupils.

The activities pretend to improve the speaking skills of students through entertaining and challenging activities. The activities are basically communicative output activities; students have to solve a problem and complete a task. Learners are free to use the language functions and the vocabulary items they want to achieve the goal in a frame of cooperative learning in which every learner has to make a contribution to end up the task.

On the other hand, there are structured output activities controlled with teacher´s guidance whose main purpose is to practice specific language functions and target vocabulary through games and with the support of material as posters, videos and flashcards. Structured output activities have been considered as a bridge to help students to move on more complex activities as producing their own bits of language to solve a problem or making decisions.

In addition to the didactic guide for ESL teachers, this proposal has considered the creation of a website where students under their parents' supervision can improve their speaking. The web site is interactive and it has been developed due to the fact that according to the results in the parents' survey, school parents manifest they do not know how to help to improve their children speaking skill.

4.6 Proposal workflow

```
              PROPOSAL WORKFLOW

         WARM UPS AND TIME FILLER
                 BOOKLET

  COMMUNICATIVE                  SPEAKING SKILL
  LAGUAGE ACTIVITIES

  INFORMATION GAP
  PRINCIPLE
                         GAMES
                                          MY FIRST
                         VIDEOS           ENGLISH
                                          LEARNING
                         STORIES          SITE
                                          WEBSITE
                         FLASHCARDS
                         AND POSTERS
```
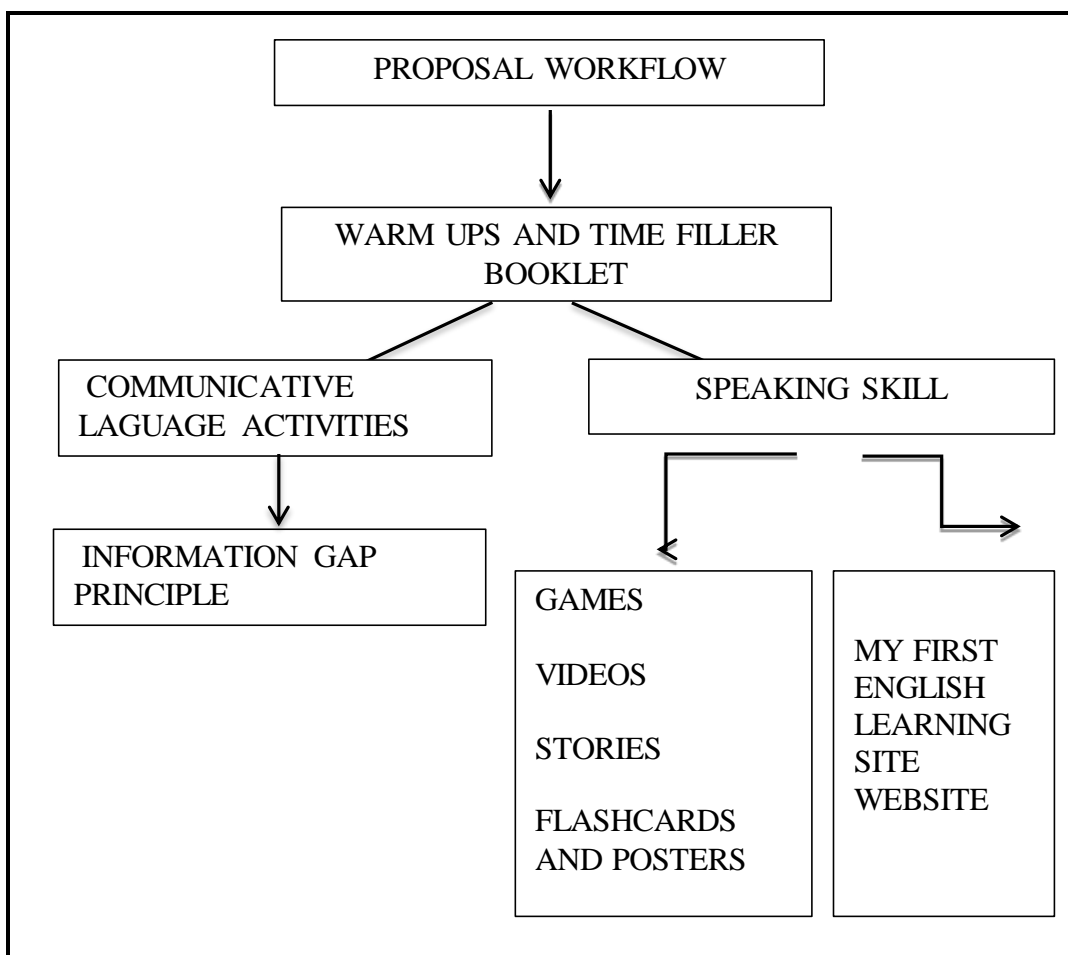
Table Nº 34
Elaborated: Denisse Burgos

4.7 Methodology, Action plan

Statements	Indicators	Means for verification	Assumptions
Aim To improve speaking skills of second basic year students at Santa Teresita school.	To get the 90% of the beneficiaries achieve an optimum development of their speaking skills.	Visual inspection of students' progress.	A minimal amount of students feel reluctant to speak English
Purpose To design a didactic guide with activities to develop speaking skills through games, songs, videos and storytelling that promote the use of technology.	To execute the 100% of the activities in the time established to study the develop the units of work	A booklet with activities for speaking	There are not technological resources in the classroom.
Components **Classroom:** Physical building to execute the activities. **My first ESL learning site:** A website designed to provide learners all the input learners need to reinforce their speaking skills.	To get the 80% of school parents make use of the website to support their children in the learning process	The website can be supervised in https://sites.google.com/site/myfirstenglishlearningsite/	Parents do not cooperate in the language – learning process of students.
Activities Develop the units of study during the execution of the proposal. Design structured output activities and communicative output activities for speaking.	To execute the 100% of the activities presented in the didactic guide.	Didactic materials and digital games contained in the website.	All the units of study cannot be developed.

Table Nº 35
Elaborated: Denisse Burgos

4.7.1 Proposal's first action

A didactic guide to explain how to use different activities as warmers and time fillers to develop speaking skills.

It comprehends a series of activities; each of them explains step by step how to use games, videos, stories and other resources as warm ups and time fillers with the purpose of improving speaking in children of Second Basic Year at Santa Teresita elementary school.

Some activities are based on the information gap principle, students have to work together to complete the activity, and the other activities are speaking tasks guided by the teacher.

It is important to resemble that the games consist on cooperative work, any student or group wins. The whole class has to collaborate to solve the problem, so that everybody wins.

