



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

**TOPIC:**

**“ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE  
STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA  
“JORGE BAREK”, LA LIBERTAD, SANTA ELENA PROVINCE. 2015 -  
2016”**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

**AUTHOR:** CLARA BEATRIZ ROCA MATÍAS

**ADVISOR:** ING. TATIANA GARCÍA VILLAO

LA LIBERTAD-ECUADOR

2016



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

**TEMA:**

**“ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE  
STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA  
“JORGE BAREK”, LA LIBERTAD, SANTA ELENA PROVINCE. 2015 -  
2016”**

**TRABAJO DE TITULACIÓN**

Como un pre-requisito para obtener el título de:

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**LA LIBERTAD-ECUADOR**

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**FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES**  
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**LA LIBERTAD – ECUADOR**

2016

**La Libertad, August 23<sup>th</sup> 2016**

**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title **“ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “JORGE BAREK”, LA LIBERTAD, SANTA ELENA PROVINCE. 2015 - 2016”** prepared by Clara Beatriz Roca Matías, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that I have revised the project and approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the Board of Examiners.

**Sincerely,**

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**Ing. Tatiana Garcia Villao**  
**Advisor**

**La Libertad, August 23<sup>th</sup> 2016**

**STATEMENT OF AUTHORSHIP**

I, Clara Roca Matías with ID number 092367255-4, undergraduate student from the Península of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **“ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “JORGE BAREK”, LA LIBERTAD, SANTA ELENA PROVINCE. 2015 - 2016”** certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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## **DEDICATION**

This thesis is dedicated primarily to God for allowing me to be alive, for guiding me down the path of good and achieve this victory as momentous in my training, my distinguished professors, also to my dear parents, my daughter Ariana, my husband who were the basis and inspiration to achieve my goal, they were always with me to overcome the adversities giving me their unconditional support, advice, understanding and love; values that keep as a treasure in the depths of my soul; They also taught me that character and courage to face this complex world, thank you very much.

Clara

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The UPSE, their authorities for giving me the opportunity and give me the confidence to succeed in life; They should feel confident that all the wisdom gained in these classrooms in my training. It will fall on fertile soil, in order to aggrandize more to this piece of land as is the Province of Santa Elena.

Clara



## **DECLARATION**

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

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**Clara Beatriz Roca Matías**  
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## TABLE OF CONTENTS

ADVISOR'S APPROVAL .....	iii
STATEMENT OF AUTHORSHIP .....	iv
BOARD OF EXAMINERS.....	v
DEDICATION .....	vi
ACKNOWLEDGMENT.....	vii
DECLARATION.....	viii
TABLE OF CONTENTS.....	ix
CHARTS .....	xiii
APPENDIX.....	xv
ABSTRACT.....	xvi
INTRODUCTION.....	1
<b>CHAPTER I</b> .....	<b>3</b>
1. The problem .....	3
1.1 Title .....	3
1.2 Statement of the problem.....	3
1.2.1 Context.....	3
1.2.2 Critical analysis .....	5
1.2.3 Formulation of the problem .....	6
1.2.4 Guideline questions .....	6
1.2.5 Delimitation of research object .....	6
1.3 Significance .....	7
1.4 Objectives of the research.....	8
1.4.1 General.....	8
1.4.2 Specific .....	8
<b>CHAPTER II</b> .....	<b>9</b>
2. Theoretical framework .....	9
2.1 Previous Research.....	9
2.1.1 English language around the world .....	9
2.1.2 English language teaching in Ecuador .....	10
2.1.3 English speaking .....	12
2.1.4 Importance of learning speaking .....	14
2.1.5 Teachers' role in the speaking skill instruction .....	15
2.1.6 Steps for teaching speaking .....	17

2.1.7 Principles for teaching speaking.....	19
2.1.8 Communicative Language Teaching (CLT).....	21
2.1.9 Activities for teaching speaking.....	22
2.1.9.1 Role-play .....	23
2.1.9.2 Dialogues.....	24
2.1.9.3 Debates and discussions .....	24
2.1.9.4 Information-gap activity .....	24
2.1.9.5 Stories.....	25
2.1.9.6 Surveys.....	25
2.1.9.7 Audio recordings.....	26
2.2 Pilosophical basis.....	26
2.3 Fundamental categories.....	28
2.3.1 English language learning.....	28
2.3.2 Speaking.....	28
2.3.3 Communication.....	28
2.3.4 Communicative practice .....	28
2.3.5 Communicative Language Teaching (CLT).....	29
2.3.6 Communicative competence .....	29
2.4 Legal Basis .....	29
2.5 Hypothesis.....	30
2.5.1 Variables .....	30
2.5.1.1 Independent Variable .....	30
2.5.1.2 Dependent Variable .....	30
<b>CHAPTER III.....</b>	<b>31</b>
3. Methodology .....	31
3.1 Research approach .....	31
3.1.1. Qualitative Method.....	31
3.1.2. Inductive-deductive Method .....	32
3.1.3. Scientific Method.....	32
3.1.4. Observation Method .....	32
3.2. Level or type of research .....	33
3.2.1. Type of Research .....	33
3.2.2. Bibliographic Research.....	33
3.2.3. Correlational Research .....	33

3.2.4. Applied Research .....	33
3.3. Population and sample .....	34
3.3.1. Population.....	34
3.4. Variables operationalization .....	35
3.4.1. Independent Variable: .....	35
3.4.2. Dependent Variable:.....	36
3.5. Techniques and instruments for data collection .....	37
3.5.1. Techniques.....	37
3.5.1.1. Survey .....	37
3.5.1.2. Interview.....	37
3.5.2 Instruments .....	37
3.5.2.1. Camera .....	37
3.5.2.2. Notebook .....	38
3.5.2.3. Questionnaire .....	38
3.6. Data collection plan .....	38
3.7. Data processing plan .....	40
3.8 Analysis and interpretation of results. ....	41
3.8.1 Interview Directed To Principal from “Jorge Barek” .....	41
3.8.2 Interview directed to Specialist .....	43
3.8.3 Questionnaire administered to ninth grade students of Unidad Educativa “Jorge Barek” .....	46
3.9 Conclusions and Recommendations.....	56
3.9.1 Conclusions: .....	56
3.9.2 Recommendations:.....	57
<b>CHAPTER IV</b> .....	<b>58</b>
4. Proposal .....	58
4.1 Informational data.....	59
4.2 Proposal background.....	60
4.3 Justification .....	61
4.4 General Objective: .....	62
4.5 Specific Objective:.....	62
4.6 Proposal Development .....	63
4.7 Rubric. ....	84
4.7.1 Rubric to assess speaking skills a/1 level.....	84

4.7.2 Evaluation.....	86
4.7.3 Results .....	87
4.7.3 Global Score per evaluation.....	89
4.7. 5 Comparisson between diagnostic test and second test .....	89
4.8 Strategies of improvement.....	91
4.9 Conclusions and Recommendations.....	92
4.9.1 Conclusions .....	92
4.9.2 Recommendations.....	92
<b>CHAPTER V</b> .....	93
5. Administrative frame .....	93
5.1 Resources .....	93
5.2 Materials .....	94
5.3 Equipment.....	94
5.4 Timetable .....	95
5.5 Bibliography.....	96

## GRAPHIC

GRAPHIC # 1 Relevance of English language.....	46
GRAPHIC # 2 Use of clear language.....	47
GRAPHIC # 3 Activities to start a class.....	48
GRAPHIC # 4 Student understand the vocabulary .....	49
GRAPHIC # 5 The teacher use oral exercise in class.....	50
GRAPHIC # 6 Frequencies of oral activities in class.....	51
GRAPHIC # 7 Reinforce the vocabulary .....	52
GRAPHIC # 8 Hold a conversation in English.....	53
GRAPHIC # 9 Teacher motivate the students to speak in English.....	54
GRAPHIC # 10 New strategies in the class.....	55
GRAPHIC # 11 Students' results .....	90

## CHARTS

CHART # 1 Articles of the Legal Basis .....	29
CHART # 2 Population.....	34
CHART # 3 Independent Variable.....	35
CHART # 4 Dependent Variable .....	36
CHART # 5 Data Collection Plan.....	39
CHART # 6 Data Processing plan .....	40
CHART # 7 Relevance of English language .....	46
CHART # 8 Use of clear language .....	47
CHART # 9 Activities to start a class .....	48
CHART # 10 Student understand the vocabulary .....	49
CHART # 11 The teacher use oral exercise in class .....	50
CHART # 12 Frequencies of oral activities in class.....	51
CHART # 13 Reinforce the vocabulary .....	52
CHART # 14 Hold a conversation in English.....	53
CHART # 15 Teacher motivate the students to speak in English.....	54
CHART # 16 New strategies in the class .....	55
CHART # 17 Title Proposal.....	59
CHART # 18 Activity 1 .....	64
CHART # 19 Activity 2 .....	66
CHART # 20 Activity 3 .....	69
CHART # 21 Activity 4 .....	70
CHART # 22 Activity 5 .....	72
CHART # 23 Activity 6 .....	74
CHART # 24 Activity 7 .....	76
CHART # 25 Activity 8 .....	79
CHART # 26 Activity 9 .....	81
CHART # 27 Activity 10 .....	83
CHART # 28 Rubric to assess speaking.....	84
CHART # 29 Topic for Evaluate .....	86
CHART # 30 Diagnostic test results .....	87
CHART # 31 Second Evaluation.....	88
CHART # 32 Analysis of the students' results .....	89
CHART # 33 Strategies of improvement .....	91
CHART # 34 Resources.....	93
CHART # 35 Timetable.....	95

## APPENDIX

APPENDIX # 1	Unidad Educativa “Jorge Barek” .....	100
APPENDIX # 2	Interview to the Director of Unidad Educativa “Jorge Barek” .	100
APPENDIX # 3	Specialist Lcda. Sonia Barragán Mg., English teacher of ESSUNA.....	101
APPENDIX # 4	MSc. Marisol Gutierrez Santos. English Teacher of ESMA....	101
APPENDIX # 5	Student of ninth grade at Unidad Educativa “Jorge Barek” .....	102
APPENDIX # 6	Students filling the questionnaires .....	102
APPENDIX # 7	Participation of students in an oral activities. ....	103
APPENDIX # 8	Pair works: making question and answer it. ....	103
APPENDIX # 9	Student Jonathan sing the song The reason. ....	104
APPENDIX # 10	Explain some oral activities that they have that practice in the classroom.....	104
APPENDIX # 11	Students try speak along about the time using a clock. ....	105
APPENDIX # 12	Oral activities about emotions using flash card and song each student describe each picture. ....	106
APPENDIX # 13	Oral activities about the body parts, they song and the same time touch the part that mention the teacher .....	106
APPENDIX # 14	Proposal application certification .....	114
APPENDIX # 15	Acceptance letter for the proposal application .....	115
APPENDIX # 16	Urkund report.....	116
APPENDIX # 17	Urkund report.....	117





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**Author: Clara Beatriz Roca Matías  
Advisor: Ing. Tatiana García Villao.**

**ABSTRACT**

This research study titled “Oral activities for improving the speaking skill in the students of ninth basic year at Unidad Educativa “Jorge Barek”, la Libertad, Santa Elena province. 2015 - 2016” This project aims to promote oral participation among students in classes, to achieve this it is necessary English skills, speaking, writing, reading and listening work together and progressive way, however, to acquire each of these skills, students must acquire a fundamental part of the English language vocabulary knowledge, to substantiate the basis of this research it was used the qualitative method for diagnosing descriptive information, which served as a base for discovering the necessity and feasibility of developing solutions to be applied, intervened a number of authors and different activities that allowed the development of oral expression in the English language with the use of dialogues, discussions, questions and answers, games, quizzes between back strategies detailing the process that teachers must follow for efficient development.

It also responds to different questions that were raised from the beginning of the investigation and finding immediate answers all those that can be applied to enhance the ability to speak in English as described and shown it is expected that this research reach the stated objectives and affects the best development of teaching English language learning of students in the ninth year of basic education in the educational unit "JORGE BAREK" and serve as a reference for all teachers in the English department of the same e achieved even expand to other institutions through appropriate dissemination of the researcher.

**Keywords:** oral activities, speaking skill, learning, English language, vocabulary, oral expression, dialogues, discussions, questions and answers, game,

## INTRODUCTION

This study was carried out at Unidad Educativa “Jorge Barek” it related to the different oral activities that can be applied in the classroom and should be used by teachers in the development of speaking skills. This is a job that aims to provide activities that will be most useful for teaching - learning English language and will help improve the ability to speak English.

It is important that all activities are implemented in classes are interactive and dynamic and even more when the student has to intervene speaking, where he learns to communicate better by performing oral exercises in English, so this should be taken into account several alternatives to improve their communication.

Below is a brief description of each of the chapters that were investigated is presented.

**Chapter I-The Problem:** In this section, the chapter gives details about the statement of the problem, the critical analysis, the significance of the problem, general and specific objectives of the investigation. Also the causes and effects that help develop and know the current situation of the problem are analyzed.

**Chapter II-Theoretical Framework:** In this section the chapter provides details about all the theories of important authors and previous researches that support the investigation topic. It also gives details about the philosophical, psychological and legal basis of this work, and the research hypothesis.

**Chapter III-Methodology:** In this section the chapter explains methodological strategies in order to get a successful work. This chapter also contains the level of the research, population, sample, strategies and instruments to collect significant information, data collection with the respective analysis and interpretation, conclusions and recommendations.

**Chapter IV-The Proposal:** In this section the chapter describes the solution for the problem and it analyses and interprets the outcomes of this investigative work. It describes the background, significance and objectives of the proposal application. Also determine the problem that have the students of ninth grade and the different activities that can apply in the classroom.

**Chapter V-Administrative Framework:** Finally, this chapter establishes the budget, timetable and bibliographical resources for this research.

## CHAPTER I

### 1. The problem

#### 1.1 Title

**“ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “JORGE BAREK”, LA LIBERTAD, SANTA ELENA PROVINCE. 2015 – 2016”**

#### 1.2 Statement of the problem

##### 1.2.1 Context

The English language is the second language spoken around the world, in the last few decades, the English has emerged as the pre-eminent language for international communication, it is spoken by a lot people round the world in relation to other languages, and it is regularly described as ‘global’ language. The role that English language plays in the world today takes an important place in different parts such as: social, political, tourism and cultural factors that have influenced its development.

According to the mentioned above, the English language has one of the most important characteristics in students who want a better professional future, those who need to apply for a scholarship or travel abroad. The English language has become the language of global communication, but not all students have the opportunity to listen to a native speaker or talk to him or her. The reason why

English is very important nowadays is because it has become part of our society in areas like: business, trade, education, work. etc.

Ecuador is a multiethnic country, a certain quantity of Ecuadorian scholars who are learning English dialectal may descend from indigenous cultures, where Spanish is their second language; and the English is their third language, according to an evaluation by (First, 2014) international company focusing in language teaching, Ecuador is in 48th place, with the lowermost level of English among 60 countries, for this cause the Government of Ecuador is developing and taking into consideration the communicative language components, and the language skills as a core part of the program English Language Learning Standards.

Nowadays, in the public schools of Santa Elena Province, the English language is not in the basic subjects and when the parents decide to change their children to a private school the consequence is enormous, since there the problem originates, those children do not understand and do not speak English. Due to this reason, in Santa Elena Province there is a deficit in the learning of this subject, having as a result the insufficiency of different skills of this language, especially, when the student has an oral presentation, and if they make it, they have poor pronunciation, it is relevant, because the pronunciation has changed enormously since the method of grammar and translation in the communicative approach; for this reason the director of the high school “Jorge Barek”, shares the idea that the English language is a significant subject in the learning process specially in students of ninth basic grade because they begin to learn new topics with new strategies, new subjects, where they can expose their own opinion or idea , they have curiosity in knowing new things, moreover English is an educational requirement.

It is important to cite that the high school “Jorge Barek” has some good resources such as: labs, smartphome and microphone, projector for exploring the speaking

skills, specially the role in the communicative process that includes new perspectives and newfangled techniques, that is fundamental for teaching the speaking skill because this assumes the same rhythm, attention, values and the practice in the learning of the foreign language.

This research will allow the students to dominate the English language, giving academic tools in order expose their ideas to their classmates in individual form, small groups and complete groups of students in an oral presentation, role-play, oral workshop, question and answers etc. with the only objective of communicating with other people and also they should take attention in learning this language. The purpose of this research work is to design a guide of oral activities and exercises in order to improve the speaking skill in the English language so the class will be more interactive and the student will develop the speaking skill.

