



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

TOPIC:

**“HANDBOOK OF ACTIVITIES TO IMPROVE SPEAKING SKILLS FOR
TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA MIXTA
PARTICULAR “SAGRADOS CORAZONES”, SALINAS, PROVINCE OF
SANTA ELENA, 2015 – 2016”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR: PABLO IVÁN VALAREZO LOOR

ADVISOR: MSc. LEONARDO CHÁVEZ GONZABAY

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2016



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

TEMA:

**“HANDBOOK OF ACTIVITIES TO IMPROVE SPEAKING SKILLS FOR
TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA MIXTA
PARTICULAR “SAGRADOS CORAZONES”, SALINAS, PROVINCE OF
SANTA ELENA, 2015 – 2016”**

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Como un pre-requisito para obtener el título de:

LICENCIADO EN INGLÉS

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La Libertad, June 2016

ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title “Handbook of Activities to Improve Speaking Skills for Tenth Grade Students at Unidad Educativa Mixta Particular “Sagrados Corazones”, Salinas, Province of Santa Elena, 2015 – 2016” prepared by Pablo Valarezo undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that I have revised the project and approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the Board of Examiners.

Sincerely,

MSc. Leonardo Chávez Gonzabay
Advisor

La Libertad, June 2016.

STATEMENT OF AUTHORSHIP

I, Pablo Iván Valarezo Loor with ID number. 091929645-9 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 “Handbook of Activities to Improve Speaking Skills for Tenth Grade Students at Unidad Educativa Mixta Particular “Sagrados Corazones”, Salinas, Province of Santa Elena, 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

I dedicate this work to my family who I love very much and inspired me to obtain my degree. In addition, I dedicate this work to my university, friends and my professors.

Pablo Valarezo Loor

ACKNOWLEDGMENT

First of all I thank God, who guided me throughout this process, to my advisor, MSc. Leonardo Chávez Gonzabay who would have never accepted anything less than my best efforts, to UPSE for all the support during these 5 years and to all my professors for their dedication and patience.

A special recognition to the Director of the English Teaching Career MSc. Glenda Pinoargote Parra for her guidance and expertise managing the English Teaching Career.

Pablo Valarezo Loor

DECLARATION

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

El contenido del siguiente trabajo de graduación es mi responsabilidad; la propiedad intelectual pertenece a la Universidad Estatal Península de Santa Elena.

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TABLE OF CONTENT

ADVISOR'S APPROVAL	iii
STATEMENT OF AUTHORSHIP	iv
BOARD OF EXAMINERS	v
DEDICATION	vi
ACKNOWLEDGMENT	vii
DECLARATION	viii
TABLE OF CONTENT	ix
CHARTS	xiii
GRAPHICS	xiv
ILLUSTRATIONS	xv
APPENDIX	xvi
ABSTRACT	xvii
INTRODUCTION	1
CHAPTER I	3
THE PROBLEM	3
1.1. TITLE	3
1.2. STATEMENT OF THE PROBLEM	3
1.2.1. Context	3
1.2.2. Critical Analysis	4
1.2.3. Guideline Questions	6
1.2.4. Problem Limitation	6
1.3. SIGNIFICANCE OF THE RESEARCH	7
1.4. OBJECTIVES	8
1.4.1. General Objective of the Research	8
1.4.2. Specific Objectives of the Research	8
CHAPTER II	9
THEORETICAL FRAMEWORK	9
2.1. PREVIOUS RESEARCH	9
2.1.1. Speaking skill	10

2.1.2. Handbook of activity.....	11
2.1.3. How to improve the speaking in students	12
2.1.4. Teaching techniques	13
2.1.5. Activity to improve speaking	14
2.2. PHILOSOPHICAL BASIS	15
2.3. FUNDAMENTAL CATEGORIES	16
2.4. LEGAL BASIS	17
2.5. HYPOTHESIS	18
2.6. VARIABLES OF THE STUDY	18
CHAPTER III	19
METHODOLOGY.....	19
3.1 RESEARCH APPROACH	19
3.1.1 The Quantitative method.....	19
3.1.2. Qualitative Method.....	19
3.1.3 Deductive and Inductive Method.....	19
3.1.4. Scientific Method	20
3.1.5. Observation Method.....	21
3.2. TYPE AND LEVEL OF INVESTIGATION	21
3.2.1 Field Research.....	21
3.2.2 Bibliographic Research	21
3.2.3 Applied Research	22
3.3. POPULATION AND SAMPLE	22
3.3.1 Population	22
3.3.2 Sample.....	23
3.4 VARIABLES OPERATIONALIZATION	24
3.4.1 Dependent Variable: Speaking Skill	24
3.4.2 Independent Variable: a handbook of activities.....	25
3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION	26
3.5.1 TECHNIQUES.....	26
3.5.1.1 Observation	26
3.5.1.2 Survey	26

3.5.1.3 Interview	26
3.5.2 INSTRUMENTS.....	26
3.5.2.1 Camera	26
3.5.2.2 Questionnaire	27
3.5.2.3 Observation guide	27
3.6 DATA COLLECTION PLAN	27
3.7 DATA PROCESSING PLAN.....	28
3.8 ANALYSIS AND INTERPRETATION OF THE RESULTS	29
3.8.1 Interview to Specialist.....	29
3.8.2 Interview to the Principal	30
3.8.3 Interview to English teacher	32
3.8.4 Survey directed to students	35
3.8.5 Analysis of Student Questions	43
3.8.6 Results of observation session	44
3.9 CONCLUSIONS.....	45
3.10 RECOMMENDATIONS	45
CHAPTER IV	46
THE PROPOSAL	46
4.1 INFORMATIVE DATA	46
4.1.1 Title proposal	46
4.1.2 Executing institution	46
4.1.3 Beneficiaries.....	47
4.1.4 Location.....	47
4.1.5 Estimated time for execution	47
4.1.6 Responsibility.....	48
4.1.7 Budget	48
4.2 Feasibility.....	48
4.3 Characteristic of the proposal.....	48
4.4 PROPOSAL BACKGROUND	49
4.5 SIGNIFICANCE	50
4.6 OBJECTIVES	51

4.6.1	General objective	51
4.6.2	Specific objectives	51
4.7	DESIGN AND DEVELOPMENT OF THE PROPOSAL	51
4.7.1	What is a handbook?	51
4.7.2	Benefits of using handbooks	52
4.8	A handbook with activities to improve speaking skill	53
4.8.1	Introduction	54
4.8.2	Content of the handbook	55
4.8.3	Activities from the handbook.....	57
4.8	Strategies of Improvement	69
4.9	EVALUATION.....	69
4.9.1	Results of Diagnostic test.....	70
4.9.2	Results of final test.....	72
4.9.3	Results of students' improvement	74
	CHAPTER V.....	76
	ADMINISTRATIVE FRAMEWORK	76
5.1	RESOURCES.....	76
5.1.1	INSTITUTIONAL	76
5.1.2	MATERIALS	76
5.1.3	ECONOMIC (BUDGET).....	77
5.2	TIMETABLE	78
5.3	BIBLIOGRAPHY	79
	APPENDIX.....	83

CHARTS

Chart N° 1: Population	22
Chart N° 2: Dependent variable operationalization.....	24
Chart N° 3: Independent variable operationalization	25
Chart N° 4: Data collection plan	27
Chart N° 5: Data processing plan	28
Chart N° 6: English language importance	35
Chart N° 7: Students' appreciation about English	36
Chart N° 8: Speaking difficultness for students	37
Chart N° 9: Students' opinion about English teachers' training	38
Chart N° 10: Students' opinion about the application of strategies	39
Chart N° 11: Application of additional resources to practice speaking	40
Chart N° 12: Students' opinion about their speaking proficiency	41
Chart N° 13: Students' opinion about the application of a handbook	42
Chart N° 14: Analysis of Students' survey	43
Chart N° 15: Content of the handbook	55
Chart N° 16: Strategies of improvement	69
Chart N° 17: Results of diagnostic test applied to students	70
Chart N° 18: Results of final test applied to students.....	72
Chart N° 19: Students' improvement.....	74
Chart N° 20: Materials for the development of the handbook	76
Chart N° 21: Economic Budget.....	77
Chart N° 22: Timetable	78
Chart N° 23: Observation guide	94
Chart N° 24: Students of tenth grade names	95
Chart N° 25: Legal articles	96

GRAPHICS

Graphic N° 1: English language importance	35
Graphic N° 2: Students' appreciation about English	36
Graphic N° 3: Speaking difficultness for students	37
Graphic N° 4: Students' opinion about English teachers' training	38
Graphic N° 5: Students' opinion about the application of strategies	39
Graphic N° 6: Application of additional resources to practice speaking	40
Graphic N° 7: Students' opinion about their speaking proficiency	41
Graphic N° 8: Students' opinion about the application of a handbook	42
Graphic N° 9: Students' improvement, Conclusions and recommendations of the Proposal.....	75

ILLUSTRATIONS

Illustration N° 1: Unidad Educativa "Sagrados Corazones"	46
Illustration N° 2: Students of tenth grade	47
Illustration N° 3: Role play about doing the shopping	57
Illustration N° 4: Students using common phrases in a dialogue	58
Illustration N° 5: Role play in a restaurant	59
Illustration N° 6: Role play in a bus station	60
Illustration N° 7: Discussion about technology advantages	61
Illustration N° 8: Students describing a famous person physically	62
Illustration N° 9: Karaoke using common verbs	63
Illustration N° 10: Storytelling using pictures	64
Illustration N° 11: Students reporting their favorite food	65
Illustration N° 12: Physical description of family members	66
Illustration N° 13: Students asking for and giving personal information.....	67
Illustration N° 14: Dialogue using nationalities	68

APPENDIX

Appendix N° 1: English teacher's interview	83
Appendix N° 2: Principal's interview	85
Appendix N° 3: Specialist's interview	87
Appendix N° 4: Students' survey.....	89
Appendix N° 5: Rubric for evaluating students' oral performance	93
Appendix N° 6: Observation guide	94
Appendix N° 7: Students' names-Tenth grade	95
Appendix N° 8: Legal articles	96
Appendix N° 9: Interview to the Principal	97
Appendix N° 10: Interview with specialist	97
Appendix N° 11: Students of Tenth Grade	98
Appendix N° 12: Students during the survey	98
Appendix N° 13: Application of the proposal.....	99
Appendix N° 14: Students during the proposal application	99
Appendix N° 15: Request letter to apply the proposal.....	100
Appendix N° 16: Permission to apply the proposal	101
Appendix N° 17: Certification of the proposal application.....	102
Appendix N° 18: Urkund report	103
Appendix N° 19: Urkund report	104
Appendix N° 20: Urkund report	105
Appendix N° 21: Thesis Advisor's Certification	106



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TOPIC:

“HANDBOOK OF ACTIVITIES TO IMPROVE SPEAKING SKILLS FOR TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA MIXTA PARTICULAR “SAGRADOS CORAZONES”, SALINAS, PROVINCE OF SANTA ELENA, 2015 – 2016”

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Advisor: MSc. Leonardo Chávez Gonzabay**

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ABSTRACT

This research focuses on the development of speaking skills for tenth grade students at Unidad Educativa Mixta Particular “Sagrados Corazones”, located in Salinas from the province of Santa Elena during the 2015-2016 school year, the methodology of this research is based on both approaches inductive and deductive. The deductive method was the basis to find all the general information needed for the research “Handbook of activities to improve speaking skills for tenth grade students at Unidad Educativa Mixta Particular “Sagrados Corazones”. The inductive method, helped to make some small observations in some of the activities seen during classes in order to improve speaking skills. Techniques used for collecting information were: survey, interviews and observation guides to have evidence of the process of learning English, especially the development of speaking skills at Unidad Educativa “Sagrados Corazones”. Speaking is a skill that students need to practice and domain it because of the necessity of sharing ideas and thoughts orally; therefore, it was important to develop a proposal that improve the oral communication and encourages students to use the target language orally.