Use of videos: Videos as well as helping to improve listening skill in the side, in this proposal they have been used to provoke genuine communication between learners, students asks and answer questions about the video to come up to a conclusion and complete a task.

Use of flashcards and posters: These resources have been used as a tool to promote cooperation as well as improving speaking skill by making pictures description and generating short dialogues among students aimed to make a decisions and problem solving.

Games: These activities are the most frequent in the proposal due to they are high motivational and encourage even the most reluctant learners to speak. Most of the games are form - focused speaking, aimed to the reproduction of learnt target structures and feedback.

Storytelling: It is used to improve speaking through pictures description in which learners have to cooperate to make a decision or complete a task.

4.7.2 Proposal´s second action:

4.7.2.1 My first English Learning site webpage.

This is a website designed in Google sites. It is aimed to improve English learning by providing learners input activities and practice form – focused speaking at home. Every topic in the website includes lessons explanation and class presentation with interactive slides that can be downloaded; it provides links for games about the lesson´s topic, and a video with a speaking part to practice at home. The website can be used for teachers and learners.

4.7.2.2 Use of My first English Learning site webpage.

To access to this website the users must type this link in the navigator

https://sites.google.com/site/myfirstenglishlearningsite/

There are two main elements in the website: **Lessons** and **Games** to practice

vocabulary

In the section of **"Lessons"** the user can choose the topic to practice. All the

lessons have a previous feedback of target vocabulary and end with a video aimed

to practice speaking. All the activities contained in each lesson can be downloaded

as files and saved in a personal computer.
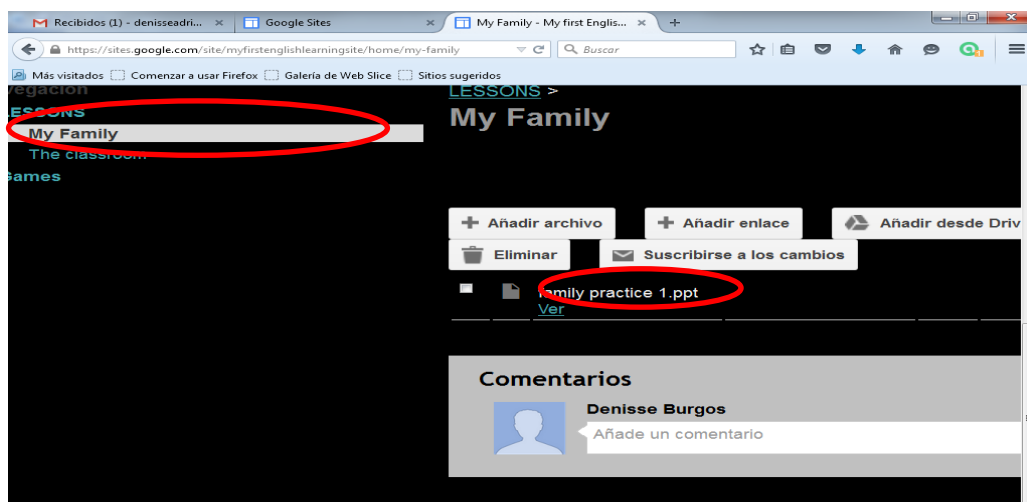
In **"games"** the user can practice target vocabulary by linking to a series of websites. The user makes click on games and a list of topics is displayed.
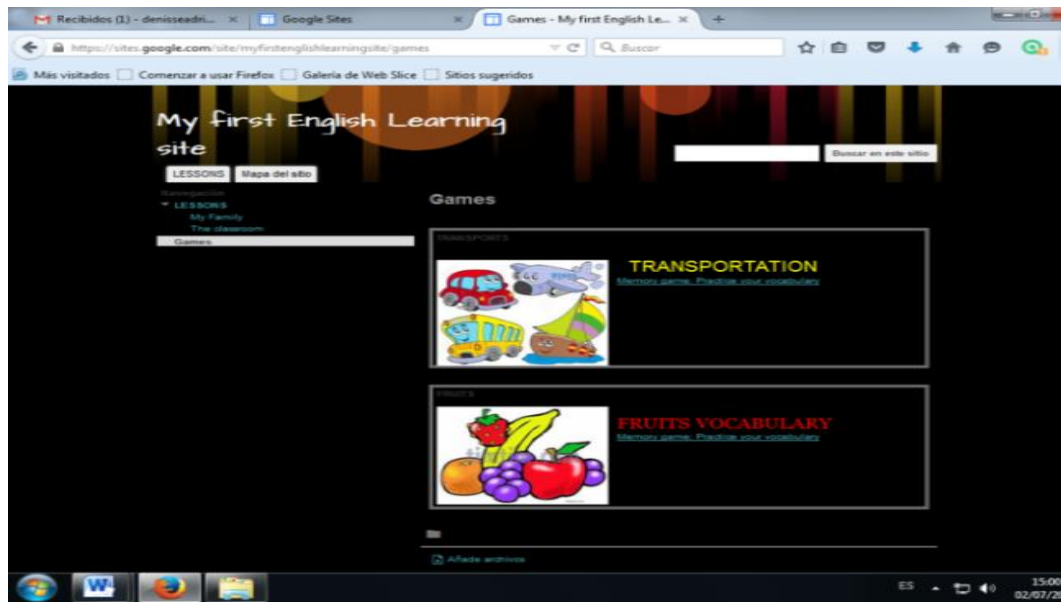
After choosing the topic and selecting a link, the suggested website appears.
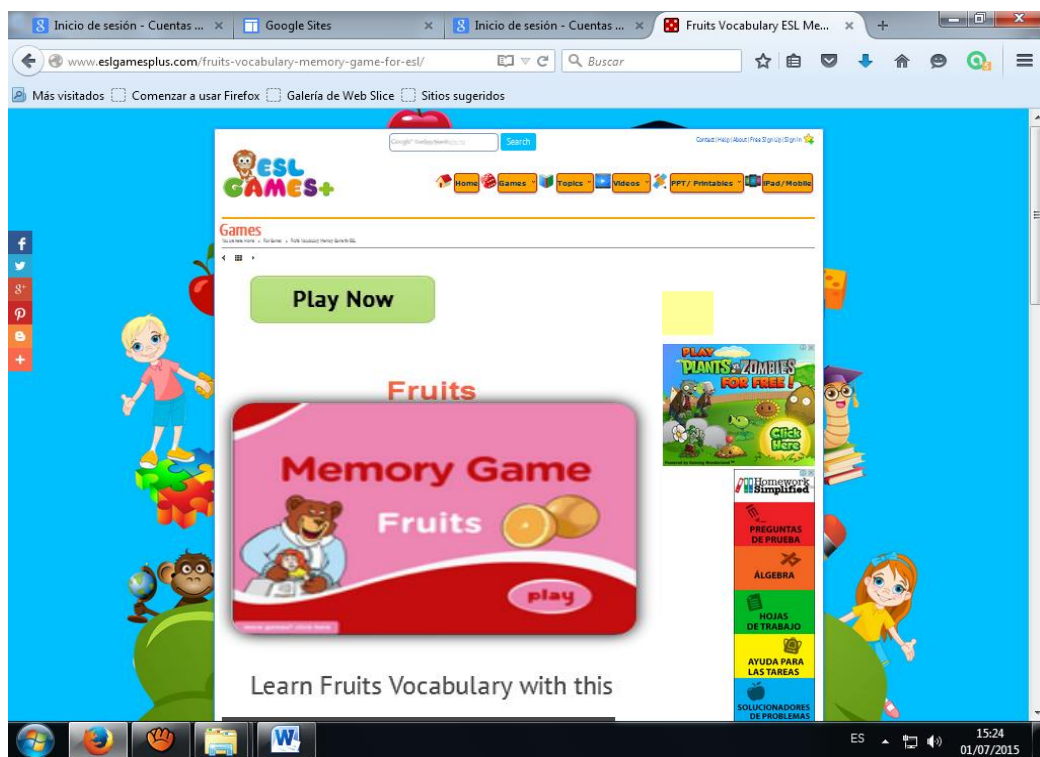
4.8 Use of technology