### **1.2.2 Critical analysis**

In the English class there are some problems, for example when the students try to speak in English but they cannot do it even though they know the vocabulary. One disadvantage is the fear to commit a mistake; another is the lack of motivation of students for developing this skill.

The speaking skill helps students to interact with others through dialogues and they acquire a facility to produce sentences, the main factor is the acquisition of communicative competence, so the oral skills help to express and understand in order to write and read through the repetition of dialogues.

Thanks to the demand of the university education, it can give space to the projects and realities that we live in changing academic policies, allow implement approaches to improve main skills.

### 1.2.3 Formulation of the problem

What incidence will some oral activities have in the speaking skill in the students of 9th Basic Year at “Jorge Barek” in La Libertad in the Province of Santa Elena?

### 1.2.4 Guideline questions

- ✓ What is the importance of speaking skill?
- ✓ What is the best strategy for teaching the speaking skill?
- ✓ Why is it relevant that the students improve the oral communication in English class?
- ✓ What methods are the most appropriate for improving speaking?
- ✓ What activities can help the students to improve the speaking skill?

### 1.2.5 Delimitation of research object

- **FIELD:** Education.
- **AREA:** English.
- **ASPECT:** To improve the speaking skill in student that knows basic vocabulary.
- **TITLE:** “**ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “JORGE BAREK”, LA LIBERTAD, SANTA ELENA PROVINCE. 2015 – 2016**”
- **PROBLEM:** Some students know some of English language, but a few of them apply it, because they don't practice oral activities using dialogues, conversations, interview, so interchange will improve the speaking skill students of the ninth basic year from the Unidad Educativa “Jorge Barek”

- **TIME LIMITATION:** The research will be held during the academic year 2015-2016.
- **POPULATION LIMITATION:** Students of the ninth grade
- **SPACE LIMITATION:** “Jorge Barek” high school.
- **CONTEXT LIMITATION:** This research will be focused on the creation of oral activities as a resource to improve the speaking skill of the ninth basic grade of students from “Jorge Barek” high school.

### 1.3 Significance

Contemporary education is intended to help develop the skills of students and one of the most important is to learn to communicate using the English language. The knowledge of this language is advantageous for being one of the most recognized worldwide.

English has become a global language, with reference to the experience it has been determined that students do not learn to speak the English language, due to the old methodological strategies, which should change and involve dynamic and participatory activities within the teaching process, where students will be able of resolving their problems appropriately.

The correlation between the competitiveness of a country in the global economy and the Englishman's level of its citizens is increasingly the attention of governments in Latin America. After the recent publication of the Index of (Education First, 2015) Aptitude in English (EF-EPI ), an annual report that compiles the global company of training language Education First, states that Ecuador is in 48th place, with the lowest level of English among 60 countries, according to an evaluation by Education First for this reason the Ecuadorian



government proposes as educative model with an education concentrated in students and their learning, this focus is oriented to get that students will be the protagonist of their own professional formation.

The speaking skill is a big problem, when the students have to explain something in front of others or expose any topic in the classes; they have full insecurity, fear, etc. With this research the proposal is to change the traditional form of learning through dynamic and inclusive strategies for improving the quality of language teaching in the speaking skills, giving priority to the development of the communicative competence like a very important resource in the learning – teaching process, in which the direct beneficiaries are students of the "Jorge Barek", city of Santa Elena and this will contribute to teachers so they can use it as a possible support material.

## **1.4 Objective of the research**

### **1.4.1 General**

To improve the speaking skill in the English classes through oral activities in the students of ninth basic year at Unidad Educativa “Jorge Barek”, in La libertad, Santa Elena.

### **1.4.2 Specific**

- ✓ To identify the insufficiency in the oral skill
- ✓ To take a short test for determining the level of the speaking in the students of ninth basic year at Unidad Educativa “Jorge Barek” in La Libertad.
- ✓ To design a guide with oral activities for improving the speaking skill.

## **CHAPTER II**

### **2. Theoretical framework**

#### **2.1 Previous Research**

##### **2.1.1 English language around the world**

As a consequence of the globalization era, countries from the different continents are establishing relationships that promote their economic, politic and cultural development. It is real that most of the developing countries around the world are the USA, the UK, Canada, Russia, Germany, China, Japan, and others. For that reason, it was necessary to determine a common language to communicate each others; English has undoubtedly become the medium in every domain of communication. Therefore, the need of learning English language has increased because it is a source for being in contact with international markets.

Rich(2014) determines that “English is now considered one of the key components of the modernized global economy and is perceived by state polities the world over as essential for the future success of their respective nations” (p. 66). Moreover, Rich argues that the only way that countries could develop the English proficiency of their citizens is by their formal education systems.

Different countries have adopted English language as their second official language, such as India, the Philippines, and others, or as a foreign due to its global importance. People are studying English language because they realized that this language is the most important language for international communication. When they travel abroad, they will probably meet people who speak English. Moreover, English is the language of business, science and technology; for instance, international conferences or lectures are performed in

English, doctors and other specialists need to read books in English in order to update their knowledge and the most up-to-date gadgets are made in the USA or China and they come in English language. Additionally, the most famous singers come from English-speaking nations, so that makes that teenagers, especially, decide to learn this language in order to comprehend the lyrics of their favorite interpreters.

### **2.1.2 English language teaching in Ecuador**

Latin America is a rapidly growing region with a rich culture and motivated people to succeed. Ecuador belongs to this continent and it is a warm and welcoming nation; in 2000, the US dollar was adopted as its currency which stabilized the Ecuadorian economy. Ecuadorians are aware that English language is a huge asset in order to enter to the competitive and international job markets. In Ecuador, English is considered a foreign language that is mainly used for the purposes of academic advancement, career progress, and traveling abroad. To cope with the local growth and international demands, a number of changes have been made in the Ecuadorian educational system in order to reform the English language curriculum and to help boost the Ecuadorian students' performance.

The British Council in 2015 carried on an investigation in Ecuador with the purpose to determine the importance of English in this country. The British Council(2015) describes that "Ecuador's English language policy currently aims to have English as an optional language from Grade 2 and a mandatory language from Grade 8, with the aim that all secondary graduates should be at B1" (p. 8). Since 2006, the Ecuadorian government has made some reforms in the approach of education. The Curriculum Reform Aimed at the Development of the Learning of English (CRADLE) project was launched to refresh the English curriculum in public and semi-public educative institutions. According to the report of the British Council(2015) the main purpose of CRADLE was to ensure that secondary

students built a strong foundation in English that could be developed in the future. Four language skills - listening, speaking, reading and writing - were fostered through a series of textbooks adapted to the Ecuadorian context as well as by providing teachers with technical assistance.

In 2012, the Ministry of Education launched a new National English Curriculum with a certain number of associated measures. The objective of this new curriculum was to remove inequality in access to English language learning in the public and private schools and upgrade the English education quality in the public sector. One of the changes in the curriculum was the inclusion of targets for functional competence aligned with the Common European Framework of Reference for Languages (CEFR).

The Ministry of Education took into account the Communicative-Functional Language Approach and the CEFR during the design of the National English Curriculum Guidelines. As it was mentioned above, these guidelines stipulates that English is optional for Grades 2-7 and mandatory from Grade 8 for five lessons a week lasting 45 minutes to one hour and the aim is to ensure that secondary graduates achieve a minimum of B1. Thus, it is essential to explain that CEFR has some English Language Learning Standards (ELLS) that guide the level of improvement that students are expected to achieve at the end of a proficiency level in terms of knowledge and skills obtained throughout the process.

Hence, English Language Learning Standards, based on the Common European Framework of Reference for Languages provide a common basis for the description of objectives, content and methods. For the Ecuador's ELLs, the proficiency levels determined by the CEFR are described below:

- Level A1: At the end of 9<sup>th</sup> year Educación Básica General, students must achieve this level.
- Level A2: Students of 1<sup>st</sup> Bachillerato must achieve this level at the end the course.
- Level B1: This level must be acquired at the end of 3<sup>rd</sup> Bachillerato.

These are the levels of English language proficiency; they are basically developed taking into account the communicative language components and the language skills as an important aspect of the program: listening, speaking, reading and writing.

### **2.1.3 English speaking**

Mark Robson, the Director of English and Exams British Council, in 2013 states that English is spoken by some 1.75 billion people worldwide and from that number two billion people are using or learning it. Speaking a different language from the native language is an advantage for any person: bilingualism allows people to extend the limits of progress. As it was stated previously, English is one of the most spoken languages and that is why the necessity to learn increased.

Nowadays, people are immersed in relationships of different aspects (professional, academic, personal, etc.) with English foreign people; in chatting sessions, exchanges programs, lectures. Thus, learning English as a second or foreign language is not a luxury anymore, it turned into an immense necessity. English language has four macro skills: listening, speaking, reading and writing. Listening and reading are considered receptive skills and speaking and writing productive skills. Speaking, as a productive skill, is considered as the skill that

learners need to develop and master most because it is the way in which they are going to communicate with others.

Kayi(2006) claims that speaking is a crucial part of second or foreign language learning and teaching. Likewise, Khamkhien(2010) claims that “speaking, as a productive skill, seems intuitively the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes” (p. 184). Therefore, teaching and learning English is relevant for communicative purposes to meet the demands of a globalized society and to cope with the local growing.

Among the four main modalities of the English language, speaking or oral communication receives more attention; this does not mean that the other three English skills are not important but that students need more speaking practice than the others. In Ecuador, the Equipo Técnico de Proyecto de Inglés( 2012) establish certain aspects that students must domain in order to achieve the different proficiency level. In the case of speaking, the proficiency levels were divided taking into account the speaking production and speaking interaction.

(English, 2015) For the speaking production, the proficiency levels are described below:

- A1 Proficiency Level: students must produce slow, hesitant, planned dialogues
- A2 Proficiency Level: students must use a series of phrases and sentences linked each other.
- B1 Proficiency Level: students must sustain a straightforward description of a subject or a variety of matters.

For the speaking interaction, the levels of proficiency are mentioned below:

- A1 Proficiency Level: students must interact and participate in brief informal discussions.
- A2 Proficiency Level: students must handle very short social exchanges within the personal, educational, public and vocational domains.
- B1 Proficiency Level: students must exchange, change, and confirm information to deal with less routine situations and explain why a problem has occurred.

These are the English speaking proficiency levels that all students at the end of the different grades must acquire.

#### **2.1.4 Importance of learning speaking**

English has grown into the primary language for international communication and due to the economic, cultural and technological forces, such as the international growth of trade and the Internet; the English language is now used worldwide. As English increasingly becomes the most used language for international communication, Burns and Claire(2003) states that “it is vital that speakers of English, whether they are native or non-native speakers, are able to exchange meaning effectively” (p. 5).

Speaking is one of the two productive English skills; according to Bahrani(2012)the main point of teaching speaking skill is to communicate efficiently. Therefore, it is important to practice it because it is the main source to transmit ideas, feelings, emotions, etc.

The objective of the new Ecuadorian curriculum of English language is that students domain the language in order to attend to the most representative and outstanding universities around the world. English Communication and comprehension are vital for students who have the desire to apply for the different international scholarship programs.

Furthermore, speaking English is significant for “English as a Second Language” “English as a Foreign Language” ESL EFL practitioners and learners because the spoken language is at the heart of much human interaction, with foreign friends, co-workers, etc. It is also significant to point that speaking English does not just provide better opportunities for academic success but it also provides better job opportunities; dominant English language is an asset for postulating to jobs in foreign countries where the official spoken language is English.

In other words, this skill (speaking) needs to be practiced, developed and mastered because it is the way in which learners are able to share what they think; they can exchange information, ideas; they can express opinions about diverse topics and can be able to refuse when they do not agree with someone else.

### **2.1.5 Teachers’ role in the speaking skill instruction**

Even though students are the center of the teaching-learning process, teachers also have an important role in the development of this process. Teachers are the responsible of guiding students to the correct way of learning and they are the source of knowledge. Linkon(2011) encourages teachers to ask themselves: how they know, how well students understand the content and strategies of the language courses: in her publication, she claims that the work that students produce provides a visible manifestation of their knowledge and improvement in the language learning process.



That is why teachers need subject-specific, curricular and pedagogical knowledge. They as students' references must possess a good language competence in order to develop skills in their students and the procedural and pedagogical competences required to teach and to support the improvement of students' skills.

In order to students become good speakers, it is significant they have a good instruction. Hence, teachers need to speak correctly, accurately pronounce the words, produce speech at rates appropriate for the interaction in the classroom, use stress, articulation, and tone of voice adequate for the situation, incorporate the correct language structures, use various verbal and non-verbal communication strategies, etc.

Teachers into the classrooms are guides during the English language instruction; they have different roles. Jeremy Harmer(2001) determines that teachers can be prompters, organizers, assessors, and even participants. In order to provide a clearer explanation, teachers' roles are explained below:

- Teacher as prompter: when students are asked to work on an activity, some of them could feel lost because they do not understand the activity or do not know how to do it. In this case, students need a model for figuring out the activity. Thus, teachers work as prompters providing learners a sample of the words, expressions, structures, they have to use for the activity.
- Teacher as organizer: according to Harmer(2001) one of the most important roles that teachers have to perform into the classroom is to organize students to do different activities and exercises to improve the English language learning. Teachers also have to organize the information that is going to be presented in the English lessons in order to make more comprehensible the content of the class.

- Teacher as assessor: “one of the things that students expect from their teachers is an indication of whether or not they are getting their English right” (Harmer, 200, p. 59). In this point, teachers need to act as an assessor or tutor giving students positive feedback and correcting mistakes.
- Teacher as participant: in this case, teachers are more immersed into the teaching process because they can be part of the speaking activities. It is relevant that teachers change the image of a traditional and rigid teacher; it is time that teachers are dynamic and encouragers. Harmer (2001) states that teachers need to be animators at the moment of asking students to produce the language.

In brief, during the speaking activities, like class discussions, debates, etc. teachers need to be able to elaborate contributions to students’ ideas, impart information being guides, prompters, tutors in order to upgrade their speaking skill.

### **2.1.6 Steps for teaching speaking**

For teaching speaking, it is vital to take into consideration that there are some aspects that teachers need to apply in the teaching process. Durmus in his 2013 publication mentions that English learners are aware that having English as a second or foreign language benefits them a lot and provide huge opportunities in their professional lives. In his same publication, Durmus identifies five important points that are going to be helpful in the development of a speaking activity. They are explained below:

- The focus should be on the meaning not on the form: for teaching speaking, teachers need to make emphasis on the meaning rather than the form. Durmus argues convincingly that if teachers just focus on grammar rules, students might start feeling anxious for the pressure to apply all the grammatical rules correctly. This affects negatively to the oral language production because students cannot speak freely. However, grammar is an elemental area of the English language learning, but for beginning speakers it is not recommended to be strict on the application of grammar.
- No use of the mother tongue: using students' mother tongue may be useful for them due to the ease for both teacher and students to establish conversation in a simple way. Nevertheless, it is significant that students get familiarized with the target language in order to use it during the different activities to master their oral skill.
- Use authentic topics and materials in the speaking lessons: Durmus also claims that the application of topics that are related with the real necessities of students. Choosing the topics for the activities needs to be based on the reality; topics need to be interesting and motivating for learners. Moreover, for speaking activities it is necessary to select adequate material, like worksheets, cards, etc. this is needed for the creation of a friendly and dynamic atmosphere from social life.
- Do not force students to speak: in this case, Durmus stipulates that nobody wants to do something by forcing. Teachers need to avoid the use of threats in order to get students talking; the creation of a relaxing learning environment is important because it will provide positive learning experiences. When learners do not want to talk in English is because they

do not feel sure about their performance. For that reason, learners have to be encouraged to work on the activity, thus, they will increase their self-confidence.

- Provide feedback and correct mistakes: correction of errors is a part in the teaching process because it is the role of any teacher. Providing positive feedback will allow students to realize the mistakes that they make and the mistakes they do not have to make again.