Keywords: English language teaching/learning, Speaking, handbook, students.

INTRODUCTION

Nowadays, English language is important around the world because it is used to communicate with foreign people with different objectives, such as, business, education, tourism, and others. English is the most important language around the world. Speaking is the most important skill in the development of the language because it is one way to communicate with others. Many people do not feel confident at speaking in English language due to the incorrect instruction they have received during their academic life. However, speaking skill is an elemental part of the English language acquisition.

Since speaking skill is needed for communicating with English speakers, it was significant to develop a proposal in order to upgrade the oral proficiency of students. For instance, this proposal attempts to support the development of speaking skill of students of tenth grade at Unidad Educativa Mixta Particular “Sagrados Corazones” through the application of a handbook with activities that encourage students to produce the target language orally. Students need to be motivated during the oral instruction using activities or exercises that are related to their interests and necessities.

This research paper is organized by chapters and each one covers different aspects of this work. Chapter I describes the statement of the problem, context, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics).

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

Chapter III is based on the methodology; it explains the research approach, level or type of the research, population and sample, techniques and instruments,

analysis and interpretation of the results and finally conclusions and recommendations.

Chapter IV is about the proposal; it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal, activities for improving the speaking skill of students of tenth grade, results of the proposal application.

Finally, chapter V shows the administrative framework, it contains the resources needed to complete all information required to finish this investigation. (Institutional, human, materials, economic).

CHAPTER I

THE PROBLEM

1.1.TITLE

“HANDBOOK OF ACTIVITIES TO IMPROVE SPEAKING SKILLS FOR TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA MIXTA PARTICULAR “SAGRADOS CORAZONES”, SALINAS, PROVINCE OF SANTA ELENA, 2015 - 2016 ”

1.2. STATEMENT OF THE PROBLEM

1.2.1. Context

English is one of the most spoken languages in almost every place around the world. The necessity of having, at least, an idea of English basic knowledge is increasing more and more as time passes by, with great changes and benefits that allow people to get better job and social opportunities. People want to learn English due to the different advantages that a second language may offer for example opportunities to get better jobs, social interaction, and educational advances.

In Ecuador, the study of the English language has become relevant in education because it has become quite an important learning tool. Although English is necessary, teaching this language is not considered as part of the Ecuadorian educational curriculum from elementary levels to seventh grade and it is not taught in elementary public institutions. As a result, the English teaching and learning process is affected because not all students take classes of this important subject. Private schools have the advantage to offer English as a subject class

throughout high school. They are looking for motivating and developing linguistic skills; private institutions have the possibility of implementing different strategies and methodologies that allow students to be able to communicate correctly in English language, according the requirement of the labor market.

Santa Elena province is constantly changing in different aspects; education is a remarkable sample of that. The use of technical resources is needed in education to improve the learning process of different subjects. Educational institutions are preparing to be part of new challenges. It is relevant for high schools to implement strategies and include different resources in order to achieve the competences in students. A large amount of private schools have the privilege of establishing new ways to teach English because of the necessity of improving the English level of their students.

Unidad Educativa Mixta Particular “Sagrados Corazones” is an institution placed in a touristic spot as Salinas; this school has new innovative ways of teaching. The school is frequently organizing events and presentations to allow students to demonstrate English advances of their students, but the reality is that the content of these presentations are memorized. Students do not produce natural oral communication and teachers do not pay attention and do not consider this situation.

1.2.2. Critical Analysis

Speaking is one of the four basic English skills. Through speaking, students are able to communicate with people from other nationalities. English is the second most spoken language around the world and that is the main reason for its acquisition. In Santa Elena province, there are private and public schools. However, the level of English education in each institution depends on teachers and on methodologies that they apply in class. In addition, teachers' educational

strategies and experiences of these schools, as far as English speaking skills concerns are not transmitting the proper cognitive knowledge to students to learn grammar, syntax, fluency and vocabulary to express the English language without mistakes.

The problem in the development of speaking skill is that students must be able to speak without mistakes and the listener has to understand the message transmitted; in order to achieve this; students should possess better grammatical syntax and vocabulary. At Unidad Educativa Mixta Particular “Sagrados Corazones”, the English learning procedures uses the cognitive process of memorization, this was proved to be real because the students do not understand the rules, grammar and contextualization of speaking exercises, but they just repeat words and speech or dialogues.

Teachers have to manage teaching methodology to improve the English learning process in students. Teachers have to provide to the students enough exercises according to real daily situations. And students apply their knowledge to express it in a correct way.

The English language classes in the institution previously mentioned are boring. As a consequence of that, students do not realize the importance of speaking in English. The teacher does not practice exercise in class according to real situations, therefore, students just repeat phrases in class.

Finally, Teachers do not have a handbook or additional activities to make classes interesting. They just use the student’s book and workbook mechanically. They do not encourage students to practice speaking at home and that is why students do not feel motivated and confident at the moment of producing the target language orally.

1.2.3. Guideline Questions

What is a handbook of English Activities?

How will the teachers improve the speaking skills in students?

What kind of activities will help to improve the speaking in students?

1.2.4. Problem Limitation

FIELD: Education

AREA: English.

ASPECT: Handbook activities to improve speaking skills

TITLE: “HANDBOOK OF ACTIVITIES TO IMPROVE SPEAKING SKILLS FOR TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA MIXTA PARTICULAR “SAGRADOS CORAZONES”, SALINAS, PROVINCE OF SANTA ELENA, 2015 – 2016”.

PROBLEM: Lack of speaking skills in students of tenth grade at Unidad Educativa Mixta Particular “Sagrados Corazones”

TIME LIMITATION: The research will be held during the school year 2015 - 2016

POPULATION LIMITATION: Tenth grade students

SPACE LIMITATION: Unidad Educativa Mixta Particular “Sagrados Corazones”

CONTEXT LIMITATION: This research will be focused on handbook activities to improve speaking skills

1.3. SIGNIFICANCE OF THE RESEARCH

Speaking is an essential aspect in human communication. That is why, this project has a great level of pedagogical significance because of the need of having and mastering a different language from our mother tongue, especially in countries with high rates of English foreigners’ visits; in these countries, as Ecuador, there is a huge necessity for people to speak English. The ability to communicate appropriately during oral presentations, dialogues, simulations, among others, is an important aspect to work on in classes. Students need to get an effective oral communication because it will help them in their academic performances.

The creation of a handbook with activities will be a great support for English teachers and tenth grade students at Unidad Educativa Mixta Particular “Sagrados Corazones”. Students will have the chance to practice, develop, and improve their English oral communication due to the variety of exercises, which will increase their interest in speaking using English language. The activities will also be helpful for shy learners who do not feel confident enough at the moment of an oral performance. The handbook will offer many teaching strategies for ameliorating speaking skills, which is one of the most vital abilities to succeed in future requirements of the relative society.

The creation of a handbook with classroom activities is a good option to solve the problem of inactive classes because students will have the option to practice and improve their speaking ability through the implementation of engaging activities,

such as, games, songs, dialogues, etc. All activities from the handbook will modify and improve the English teaching at Unidad Educativa Mixta Particular “Sagrados Corazones”. The way of teaching is changing, teachers may have the opportunity to elaborate a more dynamic and entertaining classes and students may practice the language through up-to-date tools. The purpose is always to facilitate the learning of students.

Finally, the viability of this project will be proved with the support and collaboration of the authorities of Unidad Educativa Mixta Particular “Sagrados Corazones”, teachers, who will be enriched by new strategies to improve speaking and the cooperation of the students of tenth basic grade.

1.4. OBJECTIVES

1.4.1. General Objective of the Research

To develop speaking skills through activities for tenth grade students at Unidad Educativa Mixta Particular “Sagrados Corazones”, Canton Salinas, Province of Santa Elena 2015-2016.

1.4.2. Specific Objectives of the Research

- To identify the level of the speaking ability in the tenth grade students.
- To identify the most appropriate activities according to the English speaking level of tenth grade students.
- To design pedagogical and motivating activities for the handbook.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. PREVIOUS RESEARCH

Lynch and Anderson (2012) carried out an investigation; their research paper focus on teachers techniques to improve speaking skills through oral activities in class, but some students do not feel comfortable and confident to express themselves correctly and they feel scared and worried to practice speaking. The authors describe the importance of practicing speaking so students could openly express in a real every-life situation to improve their speaking proficiency.

According to Harmer (2013), it is necessary to develop speaking skills and learn enough vocabulary to be able to speak and interact with other people in different situations. Students do not understand what the other people say and they do not speak because they are not sure about what the other people try to express. Teachers have to provide class activities, phrases, and encourage students to practice in class and at home.

Bashir, Azeem, and Dogar (2011) point out that speaking is the way of communication using oral expression to transmit a message or information. Speaking is one of the most important skills to learn a second language, because students express themselves in any circumstance.

Lundquist (2014) emphasizes on the use of English language to accomplish future studies or to obtain the best opportunities in the business market, where it is a requirement to communicate with people from other nationalities. English is the most spoken language around the world; therefore, the actual globalization generates the necessity to improve English language in tenth grade students at

Unidad Educativa Mixta Particular “Sagrados Corazones. In this institution, Teachers have to use different techniques in class like the use of role-play, speech, discussion about a specific topic, because it is essential to practice and students develop self-confidence.

Chi (2011), in his research “Guidance for Learners Improvement of Speaking Skills”, explains that teachers have to find the way to improve the speaking in students and how to practice in class. Teachers have to give class activities and execute an effective practice to be able to express in English language.

2.1.1. Speaking skill

According to Princeton (2010), many people feel that speaking is harder than the other skills in English because, to be able to speak in English, students at the same time have to remember vocabulary, pronunciation, intonation and syntax, and you cannot check with anteriority. Students produce words direct to the listener who receive the message, in an oral form. In the learning process of the speaking skill, it is well known the use of dialogues according to the situations. It is necessary that the students learn different aspect such as: grammar, syntax and vocabulary.

Furthermore, Richards (2006) mentions that speaking can be formal or informal: Informal speaking is typically used with family and friends, or people you know well. Formal speaking occurs in business or academic situations, or when meeting people for the first time. Speaking is probably the language skill that most language learners wish to master as soon as possible.

Palmer (2011) determines that instructors need to be aware that all students have to practice and domain this skill (speaking) because of the necessity that people have to communicate with others. Likewise, Snow, Eadie, Dalheim, McCusker and Munro (2013) mention that students must develop oral competences in order to be literate which means having vast knowledge of different topics. For instance,

students need to practice constantly as a way to become good speakers and communicators.

2.1.2. Handbook of activity

Fundar (2012) establishes that handbooks are tools in the teaching learning process in different subjects, these tools help and provide information and activities to practice and learn faster the information. With the application of handbook, teachers improve the individual learning in the students.