According to the Ecuadorian constitution the use of the ICTs is indispensable in order to achieve the learning´s goal. Current education models demands the use of technology in the learning – teaching process. This proposal includes the use of technologies at all. Most of the resources and teaching material have been designed in Power Point. The slides which have been uploaded to the website in their majority are interactive games   plenty of actions and effects to make learning more meaningful and interesting to appeals to students' senses.

4.9 The information gap principle

Nowadays the most used approach for English language processes is the communicative approach. This approach comprehends basically three factors:

- √ An information gap between the participants.
- √ The ability of student to use different language items.
- √ Connection between previous knowledge and new one.

Based on this fact most of the activities developed in this proposal are aimed to provoke students interact each other, in which one learner does not know what the other knows. Students produce short dialogues such as questions and yes/ no answers in order to fill the gap between them.

Didactic guide to improve Speaking skills in children

UNITS

- ❖ At school
- ❖ My family
- ❖ Funny animals
- ❖ My toys
- ❖ My body
- ❖ My favorite food

Warmer Nº 1

Objective: Produce oral texts such as asking for classroom objects colors using target structures that have been acquired previously.

Materials: Classroom object flashcards Two boxes	**Title:** I can see **Time:** 10 minutes

Description: Before starting the activity. The flashcards must have been attached around different places in the classroom (walls, desk, door). Try to use flashcards with different colors for each classroom item.

Divide the class in two teams, and assign a box for each team.

The teacher chooses one member for each team and asks them to pick up one item.

Eg: Pick up the blue pen.

The student that picks it up first has to place the box assigned for his/her team.

Repeat this process at least eight times with other students.

To encourage students to speak, ask the whole class target questions (What is it?, What color is it?) while you are counting the flashcards in each box.

The team that collects more flashcards wins.

Warmer Nº 1 – Resources

Source:http://www.betterlanguageteaching.com/esl-activities/85-warmup-activities

Filler Nº 1

Objective: Produce oral texts such as giving information about classroom objects and quantities identifying target structures that have been acquired previously.	
Materials: -Flashcards with different classroom objects. -Real classroom objects. - The hopscotch (you can draw it or bring it from home)	**Title:** The hopscotch **Time:** 15 minutes

Description:
Before start you need to attach flashcards with classroom object to the hopscotch, and explain the students the purpose of this activity is to cooperate with their partner. The whole class wins if they help their classmates to collect the correct items.
Choose one student to jump on the hopscotch.
Ask the rest of the class to sit down on a circle around the hopscotch and bring their pencil cases.
The student who jumps has to say the names of classroom objects while he/she is jumping. Once, he/she has finished the next task is to collect classroom objects his/her teacher asks for. To do this, ask the student who is jumping to turn you back, and show the rest of the class a flashcard, encourage students to speak by making some questions
E.g. What is it? / What are they? /What color is it? / How many are there?
The purpose is to get the other student identify the item and the quantity of items he/she has to look for with their classmates help.
Repeat the process at least five times with different students

The hopscotch´s resources	**The hopscotch with students**

Warmer Nº 2

Objective: Produce oral texts such asking for and giving specific information using all the target structures and yes/no answers to complete a group task.	
Materials: A white board and a marker. Flashcards (classroom items, colors, pets, toys)	**Title:** Ten questions **Time:** 10 minutes

Description:
Attach fifteen flashcards to the board.
Call one student and ask him/her to think of one.
The rest of the class has to guess which one is the flashcard by making yes/ no question **(E.g. Is it a cat? / Is it red)?**
Note down the questions on the board.
The maximum numbers of question is ten.
It is important students respect turns while making the questions, so as to avoid making too much noise in the classroom.
Repeat the activity with three students, or according the available time.

Resources for Ten questions

Source: https://www.richmondelt.com

Filler Nº 2

Objective: Produce oral texts such as asking for and giving information about their families using target structures that have been acquired previously.	
Materials: -Poster with parts of the house -Family members cut outs.	**Title:** Nice family **Time:** 15 min.

Description:

The game consists on completing a family scene in a house. The whole class has to speak to complete the task.

Attach a poster of house parts to the board.

Give the family cut outs to six students, and give any other cut- outs (colors, animals, and objects) to the rest of the students.

Choose two students to execute the activity. Ask them to look for the six cut – outs by asking each classmate **"who is this?".**

Once the two students have found all the family members cut outs, the teacher holds them and asks the students to sit down.

Choose another student and ask him/her to turn you back.

Show the rest of the class the cut out (E.g.: grandma) and the place where it must be placed (E.g.: living room), and make the question **Where is grandma?.**

The whole class answer **Grandma is in the living room,** so that the student you choose places it in the correct place.

Repeat the process with the other cut- outs and choose other students.

Resources for Nice Family	**Nice family filler with students**
Source: http://www.eslteachersboard.com/cgi-bin/lessons/index.pl	

Warmer Nº 3

Objective: Produce oral texts such as describing locations and expressing possessions using preposition of place and toys items vocabulary.	
Materials: -Real toys items - A desk - A box - A bag	**Tittle:** The toy box **Time:** 10 minutes

Description:

Preparation (a day before, ask students to bring a toy from their houses)

Put the toys in the bag.