### **2.1.7 Principles for teaching speaking**

As it was established above, speaking is a crucial part in the English language learning process. Students need to communicate in an efficient way, sharing clear and intelligible messages; through a permanent practice, students will avoid confusion in the message because they will have good knowledge of pronunciation, vocabulary and pronunciation. Hence, in order to help learners develop communicative proficiency, instructors can follow the principles that Brown identifies in his 2007 work. He maintains that teachers need to be aware that communicative skill will be the support that students need for achieving future goals. Brown identifies five principles, described below:

- Be aware of the differences between second language and foreign language learning contexts: this principle stipulates that a language can be learnt in two different contexts-foreign language or second language. In the case of foreign language, people learn a language in order to use in communicative situations but that language is not the official language of learners. On the other hand, a second language refers to the study of a language which is accepted as the official language of communication, an example of this is Canada where its two official languages are English and French.

- Give students practice with both fluency and accuracy: Brown (2007) maintains that students practice speaking through activities that contribute to the improvement of oral accuracy and fluency. Accuracy is when learners produce the language without grammar, syntax, or semantic mistakes and fluency is when learners produce the language without hesitating or interruptions.
- Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk: for Brown (2007) English language teachers have to be conscious that for enhancing students' speaking, they have to speak most of the time that last the class. It is important to provide students opportunities where they can freely talk with their classmates in pairs or groups. Students are the center in the language teaching process, especially in speaking lessons and therefore, teachers need to increase the amount of time that learners get to speak in the target language.
- Plan speaking tasks that involve negotiation for meaning: Negotiation of meaning is the process where learners try to be understood and in the same way learners try to understand the message of others. This process involves asking for clarification, ask for and confirming information, etc. Brown (2007) states that learners have the possibility to upgrade speaking by communicating in the target language because interaction is required to comprehend others' ideas.
- Design classroom activities that involve guidance and practice in both transactional and interactional speaking: According to Brown (2007) when someone learns a language and produce the language orally, he or she can do it for two purposes; for interaction or transaction. Interactional speech is when learners communicate with someone else for social purposes. In this case, learners use the language to interact and be friendly with

someone else; they usually exchange greetings, experiences, anecdotes, etc. On the contrary, transactional speech is when what it is said or done is the main point in the communicative process. In other words, the message and being understood clearly is the primordial aspect for learners.

### **2.1.8 Communicative Language Teaching (CLT)**

According to Harmer(2001) the Communicative Approach or Communicative Language Teaching (CLT) is the name which was given to a group of beliefs which involved a re-examination of what aspects of language to teach and a shift in emphasis in how to teach. In terms of ‘what to teach’, we refer to the significance of the language functions rather than solely focusing on grammar and vocabulary instruction. On the other hand, the term ‘how to teach’ refers to the idea that “language learning will take care of itself” (Harmer, 2001, p. 85); this means that for the development of students’ knowledge and skills, it is essential a plentiful exposure to the target language and plenty opportunities to produce it.

The purpose of the application of CLT is to train students to use the language forms in an adequate way in a variety of contexts and situations and for diverse objectives. Thus, Richards(2006) makes the point that communicative language teaching sets as its main objective the communicative competence teaching. Richards in his same 2016 publication identifies that communicative competence includes the following aspects of the language knowledge:

- Students must know to use the language for a variety of ranges (purposes and functions).
- Students must also know to vary their language use taking into account the setting and the participants. This means that students must know when to use formal or informal language.

- Students must know how to produce and understand diverse forms of texts (conversations, reports, narratives, etc.).
- Students must be able to communicate despite having difficulties in the one's language knowledge.

In this approach, the activities that are used in the English language learning need to proportionate opportunities for realistic communication where, for Harmer (2001), the accuracy of the language learners use is less important than the successful achievement of the communicative activity they perform. Harmer, in his 2001 publication, mentions that role-play and simulations are the most popular activities in the Communicative Language Teaching. Students can perform daily routines or a scene at the airport, etc. the point is that with the application of these activities, students should have the desire to communicate something. They should have a purpose and to be focused on the content or what they are going to share the rest from the classroom.

### **2.1.9 Activities for teaching speaking**

According to Thornbury(2005) one way to raise awareness of features of learners' spoken language is to exposure them to instances of speaking. Teachers as managers of the classes have to be conscious that selecting the oral activities need, in some cases, to be adapted to the reality and necessity of learners. The design of tasks can foster the development of various aspects of the oral language production. Narratives and descriptions can be effective in fluency- focused teaching; for example, debates and problem-solving tasks can contribute to increase grammatical and lexical complexity in the language use of learners. For Harmer(2007) good speaking activities can and should be extremely stimulating for students.

The application of activities to improve certain aspects of the language needs to be based on the interests of students, so, in this context, it is fundamental to mention that “individuals all have preferences or styles for doing things. Styles influence the person as an individual and differentiate him/her from someone else” (Ghanizadeh & Jahedizadeh, 2016, p. 2). Teachers know that students are different; some of them like learning by watching, others by hearing and others by doing. Therefore, it is appropriated to include different activities that mix the diverse students’ learning styles.

Interesting speaking activities will guarantee the active and dynamic participation of students during the lessons. “Another advantage of using tasks in L2 oral instruction is that rehearsal (or task repetition) affords learners an opportunity to accommodate the competing cognitive demands of fluency, accuracy, and linguistic complexity” (Hinkel, 2006, p. 115). Taking into account that students need to develop fluency, accuracy and linguistic complexity at speaking, there is the necessity to apply a variety of tasks that encourage them to start talking. They are explained in the following items:

#### **2.1.9.1 Role-play**

This activity is really motivating and challenging for any learner. The fact of performing a fictional and particular role encourages students to talk or repeat a script. In this activity, students are divided into groups in order to discuss and assign their roles. “They have to speak and act from their new character’s point of view” (Harmer, 2007, p. 125). Some examples of role-play situations are; an interview for a job, an appointment with a doctor, a request at the airport, doing the shopping, etc.



### **2.1.9.2 Dialogues**

For Thornbury(2005) dialogues are the most common activities used for helping students to enhance their oral competences and maintain that dialogues have a long history in language teaching. At first, the dialogue can be enacted by the teacher a selected student in order to give a model to the rest of students. The topics or main ideas of dialogues can be assigned by the teacher or chosen by students. Students can start a dialogue about what they like, what they do every day, favorite food, etc.

### **2.1.9.3 Debates and discussions**

Debates and discussions where students need to prepare in advance in order to fulfill the activity successfully. Even though students' speeches are previously prepared, this kind of activities encourages students to express their ideas, thoughts and opinions about a certain topic. Furthermore, Harmer (2007) mentions that teachers could plan discussion sessions in order to get a more formal activity.

### **2.1.9.4 Information-gap activity**

This activity is very encouraging and dynamic. Information gap is when two students have different bits of information, and they solely can complete the picture by sharing each other the information they have. A clear example of this activity is *Describe and Draw*, in this case, students have to describe a picture and the other students have to draw the picture according to the description he or she receives. Another example of information gap exercises is *Finding the Differences*, where two or more students identify the differences they find in some pictures.

### **2.1.9.5 Stories**

As Thornbury(2005) states “practice makes-if not perfect- at least, fluent”. Therefore, a good way to practice and enhance oral fluency is telling stories: people spend time telling other people personal stories, anecdotes, experiences, etc. students do it in their free-times, talk to each other and describe good or bad experiences. However, fiction stories are also useful because students can imagine the situation, the scenario, the characters, etc.

Teacher, of course, can make variations to the story telling activities, for example: teachers may show a sequence of pictures and students have to narrate the story according to what they see in the pictures. Students feel motivated with this activity because they can reconstruct or retell the story in a different manner.

### **2.1.9.6 Surveys**

One way of getting students to establish conversations and exchange opinions is through the conduction of questionnaires and surveys. Harmer(2007) determines that if students plan and design their own questionnaires, the activity will become even more useful.

The activity called *Find Someone Who.....* is a variation of this kind of speaking task. Students can write the sentences they want and then walk around the classroom asking their classmates and writing down their answers. If it is necessary and if there is enough time in lass, students can present the results of their surveys.

### **2.1.9.7 Audio recordings**

Recording audio is an excellent way for getting more familiar with spoken English. This kind of activity provides opportunities for practicing the oral language. It enables English learners not only to listen several times to other speakers but also to record their own speaking English. Teachers can make suggestions to students; they can record short speeches about different topics every day in order to master their oral language production.

## **2.2 Philosophical basis**

“As time progresses, the need for learning English as a second language of many people has been growing dramatically all over the world” (Thituyetanh, 2015, p. 49). Robson (2013) claims that English makes a significant contribution to sustainable global development because it eases trade between countries that do not share a common language. It is used as a language of convenience, facilitating dialogue and building trust where an understanding of diverse positions is crucial.

Sadeghi and Richards(2015) state that “the ability to use English for spoken communication is one of the main reasons many people around the world study English” (p. 10). Likewise, Hinkel(2006) recognizes that “in meaningful communication, people employ incremental language skills not in isolation but in tandem. For example, to engage in a conversation, one needs to be able to speak and comprehend at the same time” (p. 112).

For the development of oral proficiency, teachers have an important role that is why Thituyetanh(2015) argues convincingly that “teachers should provide learners with opportunities for meaningful communication about relevant topics by using learner-learner interaction.

Teachers also give students communication devices that help to teach them how to listen, to talk, and to negotiate meaning in a shared context” (p. 52).

According to Richards(2006) through the application of communicative language teaching activities, learners now have to participate in the classroom activities that are mainly based on a cooperative rather than individualistic approach to learning. Students become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model.

Additionally, Richards (2006) states that teachers “rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners’ errors and of her/his own role in facilitating language learning” (p. 5).

“One of the goals of CLT is to develop fluency in language use. Fluency is natural when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence”(Richards, 2006, p. 14).

Egan(1999) maintains that foreign language proficiency is measured by the ability to communicate in the target language and states that “this ability is demonstrated in the understanding of authentic aural and written materials and in the ability to generate spoken and written language for real-life purposes” (p. 278).

## **2.3 Fundamental categories**

### **2.3.1 English language learning**

The English language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently. Successful language learning involves the use of effective learning and communication strategies.

### **2.3.2 Speaking**

Speaking is one of the macro English language skills. “Speaking is at the heart of second language learning. It is arguably the most important skill for business and government personnel working in the field, yet it appears particularly vulnerable to attrition” (Egan, 1999, p 277).

### **2.3.3 Communication**

“Communication is a holistic process that often calls upon the use of several language skills or modalities”(Richards, 2006, p. 22).

### **2.3.4 Communicative practice**

Richards(2006) claims that “communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable” (p.16).

### 2.3.5 Communicative Language Teaching (CLT)

This approach, also known as Communicative Approach, is considered a movement which takes various routes to achieve the goal of communicative language teaching and improve the communicative competence of learners. Nowadays, CLT can be seen as describing a set of core principles about the language learning and teaching process.

### 2.3.6 Communicative competence

Communicative or Oral competence is defined as the ability to interpret and enact adequate social behaviors, and it requires the active integration of learners in the production of the target language.

## 2.4 Legal Basis

**CHART # 1** Articles of the Legal Basis

<b>Articles</b>	<b>Description</b>
Article 26 from the 2008 Constitution of Ecuador	The main point of this article is that every person who lives in Ecuador has the right to being educated at any educative institution. The article also establishes that authorities of education have to guarantee a good level of education for all students without exception.
Article 27 from the 2008 Constitution of Ecuador	The main point of the article 27 is that the learners are the primordial part in the teaching-learning process and it mentions that education is fundamental for all learners because it promotes the success of both the learner and country.
Article 343 from	This article mainly refers to the importance of developing

the 2008 Constitution of Ecuador	individual and collective skills of learners in order to be successful in the teaching-learning process.
Article 37 from Childhood and Adolescence Code	The article 37 from the Code of Childhood and Adolescence is based on the significance that children and adolescents in general, without exception, being educated in any school or high school from the country. It also states that teachers need to be experienced and classrooms have to be well-equipped in order to students become professionals in the future. The article also mentions that the responsible for proportionate this are the educational authorities; they have to accomplish this task.

**Source:** Constitution of Ecuador-2008 and Childhood and Adolescence Code

**Author:** Clara Roca Matías

## 2.5 Hypothesis

The application of oral activities will improve the speaking skill in students of grade nine of the Unidad Educativa “Jorge Barek”.

### 2.5.1 Variables

#### 2.5.1.1 Independent Variable

The application of oral activities

#### 2.5.1.2 Dependent Variable

The speaking skill in students of ninth grade of the Unidad Educativa “Jorge Barek”

## **CHAPTER III**

### **3. Methodology**

#### **3.1 Research approach**

The purpose of this project is to improve the ability to speak in the students of ninth grade in the area of English as a foreign language, Unidad Educativa "Jorge Barek". The methodology is based on quantitative and qualitative methodology; these methods will allow concrete results acquire the ability to speak.

##### **3.1.1. Qualitative Method**

Due to the importance of the research, this method has been considered as it allowed collecting information from literature, sources such as: previous research, internet, books and pamphlets in order to broaden and deepen the knowledge about different alternatives to improve the ability to speak of students of ninth basic year at Unidad Educativa "Jorge Barek"

This project used the qualitative method for diagnosing descriptive information, which served as a base for discovering the necessity and feasibility of developing solutions to be applied. Also, it allowed the collection of information directly from the social environment in the moment that the researcher interviewed specialists, teachers and students for the purpose of detailing, explaining and analyzing the causes of the problem and obtains its solutions.



### **3.1.2. Inductive-deductive Method**

This paper used both approaches inductive and deductive.

**3.1.2.1 Inductive method:** This method allowed to introduce all the information about speaking skill of the students, it was used for the development of the theoretical framework and analysis of diagnostic results, to discover, analyze and systematize the results to make generalizations for the problem, it was used for the interpretation of results focused on the proposal.

**3.1.2.2 Deductive method:** This method allowed deducing the research after an observation and making an assumption about the speaking skill of students of ninth basic year from Unidad Educativa “Jorge Barek”.

### **3.1.3. Scientific Method**

This method allowed us to indicate the real improvement on the independent study of the students of the ninth basic year of the Unidad Educativa “Jorge Barek”, the general method was applied to the investigation, using a set of strategies, logical procedures, statistics, to implement a coherent and systematic orderly process to reach testing and demonstration of the truth.

### **3.1.4. Observation Method**

Since it is based on the observation, it served to describe the problem as presented in the reality of the research institution, allowing a contextual view of the problem and research site in time and space, also it was used to explain in detail the teaching techniques to develop the skill of speaking in students of the Unidad Educativa "Jorge Barek"

## **3.2. Level or type of research**

### **3.2.1. Type of Research**

#### **Descriptive Research**

According to Sabino (1986) "The descriptive research works on realities of facts, and its main characteristic is to present a correct interpretation. For descriptive research, the primary concern is to discover some fundamental characteristics of homogeneous sets of phenomena, using systematic criteria that allows revealing its structure or behavior. This way you can get the notes that characterize the studied reality. "(P. 51)

This research is based on the reality of students to improve the ability to speak the English language and alternatives to use in their daily educational environment.

An interactive class will influence the process of teaching the English language to enhance the ability to speak with the use of oral activities during the school year 2015-2016, bearing in mind that most students mastered basic vocabulary.

#### **3.2.2. Bibliographic Research**

This helped to find and select scientific and theoretical basis on the subject of the investigation; the primary issues agreed with the application of oral activities in the field of basic education.

#### **3.2.3. Correlational Research**

This measured the degree of relationship between the sketched problem (Improving the speaking skill of Students of ninth basic year of the Unidad Educativa "Jorge Berek") and the proposal (oral activities in class).

#### **3.2.4. Applied Research**

The applied research provided guidelines for applying different types of oral activities in class in order to improve the speaking skill in ninth grade students of the Unidad Educativa "Jorge Berek"

### 3.3. Population and sample

#### 3.3.1. Population

Barrera (2008) defines the population as a "set of beings possessing the characteristic or event to study and that fall within the criteria for inclusion" (p.141)

The population of this research is composed by the 16 students of the Ninth Grade and 1 English teacher at Unidad Educativa "Jorge Barek".

#### Sample

This research is based on a population lower than 22 people, it has been considered not to use a statistical formula to get a sample size, instead a non-probability or convenience sampling was applied.