Goodwyn and Branson (2005) make the point that handbooks provide additional exercises to improve the learning process of any subject, students can practice and improve the knowledge in English, math, statistics and others subjects, the use of handbooks or guides is well known in distance education and promote the self-education process.

A handbook is an educational material to promote the autonomous learning process. It is used to evaluate and improve the quality of education. In the distance modality in different universities the use of handbooks is very common. It is an indispensable tool in the learning process, because it provides activities to reinforce the objective of each unit. (UTPL, 2014)

Teachers of different subjects use a variety of texts and information from different sources to prepare for their classes. They also elaborate guides with additional activities, where students can find more information to improve the learning process. Nelson (2000) claims that a handbook is an important tool with different activities with the purpose of teaching and practicing the areas that a book does not include. Additionally, a handbook provides a variety of strategies and activities for the betterment of something.

Cambridge English Language Assessment provides a range of qualifications for learners and teachers of English. This handbook provides exams and activities for general communication to improve the level of English in school-children these exercises are aligned to the regulations of Cambridge University to certify the English level proficiency in students, with tests of all four-language skills to encourage positive learning experiences with a high level of information to young learners, starters and high levels to obtain a Cambridge certificate. (Cambridge, 2009).

In the English learning process, students have to practice the four skills to be able to communicate and manage the English language. To speak in English correctly, students have to learn in an integral way the rules, grammar, pronunciation, intonation and syntax, the use of a handbook is a new resource in this subject.

In Unidad Educativa “Sagrados Corazones”, it is necessary to improve the speaking skills in students of tenth basic grade, because the high school is the bases to develop the English language proficiency in students. The use of a handbook of activities provides additional exercises to encourage to the students to be able to communicate in English language, and express their ideas in English.

Slattery (2013) mentions that his work “The English for Primary Teachers” is a handbook of classroom language activities to improve teaching English in the elementary schools in an easy way. This guide provides information to advance the four skills in English, with additional activities and technological resources to mend the English learning process.

2.1.3. How to improve the speaking in students

Noonan (2011) mentions the importance of the strategies of teachers in class but students have to practice at home and contribute to the development of the

English language. Students have to be able to speak in public and communicate with others. Because students have to improve the self-study efforts at home and apply the information, vocabulary and activities to specific situations.

Likewise, Mukoroli (2011) establishes that pronunciation is an essential part for improving speaking skill because if students do not pronounce words correctly, they will not be able to transmit comprehensible messages. Students sometimes feel worried to speak in English, because they do not know how to pronounce correctly the words, that is the reason teachers have to provide dialogues to use in different situations and enough vocabulary to be able to express in English language. Students have to practice at home and the teachers encourage students with interesting activities.

At the Unidad Educativa Sagrados Corazones, teachers should provide activities or dialogues to the students to a specific situation, because it is necessary to know enough vocabulary to speak in English.

Kline (2008) provides hints, anecdotal examples and the accumulated wisdom of experience to communicate more effectively. This book gives tips and strategies about the corporal expressions according to the situations, exercises to improve the fluency and traditional conversations for common situation in the daily life.

2.1.4. Teaching techniques

Wallace (2012) determines that teaching speaking requires of a lot of strategies and activities to encourage students; the author refers the application of different methods to improve the speaking, because the use of a student book is not enough to provide the fluency, intonation and pronunciation in students.

Maleki (2010) determines that techniques that teachers apply in the speaking skill instruction are important for developing oral communication of students. Maleki also stipulates that teachers have to guide students to use techniques, such as, paraphrasing, asking for clarification, interpretation, and others, in order for students to produce the target language orally in different contexts by following different techniques. The use of different techniques in class help to make the class interesting and students practice English in an active way, it is important to emphasize the use of different dialogues or words agreeing the situation.

According to Princeton (2010), the principles advices for teaching speaking are: Be aware of the differences of the contexts of the situations, the students have to practice the fluency and accuracy, provide exercise by using group work or pair work to practice the speaking in the class.

Students remember the activities that they understand, and they have to practice in class and reinforce at home. The use of handbook of additional activities provides exercises according to the theme and objective of the class. It is important to improve the speaking to be able to communicate with the listener.

At Unidad Educativa Sagrados Corazones, the teaching techniques are traditional; these activities consist in the repetition of words and vocabulary in class. They do not have a representative learning process. The use of a handbook provides extra exercises and activities according to the topics of each unit of the students' book, and this handbook help to improve the speaking in students.

2.1.5. Activities to improve speaking

According to Princeton (2010) there are some activities to improve the English language, which help to reinforce the traditional exercises in class like the repetition of words and pronunciation, like:

- Information gap is a useful activity where the students complete the information in a reading or in exercises like a song or a speech; the students practice the pronunciation and recognize the different word
- Jigsaw activities in the exercises, each student has a part of information of a whole story; they have to provide the information through their explanation to complete the story or follow the instructions to do specific actions in the classroom (Wulandari, 2009).
- Role play is a good activity to improve the speaking. In a role play, students are given particular roles in a target language to develop an activity according to real situations in English.
- Simulations are more elaborated than role-plays, because the teacher provides a document and the students have to recreate the environment and the circumstance according the information like a particular situation.

2.2. PHILOSOPHICAL BASIS

Jiang, Green, Henley, and Masten (2009) refer to the theories of learning process in people indicated the techniques of reflex-logical and psychological research was very critical of Pavlov and Bekhterev's reflexology. The author explains the classical techniques for building a conditional reflex and complete misfit between such a technique and the task of finding scientific, determinist explanation of human behavior as a whole. Vygotsky (1986), on the other hand, demanded the objective investigation of conscious. According to him, consciousness was reflex of reflexes. In his theory reflex was inseparable from the social consciousness that inspired it.

In the case of Vygotsky (1986), this theory focuses in the constructivism method where students build their knowledge practicing and doing and specific activity to remember the information faster or the specific situation.

According to Piaget (1969), it comes as no surprise that two areas of principal interest were those of logical and scientific thought. Piaget's concerns with reasoning and logic were of two sorts. First, to delineate and account for the development of natural logical thinking, as such, and second, to model all rational thought by means of logical theory, principally , with truth-functional logic. Piaget's new theory makes it clear that Piaget made some of the most radical changes in his logic theory of rationality in the last years of his life.

Hamer (2001) defines the concept of habit formation of behaviorism: is the theoretical basis of the audio-lingual method. To develop the speaking skill in students it is necessary in the learners needed to forms good habits, lessons involved a great deal of repetition. Students were not supposed to form bad habits, so teachers treated spoken errors quickly. Teachers worried that if errors were left untreated, the students might learn those erroneous forms. For Many years, teaching speaking involved providing students with the components of the language, in hopes that they would eventually put them together and speak. So students might spend several semesters repeating after the teacher, studying grammar Rules, reciting dialogues, and learning vocabulary. Unfortunately, actual conversations did not sound like the text-book dialogues.

2.3. FUNDAMENTAL CATEGORIES

Speaking skill.- Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Handbook. - It is a notebook with different activities to practice English languages or another subject.

Activity. - There are exercises to practice a determinate subject to improve the learning process in students.

Learning process. - The process of learning a specific activity using the cognitive resources to obtain a representative learning.

Improve. - To get in better situation and activity or situations through the practice of the different exercises or activity.

Teaching techniques. - The teaching techniques are the activities and strategies that the teacher uses in class to improve the learning process in students.

2.4. LEGAL BASIS

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

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

Art. 27 from Constitution of Ecuador. - Education will focus on the human being and ensure their holistic development, within the framework of respect for human rights, the environment and sustainable democracy; will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; will promote gender equality, justice, solidarity and peace; stimulate critical

thinking, art and physical education, individual and community initiative and the development of skills and abilities to create and work. Education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and is a strategic area for national development.

2.5. HYPOTHESIS

The use of a handbook of activities improves the level of speaking in tenth grade students at Unidad Educativa Mixta Particular “Sagrados Corazones”.

2.6. VARIABLES OF THE STUDY

Independent variable: Handbook of activities

Dependent variable: Speaking skill

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

The design of this research was based on quantitative and qualitative methods; these methods allow to gaining specific results about the research “handbook of activities to improve speaking skills for tenth grade students at Unidad Educativa Mixta particular “Sagrados Corazones”, Salinas, Province of Santa Elena, 2015 - 2016”.

3.1.1 Quantitative method

This method was used in this research paper in order to collect data related to the different tasks that teachers apply in classes to develop speaking skills.

3.1.2. Qualitative Method

The qualitative method was for categorizing data into patterns as the primary basis for organizing and reporting results, others techniques such as notes, journals, interviews, and cameras contributed to collect valuable audios and videos. All these instruments were used especially in the interview with experts and the “Sagrados Corazones” Principal.

3.1.3 Deductive and Inductive Method

Deductive method was used to obtain specific information from a more general perspective, especially during class observation it was possible to determine the

teacher's techniques and strategies in the classroom. The inductive method works in the opposite way, this method helped to obtain information from specific observation to broader generalizations and theories. This is sometimes called "bottom up" approaches. (Sampieri, 2010)

This research paper used both approaches inductive and deductive. The deductive method was the base to find all the general information needed for the research "Handbook of activities to improve speaking skills for tenth grade students at Unidad Educativa Mixta particular "Sagrados Corazones". It allowed contrasting authors and theories to finally simplify all the data for the paper.

The Inductive method, helped to make some small observations in some of the activities seen during classes in order to improve speaking skills.

In this research, several professionals were interviewed: The School's principal (MSc. Gustavo Guillen), English teachers (1), specialists (1) and students (19).

3.1.4. Scientific Method

The scientific Method is the base in the field of academic research, and it basically means the techniques applied during the development of a research paper or thesis work. This method focuses in the analysis of scientific information about techniques to improve speaking skills.

Using this method, was possible to design some activities to improve speaking skills in teenagers, the recommendation according to methodological theories and the writing exercises to help students and they will be able to communicate with other people in English.

3.1.5. Observation Method

This method helped to find out detailed information about causes and effects of the different levels of speaking inside the classroom and how the use of a handbook will reinforce speaking skill in the process of learning English. (Torres, 2012).

Pictures of the English classes are part of the evidence presented in this research. The evidence is from tenth grade students of Unidad Educativa Mixta Particular “Sagrados Corazones”.

3.2. TYPE AND LEVEL OF INVESTIGATION

3.2.1 Field Research

It was important to get information about reports and grades of the students to demonstrate the interest they show to English as a foreign language and in the same way to obtain evidence of methodology and strategies implemented by teachers from this institution.

3.2.2 Bibliographic Research

It was used to search and select scientific-theoretical foundation on the subject of investigation, the application of a handbook to reinforce speaking skills, the importance of speaking skills and the uses of English language around the world. In this research paper, different investigations from a variety of authors related to English learning process and speaking skills were analyzed.

3.2.3 Applied Research

This research was used to apply surveys and interviews to students, teachers, specialists and the school principal in order to verify the importance of using a handbook. The information provided by specialists made possible to propose activities that help students in the process of learning a new language as well as to improve their speaking skills. This type of research allowed the implementation of a handbook of activities to reinforce the speaking skills of the students.

3.3. POPULATION AND SAMPLE

3.3.1 Population

The population of this research was composed by 19 students of tenth grade, the principal and an English Teacher from "Unidad Educativa Mixta particular "Sagrados Corazones",as well as three specialists of English as a Foreign Language.