Put a box on the desk, and give the half of the class a piece of paper which indicates the place where his/her toys must be placed. The other half of the class must find the toys of their partner and place them in the place they indicate.

Call one student to the desk, and ask another to describe his/her toy, **E.g. I have a blue car. It is in the box.**

Once the student has placed the toy in the correct place, call another two students and so on.

Because of the time it´s possible not all the students have the opportunity to describe their toys, so the activity can be used in another lesson.

Resources for warmer 3	**The toy box warmer**

Source: http://iteslj.org/Techniques/fun-class.html
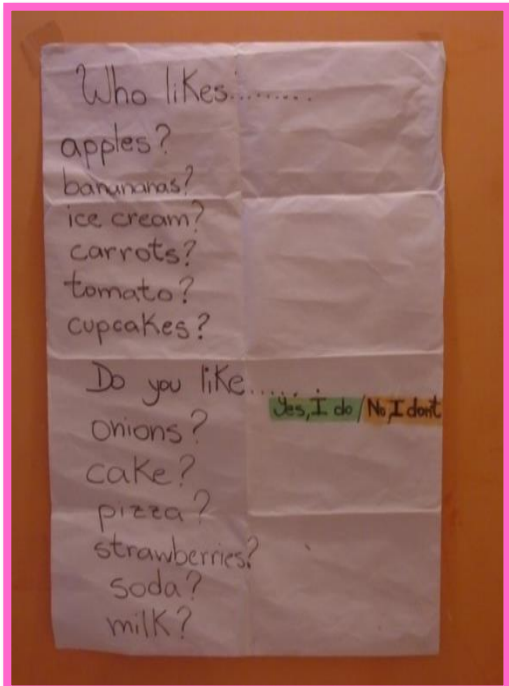
Filler Nº 3

Objective: Produce oral texts such as asking for and giving information about pets using target structures to solve a problem.	
Materials: - Flashcards - Four Boxes (1 for each student)	**Title:** Missing pets **Time:** 15 minutes

Description:

This activity is based on the information gap principle, some students know something the others don´t know, and they need to communicate each other to complete a task.

Choose four students and explain to the class that their partners have lost their pets, they are very sad and need to find their pets to return them to their box.

Assign each student a box and pet. (E.g. Student one has to look for cats, student two has to look for rabbits).

Give the rest of the class cards with animals.

To find the pets the four students have to ask question to their classmates who have been given the cards with pets. **(E.g. Do you have a rabbit? / What is it?).**

Monitor the activity so as to be sure students are making and answering the questions.

Resources for filler 3	**"Missing pets" with students**

Source: https://www.richmondelt.com

Warmer Nº 4

Objective: Produce oral texts such as oral descriptions using body parts and colors.	
Materials: -A clown photo -Posters cut- outs with face parts in different colors.	**Tittle:** The clown **Time:** 8 minutes

Description:
The game consists on completing a clown´s face. The whole class has to cooperate to complete the activity.
Choose one student to execute the activity.
Show the rest of the class a clown's photo.
The rest of the students have to make descriptions, pretending to be the clown.
E.g. I'm a clown. I have red nose.
The chosen student has to listen to their partners carefully to complete the task.
If there is available time you can show another photo and repeat the activity with another student.

Resources for warmer 4	**Application of warmer 4**

Source: http://iteslj.org/Techniques/fun-class.html

Filler Nº 4

Objective: Give specific information about likes and dislikes on food.	
Materials: -A video -A survey questionnaire made on a paperboard	**Title:** The food´s survey **Time:** 15 minutes

Description:

Students watch a very short video about children likes and dislikes on food items.

Give each student a piece of paper to write his/her name, something he/she likes and something he/she doesn´t like.

Ask students to interchange their papers.

Make the survey by asking questions. (E.g. Who likes apples, Who doesn´t like onions, Do you like carrots?)

At the end of the activity encourage students to ask you questions about your likes and dislikes.

Resources for filler 4	Application of filler 4 in class

Video Source: https:// www.youtube.com/watch?v=frN3nvhIHUk

Warmer Nº 5

Objective: Ask for specific information and practice yes/no answers.	
Materials: Pieces of paper divided in 3 columns and 3 rows (one for each student)	**Title:** Find someone who…… **Time:** 10 minutes

Description:

Preparation: Set up a piece of paper divided in three columns and three rows, each box must contain a different question. Make one copy for each student.

Student must circulate around the classroom and make questions to complete the boxes.

Explain the student some of the possible questions. **E.g. Do you have a cat/ dog? / Do you like apples/ carrots?**

Monitor the activity.

The first student who completes the whole grill wins.

"Find Someone" Resources

FIND SOMEONE WHO……

likes apples	doesn´t like carrots.	has a bike.
----------------------	----------------------	----------------------
has a blue car.	likes cats.	has a red plane.
----------------------	----------------------	----------------------
has a doll.	likes rabbits.	doesn´t like carrots.
----------------------	----------------------	----------------------

Source: **http://www.eslteachersboard.com/cgi-bin/lessons/index.pl?read=5042**

Filler Nº 5

Objective: Produce oral texts such as asking for specific information and locations to complete a jungle scene.

Materials:	
Slides and projector (find them in the source provided at the bottom of this page) Photocopies of the final scene.	**Tittle:** The jungle book **Time:** 15 minutes

Description:

The game consists on complete a jungle scene.

Choose one student to carry out the task, and explain the others that they have to answer the questions you are going to make so that their classmate can do the task correctly.

Give the class the photocopies of the final scene. You can give one to each pair of students.

Project the slides, show an empty jungle scene and explain that all the questions marks must be completed with the correct animals. To make this, the class has to answer your questions correctly.

The target structures for using in this filler are prepositions of place, wild animals and colors vocabulary.

To get the student, you choose to carry out the task, to have more participation in the game ask him/ her to make some questions to their classmates.

Resources for filler 5

Source: https://sites.google.com/site/myfirstenglishlearningsite/

Warmer Nº 6

Objective: Produce oral texts such describing pictures to make up a story.	
Materials: -A projector -Photocopies with the whole story -Slides with the story.(Look for them in the website showed at the bottom or print each the eight scenes)	**Title:** The story puzzle. **Time:** 10 minutes

Description:

The game consists on organizing a story that has been divided in eight scenes and put in disorder.

Choose two students to organize the story, while the others must describe pictures, to get their two classmates organize the story in the correct order.

Ask students to make pairs and give a photocopy with the whole story.

Project the slides with the eight scenes that make up the story.

Encourage the class to describe the first scene, and ask the two students you choose to make some question to their partners in order to carry out the activity. Give them some help if necessary. Continue with the next scenes.