**CHART # 2** Population

<b>N°</b>	<b>Descripción</b>	<b>Quantity</b>	<b>%</b>
<b>01</b>	Principal at "Jorge Barek"	<b>1</b>	<b>4.55</b>
<b>02</b>	English Teachers at "Jorge Barek"	<b>1</b>	<b>4.55</b>
<b>03</b>	Professionals	<b>4</b>	<b>18.20</b>
<b>04</b>	Ninth Grade Students at "Jorge Barek"	<b>16</b>	<b>72.70</b>
<b>TOTAL</b>		<b>22</b>	<b>100 %</b>

**Source:** Secretary of Unidad Educativa "Jorge Barek".

**Author:** Clara Roca Matías

### 3.4. Variables operationalization

#### 3.4.1. Independent Variable:

The application of oral activities to ninth grade Students from Unidad Educativa “Jorge Barek”.

**CHART # 3** Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
The application of oral activities to ninth grade Students from Unidad Educativa “Jorge Barek”.	Individual and group dynamics.  Participatory techniques.  Interactive class.  Roleplays	Skills Methodological Strategies Tools Technology	Does the teacher encourage students to speak English? Does The teacher apply the appropriate methodology to teach in the classroom? How often are oral activities applied with students? Do Students try to express their ideas in English?	Observation  Survey  Camera  Interview  Students grades

**Author:** Clara Roca Matías

### 3.4.2. Dependent Variable:

The speaking skill is improved with oral activities.

**CHART # 4** Dependent Variable

<b>CONCEPTUALIZATION</b>	<b>DIMENSIONS</b>	<b>INDICATORS</b>	<b>ITEMS</b>	<b>TECHNIQUES AND INSTRUMENTS</b>
The speaking skill is improved with oral activities.	Teaching Speaking Methodology and Strategies  Language proficiency  Pronunciation	The Use of a basic vocabulary Motivation Idiomatic expressions Using expressions correct and appropriate to the ideas they wish to transmit	Does the teacher promote the practice of speaking Skill?  The oral activities improve the Speaking Skill of the Ninth Grade Students from the Unidad Educativa “Jorge Barek”.  Does the frequent use of oral activities improve the speaking skill in the students?	A Guide Lesson Plans Observation Interview Survey

**Author:** Clara Roca Matías

### **3.5. Techniques and instruments for data collection**

#### **3.5.1. Techniques**

For obtaining and organizing information of the research problem, the techniques described below were applied:

##### **3.5.1.1. Survey**

This technique produced truthful and objective information, with attitudes, feelings and emotions that the respondent would not be able to express in a direct way to improve speaking skills to Ninth Grade Students from Unidad Educativa “Jorge Barek”.

##### **3.5.1.2. Interview**

This technique conducted by asking question face to face during this research. The interview was taken to both, the teacher and students, the writer knew the students' speaking skill and their interest or motivation in the speaking in class and the results of the teacher's teaching method or technique at the Unidad Educativa “Jorge Barek”

#### **3.5.2 Instruments**

##### **3.5.2.1. Camera**

The camera used to capture images in order to reproduce them later and have an evidence of the use of oral activities in class.

### **3.5.2.2. Notebook**

This tool was used to take note of the different events developed throughout this study. The actions are: the most pertinent part from interviews, the interpretations from surveys, drafting of some speaking activities.

### **3.5.2.3. Questionnaire**

In this research, it is a document with several questions which was elaborated to get information about the stated problem; it is an investigation by asking some questions in the written form, the student asked to cross some statements in the questionnaire after oral activities in order to get their opinion about the learning and teaching process.

## **3.6. Data collection plan**

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

**CHART # 5** Data Collection Plan

<b>BASIC QUESTIONS</b>	<b>EXPLANATION</b>
1. What for?	To improve the Speaking Skills
2. From which people or objects?	The Ninth Grade Students from Unidad Educativa “Jorge Barek”.
3. About what aspects?	Use of Oral activities in class.
4. Who?	Undergraduated (English Teacher: Clara Roca Matías)
5. To Whom?	Students, Teachers, Principal and Professionals
6. When?	2015 - 2016.
7. Where?	Unidad Educativa “Jorge Barek”.
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually
10. What data collection techniques?	Interviews, and Surveys
11. With what?	An activity guide.

**Author:** Clara Roca Matías



### 3.7. Data processing plan

**CHART # 6** Data Processing plan

ACTIVITY	PROCESS	RESULT
<b>Direct Observation</b>	Direct observation is used to analyze the environment, behavior and strategies used by the English teachers when they are explaining their class.	As a result: The teacher has all the resources used in the classroom and productive teaching strategies, but the teacher has to motivate and engage students orally.
<b>Survey</b>	The survey was applied to determine the causes and weaknesses that lead to not develop the ability to speak in class.	As a result: Students are afraid to say a few sentences, because of the pronunciation. Students do not go over the vocabulary in each class. Students like to apply mimicry whenever they want to indicate a word. For Students it becomes difficult to explain an image or photograph.

**Author:** Clara Roca Matías

### 3.8 Analysis and interpretation of results.

#### 3.8.1 Interview Directed To Principal from “Jorge Barek”

English is undoubtedly the third language in the world and the second most spoken, for this reason the Ministry of Education gives importance and presented in March last year the agreement 0052-14 in which it was decided that teaching foreign language (English ) from 2016-2017 (Costa) is mandatory, this measure should govern it all public, private institutions, etc. of the country.

	<b>Interpretation</b>
<p><b>Question # 1:</b> How long have you worked as Director of the "Jorge Barek" high school?</p>	<p>The principal said that he has directed the institution 6 years approximately</p>
<p><b>Question # 2:</b> Do you consider teaching English language is important in basic ninth year? Why?</p>	<p>The principal said that it is important at all levels, but more so in the basic grades as this would be their base to learn better or polish later.</p>
<p><b>Question # 3:</b> What are the advantages of learning to speak English?</p>	<p>The principal said that the most important advantage is to improve oral communication, since arising is needed</p>
<p><b>Question # 4:</b> Do you think that the appropriate corrections are given to improve the ability to speak English?</p>	<p>The principal said that even missing, it must be emphasized in different fields since English is very complex and different in terms of writing and pronunciation.</p>

<p><b>Question # 5:</b></p> <p>Do you consider necessary to implement new strategies to competitively develop the ability to speak?</p>	<p>The principal said, in welfare of our young students, with a different mind, with new challenges where there is competition among themselves, all of them want to overcome.</p>
<p><b>Question # 6:</b></p> <p>Do you consider that the implementation of oral activities is an excellent tool in the English teaching process?</p>	<p>The principal said while more oral activities the teacher gives in class, the speaking skill improves, so that there is more oral communication between them and the class is not tedious and boring.</p>
<p><b>Question # 7:</b></p> <p>Do you agree with applying new techniques in the area of learning English?</p>	<p>The principal said if there was a strategy that allowed students to leave traditionalism and that helped improve their ability, it should be used immediately.</p>
<p><b>Question # 8:</b></p> <p>What do you recommend as director of the institution, so that students take class time positively?</p>	<p>The principal said that more effort commitment and concern is recommended, using the language as part of the communication, since good educational background has merits in the future.</p>

**Author:** Clara Roca

### **3.8.2 Interview directed to Specialist**

For my research it was necessary to know the opinion of two specialists in English language, they were Lcda. Sonia Barragán Mg. English teacher of ESSUNA and MSc. Marisol Gutierrez, English teacher of ESMA, both teachers have several years of experience as English Teachers in different institutions and high level of education.

It is necessary to emphasize that the answers given by them in the interview were very important for my research, and interpreted in the following way:

**Question# 1: Why do you think the English language is necessary in today's education?**

**Interpretation:** According to their experience, both consider that the communication is very important nowadays and regarding education, that is essential to deliberate social aspects for students to be prepared for what comes from today's society and also as tool for work and some other fields.

**Question#2: Do you consider that students develop their speaking skills satisfactorily?**

**Interpretation:** Lcda. Sonia Barragan considers that this skill is rather important for students to considerate to master as much as they can, to use it not only when learning but as well as for using it for social context. On the other hand MSc. Marisol Gutierrez said that students need more oral activities to reinforce their speaking skill, they need to be able to express their own ideas too.

**Question # 3: Do you consider important to improve the speaking skill in English in students of ninth basic year?**

**Interpretation:** Both of them said, even youngsters feel the necessity to speak well and to achieve that to make them more secure on their needs; we must encourage to develop this language skill. The teacher should include tasks which allow them to participate as well as increase the level of practice.

**Question# 4: What strategy would you give students to practice English, without fear of foolishness or disapproval when they make mistakes?**

**Interpretation:** Both considerer that the strategy they would use if the use oral role-plays, were corrections not made on the spot, rather one given by a rubric, so they don't feel ashamed in front of their peers.

**Question# 5: How do you develop the speaking skill in students?**

**Interpretation:** Lcda. Sonia Barragan considers using lots of vocabulary and oral games related to language so they can practice well spoken language. On the other hand, MSc. Marisol Gutierrez said that it is important to start talking about their things, they like planning using content based instruction taxes.

**Question# 6: How do you activate prior knowledge to the student to participate interactively in class?**

**Interpretation:** They consider that the language acquisition by reading or listening to have specific set of exercises (paragraph) where they can guess or brainstorm what towards are related to.

**Question# 7: Do you recommend the frequent use of oral activities in educational institutions?**

**Interpretation:** They affirm that the oral activities are the complement of written knowledge and the teacher should focus on the importance of these activities to socialize that the use of another language is to use it, not just to learn to gain a score.

**Question # 8: Do you recommend oral activities to improve the speaking skill?**

**Interpretation:** Lcda. Sonia Barragan said that she agrees, as long as these activities are well planned. MSc. Marisol Gutierrez said that oral activities are the only way to improve speaking skill.

**Question # 9: What activities do you think could be promoted to develop this ability?**

**Interpretation:** Lcda. Sonia Barragan said as long as there is a planning schedule related to the curriculum, where aims meet the necessity of students' needs is important to give tasks that are easily understood and can focus on listening and speaking skill. MSc. Marisol Gutierrez said that it depends on the level, but some activities could be singing songs, role-plays, conversations and oral presentation.

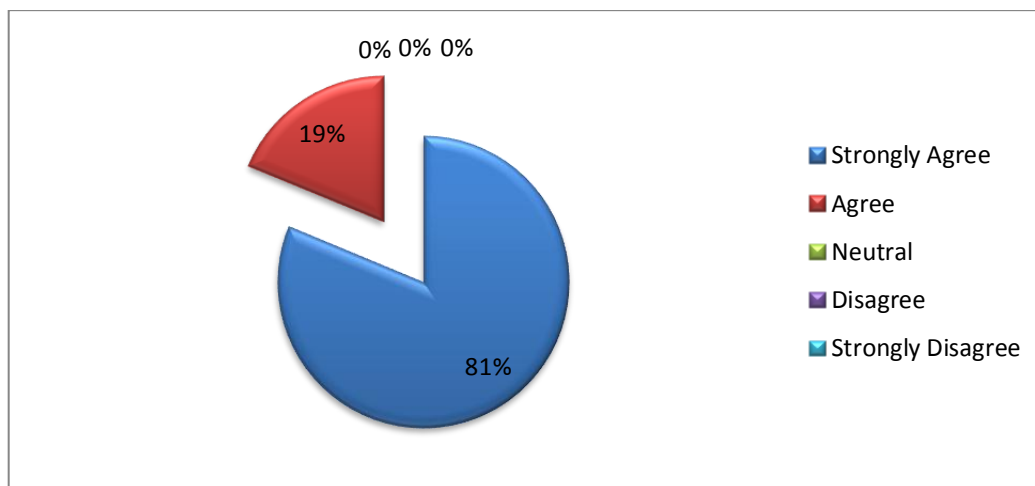
### 3.8.3 Questionnaire administered to ninth grade students of Unidad Educativa “Jorge Barek”

1. Do you agree that the English language is important in the teaching-learning process?

**CHART # 7** Relevance of English language

QUESTION # 1			
N°	Option	frequently	Percentage
1	Strongly Agree	13	81%
2	Agree	3	19%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
<b>TOTAL</b>		16	100 %

**GRAPHIC # 1** Relevance of English language



**Source:** Survey Directed To Students  
**Author:** Clara Roca Matías

#### **Analysis:**

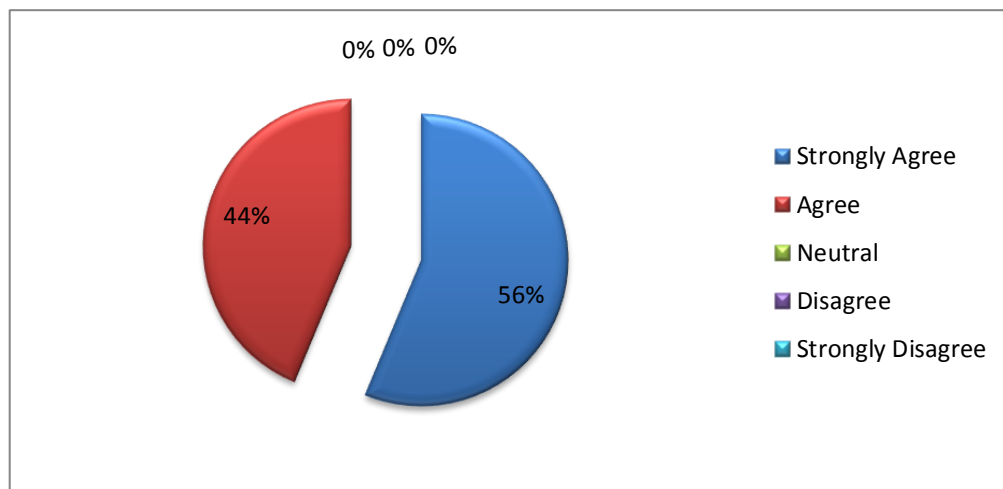
According to this question, in general, the students surveyed said the English language is important in the teaching-learning process; 81% of students strongly agree and 19% of students agree.

2. Does your English teacher use clear language to start a class?

**CHART # 8** Use of clear language

QUESTION # 2			
N°	Option	frequently	Percentage
1	Strongly Agree	9	56%
2	Agree	7	44%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
<b>TOTAL</b>		16	100%

**GRAPHIC # 2** Use of clear language



**Source:** Survey Directed To Students  
**Author:** Clara Roca Matías

**Analysis:**

The question asked students if their English teacher uses clear language to start a class; more than half of the population said that almost always the teacher uses clear language 56% and 44% of students agree.

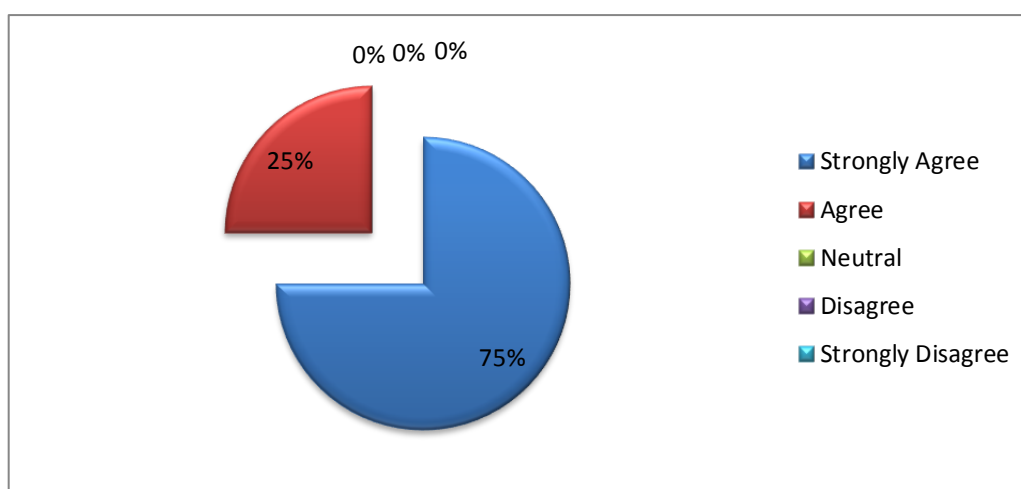


3. Does your English teacher perform dynamic or other activities to start a class?

**CHART # 9** Activities to start a class

QUESTION # 3			
N°	Option	frequently	Percentage
1	Strongly Agree	12	75%
2	Agree	4	25%
3	Neutral	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
<b>TOTAL</b>		16	100%

**GRAPHIC # 3** Activities to start a class



**Source:** Survey Directed To Students  
**Author:** Clara Roca Matías

**Analysis:**

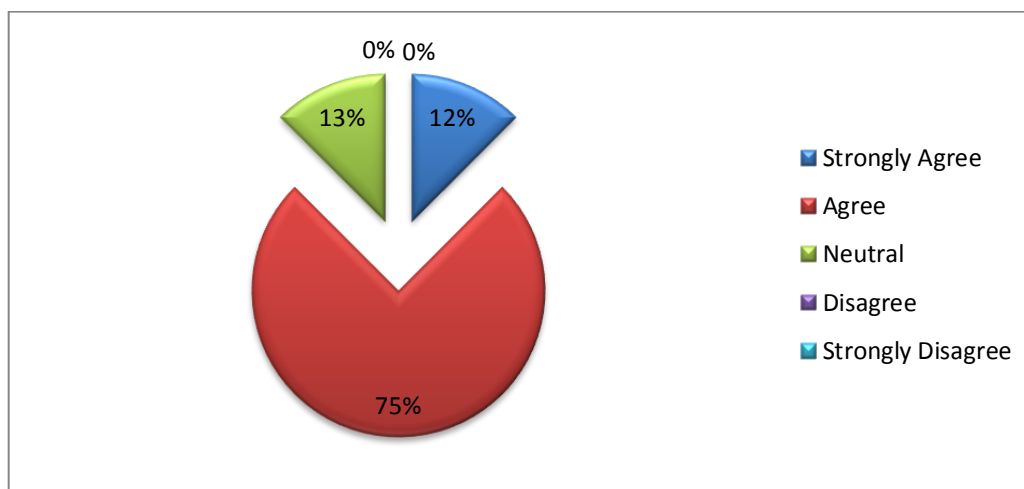
Referring to this question if your teacher uses dynamic and other activities before starting a class; 75% of students surveyed strongly agree and 25% agree.