Chart N° 1: Population

N°	DESCRIPTION	QUANTITY	PERCENTAGE
1	Principal	1	2%
2	English teacher	1	2%
3	Students from tenth grade	19	96%
TOTAL		21	100%

Source: Secretary Department at Unidad Educativa "SagradosCorazones"

Author: Pablo Iván Valarezo Loo

3.3.2 Sample

The sample is composed by the students mentioned in the population section because it is less than a 100 students. The sample is 19 students of tenth grade.

3.4 VARIABLES OPERATIONALIZATION

3.4.1 Dependent Variable: Speaking Skill

Chart N° 2: Dependent variable operationalization

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
To communicate using words, grammar and syntax in oral form	Importance of speaking skills Advantage skills Activities to improve speaking skills	Skills Activities Tests	What is the level of speaking skills of the students of tenth grade? Are students able to communicate using English during classes? What kind of activities teachers provide to students to improve speaking skills?	Observation Tests Lesson Plan Interview

Author: Pablo Iván Valarezo Loor

3.4.2 Independent Variable: a handbook of activities

Chart N° 3: Independent variable operationalization

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Didactic tool with motivational activities to practice and improve speaking skill.</p>	<p>Didactic tool</p> <p>Additional activities</p>	<p>Exercises to develop speaking</p> <p>Didactic content to develop speaking</p>	<p>Do you Consider that English subject in your school is interesting?</p> <p>Is it difficult for you to speak in English?</p> <p>Do you feel confident speaking in English?</p> <p>Do you consider that speaking in English is necessary to communicate?</p>	<p>Observation</p> <p>Tests</p> <p>Interview</p> <p>Survey</p>

Author: Pablo Iván Valarezo Loor

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 TECHNIQUES

The techniques are: Survey, interviews and observation guides to have evidence of the process of learning English, especially the development of speaking skills at Unidad Educativa “Sagrados Corazones”.

3.5.1.1 Observation

To have a general overview of the difficulties presented by the students in the development of speaking skills.

3.5.1.2 Survey

The survey was directed to tenth grade students at Unidad Educativa Mixta particular “Sagrados Corazones” from Salinas, Province of Santa Elena, 2015-2016 using a questionnaire.

3.5.1.3 Interview

The interview was directed to the Principal and the English teacher of the institution as well as to the specialists in English as a Foreign Language.

3.5.2 INSTRUMENTS

3.5.2.1 Camera

To have evidence of class participation

3.5.2.2 Questionnaire

A questionnaire was applied to discover the level and the perception of the students about Speaking skills and the way they have been developed.

3.5.2.3 Observation guide

The observation guide was directly applied to students of tenth grade a Unidad Educativa Mixta Particular “Sagrados Corazones” in order to recognize strategies that English teacher applies for the development of a speaking lesson and for determining the problems in the speaking instruction.

3.6 DATA COLLECTION PLAN

Chart N° 4: Data collection plan

BASIC QUESTIONS	EXPLANATION
1. - What for?	To improve Speaking skills
2. – Which people or objects?	Tenth grade students at Sagrados Corazones (try to write these sentences in English)
3. - About what aspects?	To improve Speaking skills
4. – By Who?	Pablo Valarezo Loor
5. - To whom?	Tenth grade Students of Sagrados Corazones High School
6.-When?	2015-2016 School year
7.-Where?	At Sagrados Corazones
8. - How often?	Once a month
9.-How?	Individually
10. - What data collection techniques?	Interviews, Observation and Survey
11.-With what?	Questionnaires, camera, computer and Platform.

Author: Pablo Iván Valarezo Loor

3.7 DATA PROCESSING PLAN

Chart N° 5: Data processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA RESULTS AND ANALISIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low level of speaking abilities of tenth grade students at Unidad Educativa “Sagrados Corazones” High school</p>	<p>After the identification of the problem the researcher began looking for information in the internet, online books, text books, articles and others. The author applied a survey and an interview to get a better understanding of the problem at hand and to have evidence.</p>	<p>Once the problem was confirmed in students of tenth grade, surveys and interviews were applied (survey to students and interview to the principal), this information provide data to analyze the development of speaking skills.</p>	<p>Using all the collected data related to the difficulties in speaking skills the researcher proposes additional tasks to develop speaking skills</p>	<p>The use of a handbook provides activities to the students in order to improve their speaking skills.</p>

Author: Pablo Iván Valarezo Loor

3.8 ANALYSIS AND INTERPRETATION OF THE RESULTS

3.8.1 Interview to Specialist

PERSONAL INFORMATION SPECIALIST	
Full name	Lcdo. Jorge Cevallos Salazar, MSc.
Degrees and qualifications	<ul style="list-style-type: none">• Licenciatura en Ciencias de la Educación-Mención en Inglés-Universidad Estatal de Guayaquil• Máster en Gerencia Educativa-Universidad Estatal de Guayaquil• Máster en Educación Superior-Universidad Estatal de Guayaquil
Years of Experience	He has 15 years working as an English teacher.
Working Experience	<ul style="list-style-type: none">• English teacher at Academia Naval Vision (ANAVI) from Guayaquil.• English professor at Universidad Técnica Particular de Loja.• English professor at Universidad Estatal Península de Santa Elena.

Question 1: What is the importance of English in the academic life of a student?

Master Cevallos answered that English language is important in many aspects of life because in present days people use English language for different situations. And children have to learn English at school.

Question 2: What kind of strategies can teachers apply to develop speaking skills in class?

The specialist mentioned that teachers have to apply different strategies such as: discussions, role play, plays, and conversations.

Question 3: Do you consider it is necessary to implement different activities in class to improve speaking skills?

Lcdo. Jorge Cevallos answered that the implementation of different activities is important in the speaking instruction of students and he also stated that teachers have to get the interest of students and they have to apply speaking skills in real situations.

Question 4: Do you believe the English learning process requires practicing it every day?

The interviewee said that constant practice is required for mastering this important language because in order to learn English effectively, it is necessary to apply what it has been learned in real situations. The best way to do it is by practicing every day and reinforcing it at home.

Question 5: Do you believe the use of a handbook will reinforce speaking skills in students, why?

The specialist assured that the use of handbook is an option to reinforce the speaking in students because, it would represent an additional resource and it provides tasks to improve specifically speaking skills.

3.8.2 Interview to the Principal

Question 1: Do you consider speaking skills an important factor in academic life?

The principal of Unidad Educativa Mixta Particular “Sagrados Corzones”, MSc. Gustavo Guillén, considered that speaking skill is important because, nowadays, in the educational field there are many books written in this language. And it is necessary to be able to understand English language.

Question 2: Do you consider that learning English is important today?

The principal mentioned that learning English language is important because, according to different world wide magazines, it is the second most spoken language around the world for business, tourism, education and some other aspects.

Question 3: Do you believe it is necessary that students in your institution improve speaking skills?

MSc. Guillén said that it is necessary to improve students' speaking skill because we live in a touristic place and there are many foreign people who visit Santa Elena province and if students are able to speak in English they will communicate with tourists.

Question 4: What kind of activities does English teacher apply to improve the speaking skills of students?

The principal answered that English teacher most of the time apply conversations, dialogues or expositions in English during the teaching and learning process, those are the most common activities in class.

Question 5: Do you consider that the use of a handbook contributes to improve the learning process of the English language?

The interviewee considered that the use of a handbook could contribute to improve the learning process of English language because using this resource as an additional tool in class students have the possibility to reinforce all the topics learned in a meaningful way.

Question 6: Have English teacher of this institution ever worked with a handbook?

MSc. Guillén said that teachers have never worked with a handbook. They use the student's book and the notebook to take notes and do homework.

Question 7: According to your criteria, what would the benefits of the use of a handbook be?

The principal said that a handbook may reinforce speaking skills and students would be able to practice more exercises at home.

3.8.3 Interview to English teacher

Question 1: Is English important in the academic life of the students?

English teacher from Unidad Educativa Mixta Particular "Sagrados Corazones", Lcda. Ester Rivera, considered that learning English language is important in student's academic life because there are a lot of texts in English language with different topics.

Question 2: Do you consider that developing speaking skill is important for your students?

English teacher, Lcda. Ester Rivera, considered that speaking skill is an essential part of the English language that students need to practice constantly because it is the way of communicating with other people.

Question 3: Are English Programs in this educational institution pedagogically designed to learn to speak English as a second language?

English teacher considered that English programs in Unidad Educativa “Sagrados Corzones” are pedagogically designed to learn to speak English as a second language, but they can be improved and adapted in many aspects according to the real necessities and interests of students.

Question 4: To improve speaking skills, do you apply different strategies such as: discussions, role plays and other activities?

Lcda. Ester Rivera said that she applies different strategies in her English classes to develop the speaking skills such as: discussions, role plays and other activities.

Question 5: Are teachers pedagogically prepared to develop English speaking skills?

Lcda. Rivera mentioned that English teachers are prepared to develop English speaking skills to the students. However, it is always important to update methodologies and strategies in order to improve the teaching and learning process.

Question 6: Do you think that students can improve their speaking skill by practicing English with tasks according to real situations?

English teacher claimed that the application of activities based on real situations is a great support for the development of speaking skill of students of tenth grade. She also said that activities should be adapted to interesting and motivating topics.

Question 7: Do you consider that the use of a handbook can reinforce the speaking practice of your students?

Lcda. Rivera considered that the application of a handbook with activities can contribute to the betterment of speaking instruction and practice. Students need to be engaged in the teaching and learning process and a handbook can be a good resource to achieve this.

3.8.4 Survey directed to students

Question 1: Do you consider that English is important in the academic life?

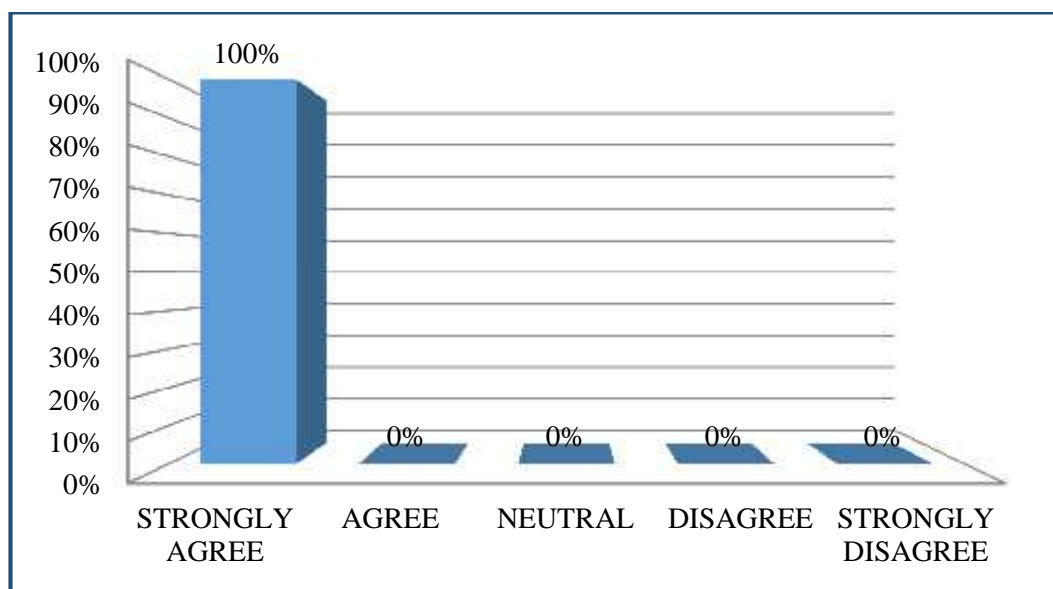
Chart N° 6: English language importance

ANSWER	FREQUENCY	PERCENTAGE
STRONGLY AGREE	19	100%
AGREE	0	0%
NEUTRAL	0	0%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
TOTAL	19	100%

Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Graphic N° 1: English language importance



Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Interpretation: All students strongly agreed that English is important in their academic life.