Explain the class all of them must cooperate to complete the activity successfully.

Resources for warmer 6	The story puzzle with students

Source: https://sites.google.com/site/myfirstenglishlearningsite/

Filler Nº 6

Objective: Produce genuine communication such as making descriptions in order to complete a group work.	
Materials: -Digital board game (It can be downloaded in the website) -A dice	**Title:** Pics board game **Time:** 20 minutes

Description:

The game consists on describing pictures that are displayed on the board. Students are free to use any language structure or function to complete the activity

Call one student to the board, give him/her a dice and ask the student to roll it. The student starts to describe the picture and the rest of the class finishes. The students must talk at least 30 seconds for each picture they have to describe.

The teacher decides if students go forward in the board game.

The whole class wins if the students end the game in 20 minutes.

Digital board game	**Board game with students**

Source: https://sites.google.com/site/myfirstenglishlearningsite/

Warmer Nº 7

Objective: Produce genuine communication to ask for specific information	
Materials: A piece of paper for each student.	**Title:** The monter **Time:** 10 minutes

Description: Give each student a piece of paper (See picture below), tell them to fold it, and write these answers in the white paper. 1. Favorite fruit, 2. A number between one and twenty. 3. Favorite color, 4. How many pencils and pens do you have, 5. How many brothers and sisters do you have?, 6. Do you like chocolate?.

Then tell them these answers are actually

1. Their name
2. Their age
3. The color of their nose
4. The number of eyes they have
5. The numbers of legs they have
6. They are/ aren't a monster

To get students talking in the classroom encourage them to look for a partner, ask personal questions and share their information. If possible model the activity in a lesson.

Resources for warmer 7

1° What's your name?	1. ------------------------------------
2° How old are you?	2. _____
3° What color is your nose?	3. ------------------------------------
4° How many eyes do you have?	4. ------------------------------------
5° How many legs do you have?	5. ------------------------------------
6° Are you a monster?	6. ------------------------------------

Source: https://sites.google.com/site/myfirstenglishlearningsite/

Filler Nº 7

Objective: Produce oral texts such as asking for specific information to come up to a conclusion.	
Materials: 4 pairs of pictures cards (pictures to spot the differences) -A balloon.	**Title:** The balloon **Time:** 15 minutes

Description:

The game consists on students making and answering questions to spot the differences on pictures they are given. The task must be completed before the balloon goes flat.

Call one student and give him/her a balloon that is losing air.

Ask him/ her to sit down on a chair seeing their classmates, without being able to see the board.

Give him/ her two cards (to spot the differences), and show the rest of the class one of these cards.

The student makes questions to their partners in order to find out which one is similar to the card that is showed on the board. The rest of the class has to answer their partner´s questions.

Once the student has selected the correct cards, call another student and repeat the process.

Resources for filler 7	**The balloon with students**

Source: https://sites.google.com/site/myfirstenglishlearningsite/

CHAPTER V

ADMINISTRATIVE FRAME

5.1 Resources

RESOURCES	**5.1.1 Institutional** Santa Teresita elementary school. **5.1.2 Human** School`s principal, teachers, students, and school parents. **5.1.3 Material** Office material, copies, pens, packages of paper, ringed books, plaid books, CDs.

5.2 Material

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Packages of paper	4	4.00	16.00
Ringed books	6	2.00	12.00
Copies	50	0.05	2.50
Plaid books	2	10.00	20.00
Internet	---	50.00	50.00
Ink bottles	4	6.00	24.00
Other materials	---	15.00	15.00
MATERIALS			**$139.50**

5.3 Technological

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Laptop	01	500.00	500.00
Printer	01	125.00	125.00
Pen drive	01	15.00	15.00
TECHNOLOGICAL RESOURCES			**$640.00**

5.4 General budget

DESCRIPTION	TOTAL
Running total of materials' expenses	139.50
Running total of technological resources' expenses	640.00
Running total of researcher's expenses	120.00
GENERAL BUDGET OF RESOURCES	**$899.50**

5.5 Timetable

		2015																																							
Month		January				February				March				April				May				June				July				August				September				October			
Weeks		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
N	ACTIVITY																																								
1	Presentation of proposal				X																																				
2	Academic council resolutions					X																																			
3	Arroval of the topic						X																																		
4	Advisor´s appointment							X																																	
5	Meeting with advisor and general instructions								X																																
6	Development of chapter I										X																														
7	Development of chapter II											X																													
8	Development of chapter III															X																									
9	Development of chapter IV																					X																			
10	Development of chapter V																										X														
11	Delivery of the draft reports (ringed)																														X										
12	Reception and corrections of draft reports																															X									
13	Submission of final report																																		X						
14	Delivery of plaid report																																					X			
15	Defense of graduation research work authorship																																								X

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5.7 Appendix

5.7.1 Surveys

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS
ENCUESTA A LOS DOCENTES

La presente encuesta tiene como fin determinar qué tipo de actividades se están llevando a cabo en el proceso de enseñanza del idioma Inglés y como actividades tales como time fillers y warm ups pueden contribuir positivamente en el desarrollo de la destreza de Speaking en los estudiantes del Segundo Año de Educación General Básica de la Unidad Educativa Santa Teresita.

Lea detenidamente cada pregunta, escoge una alternativa marcando con un X.

	PREGUNTAS	Nunca	Rara vez	Algunas Veces	Frecuentemente	Siempre
1	¿Usted emplea estrategias metodológicas adecuadas para la enseñanza de la destreza de Speaking en su clase?					
2	¿Usted incluye en su planificación actividades de warm ups o time fillers que motiven a los estudiantes?					
3	¿Usted crea un ambiente cómodo que promueva el desarrollo de la habilidad de Speaking de sus estudiantes?					
4	¿Ha sido instruido en cuanto al uso de técnicas y estrategias para enseñar Speaking a niños?					
5	¿Actividades que usa en clases como warm ups o fillers son variadas?					

Lea detenidamente cada argumento, y según su criterio escoja una alternativa marcando con una X
.

		Completamente de acuerdo	Muy de acuerdo	De acuerdo	No muy de acuerdo	En completo desacuerdo
6	¿Es importante desarrollar actividades que favorezcan el desarrollo de la habilidad de Speaking en el estudiante?					
7	¿Los warm ups y fillers son actividades altamente motivadoras para los niños y favorecen su proceso de aprendizaje?					
8	¿Es importante que el desarrollo de la habilidades del idioma Inglés, primordialmente Speaking, comiencen en las primeras etapas de educación escolar?					
9	¿La aplicación de actividades divertidas tales como warm ups y fillerstendrá un gran aporte en el desarrollo de la habilidad Speaking en los estudiantes?					
10	¿La creación de una guía didáctica con diversas estrategias y técnicas de enseñanza del idioma inglés que podrían ser aplicadas como warm ups y time fillers contribuirá positivamente en el desarrollo de su clase?					