4. Do you understand the vocabulary when your teacher explains the lesson?

**CHART # 10** Student understand the vocabulary

<b>QUESTION # 4</b>			
<b>N°</b>	<b>Option</b>	<b>frequently</b>	<b>Percentage</b>
<b>1</b>	Strongly Agree	2	12%
<b>2</b>	Agree	12	75%
<b>3</b>	Neutral	2	13%
<b>4</b>	Disagree	0	0%
<b>5</b>	Strongly Disagree	0	0%
<b>TOTAL</b>		16	100%

**GRAPHIC # 4** Student understand the vocabulary



**Source:** Survey Directed To Students  
**Author:** Clara Roca Matías

**Analysis:**

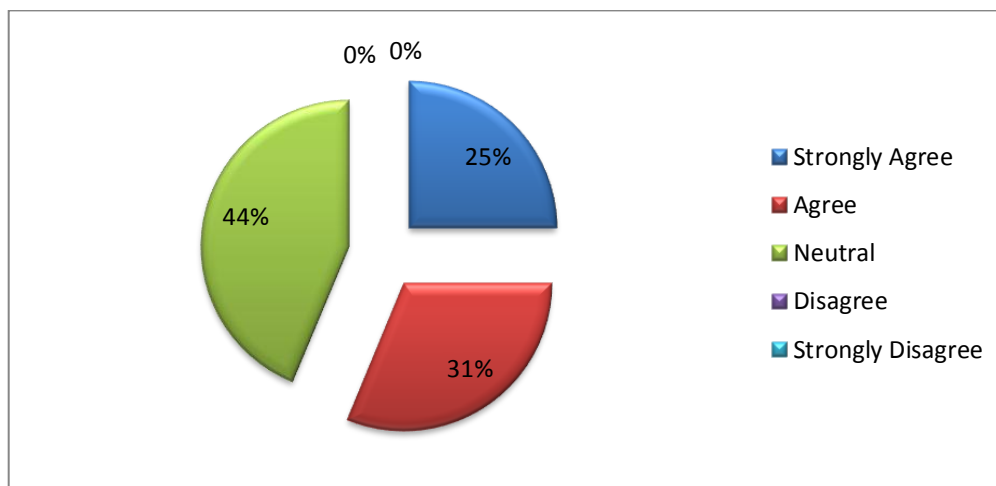
In relation to this question 12% of students said they strongly agree that they understand the vocabulary when the teacher explains a task or activity; 75% agree and only 13% are neutral, this means that most students know the vocabulary at that level and what would need more oral practice.

5. Does your English teacher uses exercises in class to develop the skill of speaking?

**CHART # 11** The teacher use oral exercise in class

QUESTION # 5			
N°	Option	frequently	Percentage
1	Strongly Agree	4	25%
2	Agree	5	31%
3	Neutral	7	44%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
<b>TOTAL</b>		16	100%

**GRAPHIC # 5** The teacher use oral exercise in class



**Source:** Survey Directed To Students  
**Author:** Clara Roca Matías

**Analysis:**

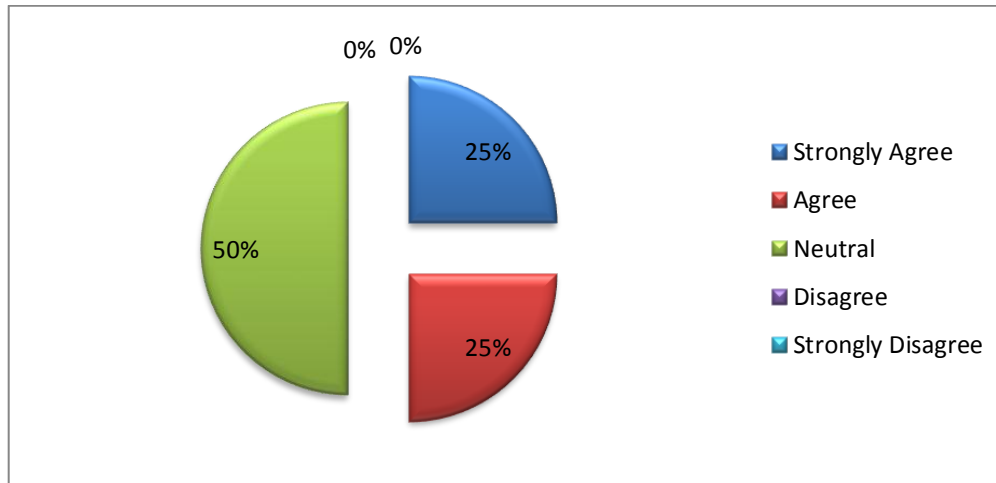
Obviously, the answers affirm the need to implement oral activities that enable students to improve their ability to speak, answering the question 25% of students surveyed said they strongly agree that their teacher uses exercises to improve their ability; 31% agree and 44% are neutral.

6. Conversations, short dialogues and other oral activities are not easy for ninth grade students?

**CHART # 12** Frequencies of oral activities in class

QUESTION # 6			
N°	Option	frequently	Percentage
1	Strongly Agree	4	25%
2	Agree	4	25%
3	Neutral	8	50%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
<b>TOTAL</b>		16	100%

**GRAPHIC # 6** Frequencies of oral activities in class



**Source:** Survey Directed To Students  
**Author:** Clara Roca Matías

**Analysis:**

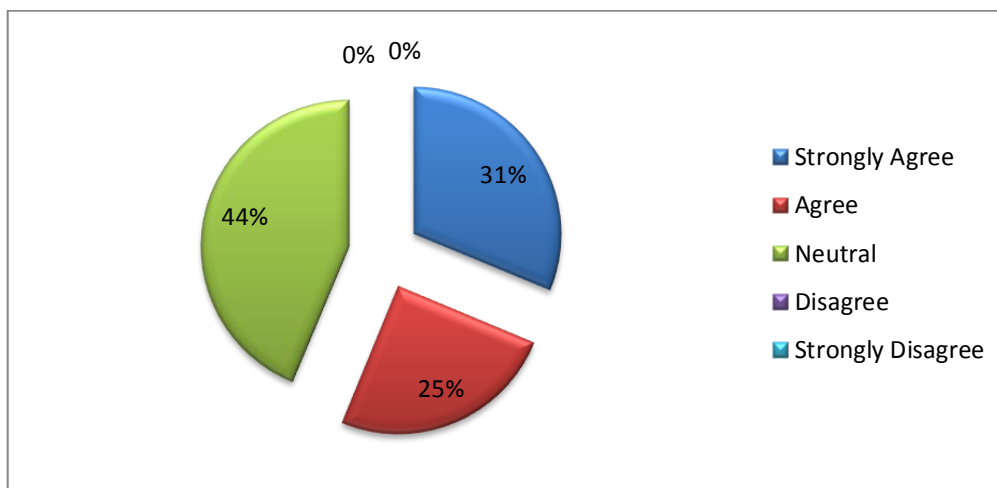
With regard to this question, students responded that 25% strongly agreed that the talks, short dialogues and other oral activities are not easy for them; 25% responded that they agree and 50% of students is neutral; undoubtedly they would have to strengthen this ability using more oral activities.

7. In the end of each class the teacher reinforces the vocabulary through small oral exercises?

**CHART # 13 Reinforce the vocabulary**

QUESTION # 7			
N°	Option	frequently	Percentage
1	Strongly Agree	5	31%
2	Agree	4	25%
3	Neutral	7	44%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
<b>TOTAL</b>		16	100%

**GRAPHIC # 7 Reinforce the vocabulary**



**Source:** Survey Directed To students

**Author:** Clara Roca Matías

**Analysis:**

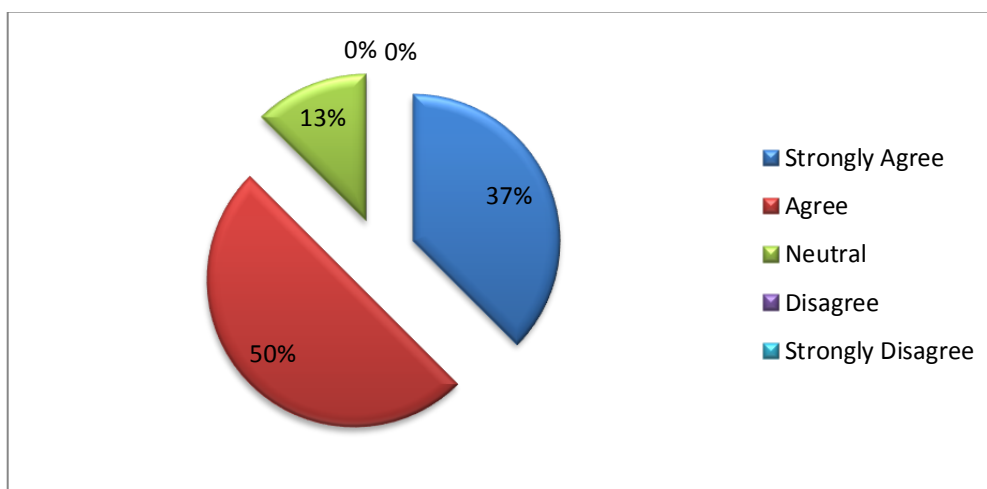
According to the answer to this question, 31% of students said that they strongly agree that the teacher reinforces the class with oral activities; 25% of students agree and 44% is neutral; it is clear that oral activities are needed to be applied at the end of the class as reinforcement and to improve the speaking skill.

8. Does your teacher teach you how to hold a conversation in English?

**CHART # 14** Hold a conversation in English

<b>QUESTION # 8</b>			
<b>N°</b>	<b>Option</b>	<b>frequently</b>	<b>Percentage</b>
<b>1</b>	Strongly Agree	6	37%
<b>2</b>	Agree	8	50%
<b>3</b>	Neutral	2	13%
<b>4</b>	Disagree	0	0%
<b>5</b>	Strongly Disagree	0	0%
<b>TOTAL</b>		16	100%

**GRAPHIC # 8** Hold a conversation in English



**Source:** Survey Directed To Students  
**Author:** Clara Roca Matías

**Analysis:**

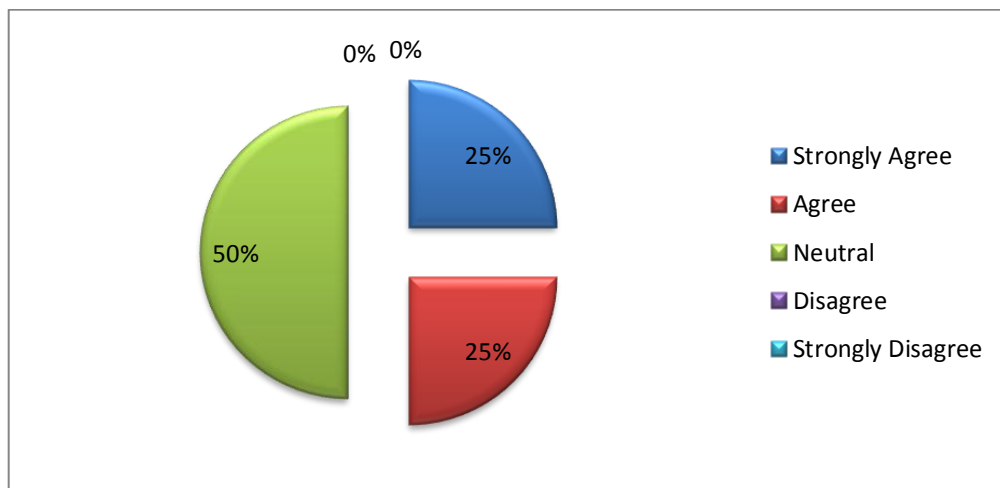
Answering question eight; 37% of students strongly agree that the teacher teaches how to hold a conversation, 50% of students agree and 13% are neutral, it should be noted that it is important that the student understands the conversation and practice the necessary times.

9. Do you think? That the activities of speaking the teacher uses motivate the students to speak in English?

**CHART # 15** Teacher motivate the students to speak in English

<b>QUESTION # 9</b>			
<b>N°</b>	<b>Option</b>	<b>frequently</b>	<b>Percentage</b>
<b>1</b>	Strongly Agree	4	25%
<b>2</b>	Agree	4	25%
<b>3</b>	Neutral	8	50%
<b>4</b>	Disagree	0	0%
<b>5</b>	Strongly Disagree	0	0%
<b>TOTAL</b>		16	100%

**GRAPHIC # 9** Teacher motivate the students to speak in English



**Source:** Survey Directed To Students  
**Author:** Clara Roca Matías

**Analysis:**

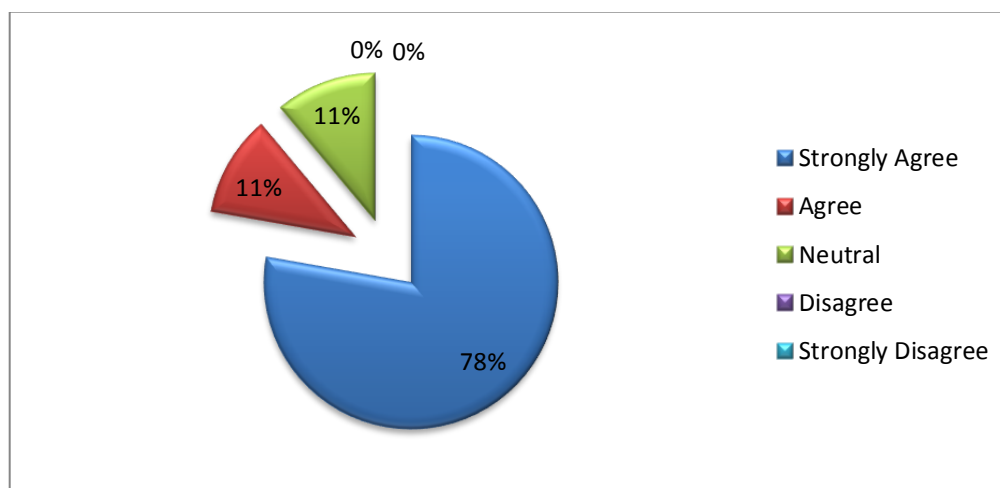
It is easy to realize that ninth graders need motivation by the teacher to speak in English. Responding to question nine, 25% of students surveyed strongly agrees, the other 25% agree and most of the students 50% are neutral.

10. Do you think that the teacher must implement new strategies to improve the speaking ability?

**CHART # 16** New strategies in the class

QUESTION # 10			
N°	Option	frequently	Percentage
1	Strongly Agree	14	78%
2	Agree	2	11%
3	Neutral	2	11%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
<b>TOTAL</b>		16	100%

**GRAPHIC # 10** New strategies in the class



**Source:** Survey Directed To Students

**Author:** Clara Roca Matías

**Analysis:**

Answering question ten most students strongly agree that it is necessary that the teacher implements new strategies to improve the ability to speak, which 78% of students surveyed indicate; 11% agree and the other 11% is neutral.