Question 2: Do you consider that English subject in your school is interesting?

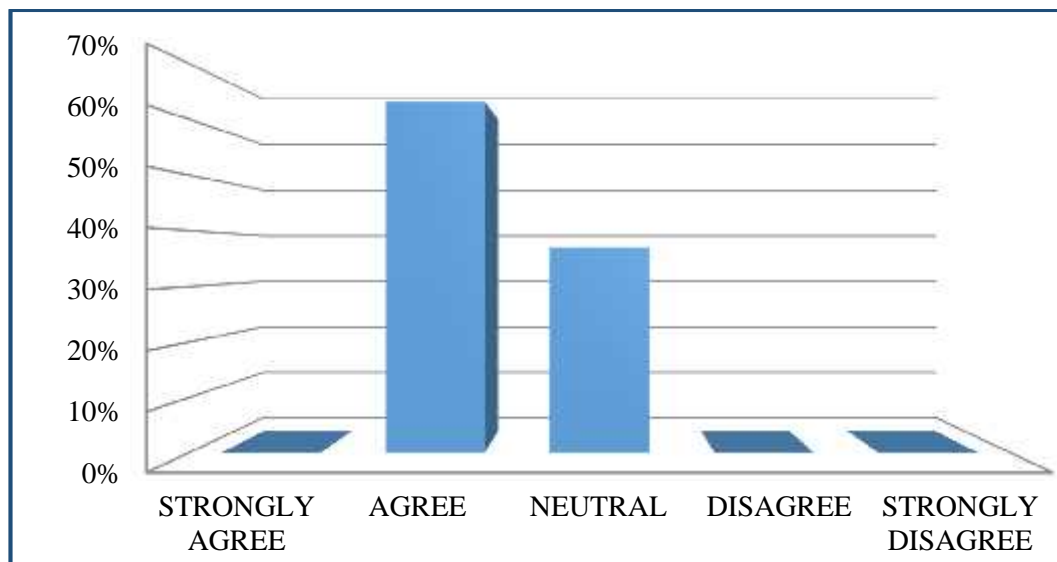
Chart N° 7: Students' appreciation about English

ANSWER	FREQUENCY	PERCENTAGE
STRONGLY AGREE	0	0%
AGREE	12	63%
NEUTRAL	7	37%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
TOTAL	19	100%

Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Graphic N° 2: Students' appreciation about English



Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Interpretation: 63 % of surveyed students agreed that English subject is interesting, while 37% of students are neutral in their appreciation.

Question 3: It is difficult for you to speak in English?

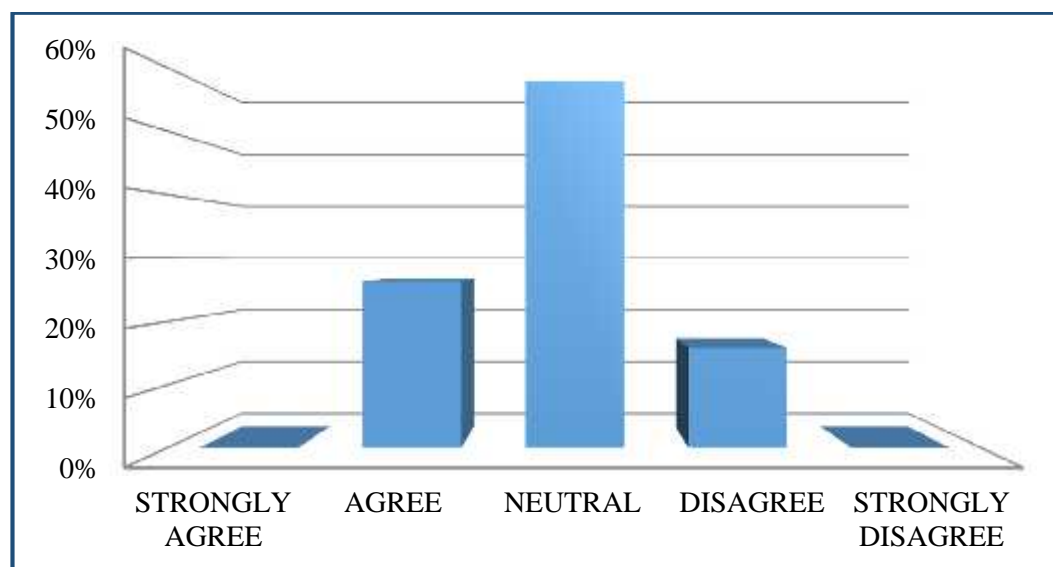
Chart N° 8: Speaking difficultness for students

ANSWER	FREQUENCY	PERCENTAGE
STRONGLY AGREE	0	0%
AGREE	5	26%
NEUTRAL	11	58%
DISAGREE	3	16%
STRONGLY DISAGREE	0	0%
TOTAL	19	100%

Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Graphic N° 3: Speaking difficultness for students



Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Interpretation: Most students (58%) are neutral in their appreciation about the difficultness of speaking in English; 26% considered that it is difficult for them to speak in English and 16% considered that the oral production of English is not difficult.

Question 4: Are English teachers pedagogically prepared to develop English speaking skills?

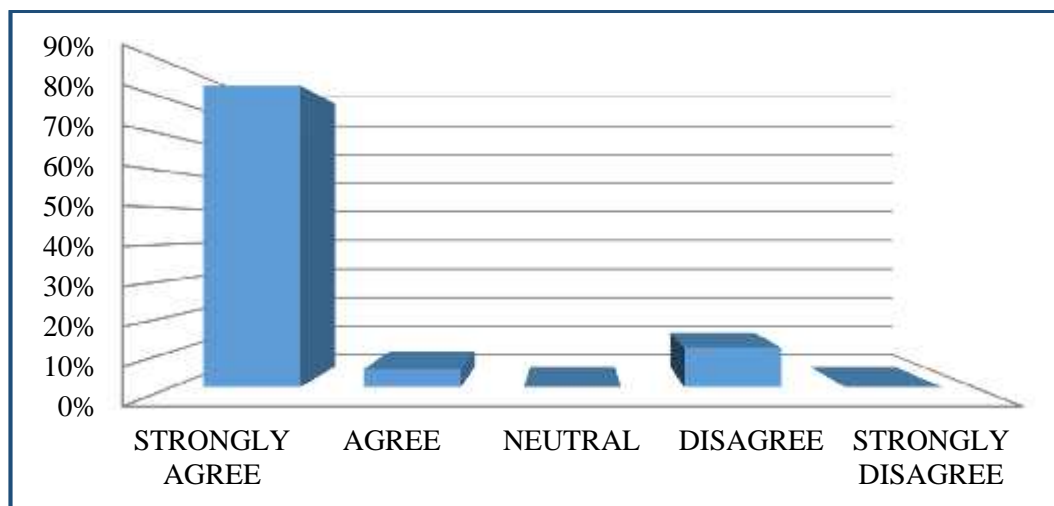
Chart N° 9: Students' opinion about English teachers' training

ANSWER	FREQUENCY	PERCENTAGE
STRONGLY AGREE	16	84%
AGREE	1	5%
NEUTRAL	0	0%
DISAGREE	2	11%
STRONGLY DISAGREE	0	0%
TOTAL	19	100%

Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Graphic N° 4: Students' opinion about English teachers' training



Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Interpretation: 84% of students strongly agreed that teachers are pedagogically prepared to develop English speaking skills, while 5% agreed, none feel neutral and 11% of students disagreed that teachers are pedagogically prepared to develop English speaking skills.

Question 5: Do you think that the use of different strategies in class will help to improve speaking in students?

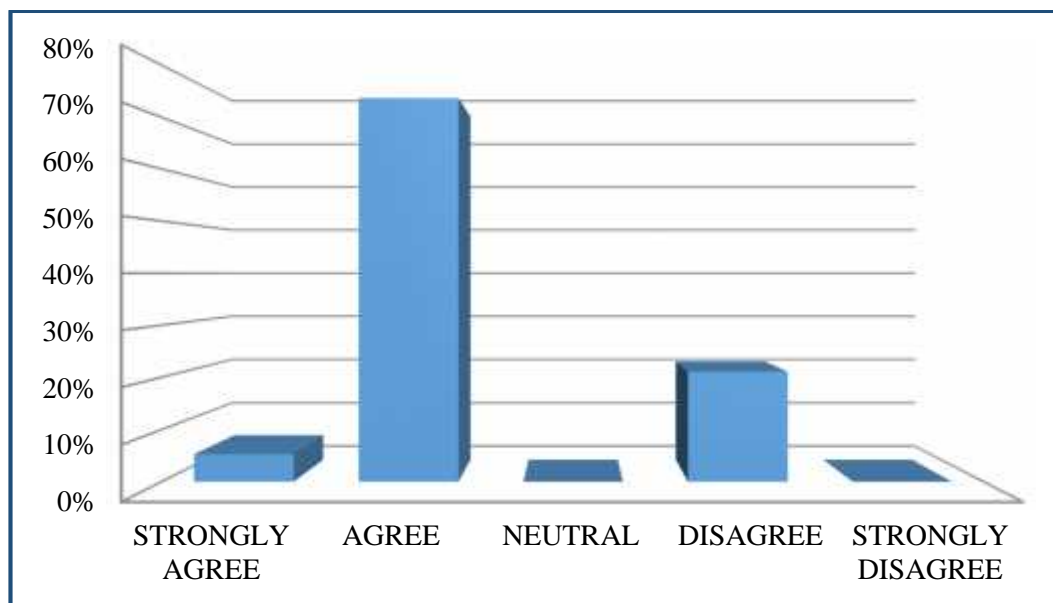
Chart N° 10: Students' opinion about the application of strategies

ANSWER	FREQUENCY	PERCENTAGE
STRONGLY AGREE	1	5%
AGREE	14	74%
NEUTRAL	0	0%
DISAGREE	4	21%
STRONGLY DISAGREE	0	0%
TOTAL	19	100%

Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa "Sagrados Corazones"

Graphic N° 5: Students' opinion about the application of strategies



Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa "Sagrados Corazones"

Interpretation: 5% of students agreed that the use of different strategies in class will help to improve speaking in students, 14% agreed, none feel neutral, 21% disagreed and nobody strongly disagreed.

Question 6: Do you consider that teachers should use additional resources in class to reinforce the speaking practice?