La presente encuesta tiene como fin determinar la necesidad de potenciar la destreza de Speaking en los estudiantes del Segundo Año de Educación General Básica de la Unidad Educativa Santa Teresita a través de la aplicación de actividades como warm ups and fillers en el proceso de enseñanza del idioma Inglés.

Lea detenidamente cada pregunta, escoge una alternativa marcando con un X.

N°	PREGUNTAS	1 Nunca	2 Rara vez	3 Algunas Veces	4 Frecuentemente	5 Siempre
1	¿El docente emplea estrategias metodológicas adecuadas para la enseñanza de la destreza de Speaking en su clase?					
2	¿Su representado muestra avances en el desarrollo de su habilidad de Speaking?					
3	¿El profesor crea un ambiente cómodo en el que sus estudiantes que promueva el desarrollar de la habilidad de Speaking?					
4	¿El profesor provee al estudiante de la información y recursos necesarios para ayudar a mejorar Speaking en casa?					
5	¿Su representado muestra entusiasmo después de haber ejecutado una actividad de Speaking en el salón de clases?					

Lea detenidamente cada argumento, y según su criterio escoja una alternativa marcando con una X.

		Completamente de acuerdo	Muy de acuerdo	De acuerdo	No muy de acuerdo	En completo desacuerdo
6	¿Es importante desarrollar actividades que motiven y favorezcan el desarrollo de la habilidad de Speaking en el estudiante?					
7	¿Los warm ups y fillers (dinámicas, juegos, canciones, videos) son actividades altamente motivadoras para los niños y favorecen su proceso de aprendizaje?					
8	¿Es necesario que el desarrollo de las habilidades del idioma Inglés, primordialmente Speaking, comience en los primeras etapas de educación escolar?					
9	¿El uso de warm ups y fillers tales como juegos, videos, canciones y cuentos será un gran aporte en el desarrollo de la fluidez del idioma en los estudiantes?					
10	¿La creación de una guía didáctica con diversos warm ups y time fillers contribuirá positivamente en el proceso de enseñanza - aprendizaje del idioma Inglés de su representado?					

La presente encuesta tiene como fin determinar la importancia de usar warm ups y fillers en el proceso de enseñanza - aprendizaje del idioma Inglés para potenciar el desarrollo de la habilidad de Speaking en los estudiantes del Segundo Año de Educación General Básica de la Unidad Educativa Santa Teresita.

Escucha y selecciona una respuesta.

1.- ¿Crees que es importante aprender el idioma Inglés?   Sí ___   No ___

2.- ¿Cuánto te gustan las clases de Inglés?

Me gustan Mucho		Me gustan poco		No me gustan	

3.- ¿Tu profesor realizar juegos o dinámicas al inicio de cada clase o antes de terminar la misma?

Nunca	Casi nunca	A veces	Casi siempre	Siempre

4.- ¿Te gustaría que tu profesor incluya actividades divertidas como warm ups y time fillers en sus clases?

Sí ___   No___

5.- Del 4 al 1 enumera cuál de las destrezas del idioma te parecer que es la más difícil de ejecutar y cuál la más fácil.

Listening	Speaking	Writing	Reading

1 : The easiest

2: Easy

3: Difficult

4: The most diffficult

6.- ¿Con que frecuencia tu profesor te motiva a realizar actividades de Speaking?

Nunca	Casi nunca	A veces	Casi siempre	Siempre

7.- ¿Te sientes cómodo y seguro cuando tu profesor te pide que lleves a cabo una actividad de Speaking?

Nunca	Casi nunca	A veces	Casi siempre	Siempre

8.- ¿Te gustaría que tu profesor use actividades divertidas como juegos, cuentos, dinámicas o videos para mejorar tu destreza de Speaking?

Sí___   No___

9.- En la siguiente lista marca con una X cuatro actividades que te gustaría realizar en la clase de inglés para mejorar tu habilidad de Speaking.

Games	
Activities with flashcards and posters	
Role plays	
Information gap activities	
Storytelling	
Questions and answers activityabout a video	
TPR activities	

10.- ¿Realizas algún tipo de actividad en casa que te ayude a mejorar tu destreza de Speaking?

Sí___   No___

5.7.2 Interview

Objetivo: Diagnosticar cuales son las técnicas y las estrategias empleadas en el proceso de enseñanza – aprendizaje del idioma Inglés de los niños y niñas del Segundo Año de Educación Básica de la Unidad Educativa Santa Teresita, La Libertad, Provincia de Santa Elena.

1.- ¿Es importante aprender una segunda lengua, en este caso el Inglés?

Por supuesto, el mundo actual y las mejores oportunidades de trabajo demandan un dominio del Inglés como segunda lengua.

2.- ¿Los estudiantes de la institución que usted dirige, especialmente los niños se muestran entusiasmo y motivación por aprender un nuevo idioma?

En su mayoría, precisamente como lo indica son los niños los que muestran más entusiasmo y predisposición para aprender nuevas cosas, siempre y cuando tengan la motivación que se necesita para hacerlo.

3.- ¿Ha visto progresos en cuanto al desarrollo de la habilidad de Speaking en los estudiantes de la institución que usted dirige?

Si, justamente se está trabajando para sentar buenas bases en los más pequeños para que el aprendizaje en etapas escolares más avanzadas surja de forma natural.

4.- ¿Está de acuerdo que el desarrollo de la habilidad de Speaking desde los primeros niveles de educación le brinda más oportunidades al niño de desarrollar su competencia lingüística?

Indiscutiblemente, el aprendizaje de un idioma es mucho mejor si se empieza a estudiar desde temprana edad. Se sabe que los niños a esta edad absorben mucha información, se hallan en una etapa en la que empiezan a construir su pensamiento y mientras más tiempo practiquen el uso del idioma, más oportunidades tendrán de mejorar su fluidez.

5.- ¿Tiene conocimiento de las estrategias metodológicas que están empleando los profesores del Área de Inglés para desarrollar la destreza de Speaking en sus estudiantes?

No, pero siempre se motiva al profesor a buscar estrategias que motiven a los estudiantes a practicar el idioma en el salón de clases y se hacen visitas áulicas para constatar el desarrollo de las clases y el avance de los estudiantes.

6.- ¿Cree que las clases en las que se da cabida a actividades tales como juegos, canciones, y/o dinámica contribuyen en el óptimo aprendizaje del idioma Inglés?