### **3.9 Conclusions and Recommendations**

#### **3.9.1 Conclusions:**

One of the objectives of this research is to identify the failure of the ability to speak through a survey to know if students with the implementation of extra oral activities have better performance in the oral production of English language using such strategies frequently.

After analyzing the results obtained through the survey, students consider the English language important, also they consider mostly the language that the teacher uses in class is clear and, using other types of activities without having the disadvantage that when the teacher explains an extra oral activity and then students have to practice, they do not do very well, they make many mistakes due to the lack of oral practice.

They use very few oral activities to develop their ability to speak; also students of ninth grade consider oral activities difficult. such as short dialogues, conversations, etc. Some students also state that the teacher reinforces the vocabulary orally a very few times and this is the reason why they cannot hold a conversation.

### **3.9.2 Recommendations:**

Based on the results of this research, it is necessary to design and implement more oral activities that encourage students to join groups where they can promote and improve their speaking skill using common oral activities and where the teacher involves all the students.

It is recommended that the teacher encourages students to use the English language during the class, as they, in some way, manage to understand from the beginning of the class and should make the most of the vocabulary they know to add new vocabulary. It is important that the English teacher of ninth grade of the Unidad Educativa "Jorge Barek" consider the implementation of new strategies to be added to the learning process.

The Institution should promote training in English with a pedagogical basis. Starting with creating a climate of dialogue and relationship between teachers and students, sharing a comprehensive development and use of a participatory approach, where communication, mutual cooperation helps to dominate all the team working in the class of English language teaching.

## **CHAPTER IV**

### **PROPOSAL**

#### **4. Proposal**

Some procedures are used by teachers in English classes, they are applied to organize activities, time, techniques to help develop and improve environment and not become boring, it also allows us to create confidence and participation. The following activities allow teachers to apply new alternatives for speaking in class and the students to practice and improve speaking skills thus improving the ease and fluency of oral expression of English language, the same that are implemented in a planned and systematic way that will train expressive and critical students.

#### 4.1 Informational data

##### Title Proposal:

##### CHART # 17 Title Proposal

<b>Title:</b>	ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “JORGE BAREK”, LA LIBERTAD, SANTA ELENA PROVINCE. 2015 - 2016”
<b>Executing institution:</b>	UNIDAD EDUCATIVA “JORGE BAREK”
<b>Product:</b>	ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL
<b>Beneficiaries:</b>	STUDENTS OF NINTH BASIC YEAR
<b>Ubication:</b>	La Libertad
<b>Estimated Time forexecution:</b>	SCHOOL YEAR 2015 -2016.
<b>TechnicalTeam:</b>	Author: Clara Roca Matías Tutor: MSc. Tatiana García
<b>Canton:</b>	La Libertad
<b>Province:</b>	Santa Elena
<b>Workingday:</b>	Matutina
<b>Regime:</b>	Coast

Source: Research data  
Author: Clara Matias Roca

## **4.2 Proposal background**

The English language is present in almost everyone and is considered the main element of communication between diverse cultures that share few or no features in common. (INGLES, 2016) It is necessary to note that the Ministry of Education considers the curriculum basic education that the English language is as important as the other core subjects.

The progress of the four English language skills (listening, reading, speaking and writing) comprises the most significant in learning this language aspect; for this reason the integration of these four skills are necessary because these are aligned to the communicative approach and especially for students to express themselves more naturally and more motivated in class.

### **Language Skills:**

#### **Reading:**

Ninth grade students at “Jorge Barek” high school need to detect that there is material and very authentic and simple activities that can be applied in class. (e.g. messages, families of words, repetition of words and phrases are accompanied by abundant visual support and topics that are related or current issues of global interest, such as culture of other countries, care environment, technological advances such as social networks, media)

#### **Listening:**

Ninth grade students are required to listen and show understanding of explicit information in simple texts adapted and authentic (expository texts, dialogues) and literary (rhymes, songs, stories) which are set out clearly, they have repetition of words and visual and gestural support.

**Speaking:**

Ninth grade students produce monologues, songs, rhymes and dialogues to begin to identify and become familiar with the sounds of language.

**Writing:**

Ninth grade students must produce very simple informational like: writing according to a model and with the support of visual language, not literary texts (such as email, postcard, calendar, invitation) and literary texts (stories, rhymes, cartoons) with the purpose of sharing information, they should also create their own sentences and paragraphs or short dialogues with the teacher's help.

**4.3 Justification**

Concerned about the low results that statistics show on the academic performance of students in the field of English at the student population of nine grade, it was decided to study the development of proficiency in English speaking teenagers.

Therefore it is proposed to meet one of its main objectives, which is to design a manual with methodological strategies to encourage the development of English speaking students to the abovementioned institution.

The proposal is focused on cognitive, significant, constructivist, and humanist's processes, which are designed to produce meaningful learning in the development of the speaking skill.

In summary, the purpose of this proposal is to contribute to the development of speaking skill of students in the ninth year of basic education, giving teachers the methodological strategies that contribute to this goal.

#### **4.4 General Objective:**

- To improve the English speaking skill in students of ninth year of basic education at Unidad Educativa “Jorge Barek”

#### **4.5 Specific Objective:**

- To present a manual among teachers and students in the area of English with methodological strategies that encourage the development of speaking skill
- To provide a variety of oral activities those allow teachers to develop the speaking skill of their students.

# **PROPOSAL DEVELOPMENT**



## 4.6 Proposal Development

### CHART # 18 Activity 1

ORAL ACTIVITIES # 1	
TITLE:	DIALOGUES
<b>Summary of the block:</b>	The engagement in a dialog is a small conversation or talk in which two or more people interact with the intention of interchanging information or exposing its different points of view. The teachers must use dialogues to help their students to develop their skills of conversation
<b>Objectives:</b>	To interchange personal information. To practice the oral expression
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1. To create the scene: to interest to anticipate, to use conceptual mimics, photos, slides, maps etc.</li><li>2. To focus on the meaning of the interchange (pre-questions).</li><li>3. Familiarization with the pronunciation of the words that are had to use (through the reconstruction of a dialogue, notes in a faint or the repetition of the dialogue to appear)</li><li>4. To explore useful ideas in a conversation (to cause that the students also participate in this).</li><li>5. To divide the students in pairs (a game or dynamics can be done through).</li><li>6. To give a copy of the dialogue to each student</li><li>7. Monitor the activity.</li></ol>

<b>Example:</b>	<p>A: Hi, my name is Larry. What's your name?</p> <p>B: Hi, my name is Sandra.</p> <p>A: Nice to meet you Sandra.</p> <p>B: Nice to meet you too Larry. What's your last name?</p> <p>A: My last name is Lynch. What's your last name?</p> <p>B: My last name is Perez. How do you spell your last name?</p> <p>A: It's L-Y-N-C-H. How do you spell your last name?</p> <p>B: It's P-E-R-E-Z. Where are you from Larry?</p> <p>A: I'm from Pennsylvania in the United States. Where are you from Sandra?</p> <p>B: I'm from Cali, Colombia. What's your telephone number?</p> <p>A: It's 324 – 4525 what's your telephone number?</p> <p>B: It's 446 – 3870</p> <p>A: Okay, got it. See you later, Sandra.</p> <p>B: Ok, see you later.</p>
<b>Evaluation:</b>	<p>Each student couple says the dialogue without reading it to the class.</p>

**Source: Research data**  
**Author: Clara Matías Roca**

**CHART # 19** Activity 2

<b>ORAL ACTIVITIES # 2</b>	
<b>TITLE:</b>	<b>SONGS</b>
<b>Summary of the block:</b>	The songs are poetic compositions that have rate and rhyme since they go accompanied of music. The students love singing, and the songs can be related according to their tastes and interests. Through the songs the students improve the pronunciation and increase their vocabulary
<b>Objectives:</b>	To motivate the students to learn the English language through music. To practice the oral expression
<b>Procedure:</b>	<ol style="list-style-type: none"> <li>1. To set the scene</li> <li>2. To sing the song, it is the amused part of the song</li> </ol>
<b>To set the scene: (Before singing the song)</b>	<ul style="list-style-type: none"> <li>• It is a good idea to make a small introduction before presenting/displaying the song. The students tend to react better when they can identify some familiar elements when beginning.</li> <li>• It is better that the students do not watch the lyrics of the song during this step; this allows that they listen more carefully.</li> <li>• To review the song that is going to be presented/displayed and to create a list of new or useful words for the lesson.</li> <li>• The global idea is to help the students catch the meaning of which they listen and to promote the mental association when they listen to the song for the first time.</li> </ul>

- Be Ready (to sing the song)**
- To Play the song, at least twice from the beginning until the end.
  - To Ask the students to speak about which they listened.
  - To project a picture, what images projected the song to them? If some words or sounds were familiar to them or similar to other words from Spanish.
  - To report if it is necessary some important things that they can consist of: the letter can have some missing words.
  - To listen the song through some words that are not in the paper listen in the song.
  - To ask the students who listen and fill the spaces in target, or to select the words that in fact are listened to in the song.
  - To practice the pronunciation (to sing), to select vocabulary, to identify the grammar elements, to request that they make drawings of the summary of each verse etc.
  - To put the song and to ask the students again who emphasize or lock up in circles interesting phrases for them.
  - To ask the students who identify things in the song that they have learned in the previous classes.

**The amused part of the song: (To develop the creativity with the** It is time to make amused activities related to the song. Use the imagination and here there are some ideas.

- To sing the song some times.
- Divide the class in two groups and make a

<b>song)</b>	<p>competition, each group singing alternate phrases.</p> <ul style="list-style-type: none"> <li>• To make question to the students in order to speak of the drawings that made of each verse.</li> <li>• To divide them in groups, the students should organize choreography of the song while dance and sing in addition to organize a jury so that they make a voting to the winning dance.</li> </ul>
<b>Example:</b>	<p style="text-align: center;"><b>BABY ON MORE TIME</b></p> <p>Oh baby, baby  Ho baby baby, baby Oh baby, baby  How was I supposed to know  That something wasn't right here  Oh baby baby  I shouldn't have let you go  And now you're out of sight, yeah  Show me, how you want it to be  Tell me baby  Cause I need to know now what we've got  <b>(CHOURUS)</b>  My loneliness is killing me  I must confess, I still believe  When I'm not with you I lose my mind  Give me a sing  Hit me baby one more time  Oh baby, baby  The reason I breathe is you  Boy you got me blinded</p>
<b>Evaluation:</b>	Oral lesson song or a skit

**Source: Research data**  
**Author: Clara Matias Roca**

**CHART # 20** Activity 3

<b>ORAL ACTIVITIES # 3</b>	
<b>TITLE:</b>	<b>GAMES</b>
<b>Summary of the block:</b>	The games are fun activities that serve for recreation and stress. Some days the students are not with good humor to learn, this can cause that the class of English be frustrating for them and also for the professor. Making games in English is a great strategy that helps students to recapture their interest while also allowing them to learn or revise the English
<b>Objectives:</b>	To relax students before or after intense moments of fatigue. To practice the oral expression.
<b>Procedure:</b>	<ol style="list-style-type: none"> <li>1. To select a small game according to the level and needs of students.</li> <li>2. To make a small but clear explanation of the game</li> <li>3. To discuss the game in class, to be sure that all the students understand the structure of the game.</li> <li>4. Discuss the game scene (features and terrain in which will develop)</li> </ol>
<b>Example:</b>	<b>ACTION RACE</b> Use actions like jump, hop, clap, run etc. Have the student split into two teams and sit in lines with a chair by each team and one chair at the other end of the room. One student from each team stands next to their chair and other calls an action, e.g. "Jump". Students must jump to the chair on the other side of the room and back, sitting down in their chair students say "I can jump". First one to do it gets their team a point.
<b>Evaluation:</b>	To ask the students who directs the game

**Source: Research data**  
**Author: Clara Matías Roca**

## CHART # 21 Activity 4

ORAL ACTIVITIES # 4	
TITLE:	POETRIES
<b>Summary of the block:</b>	The poetries are texts written in verse which often express the beautiful and touching aspect of the ideas of the world. The poems are often rich in cultural references and present/display an ample range of opportunities of learning in special for the development of the oral expression.
<b>Objectives:</b>	To find talents hidden in the students To develop the oral expression through the poetry
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1. To place a smooth music to create the atmosphere</li><li>2. To show some drawings to introduce the subject</li><li>3. To give the students opportunities to predict the end of verses, the entire poem or the events that can happen after the poem.</li><li>4. To read the poem two or three times to the students before they watch the letter in their own copies. They must listen to the meaning, rate, intonation and other aspects of the pronunciation.</li><li>5. To give the students a copy of the poem.</li><li>6. Explain the meaning of the words that the students do not know, they can use the strategies that seem to more: contextual, definitions, synonymous, opposed, material procedure real, drawings etc.</li><li>7. To read the poem again while the students follow the reading aloud. To discuss the message of the poem.</li></ol>

8. Ask the students if they agree or disagree with the writer.

**Example:**

**IT'S RAINING MEN**

**by Geri Halliwell**

Humidity's rising.

Barometer's getting low.

According to all sources

The street's the place to go.

'Cos tonight, for the first time,

At just about half past ten,

For the first time in history

It's going to start raining men.

It's raining men, Hallelujah.

It's raining men, Amen.

It's raining men, Hallelujah.

It's raining men, Amen.

**Evaluation:**

To recite the poem

**Source: Research data**  
**Author: Clara Matias Roca**



**CHART # 22 Activity 5**

<b>ORAL ACTIVITIES # 5</b>	
<b>TITLE:</b>	<b>QUESTIONS FOR EXPLANATIONS</b>
<b>Summary of the block:</b>	<p>This type of questions serves to clear the doubts or the curiosity of some particular thing. This means to speak to the teacher or students and to request them to repeat the phrases, summarize in other words, to explain or to give examples.</p> <p><b>Subject:</b> to make questions, explanations and to summarize stories of others</p>
<b>Objectives:</b>	To practice the speaking skill.
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1. To elaborate a list of expressions that can serve so that the students make questions for explanations.</li><li>2. To explain each phrase by means of drawings or examples adapted to real communicative situations.</li><li>3. To practice the pronunciation of the expressions.</li><li>4. To organize the students in pairs. Each group will choose a subject and a drawing that represents the subject (work, childhood, sports ect.)</li><li>5. One of the members of the group will begin to share a story about the subject with the other member of the group.</li><li>6. The student who listens can make questions for explanations if she does not understand. Soon this one will say if history is similar or different from the drawing.</li></ol>

7. The types of questions that can also be used will be wh-questions (that they possibly studied in previous classes).
8. The teacher will have to circulate around the class to monitor the activity and to offer help if they require it.

**Example:**

- ✓ Repeat: "I'm sorry, I didn't catch that, can you say that again?"
- ✓ Paraphrase: "I'm sorry; I'm not sure what you mean. Can you tell me again?"
- ✓ Explain: "Could you explain that for me?"
- ✓ Examples: "Could you give me an example?"
- ✓ I'm sorry, I didn't catch that, can you say that again?"

**Evaluation:**

To present/display the situation and the students will have to indicate that phrase is due to use.

To stimulate the students use these expressions in each of the classes.

**Source: Research data**  
**Author: Clara Matías Roca**

**CHART # 23** Activity 6

<b>ORAL ACTIVITIES # 6</b>	
<b>TITLE:</b>	<b>DISCUSSIONS</b>
<b>Summary of the block:</b>	The discussions serve to challenge and to allege reasons against others. Through the discussions it is possible to stimulate the students to experience and to innovate the language. This, in addition, contributes to their self-esteem as speakers and it motivates them to learn more.
<b>Objectives:</b>	To extract the ideas of the students To practice the oral expression
<b>Procedure:</b>	<ul style="list-style-type: none"> <li>• The teacher should prepare <b>the students</b>; to give an opening (information about the subject and the structures of the language)</li> <li>• The teacher should offer options to them; allow the students suggest the subject for the discussion or what they choose among some options that you present/display. The students feel more motivated to participate if the subjects are: programs of television, plans for vacation, girls, boys etc.</li> <li>• <b>Use small groups instead of all the class</b>; the big groups can make the participation difficult of all.</li> <li>• <b>Cause a short discussion</b>; the teacher should give students a definite time, eight to ten minute period</li> <li>• <b>Allow the students participate on their way</b>; all the students will not feel comfortable speaking of each subject. It is not expected that all of them contribute in the same way to the conversation.</li> <li>• Ask a student from the group to inform all the</li> </ul>

class the result into the discussion.