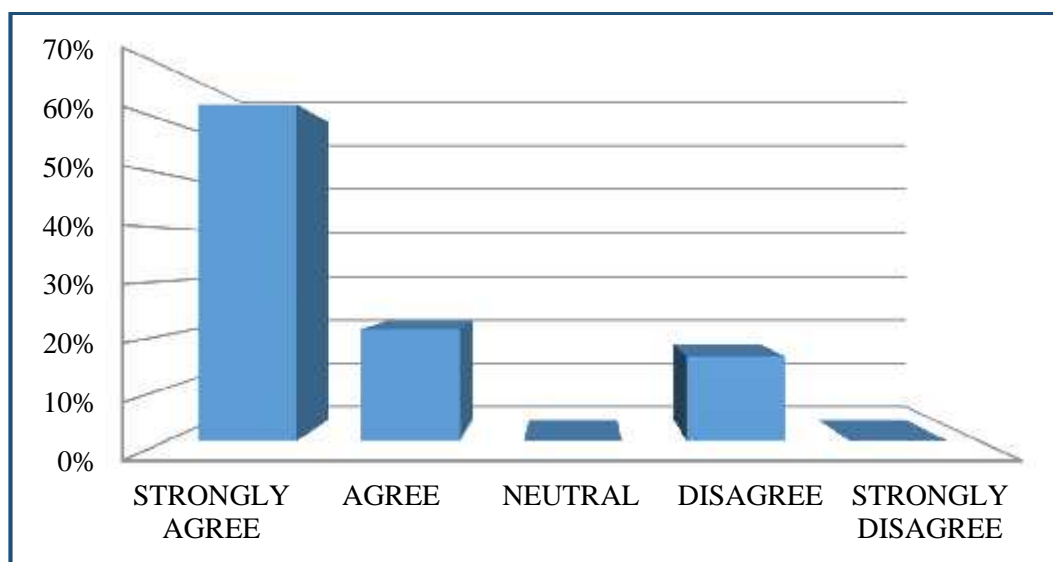
Chart N° 11: Application of additional resources to practice speaking

ANSWER	FREQUENCY	PERCENTAGE
STRONGLY AGREE	12	63%
AGREE	4	21%
NEUTRAL	0	0%
DISAGREE	3	16%
STRONGLY DISAGREE	0	0%
TOTAL	19	100%

Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Graphic N° 6: Application of additional resources to practice speaking



Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Interpretation: 63% students strongly agreed that teachers should use additional resources in class to reinforce the speaking practice, 21% agreed none feel neutral and 16% disagreed.

Question 7: Do you consider that you have developed your speaking skills satisfactorily?

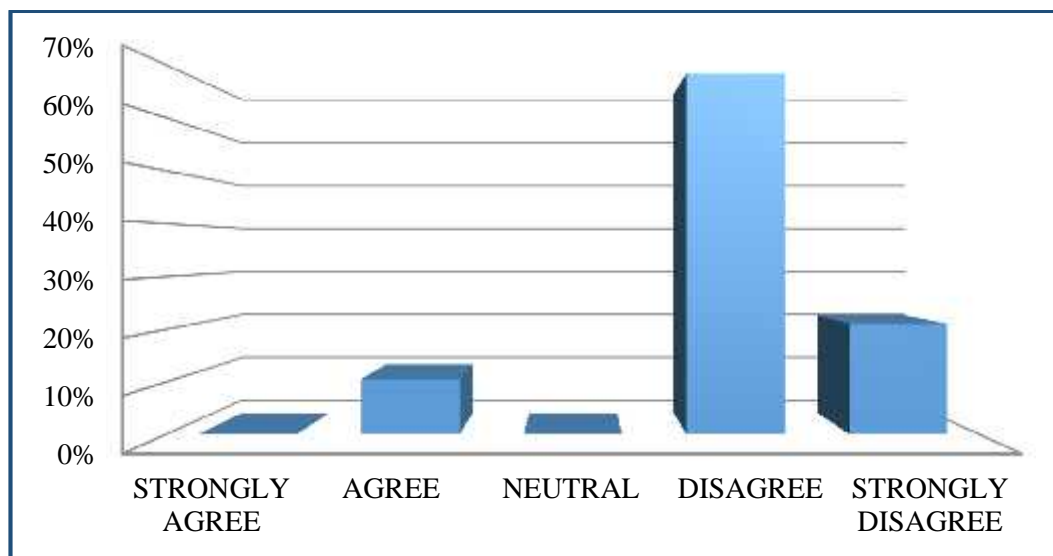
Chart N° 12: Students' opinion about their speaking proficiency

ANSWER	FREQUENCY	PERCENTAGE
STRONGLY AGREE	0	0%
AGREE	2	11%
NEUTRAL	0	0%
DISAGREE	13	68%
STRONGLY DISAGREE	4	21%
TOTAL	19	100%

Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Graphic N° 7: Students' opinion about their speaking proficiency



Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Interpretation: Most students (68%) considered that they have not developed their speaking skill satisfactorily; 21% strongly disagreed and just 11% considered that their oral proficiency has been developed.

Question 8: Do you consider that the use of a handbook in class will reinforce the speaking skills?

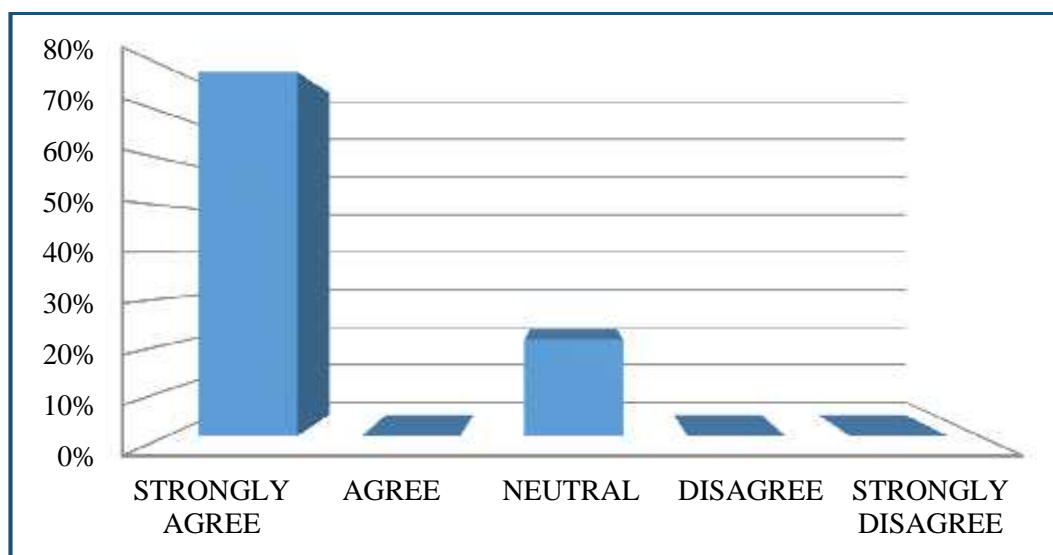
Chart N° 13: Students' opinion about the application of a handbook

ANSWER	FREQUENCY	PERCENTAGE
STRONGLY AGREE	15	79%
AGREE	0	0%
NEUTRAL	4	21%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
TOTAL	19	100%

Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Graphic N° 8: Students' opinion about the application of a handbook



Author: Pablo Iván Valarezo Loor

Source: Unidad Educativa “Sagrados Corazones”

Interpretation: Most survey students (79%) considered that the application of a handbook is a good option to practice their speaking skill and 21% were not sure in their answer.

3.8.5 Analysis of Student Questions

Then the general results of the 19 students for each of the 10 questions of the survey were presented.

A - Strongly agree

B - Agree

C - Neutral

D - Disagree

E - Strongly disagree

Chart N° 14: Analysis of Students' survey

Number of questions	A	B	C	D	E	Total
1	14	5	0	0	0	19
2	4	8	7	0	0	19
3	6	1	0	11	1	19
4	16	2	0	1	0	19
5	12	4	1	2	0	19
6	12	4	3	0	0	19
7	3	3	13	0	0	19
9	9	8	1	1	0	19

Source: Survey directed to students

Author: Pablo Iván Valarezo Loor

3.8.6 Results of observation session

The observation was directed to students of tenth grade at Unidad Educativa Mixta Particular “Sagrados Corazones” with the purpose of evaluating strategies that English teacher applies to develop a speaking lesson. Therefore, it was necessary to design an observation guide which was applied on September 17th, 2015. These are the results:

UNIDAD EDUCATIVA MIXTA PARTICULAR “SAGRADOS CORAZONES”						
Observed teacher: Lcda. Ester Rivera			Observer: Pablo Iván Valarezo Loor			
Course: Tenth grade			Date: September 17 th , 2015			
Objective: To evaluate the methodology and strategies that teacher applies in a English language lesson in order to develop speaking skill of students.						
INSTRUCTIONS:						
The observer chooses the best option according to his criteria: 1=BAD 2=REGULAR 3=GOOD 4=VERY GOOD 5=EXCELLENT						
Nº	DESCRIPTION	1	2	3	4	5
1	Teacher starts the class with a warm-up activity.	X				
2	Teacher provides students the objective of the lesson.			X		
3	Teacher describes the topic of the speaking lesson clearly.			X		
4	Teacher explains any grammatical structure or vocabulary needed for speaking activities.		X			
5	Teacher provides students examples about the speaking topic.		X			
6	Teacher uses the target language correctly.	X				
7	Teacher uses any kind of didactic material for teaching the speaking topic.		X			
8	Teacher applies additional resources from the English book for teaching speaking skill.	X				
9	Teacher motivates students to work on speaking activities.			X		
10	Teacher guides students during the speaking activities.			X		
11	Teacher evaluates students by applying different strategies		X			
12	Teacher provides students feedback.	X				

Author: Pablo Iván Valarezo Loor

3.9 CONCLUSIONS

- The application of a handbook with dynamic extras activities was favorable for developing the speaking skill. It motivates tenth grade students to communicate orally giving them more opportunities to improve their ability to speak.
- It necessary to include additional activities to promote deliberate practice of the speaking skill.
- During the application of the handbook with dynamic the tenth grade students also developed their reading, writing and listening abilities since English skills are closely related and connected.

3.10 RECOMMENDATIONS

- Constant application of the handbook with extras activities in order to help students practice and enhance their speaking skills.
- English teachers have to look for additional activities in order to encourage students produce the oral language, taking into account the interest and learning necessities of the students.
- Finally, it is recommended the application of a handbook with extras dynamic activities to increase the students' interest for the English class.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

4.1.1 Title proposal

“Implementation of a Handbook with Dynamic Activities to Improve Speaking Skills for Tenth Grade Students at Unidad Educativa Mixta Particular “Sagrados Corazones”, Salinas, Province Of Santa Elena, 2015 – 2016”

4.1.2 Executing institution

Unidad Educativa Mixta Particular “Sagrados Corazones”

Illustration N° 1: Unidad Educativa "Sagrados Corazones"



Source: Unidad Educativa “Sagrados Corazones”

4.1.3 Beneficiaries

Tenth Grade Students at Unidad Educativa Mixta Particular “Sagrados Corazones”

Illustration N° 2: Students of tenth grade



Source: Unidad Educativa “Sagrados Corazones”

4.1.4 Location

Salinas, Santa Elena Province

4.1.5 Estimated time for execution

Three months

4.1.6 Responsibility

Author: Pablo Valarezo

Advisor: MSc. Leonardo Chavez Gonzabay

4.1.7 Budget

\$ 2018 American dollars

4.2 Feasibility

This proposal is feasible because it was accepted by the principal of this educational institution, Lcdo. Santiago Guillen MSc., and it has the support of parents and students for the application of a handbook with activities in order to improve speaking skills for tenth grade students.

4.3 Characteristic of the proposal

This proposal attempts to improve the speaking skill of tenth grade students at Unidad Educativa Mixta Particular “Sagrados Corazones”. Additionally, this proposal has some characteristics that give it a pedagogical importance; these characteristics are described below:

- It is dynamic because students have the possibility to practice their oral skill by working on pairs or groups; this also allows students to develop collaborative skills because they work as a whole in order to achieve a single objective.