Ciertamente, toda actividad que permita al estudiante aprender a través de experiencias y de forma entretenida contribuye positivamente al aprendizaje del idioma.

7.- ¿Las actividades que usan los profesores dirigidas a desarrollar la destreza de Speaking son atractivas y significativas para los estudiantes?

Como se mencionó anteriormente siempre se motiva al profesor a ser innovador y buscar las mejores estrategias y actividades que contribuyan a un aprendizaje óptimo.

8.- ¿El uso de la tecnología en la enseñanza del idioma Inglés es muy importante en el proceso de aprendizaje?

Por supuesto, cabe recalcar que en esta institución, el uso de las TICs es inminente en los salones de clases.

9.- ¿Cree que el diseño de una página web que contenga actividades on – line y permita a los estudiantes practicar en casa los temas estudiados en clase será un gran aporte en el proceso de enseñanza – aprendizaje del idioma Inglés?

Seguramente, todo proceso de enseñanza – aprendizaje que le permita al estudiante ir más allá de lo que necesita es un gran aporte para dicho proceso.

10.- ¿Cree que la creación de una guía didáctica con actividades tales como warm ups y time fillers sería de gran utilidad para el desarrollo de la destreza de Speaking en los estudiantes?

Si, toda herramienta que se le proporcione al profesor como recurso para que su clases sea más amena y entretenida será de gran ayuda.

5.7.3 List of students

UNIDAD EDUCATIVA
SANTA TERESITA
Educamos con la Pedagogía del Amor
Second Basic Year

Alejandro Soriano Maluly Ivonne
Almagro Rodríguez Edu Marcelo
Arana Briones Jeremy Isaac
Beltrán Jarrín Cecilia Estefania
Borbor Yanza Fiorella Valentina
Castillo Izquierdo Abigail Selena
Constante Yagual Melanie Yuritzi
Espinoza Carpio Ashley Pamela
Fuentes Sandoya Valentina Stefania
García Zambrano Dhereth
Gómez Moreno Luís Felipe
González Perea Juan David
González Tigrero Nahomi Xiomara
Govea Camatón SaskyaSasha
Gracia Espinoza Tommy Joseph
HolguinChafla Diego Samuel
Holguín Segarra Leslie Susana
Ilvis Delgado BrithaniAdamaris
Juna Pilco Teresa Lissette
Laínez ApolinarioDayanaAntonella
Landires Medina Ana Paula
León Rosas Ankara Valentina
Mera Pita Stalyn Fernando
Muñoz Ascencio Belinda
Navarrete García Daniela Olivia
Rodriguez Márquez María Romina
Orrala Coronel Raquel Sharay
Osorio Ganán Valeria
Quimí Pincay Danna Valentina
Rodriguez Márquez María Romina
Rodríguez Medina LizzaniaAnahi
Solis Mosquera Luis Alfredo
Solís Villarroel Rossy Valeria
Suárez Balón Natalia Isabel
Tenezaca Rocafuerte Angie Luciana
Tigrero Chalen Nabila Fiorella
Tomalá Pilco Alejandra Noemi
Valencia Franco Tony Alexandra
Valencia Rodríguez Valery Dahianna
Vera TomaláJefrey Oswaldo
Yagual Vera Allan Ismael

5. 7.4 Lesson plans examples

Course: 2nd Basic Year	Date: May 11th	Time: 90 min	N° of students: 22
Recent topic work: Colors		**Recent language work:** What color is it? It´s blue / red / green ………	
Aims: Listen and comprehend oral texts related to objects and colors using the transmitted information by media support for the posterior execution of a task and language production.			
Objectives: Develop linguistic competence to interact with the physical world by identifying and using colors in English..			
Assessment: Performance in classes Written and oral tasks Team Work Pair work			
Materials: Tomy, flash cards, pictionary, audio track CD, English student book, acrylic board, didactic material, worksheets, internet, and authentic material.			

Teacher activity	Student activity	Success indicators
Warm up: Colors everywhere **Presentation**: To introduce the target vocabulary with crayons. Point to classroom objects and ask students What color is it? **Practice**: Ask students to look at a picture, play Track 2 and encourage students to point at color according to what they listen. To explain the instructions of activity 1 on page 5. **Wrap up:** Ask students to place crayons on their desks and pick them up according what they listen, and stand up after it. The child with an incorrect crayon loses and sits down.	To listen and follow the instructions of the game. Repeat chorally target vocabulary. Point at classroom objects according to teacher`s instructions. Listen a track and repeat target vocabulary. Class work on page 5. Trace the words and match.	He / she identifies colors. He/ she gives answers to specific question.
Further work: Look for activities on "Lessons" https://sites.google.com/site/myfirstenglishlearningsite/		

Course: 2nd Basic Year	Date: May 20th	Time: 90 min	N° of students: 22

Recent topic work: Classroom Objects (pencil, ruler, sharpener, pencil case, crayon, schoolbag, pen, book, notebook, lunch box)	Recent language work: What is it? It´s a ……………

Aims: Listen and comprehend oral texts related to classroom objects and colors using the transmitted information by media support for the posterior execution of a task and language production.

Objectives: Produce oral texts such as classroom objects descriptions and language interchange in slow speech dialogues.

Assessment:
Performance in classes
Written and oral tasks
Team Work
Pair work
Oral presentations (role plays)

Materials: Tomy, flash cards, pictionary, audio track CD, English student book, acrylic board, didactic material, worksheets, internet, and authentic material.

Teacher activity	Student activity	Success indicators
Warm up: Ball Throw **Presentation**: To introduce the target vocabulary flashcard. Point to classroom objects and ask students What is it? **Practice**: To show a video and ask students to identify classroom objects vocabulary. To explain the instructions of activity 1 ,2 and 3 on page 9. **Wrap up:** Ask one student to draw an item and ask what is it?, so that the rest of the class give answers to guess it	To listen and follow the instructions of the game. Repeat chorally target vocabulary. Point at classroom objects according to teacher´s instructions. Watch a video and identify classroom objects vocabulary. Class work on page 9. Match words and pictures, read and color classroom items.	Success indicators He/she identifies and names classroom objects. He/she comprehends target questions and answers them.

Further work: Look for activities on "Games"
https://sites.google.com/site/myfirstenglishlearningsite/

Course: 2nd Basic Year	Date: May 28th	Time: 90 min	N° of students: 22

Recent topic work: Classroom Objects Numbers 1 to 10	Recent language work: How many are there? One ruler/ two pens / four pencil..…..

Aims: Listen and comprehend oral texts related to classroom numbers and colors using the transmitted information by media support for the posterior execution of a task and language production.

Objectives: Produce oral texts such as giving personal information and expressing quantities descriptions.