- After the discussion, it is necessary to give the students an informative feedback on grammar or problems of pronunciation that you have listened.
- Among students give ideas that include pros and cons; students must develop arguments using the ideas of the leaves so that they can present their ideas.

**Example:**

Equal men and women \_ at least?

**Keys**

**Opinions, Preferences:**

I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt,...

**Disagreeing:**

I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...

**Giving Reasons and offering explanations:** To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that...

**Evaluation:**

The groups that agree and those that are in discord or all the class must make a summary and give a conclusion using the key phrases.

**Source: Research data**  
**Author: Clara Matías Roca**

**CHART # 24** Activity 7

<b>ORAL ACTIVITIES #7</b>	
<b>TITLE:</b>	<b>TO MAKE QUESTIONS</b>
<b>Summary of the block:</b>	The questions are an average to extract information. This simple lesson focuses specially in the forms of questions to help the students to gain skills while they change statements to questions.
<b>Objectives:</b>	To improve the confidence when they make questions
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1. Focusing on the use of the auxiliary verb making a number of sentences in times that students are familiar. The teacher asks students to identify the auxiliary verb in each example.</li><li>2. The teacher gives students a large number of examples at all times.</li><li>3. The teacher divides the students into pairs. Distribute sheets and ask that they make appropriate responses to the questions taking turns.</li><li>4. The teacher should monitor couples throughout the class in developing the questions.</li><li>5. Students must perform other exercises to practice oral expression. Give students a large number of examples at all times.</li></ol>
<b>Example:</b>	<b>Exercise 1: Ask an appropriate question for the response</b> <ul style="list-style-type: none"><li>• I stayed at home and watched TV</li><li>• She is reading a book</li></ul>

- I usually get up at 7 o'clock
- No, he is single
- For about 2 years
- I was washing up when he arrived

**Exercise 2: Ask questions to fill the gaps with the missing information**

**Student A**

Frank was born in \_\_\_\_\_ (where?) in 1977. He went to school in Buenos Aires for \_\_\_\_\_ (how long?) before moving to Denver. He misses \_\_\_\_\_ (what?), but he enjoys studying and living in Denver. In fact, he \_\_\_\_\_ (what?) in Denver for over 4 years. Currently, he \_\_\_\_\_ (what?) at the University of Colorado where he is going to receive his Bachelor of Science next \_\_\_\_\_ (when?). After he receives his degree, he is going to return to Buenos Aires to marry \_\_\_\_\_ (who?) and begin a career in research. Alice \_\_\_\_\_ (what?) at the University in Buenos Aires and is also going to receive \_\_\_\_\_ (what?) next May. They met in \_\_\_\_\_ (where?) in 1995 while they were hiking together in the \_\_\_\_\_ (where?). They have been engaged for \_\_\_\_\_ (how long?).

**Student B**

Frank was born in Buenos Aires in \_\_\_\_\_ (when?). He went to school in \_\_\_\_\_ (where?) for 12 years before moving to \_\_\_\_\_ (where?). He misses living in Buenos Aires, but he enjoys \_\_\_\_\_ (what?) in

Denver. In fact, he has lived in Denver for \_\_\_\_\_ (how long?). Currently, he is studying at the \_\_\_\_\_ (where?) where he is going to receive his \_\_\_\_\_ (what?) next June. After he receives his degree, he is going to return to \_\_\_\_\_ (where?) to marry his fiancée Alice and begin a career in \_\_\_\_\_ (what?). Alice studies Art History at the \_\_\_\_\_ (where?) and is also going to receive a degree in Art History next \_\_\_\_\_ (when?). They met in Peru in \_\_\_\_\_ (when?) while they \_\_\_\_\_ (what?) together in the Andes. They have been engaged for three years.

**Evaluation:**

Exhibition of the pairs in front of the class.

To check the errors of the students and to correct them of informal way.

**Source: Research data**  
**Author: Clara Matías Roca**

**CHART # 25** Activity 8

<b>ORAL ACTIVITIES # 8</b>	
<b>TITLE:</b>	<b>RIDDLES</b>
<b>Summary of the block:</b>	The riddles are an amused form to discover hidden things by means of the pursuit of tracks.
<b>Objectives:</b>	To Provide students the opportunity to develop their knowledge and vocabulary. To improve in the students the questioning, reasoning and deduction skills through play.
<b>Materials:</b>	<ol style="list-style-type: none"><li>1. 5 sheets of paper and 5 pencils.</li><li>2. 5 sticky tape rolls and 5 series of 20 juices of playing card</li><li>3. Before introducing the game, choose 20 words related to the “chickens of field” (chick, chicken, rooster, hen, nourishing, maize, pens etc.) and to write them on letters to create 5 series of cards.</li><li>4. Assign a point of value by each of the words from the one to three, (one can be an easy word to guess and three a difficult word) and write each value on letters.</li></ol>
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1. Divide the class in five groups.</li><li>2. Distribute letters, paper, pencils, and the sticky tape to each group.</li><li>3. Assign a student to be the counter of points.</li><li>4. The writer points should write the names of the players on a sheet or board.</li><li>5. Taking turns, the students are going to choose a letter. He does not have to watch but the rest of the group has to.</li></ol>



6. Say to the students what the objective of the game is to make questions to try to determine who or what is on its letter.
7. The student with the letter has the opportunity to make four questions, one for each member of the group, to try to guess what it is written on the letter.
8. If the student is successful, he or she will receive the value of the point written on the letter and this one will be put to a side. If he is not successful, the student does not receive any point and it is the turn of the following student.
9. Stop the game when all the students have participated.
10. The student with more points is the winner.

**Evaluation:**

Monitor if the activity is developed according to the planned thing

Source: Research data  
Author: Clara Matías Roca

**CHART # 26** Activity 9

<b>ORAL ACTIVITIES# 9</b>	
<b>TITLE:</b>	<b>GAME OF ROLLS</b>
<b>Summary of the block:</b>	In role play, to each students is assigned a role and they are given situations that they can find outside of class. Roleplaying imitates life. Students must use appropriate language for each situation which increases their vocabulary and develop oral expression.
<b>Objectives:</b>	To activate the participation of the students in class
<b>Procedure:</b>	<ol style="list-style-type: none"><li>1. <b>To prepare carefully;</b> the situation introduces the activity describing and making sure that all the students understand.</li><li>2. Consider a objective</li><li>3. <b>Use letters of rolls;</b> Give students a letter describing the person or role he will play. For students in low level, the cards must include words or expressions the person uses.</li><li>4. <b>Rain of ideas;</b> before beginning the game ask the students ideas to predict vocabulary, idiomatic grammar, or expressions that can be used.</li><li>5. <b>Form small groups;</b> the students with low self-esteem will be able to participate if they do not have to compete with many voices.</li><li>6. <b>Give time to the students to prepare themselves;</b> allow students to work individually to establish their ideas and language that they</li></ol>

need to express themselves.

7. **Be present like an assistant not like a watchman;** stay ready to help clear the concerns, do not correct their pronunciation or grammatical structure unless they ask you.
8. **Allow the students work at their own level;** do not expect that all the students contribute equally, or use each grammar structure that you have thought.
9. After the game is finished, feedback on grammar or problems of pronunciation that has detected.

**Example:**

**At Lily's House**

**Friends:** Hi Lily we've got a surprise for you.

**Lily:** What could it be?

**Friends:** open it.

**Lily:** It is beautiful. I like it. I will enjoy my hiking better thanks to you.

(Lily tries them on and that they are too tight)

Oh no!

**Friends:** What's wrong Lily?

**Lily:** The boots are a little too tight for me.

**Friends:** Don't worry we can exchange them at the mall.

**Lily:** That would be great.

**Evaluation:**

To show the game to all the class

- The teacher should ask students to tell the class the details of the role play.

**Source: Research data**  
**Author: Clara Matías Roca**

**CHART # 27** Activity 10

<b>ORAL ACTIVITIES# 10</b>	
<b>TITLE:</b>	<b>WARM UP</b>
<b>Summary of the block:</b>	This is a small game or activity in which all the students take part at the beginning from each class. Example: Man Hanged person
<b>Objectives:</b>	To introduce the class in an amusing form To practice the word spelling
<b>Procedure:</b>	<ul style="list-style-type: none"> <li>• Divide the students in two groups</li> <li>• Explain the activity (if it is necessary use the Spanish)</li> <li>• The teacher has a word in his mind on which or he gives no clue.</li> <li>• The teacher draws a number of spaces in which each of the letters of the word will be placed.</li> <li>• The students must guess some letters that can be in the word (the consonants are worth 100 points and the vowels 50 points. If the vowel or the consonant is not in the word they reduce points from the value and a part of the body will be drawn beginning by the head in the drawn tree until a hanged person is left)</li> <li>• If the letter exists, the teacher will write it in the corresponding place in the space and if it does not exist reduce the points and begin to draw the hanged man.</li> </ul>
<b>Example:</b>	

**Source: Research data**  
**Author: Clara Matías Roca**

#### 4.7 Rubric.

This rubric has the most important elements of criteria related to the objectives of learning English that allow us to evaluate in simple and practice form to the students. The indicators used in this section determine the quality of the student's work.

#### 4.7.1 Rubric to assess speaking skills a/1 level

1= Below average    2= Satisfactory    3= Above average    4= Excellent

**CHART # 28** Rubric to assess speaking

Criteria	4	3	2	1
Originality	The student sustained the interest of the audience in clever and innovative ways and improve the presentation	The student kept the attention of the audience the whole time and the purpose of the presentation was achieved	The student was somewhat enthusiastic and kept the audience's attention for the most part. The purpose was mainly achieved	The student was unenthusiastic, the audience's attention showed disinterest, the presentation was not achieved
Vocabulary	The student uses the best vocabulary for the audience. The student defines words that might be new to most of the audience	The student uses a wide range of vocabulary is used accurately, with few significant errors.	The student uses a range of vocabulary is used with some significant errors.	The student uses several (5 or more) words or phrases that are inappropriate and not understood by the audience

Grammar	Some complex sentences structures are clear and effective	Simple sentences Structures grammar are clear	Simple sentence structures are usually clear	Incorrect sentences structures were not appropriate for the topic
Idea development	The development of ideas is coherent and effective.	The development of ideas is coherent.	The development of ideas is evident.	The development of ideas is not evident.
The supporting details	The supporting details are appropriate.	The supporting details are mostly appropriate.	The supporting details are sometimes appropriate	The structure of supporting details was not appropriate for the topic.
Fluency pronunciation and intonation	The students speak clearly and distinctly all the time	The students Speaks clearly and distinctly all the time, but mispronounces one word	The students Speak clearly and distinctly most of the time, but causes little interferences to understanding	The students pronunciation and intonation is almost correct, but causes interference to understanding to some extent

Source:

[https://en.islcollective.com/resources/printables/worksheets\\_doc\\_docx/oral\\_presentation\\_rubric/rubrics-upperintermediate-b2/48396](https://en.islcollective.com/resources/printables/worksheets_doc_docx/oral_presentation_rubric/rubrics-upperintermediate-b2/48396)

Adapted by: Clara Roca Matías

#### 4.7.2 Evaluation

In that evaluation were presented some option of different topics.

This quiz was taken in 20 minute.

**CHART # 29** Topic for Evaluate

Fragment (Background)	Activities (Quiz)	Topics
<b>Description</b>	Students list some word of topic that chose each students. Students describe the picture using their own vocabulary in quick way	My apartment My body My super hero. My school My family My dreams
<b>Dialogues</b>	<b>MAKE QUESTIONS</b> The questions are an average to extract information. This simple lesson focuses specially in the forms of questions to help the students to gain skills while they change statements to questions.	- Personal information - The location: city, country and continent. - The professions - This is mine
<b>Discussion</b>	Students must use appropriate language for each situation which increases their vocabulary and develop oral expression.	The Carnival in other countries. The Customs in Ecuador. The Christmas.

**Author: Clara Matías Roca**

### 4.7.3 Results

#### First evaluation

Ninth Grade students that participated in the first evaluation and in the diagnostic test that was used to detect the low level in the ability to speak.

**CHART # 30** Diagnostic test results

No	Students	Description	Dialogues	Discussions
1	Andrade Arteaga Lady Katherin	6	6,5	7
2	ChilánPezoCristhel Ivette	6	6,5	7,5
3	Del Pezo Laínez Silvana Nayelly	6	7	8
4	Del PezoVillón Marianella Romina	8	7	7
5	Guale Quirumbay Oscar Joel	7	7	6
6	Laínez Valencia Scarlett Channel	8	7	7,5
7	Lindao López Ronny Isaac	5	5	6
8	Loor Reyes Arturo Mateo	5	6	7
9	Mendoza Mero Randy David	5	6	6
10	Ramírez Enriquez Andy Sergio	8	7	7,5
11	Rodríguez González Jonathan Israel	7	8	7
12	Rodríguez Panchana Erick Bruce	7	6	8
13	Serna Panchana Sady Abigail	7	7	6
14	Tomalá Orrala GeisonJordy	6	7,5	7
15	TomaláYagual Julio Cesar	7	5	6
16	Vélez Zambrano Magali Maribel	9,5	8,5	9

**Author: Clara Matias Roca**



## SECOND EVALUATION

Knowing the low level of the speaking skill in the Ninth Grade Students, some of the activities mentioned in the guide were applied which was more pleased by the students where they got their best score.

**CHART # 31** Second Evaluation

No	Students	Descriptio n	Dialog ues	Discussion
1	Andrade Arteaga Lady Katherin	8	8,5	9,5
2	ChilánPezoCristhel Ivette	8,5	8	8,5
3	Del Pezo Láñez Silvana Nayelly	9	8,5	9
4	Del PezoVillónMarianella Romina	7	8,5	8,5
5	Guale Quirumbay Oscar Joel	8	8,5	8,5
6	Láñez Valencia ScarlettChannel	9	9	9
7	Lindao López Ronny Isaac	7,5	8	8
8	Loor Reyes Arturo Mateo	7	7,5	7,5
9	Mendoza Mero Randy David	10	9,5	9,5
10	Ramírez Enriquez Andy Sergio	9	9,5	10
11	Rodríguez González Jonathan Israel	8,5	8,5	8,5
12	Rodríguez Panchana Erick Bruce	9	7,5	9
13	Serna Panchana Sady Abigail	8.5	9	9,5
14	TomaláOrralaGeisonJordy	7	9	9
15	Tomalá Yagual Julio Cesar	10	10	10
16	Vélez Zambrano Magali Maribel	8	8,5	9,5