- It is a pedagogical resource for the teacher and contributes in the development of students' oral competence; students can practice and reinforce their speaking skill in class in order to be able to express their ideas correctly in different circumstances with foreign people.
- It is practical; the activities of the handbook provide students dialogues that they can apply in real situations.

4.4 PROPOSAL BACKGROUND

English language is necessary in the present days and it is used around the world with different objectives and people from diverse countries are learning English as a second or foreign language as a tool for achieving different academic, professional or personal goals.

In the term of globalization, there are a lot of books in English language of different subjects and therefore, students need to be able to understand writing pieces. Nowadays, this language is used in the business world, thus, students are more conscious that having a vast knowledge in English language is an advantage for getting good job options in the future. As a consequence, students need to be able to communicate in English with foreign people.

In Ecuador, private educational institutions include among their subjects the instruction of English language from very elemental levels to higher levels of education. Hence, these institutions have realized the importance to teach English language to their scholars. At Unidad Educativa Particular Mixta "Sagrados Corazones", tenth grade students receive English language classes but it is fundamental to implement additional resources that increase the participation of students during the speaking instruction.

4.5 SIGNIFICANCE

English is the second most spoken language around the globe. It is necessary to communicate with people from different countries. Teachers have to improve the English language acquisition of students using different strategies in class promoting the constant practice of the target language.

Students of tenth grade consider that speaking is the most difficult skill from the four main English language skills because they produce the language at the moment; they do not have the opportunity to change, reorder, or add information after they have said something. Therefore, it is essential to enhance this skill in order to transmit efficient messages.

The design and application of a handbook with activities attempts to achieve a principal objective: the improvement of students' speaking skill at Unidad Educativa Mixta Particular "Sagrados Corazones" located in Salinas from the province of Santa Elena during the 2015-2016 school year. Teachers have to find new and didactic ways in order to reinforce and provide additional drills to help their students in the learning English process.

Moreover, this proposal is significant since students need to be motivated by using additional resources and exercises for practicing such important ability as speaking. It is important that teachers realize that the abuse of English books affects the learning process and motivation of learners; they need to practice the language production through the application of engaging and dynamic activities that promote the participation of all students.

4.6 OBJECTIVES

4.6.1 General objective

To improve speaking skills of tenth grade students at Unidad Educativa Mixta Particular “Sagrados Corazones” through the application of a handbook with activities.

4.6.2 Specific objectives

- To determine the most appropriated activities for practicing the speaking skill of students
- To develop and apply a handbook with activities in order to improve the speaking skill of tenth grade students
- To evaluate students in order to establish their speaking skill improvement

4.7 DESIGN AND DEVELOPMENT OF THE PROPOSAL

4.7.1 What is a handbook?

A handbook is a guidance that provides users with a variety of additional resources or material that can be applied in different context with the purpose of improving the practice any subject. In this case, the handbook was designed and applied for the betterment of students’ oral competence. A handbook may contain extra strategies, activities, exercises or tasks and its application is required in order to avoid the excessive use of English book and in order to offer students diverse ways of learning and practicing English speaking skill.

4.7.2 Benefits of using handbooks

Handbooks are resources that can be applied in any subject. Some characteristics of handbooks are listed below:

- Handbooks provide students additional resources or materials.
- Handbooks promote the constant practice of any topic.
- Handbooks encourage students to practice subject content through activities that are not related with books.
- Handbooks promote the adaptation of activities according to real necessities and interests of students.

4.8 A handbook with activities to improve speaking skill



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

TOPIC:

**“IMPLEMENTATION OF A HADNBOOK WITH
DYNAMIC ACTIVITIES TO IMPROVE THE
SPEAKING SKILL OF STUDENTS OF TENTH
GRADE AT UNIDAD EDUCATIVA MIXTA
PARTICULAR “SAGRADOS CORAZONES”,
SALINAS, SANTA ELENA PROVINCE, 2015-2016”**

AUTHOR:

PABLO IVÁN VALAREZO LOOR

LA LIBERTAD-ECUADOR

2016

4.8.1 Introduction

English is one of the most spoken languages around the globe. People are learning it as a tool for achieving academic, professional and personal objectives. However, this language has four main skills that learners need to master in order to be proficient in English. Listening, speaking, reading and writing are skills that students need to practice constantly during their training: making emphasis on the productive skill, speaking, students must develop this skill due to its relevance in the oral communication with other people.

Speaking is the production of the target language orally; speakers need to apply certain rules in order to transmit clear messages; they need to use a variety of vocabulary that is appropriate to the moment and to the receiver of information. Additionally, speakers need to be accurate so the message can be understood using grammar structures correctly; fluency is also required, speakers' message needs to have easy flow and rhythm with normal hesitations and pauses. Finally, pronunciation is an important part in the oral production of the target language.

The design and creation of this handbook attempts to enhance the speaking skill of tenth grade students at Unidad Educativa Mixta Particular "Sagrados Corazones" through the application of ten activities that promote the practice of oral competence in a relaxing and motivational environment. Some of the activities included in the handbook are: dialogues, role plays, discussions, interviews, and others.

4.8.2 Content of the handbook

In this handbook, some activities were developed in order to improve the speaking skill of students. These activities were based on and adapted to the English book content. It was necessary to develop activities that activate the motivation of students taking into consideration tending and interesting topics.

The content of this handbook is described in the chart below:

Chart N° 15: Content of the handbook


N°	ACTIVITY	VOCABULARY GRAMMAR	STRATEGY	TIME
1	Doing the shopping	Shopping vocabulary: verbs, nouns, prices	Dialogue - role play	40 min.
2	Meeting people	Common expressions for introducing people	Dialogue - role play	40 min.
3	In the restaurant	Common expressions for asking for and give information in a restaurant	Dialogue - role play	40 min.
4	In the bus station	Places in a city, prepositions of place	Dialogue - role play	40 min.
5	Discussion about advantages and disadvantages of using technology in education	Prompt sentences: I consider that I believe that I agree No way! It's OK!	Discussion session – in groups	40 min.
6	Physical description of people	Adjectives of physical description	Oral physical description – in pairs	40 min.
7	Verbs	Live, agree, be, come, see, find, speak, stand, shines, and others.	Song: “Let it Be”	40 min.
8	Verbs	Wake up, eat breakfast, have lunch, dinner, play, sleep, brush my teeth, get dress.	Oral description of pictures	40 min.

N°	ACTIVITY	VOCABULARY GRAMMAR	STRATEGY	TIME
9	Describing likes and dislikes about fruits and vegetables	Vocabulary about fruits and vegetables. I prefer..... / I like I dislike I hate	Interview	40 min.
10	Describing family members	Adjectives of physical description. Questions and answers.	Asking for and giving information	40 min.
11	Reporting personal information	Simple present of the Verb to be. Yes/no questions with the verb to be	Interview	40 min.
12	Asking for and giving information about nationalities	Vocabulary about countries and nationalities. Where are you from? I am from..... I come from.....	Dialogue – role play	40 min.

Author: Pablo Iván Valarezo Loor

4.8.3 Activities from the proposal

ACTIVITY # 1:

Activity: Doing the shopping	Course: Tenth Grade	Time: 40 minutes
Objective: To recognize shopping vocabulary in order to perform a dialogue about doing the shopping using common expressions.		
Illustration N° 3: Role play about doing the shopping		
		
INSTRUCTIONS:	DIALOGUE:	
<ul style="list-style-type: none">• Teacher introduces the vocabulary about shopping.• Teacher reads the sample of a dialogue two or three times• Students repeat the dialogue.• Students work on pairs, complete the blanks and practice the dialogue.• Students perform the dialogue in front of the class.	<p>Seller: Good morning. Customer: I want to buy a <u>T-shirt</u>. Seller: Which one? Customer: The <u>blue</u> one. Seller: What is your size? Customer: <u>Large</u>. Seller: Here it is. Customer: How much it is? Seller: It is <u>25</u> dollars. Customer: Ok, <u>25</u> dollars. Sellers: Thank you. Customer: Thank you.</p>	

Author: Pablo Iván Valarezo Loor

ACTIVITY # 2

Activity: Meeting people	Course: Tenth Grade	Time: 40 minutes
Objective: To perform a dialogue using common expressions in order to introduce themselves to others.		

Illustration N° 4: Students using common phrases in a dialogue



INSTRUCTIONS:

- Teacher reads the dialogue two or three times
- Students repeat the dialogue.
- Students work in pairs for filling in the blanks and practicing the dialogue.
- Students perform the dialogue in front of the classroom.

DIALOGUE:

STUDENT A: Hi, I am Víctor, what is your name?

STUDENT B: My name is Dylan.

STUDENT A: It's nice to meet you!

STUDENT B: It's nice to meet you, too.

STUDENT A: Are you student of Miss. Rivera?

STUDENT B: Yes, I am.

STUDENT A: I am in 10th grade, and you?

STUDENT B: I am in 10th grade, too.

STUDENT A: Bye, see you later.

STUDENT B: Ok, bye. See you.

Author: Pablo Iván Valarezo Loor

ACTIVITY # 3

Activity: In the restaurant	Course: Tenth Grade	Time: 40 minutes
Objective: To perform a dialogue in pairs using common expressions in order to simulate a situation in a restaurant.		

Illustration N° 5: Role play in a restaurant



INSTRUCTIONS:

- Teacher reads the sample of a dialogue two or three times.
- Students repeat the dialogue
- Students work in pairs in order to complete the blanks of a conversation and then practice it.
- Students perform the dialogue in front of the classroom.

DIALOGUE:

WAITER: Good morning

CLIENT: Good morning Sir.

WAITER: Can I take your order?

CLIENT: Yes, please

WAITER: Ok

CLIENT: I want a glass of orange juice, two boiled eggs and a cheese Sandwich.

WAITER: Ok, a glass of orange juice, two boiled eggs and a cheese Sandwich, anything else?

CLIENT: Yes, a bottle of water.

WAITER: Ok, in five minutes, I bring your order.

CLIENT: Thank you.

Author: Pablo Iván Valarezo Loor

ACTIVITY # 4

Activity: In the bus station	Course: Tenth Grade	Time: 40 minutes
Objective: To perform a dialogue in pairs using common expressions in order to simulate a situation in a restaurant.		

Illustration N° 6: Role play in a bus station



INSTRUCTIONS:

- Teacher reads the sample of a dialogue two or three times.
- Students repeat the dialogue.
- Students work in order to complete the gaps of a conversation and then practice it.
- Students perform the dialogue in front of the classroom.

DIALOGUE:

TOURIST: Excuse, Do you know how to get to Salinas?

PERSON X: Yes, you have to take a bus number 7.

TOURIST: How much is the ticket?

PERSON X: Just, 30 cents.

TOURIST: Ok. Thank you

PERSON X: You can take a taxi, too.

TOURIST: How much is the taxi?

PERSON X: Five dollars to Salinas.

TOURIST: Thank you for the information.

PERSON X: You are welcome. Have a good trip.

Author: Pablo Iván Valarezo Loor

ACTIVITY # 5

Discussion topic: Advantages and disadvantages of using technology in the classroom.	Course: Tenth grade
	Time: 40 minutes
Objective: To discuss about the advantages and disadvantages of using technology in education field using common expressions and vocabulary.	