Assessment:
Performance in classes
Written and oral tasks
Team Work
Pair work
Oral presentations (role plays)

Materials: Tomy, flash cards, pictionary, audio track CD, English student book, acrylic board, didactic material, worksheets, internet, and authentic material.

Teacher activity	Student activity	Success indicators
Warm up: Circle time with songs (Five little monkeys, Ten little Indians.) **Class presentation**: Vocabulary presentation with a video. **Practice**: To ask students to collect classroom items and count them up. **Wrap up:** The hopscotch	To listen and follow the instructions of the game. Repeat chorally target vocabulary. Watch a video and repeat the numbers song Collect classroom objects and count them up. Class work on page 11. Listen and answer the question.	He/she counts up to ten. He/she comprehends target questions and answers them.

Further work: Look for activities on "Lessons"
https://sites.google.com/site/myfirstenglishlearningsite/

Course: 2nd Basic Year	Date: July 6th	Time: 90 min	N° of students: 22

Recent topic work: Pets (cat, dog, rabbit, frog, hamster, rat, parrot, goldfish)	Recent language work: What is it? It´s a ………………....

Aims: Listen and comprehend oral texts related to pets' description using the transmitted information by media support and classroom resources for the posterior execution of a task and language production.

Objectives: Produce oral texts such as describing pets and expressing preferences about pets.

Assessment:
Performance in classes
Written and oral tasks
Team Work
Pair work
Oral presentations (role plays)

Materials: Tomy, flash cards, pictionary, audio track CD, English student book, acrylic board, didactic material, worksheets, internet, and authentic material.

Teacher activity	Student activity	Success indicators
Warm up: Finding pets **Class presentation**: Vocabulary presentation with unit poster. Questions and answer activity about the poster´s pictures. **Practice:** To listen track 12 and ask students to identify each child, the names of his/ her pet and the color. **Wrap up:** Ask one students to mime different pets, so that the others guess it by asking questions.	Repeat chorally the vocabulary. Role play. One student hold a flashcard and asks What is it? / what color is it?. The another student gives the answers. Class work: Page 31, find the pets, match with the words and color them. Listen a track, identify target vocabulary and color the correct pet.	He/she identifies pets. He/she describes a pet by its color.

Further work: Look for activities on "Games"
https://sites.google.com/site/myfirstenglishlearningsite/

Course: 2nd Basic Year	Date: August 3rd	Time: 90 min	N° of students: 22
Recent topic work: Toys (ball, doll, car , plane, kite, train, yo-yo, bike, drum, teddy bear)		**Recent language work:** I have a black car / grey bike / pink kite…………….	

Aims: Listen and comprehend oral texts related to toys and other´s possessions through songs, videos and descriptive paragraphs, for the posterior execution of a task and language production.

Objectives: Produce oral texts such as describing toys and expressing possessions.

Assessment:
Performance in classes
Written and oral tasks
Team Work
Pair work
Oral presentations (role plays)

Materials: Tomy, flash cards, pictionary, audio track CD, English student book, acrylic board, didactic material, worksheets, internet, and authentic material.

Teacher activity	Student activity	Success indicators
Warm up: The toy box		
Presentation: To present the new structure (I have a…) with the beep puppet. Place four flashcards next to the puppet and pretend it´s saying I have a ball / Kite / car / doll.	Follow the instructions in the game. Draw a toy and describe it. Say sentences using "I have structure" Class work: Page 35, Listen a track 21 and circle the toy each child has.	He/she identifies toys.
Practice: Encourage students to draw a toy and describe it using the structure " I have a..."	Complete the toy`s pictures and write a sentence using "I have a…"	He/she expresses possessions about his/her toys.
Class work: Explain the instruction for the activity.		

Further work: Look for activities on "Lessons"
https://sites.google.com/site/myfirstenglishlearningsite/

5.7.5 Rubric of diagnostic test

	Weak	Acceptable	Good	Excellent
Participate actively in songs or chants.				
Give short answers to specific questions about personal information				
Make an introduction about him/her.				
Produce small chunks and use prefabricated phrases.				
Make brief descriptions using target vocabulary related to colors and his/her social and familiar background.				
Ask for permission and clarification.				
Produce short bits of language by performing in role plays and acting out dialogues.				
Make classroom interactions with their teacher and classmates using the school year target vocabulary.				

UNIDAD EDUCATIVA "SANTA TERESITA"
Regentado por Hermanas Franciscanas Misioneras De La Inmaculada

La Libertad, 12 de Octubre del 2015

Hna. Nelly Bastidas Benavides

RECTORA

CERTIFICA:

Que la Sra. Denisse Adriana Burgos Rincones con C.I. 0927264596 ejecutó y desarrolló su tema de tesis denominado **"WARMERS AND FILLERS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS FOR STUDENTS OF SECOND BASIC YEAR AT UNIDAD EDUCATIVA SANTA TERESITA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015"** , en la institución que a tengo a bien dirigir

Es todo cuanto puedo certificar en honor a la verdad.

Hna. Nelly Bastidas Benavides
RECTORA

Teléfonos: 2785-234   2781-039   santateresitalalibertad@yahoo.es

Paz y Bien

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Sara González Reyes
sgonzalezr@upse.edu.ec

La Libertad, 05 de Agosto de 2015

CERTIFICADO DEL GRAMATÓLOGO

CERTIFICO

Yo, SARA GONZÁLEZ REYES, certifico que he revisado la redacción y ortografía del trabajo de titulación con el tema: **"WARMERS AND FILLERS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS FOR STUDENTS OF SECOND BASIC YEAR AT UNIDAD EDUCATIVA SANTA TERESITA. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015"**, perteneciente a la egresada Denisse Adriana Burgos Rincones. Que, he realizado las correcciones correspondientes al trabajo de titulación mencionado. Por lo expuesto, autorizo a la interesada, el uso de este certificado, como considere conveniente.

Lcda. SARA GONZÁLEZ REYES. MSc.

CI. 0909710865

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

La Libertad, 05 de Noviembre del 2015

**CERTIFICADO ANTIPLAGIO
001-TUTOR LAIE -2015**

En calidad de tutor del trabajo de titulación denominado "**WARMERS AND FILLERS IN THE DEVELOPMENT OF ENGLISH SPEAKING SKILLS FOR STUDENTS OF SECOND BASIC YEAR AT UNIDAD EDUCATIVA SANTA TERESITA, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014 – 2015**", elaborado por la estudiante Denisse Adriana Burgos Rincones, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 2 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Iza Espinoza Luis Alberto
C.I.:1711043438
DOCENTE TUTOR

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Reporte Urkund

Fuentes de Similitud