Author: Clara Matías Roca

### 4.7.3 Global Score per evaluation

#### DIAGNOSTIC TEST

ACTIVITIES	Description	Dialogues	Discussion	TOTAL
SCORE	6,72	6,69	7,03	6.81

Source: Taken from diagnostic test  
Author: Clara Matias Roca

#### SECOND TEST

ACTIVITIES	Description	Dialogues	Discussion	TOTAL
SCORE	8,38	8,63	8,97	8.66

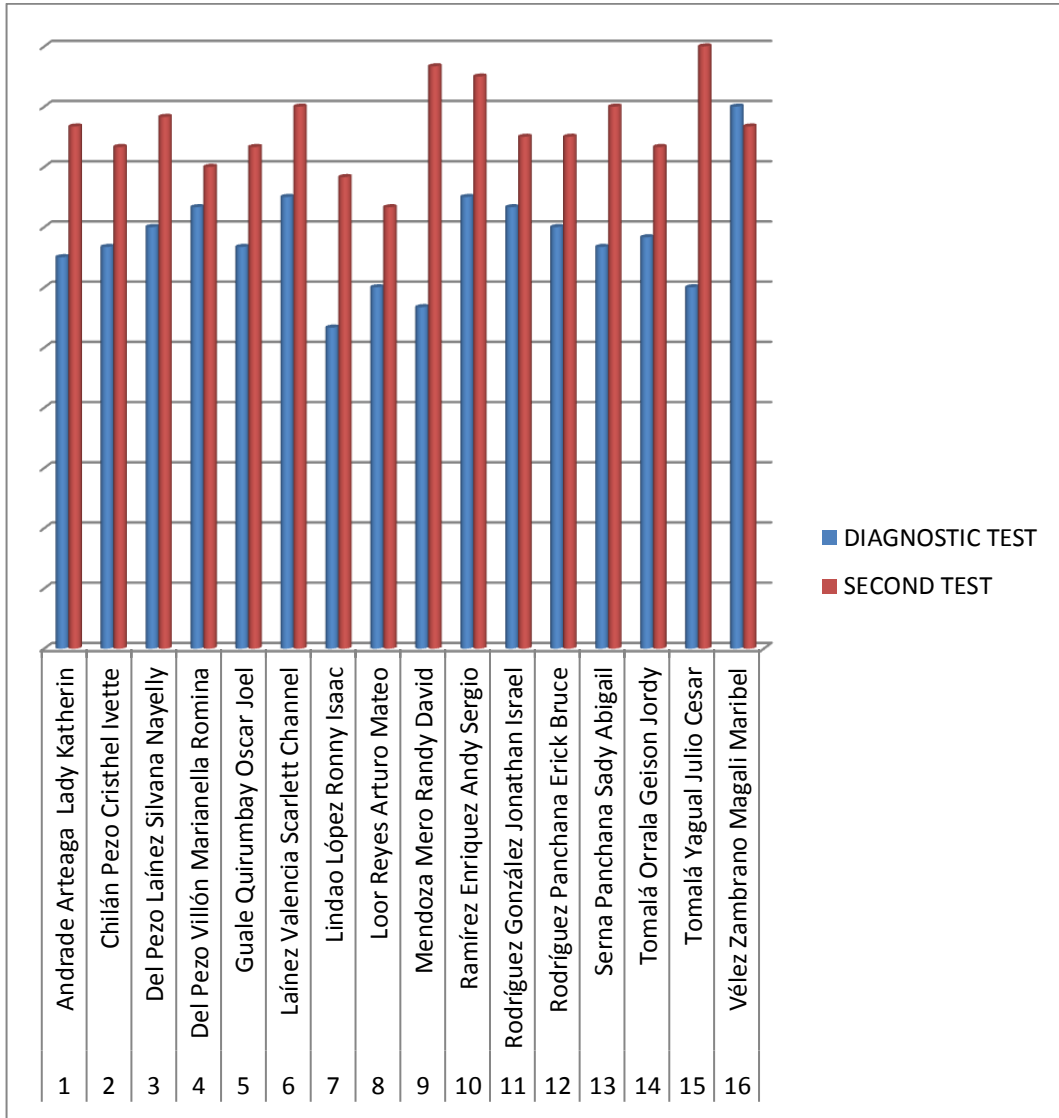
Source: Taken from second test  
Author: Clara Matias Roca

### 4.7.5 Comparisson between diagnostic test and second test

#### CHART # 32 Analysis of the students' results

No	Students	DIAGNOSTIC TEST	SECOND TEST
1		6,50	8,67
2	ChilánPezoCristhel Ivette	6,67	8,33
3	Del Pezo Láinez Silvana Nayelly	7,00	8,83
4	Del PezoVillónMarianella Romina	7,33	8,00
5	Guale Quirumbay Oscar Joel	6,67	8,33
6	Láinez Valencia ScarlettChannel	7,50	9,00
7	Lindao López Ronny Isaac	5,33	7,83
8	Loor Reyes Arturo Mateo	6,00	7,33
9	Mendoza Mero Randy David	5,67	9,67
10	Ramírez Enriquez Andy Sergio	7,50	9,50
11	Rodríguez González Jonathan Israel	7,33	8,50
12	Rodríguez Panchana Erick Bruce	7,00	8,50
13	Serna Panchana Sady Abigail	6,67	9,00
14	TomaláOrralaGeisonJordy	6,83	8,33
15	Tomalá Yagual Julio Cesar	6,00	10,00
16	Vélez Zambrano Magali Maribel	9,00	8,67

**GRAPHIC # 11** Students' results



**Author:** Clara Roca Matías

**Source:** Diagnostic and second test applied to students

## 4.8 Strategies of improvement

**CHART # 33** Strategies of improvement

BEFORE THE PROPOSAL	<ul style="list-style-type: none"><li>✓ Students did not know how to start a conversation.</li><li>✓ They have a traditional class.</li><li>✓ Low levels of speaking skills.</li></ul>
AFTER THE PROPOSAL	<ul style="list-style-type: none"><li>✓ Classes are motivated by the use of oral activities.</li><li>✓ Students find it easier to describe photos, pictures, etc.</li><li>✓ Students start a conversation with short questions</li><li>✓ Student discuss about some topic applying their own vocabulary</li></ul>

**Author:**Clara Roca Matías

## **4.9 Conclusions and Recommendations**

### **4.9.1 Conclusions**

Most students of ninth Unidad Educativa "Jorge Barek" have shortcomings when they have to express their ideas in English, due to poor oral practice they have in class, however it is noteworthy that their strength is vocabulary knowledge. It is also difficult for students when they have to put their ideas in order.

In this research, also it is estimated the lack of motivation by the teacher to the student to participate in class and reflect on the importance of the English language in the future or in their professional lives.

Through this research ninth grade students agree on improving the skill and speak the English language, increase their participation in class with the teacher support and motivation, so every day can be better.

### **4.9.2 Recommendations**

English teacher at Unidad Educativa "Jorge Barek" must frequently apply oral activities according to the issue raised in class and update knowledge, programs, techniques and strategies that allow students to develop their skills, with the along purpose that students learn, improve and practice.

It is necessary that the teacher constantly motivate students about the importance of English language in the classroom and outside, for those hours to be exploited fruitfully.

It is recommended that the English teacher uses this guide of oral activities as an adjunct in teaching English language to students in ninth grade at Unidad Educativa "Jorge Barek" and improving the ability to speak English.

## CHAPTER V

### 5. Administrative frame

#### 5.1 Resources

CHART # 34 Resources

Resources			
INSTITUTIONAL:	HUMAN:	MATERIALS:	ECONOMIC:
<b>UNIDAD EDUCATIVA “JORGE BAREK”</b>	✓ 1 Advisor ✓ 1 Researcher ✓ Principal ✓ Teachers ✓ Students	✓ Paper ✓ Pens ✓ Printer ✓ Flash memory ✓ Internet.	\$ 486.50

Author: Clara Roca Matías

## 5.2 Materials

Materials				
N°	Materials	Quantity	Price	Total
1	Paper (reams)	4	\$ 3,25	\$ 13,00
2	Pens	10	\$ 0,35	\$ 3,50
3	Printer	1	\$ 350,00	\$ 350,00
4	Flash memory		\$ 8,00	\$ 0,00
5	Internet. (per month)	6	\$ 20,00	\$ 120,00
<b>TOTAL</b>				<b>\$ 486,50</b>

Author: Clara Roca Matías

## 5.3 Equipment

Equipment				
N°	Equipment	Quantity	Price	Total
1	Computer (Lapto)	1	\$ 450,00	\$ 450,00
2	Projector	1	\$ 800,00	\$ 800,00
3	Speakers	2	\$ 18,00	\$ 36,00
4	Flash memory	1	\$ 8,00	\$ 8,00
5	Camera	1	\$ 150,00	\$ 150,00
<b>TOTAL</b>				<b>\$ 1.444,00</b>

Elaborated by: Clara Roca Matías





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# APPENDIX

**5.6 APPENDIX**

**APPENDIX # 1** Unidad Educativa “Jorge Barek”



**APPENDIX # 2** Interview to the Director of Unidad Educativa “Jorge Barek”

**Lcdo. Luis Rodriguez**



**APPENDIX # 3 Specialist Lcda. Sonia Barragán Mg., English teacher of ESSUNA**



**APPENDIX # 4 MSc. Marisol Gutierrez Santos. English Teacher of ESMA**



**APPENDIX # 5** Student of ninth grade at Unidad Educativa “Jorge Barek”



**APPENDIX # 6** Students filling the questionnaires



**APPENDIX # 7** Participation of students in an oral activities.



**APPENDIX # 8** Pair works: making question and answer it.





**APPENDIX # 9** Student Jonathan sing the song The reason.

**This song has a simple vocabulary**



**APPENDIX # 10** Explain some oral activities that they have that practice in the classroom



**APPENDIX # 11** Students try speak along about the time using a clock.



**APPENDIX # 12** Oral activities about emotions using flash card and song each student describe each picture.



**APPENDIX # 13** Oral activities about the body parts, they song and the same time touch the part that mention the teacher





**UNIDAD EDUCATIVA  
"JORGE BAREK"**



Aprobado por Resolución Ministerial No. 000242 del 22 febrero del 2006

Telefax: 2783165

La Libertad - Santa Elena – Ecuador

**STUDENT OF NINHT GRADE**

N°	Students
1	Andrade Arteaga Lady Katherin
2	Chilán Pezo Cristhel Ivette
3	Del Pezo Laínez Silvana Nayelly
4	Del Pezo Villón Marianella Romina
5	Guale Quirumbay Oscar Joel
6	Laínez Valencia Scarlett Channel
7	Lindao López Ronny Isaac
8	Loor Reyes Arturo Mateo
9	Mendoza Mero Randy David
10	Ramírez Enriquez Andy Sergio
11	Rodríguez González Jonathan Israel
12	Rodríguez Panchana Erick Bruce
13	Serna Panchana Sady Abigail
14	Tomalá Orrala Geison Jordy
15	TomaláYagual Julio Cesar
16	Vélez Zambrano Magali Maribel



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

**Dear specialist, this interview will help to obtain important input for a research paper titled “ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “JORGE BAREK”, LA LIBERTAD, SANTA ELENA PROVINCE. 2015 - 2016”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance. .**

- 1) Why do you think the English language is necessary in today's education?**
- 2) Do you consider that students develop their speaking skills satisfactorily?**
- 3) Do you consider important to improve the speaking skill in English in students of ninth basic year?**
- 4) What strategy would you give students to practice English, without fear of foolishness or disapproval when they make mistakes?**
- 5) How do you develop the speaking skill in students?**
- 6) How do you activate prior knowledge to the student to participate interactively in class?**
- 7) Do you recommend the frequent use of oral activities in educational institutions?**
- 8) Do you recommend oral activities to improve the speaking skill?**
- 9) What activities do you think could be promoted to develop this ability?**

**Gracias por su colaboración**



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

**Dear Director, this interview will help to obtain important input for a research paper titled "ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA "JORGE BAREK", LA LIBERTAD, SANTA ELENA PROVINCE. 2015 - 2016", please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.**

- 1. How long have you worked as Director of the "Jorge Barek" high school?**
- 2. Do you consider teaching English language is important in basic ninth year? Why?**
- 3. What are the advantages of learning to speak English?**
- 4. Do you think that the appropriate corrections are given to improve the ability to speak English?**
- 5. Do you consider necessary to implement new strategies to competitively develop the ability to speak?**
- 6. Do you consider that the implementation of oral activities is an excellent tool in the English teaching process?**
- 7. Do you agree with applying new techniques in the area of learning English?**
- 8. What do you recommend as director of the institution, so that students take class time positively?**

**Gracias por su colaboración**



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

No.

Dear teacher, this survey will help to obtain important input for a research paper titled “ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “JORGE BAREK”, LA LIBERTAD, SANTA ELENA PROVINCE. 2015 - 2016”, please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

**1. Do you consider English in the world?**

Very Important	
Important	
Necessary	
Unnecessary	
Useless	

**2. How do you consider the English classes in your City?**

Very Important	
Important	
Necessary	
Unnecessary	
Useless	

**3. Do teaching resources develop the skill of speaking in your students?**

Always	
frequently	
Sometimes	
Seldom	
Never	

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

Totally agree	
Agree somewhat	
Disagree	
Totally disagree	
Undecided	

**5. The level of English students is:**

Excellent	
Very good	
Good	
regular	
Bad	

**6. Do you use a vocabulary commensurate with the level of English students?**

Always	
frequently	
Sometimes	
Seldom	
Never	

**7. Do you practice the vocabulary of each class at the end of it?**

Always	
frequently	
Sometimes	
Seldom	
Never	

**8. What activities do you use to promote speaking skills?**

Discussion	
Roleplay	
Simulations	
Brainstore	
Picture	

**9. Do you consider that oral exercises could help your students to improve their speaking skills?**

Totally agree	
Agree somewhat	
Disagree	
Totally disagree	
Undecided	



**10. Do you help your students correct the mistakes that they have when developing an activity of speaking?**

Always	
frequently	
Sometimes	
Seldom	
Never	

**Gracias por su colaboración**

**SURVAY APPLIED TO “JORGE BAREK” STUDENTS  
FROM NINTH GRADE, ENGLISH SUBJECT  
ACADEMIC YEAR 2015-2016**

**Objective:** To identify the insufficiency in the oral skill in students of ninth grade

**INSTRUCTIONS:** The students should mark with an X in the box of preference

**A** = Strongly Agree

**B** = Agree

**C** = Neutral

**D** = Disagree

**E** = Strongly Disagree

N°	Questions	A	B	C	D	E
1	Do you agree that the English language is important in the teaching-learning process?					
2	Does your English teacher use clear language to start a class?					
3	Does your English teacher perform dynamic or other activities to start a class?					
4	Do you understand the vocabulary when your teacher explains the lesson?					
5	Does your English teacher uses in class exercises to develop the skill of speaking?					
6	Conversations, short dialogues and other oral activities are not easy for ninth grade students?					
7	In the end of each class the teacher reinforces the vocabulary through small oral exercises?					
8	Does your teacher teach you how to hold a conversation in English?					
9	Do you think? That the activities of speaking their teacher uses motivate him to speak in English?					
10	Do you think that the teacher must implement new strategies to improve speaking ability to speak					

**APPENDIX # 14** Proposal application certification

La Libertad 19 de Febrero del 2016



**UNIDAD EDUCATIVA  
"JORGE BAREK"**



Aprobado por Resolución Ministerial No. 000242 del 22 febrero del 2006  
Telefax: 2783165  
La Libertad - Santa Elena – Ecuador

**EL RECTOR DE LA UNIDAD EDUCATIVA  
"JORGE BAREK"**

**CERTIFICA**

Que la Sra. Clara Roca Matías, portadora de la cédula de identidad N° 0923672554 culminó con éxitos el trabajo de Tesis **"ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA "JORGE BAREK", LA LIBERTAD, SANTA ELENA PROVINCE. 2015 - 2016"**

Es todo cuanto puedo certificar en honor de la verdad, la interesada puede hacer uso del documento cuando el caso lo amerite.

**Atentamente**

**Lcdo. Luis Rodríguez Figueroa**

**RECTOR**



**APPENDIX # 15** Acceptance letter for the proposal application

La Libertad de 8 de Diciembre del 2015



**UNIDAD EDUCATIVA  
"JORGE BAREK"**



Aprobado por Resolución Ministerial No. 000242 del 22 febrero del 2006

Telefax: 2783165

La Libertad - Santa Elena – Ecuador

**EL RECTOR DE LA UNIDAD EDUCATIVA  
"JORGE BAREK"**

**AUTORIZA**

A la Srta. Clara Roca Matías, portadora de la cédula de identidad N° 0923672554 egresada de la Carrera Licenciatura en Ingles, se encuentra desarrollando el trabajo de Titulación previo a la obtención del Título de Licenciatura Idioma Ingles detallando su tema **"ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA "JORGE BAREK", LA LIBERTAD, SANTA ELENA PROVINCE. 2015 - 2016"**

Es todo cuanto puedo certificar en honor de la verdad, la interesada puede hacer uso del documento cuando el caso lo amerite.

**Atentamente**

**Lcdo. Luis Rodríguez Figueroa  
RECTOR**



La Libertad 23 de Agosto del 2016

**CERTIFICADO ANTIPLAGIO**

**(004-TUTOR JECA-2016)**

En calidad de tutora del trabajo de titulación denominado **““ORAL ACTIVITIES FOR IMPROVING THE SPEAKING SKILL IN THE STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “JORGE BAREK”, LA LIBERTAD, SANTA ELENA PROVINCE. 2015 – 2016”** elaborado por la estudiante **CLARA BEATRIZ ROCA MATÍAS** 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 ----- de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

**Atentamente,**

---

**Tatiana García Villao**  
**C.I.**  
**DOCENTE TUTORA**

**APPENDIX # 17** Urkund report