Illustration N° 7: Discussion about technology advantages



INSTRUCTIONS:

- Teacher introduces the topic of the lesson.
- Teacher explains the use of some common expressions for the next activity
- Teacher encourages students to discuss about the benefits of using technology.
- Students work in groups of five and discuss about the advantages and disadvantages of using technology in the field of education using expressions, such as, I consider/believe/think that..... I agree..... I disagree.... My opinion is..... What's your opinion? What do you think?
- Students give their ideas to the rest of their classmates in a debate session.

Author: Pablo Iván Valarezo Loor

ACTIVITY # 6

Activity: Adjectives of physical description	Course: Tenth grade
	Time: 40 minutes
Objective: To describe physically some famous people using posters and pictures.	

Illustration N° 8: Students describing a famous person physically



INSTRUCTIONS:

- Teacher introduces the vocabulary about adjectives of description by using flashcards.
- Teacher encourages students to repeat the vocabulary pronunciation.
- Students choose a famous person and describe him/her physically using adjectives, such as, tall, short, beautiful, handsome, good-looking, slim, chubby, muscular, and others. Students also describe important facts about his/her life.
- Students describe the famous person from the picture in front of the class.

Author: Pablo Iván Valarezo Loor

ACTIVITY # 7

Activity: Verbs	Course: Tenth grade
	Time: 40 minutes
Objective: To listen to the song “Let it be” in order to recognize verbs in a worksheet.	

Illustration N° 9: Karaoke using common verbs

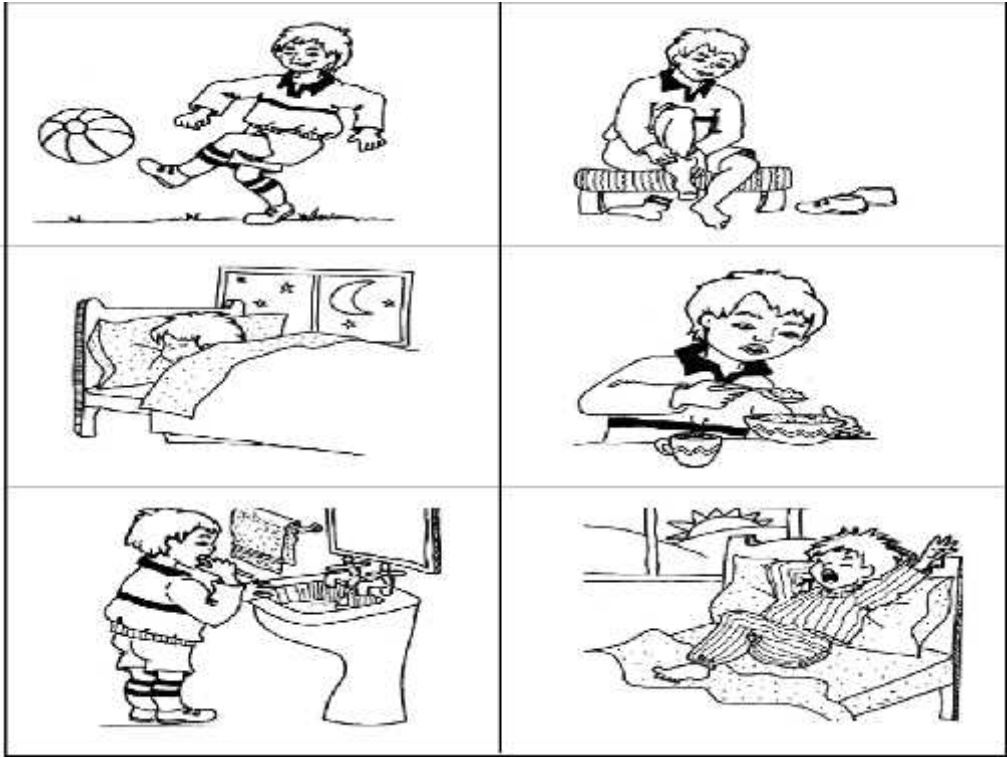


INSTRUCTIONS:

- Teacher introduces the topic of the class (Verbs).
- Teacher encourages students to remember verbs they remember and write an list on the board.
- Students read the list of verbs.
- Teacher gives students a worksheet with the lyrics of the song “Let it be”; teacher plays the audio of the song and students have to fill in the blanks with the verb they listen. Then, students classify all verbs of the song lyrics in Simple present or past.
- At the end of class, students sing the song alone.

Author: Pablo Iván Valarezo Loor

ACTIVITY # 8

Activity: Verbs	Course: Tenth grade
	Time: 40 minutes
Objective: To recognize common verbs using pictures in order to unscramble a story and report it orally.	
<p>Illustration N° 10: Storytelling using pictures</p> 	
<p>INSTRUCTIONS:</p> <ul style="list-style-type: none">• Teacher encourages students to remember some verbs.• Teacher shows students some pictures and asks students to report the verb from the picture orally.• Teacher gives students a worksheet with some pictures of a story; students cut out the pictures and unscramble them in order to report and oral story.• At the end of class, students go in front of the class and tell their stories to their classmates.	

Author: Pablo Iván Valarezo Loor

ACTIVITY # 9

Activity: Fruits and vegetables	Course: Tenth Grade	Time: 40 minutes
Objective: To answer some questions about food using a worksheet in order to report oral answers.		

Illustration N° 11: Students reporting their favorite food



INSTRUCTIONS:

- Teacher introduces the vocabulary about food and vegetables
- Students repeat the vocabulary pronunciation.
- Students work in pairs and answer some questions from a worksheet.
- Students report their answers to their partners.

QUESTIONS:

- What kind of foods do you eat every day?

- Do you usually eat fruits and vegetables?

- What kind of vegetables do you eat?

- How often do you drink milk or water?

- What kind of food do you like to cook?

- Where do you usually buy your food?

- Is the food you eat the best for your health? Why or Why not?

Author: Pablo Iván Valarezo Loor

ACTIVITY # 10

Activity: Physical description of family members	Course: Tenth Grade	Time: 40 minutes
Objective: To recognize adjectives of description using pictures and a worksheet in order to describe family members physically.		

Illustration N° 12: Physical description of family members



INSTRUCTIONS:


- Teacher introduces the vocabulary about adjectives of physical description.
- Students repeat the vocabulary pronunciation.
- Students work in pairs and describe their family members using some question prompts.
- Students report the physical description of their relatives in front of the class.

QUESTION PROMPTS:

- What does your mother look like?
She is _____
- What else can you tell me?
Her hair is _____
- What does your father look like?
He is _____
- What about his hair?
My father's hair is _____
- What is the color of his eyes?
His eyes are _____
- What does your (grandfather/grandmother look like)?
He/she is _____

Author: Pablo Iván Valarezo Loor

ACTIVITY # 11

Activity: Reporting personal information	Course: Tenth Grade	Time: 40 minutes
Objective: To answer some questions using a worksheet in order to report personal information orally.		
Illustration N° 13: Students asking for and giving personal information		
		
INSTRUCTIONS:	QUESTION PROMPTS:	
<ul style="list-style-type: none">• Teacher introduces the topic of the lesson.• Teacher explains the use of yes/no questions using the verb to be for asking for information.• Students work in pairs and answer some questions from a worksheet.• Students report their answers in front of the classroom orally.	<ul style="list-style-type: none">• Is <i>Carlos</i> your friend? _____• Are you happy? _____• Are you fourteen years old? _____• Are you a teacher? _____• Are you from Salinas? _____• Is Mr. Valarezo your English teacher? _____• Is English your favorite subject? _____	

Author: Pablo Iván Valarezo Loor

ACTIVITY # 12

Activity: Nationalities	Course: Tenth Grade	Time: 40 minutes
Objective: To perform a dialogue in pairs using common expressions in order to recognize nationalities.		

Illustration N° 14: Dialogue using nationalities



INSTRUCTIONS:

- Teacher reads the sample of a dialogue two or three times.
- Students repeat the dialogue.
- Students work in pairs for completing the blanks of a conversation and then they practice the dialogue.
- Students perform the dialogue in front of the classroom.

DIALOGUE:

STUDENT A: Hello. Good afternoon, how are you?

STUDENT B: Hi. I am fine.

STUDENT A: What is your name?

STUDENT B: My name is Leo, and yours?

STUDENT A: My name is Laura. Where are you from Leo?

STUDENT B: I am from France, and you?

STUDENT A: I am from Spain. Nice to meet you

STUDENT B: Nice to meet you, too.

STUDENT A: I have to go. See you later.

STUDENT B: Ok. See you

Author: Pablo Iván Valarezo Loor

4.8 Strategies of Improvement

The development of this research allowed knowing the problems that students of tenth grade face during the speaking instruction. However, the application of a handbook with activities as a proposal to solve speaking problems of students demonstrated that speaking lessons changed meaningfully. Some aspects of improvement are detailed in the chart below:

Chart N° 16: Strategies of improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
Students felt scared of speaking; they were not confident.	Students are motivated and feel confidence in class
Students did not assimilate vocabulary and did not know what words they could use in speaking activities.	Students learn more vocabulary
Students felt bored; classes without dynamism.	Students felt interested
The average in English subject was low; students do not have good grades in English subject.	After the proposal application, students improved their speaking proficiency which is demonstrated in chart of results.

Author: Pablo Iván Valarezo Loo

4.9 EVALUATION

Previous to the application of the proposal, students were evaluated by asking them to describe what they saw in a picture; students' oral performance were assessed based on a rubric (see Appendix N° 5, p. 91) which provided a result of the speaking skill proficiency of each student. This allowed knowing what aspects students need to improve. At the end of the proposal application, students were evaluated in order to determine their progress. In this case, students work in pairs in order to create a dialogue and then perform it in front of the class; they picked a paper in order to choose the topic of the conversation, such as, in the restaurant, in the bus stop, interview introducing themselves, asking for and giving personal information, and others.

4.9.1 Results of Diagnostic test

Chart N° 17: Results of diagnostic test applied to students

STUDENTS' NAMES	VOCABULARY				PRONUNCIATION				ACCURACY				MESSAGE CONTENT				FLUENCY				SCORE
	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	
Amaya De la O José Manuel	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	5
Andrade León Mayerli Melissa	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	4,5
Bajaña Mendoza Bryan Paul	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	6
Bazán Reyes Vicky Nicole	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	6
Calderón Gaitán Ángel Nicolás	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	6,5
Castro Reyes Amy Romina	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	3,5
Cobo Barco Fiorella Anahí	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	5,5
Encarnación Tigrero Faira Micaela	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	5
Gavilanes Tigrero Isis Alina	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	3,5
Gutierrez Balón Nayeli Mariela	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	4,5

STUDENTS' NAMES	VOCABULARY				PRONUNCIATION				ACCURACY				MESSAGE CONTENT				FLUENCY				SCORE
	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	
Medina Panchana Mildred Michelle	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	5,5
Menéndez González Giullana Thaís	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	5,5
Noboa Recalde Melany Fernanda	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	4
Ojeda Espín Carolina Nicole	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	6,5
Parrales Neira Fátima Denise	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	4,5
Prudente Chagcha Daniela Melissa	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	3,5
Sandoval Tomalá Evelyn Esther	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	5,5
Vélez Quishpe Nallely Michelle	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	6
Yagual Alvarado Romy Alejandra	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	5

Author: Pablo Iván Valarezo Loor

4.9.2 Results of final test

Chart N° 18: Results of final test applied to students

STUDENTS' NAMES	VOCABULARY				PRONUNCIATION				ACCURACY				MESSAGE CONTENT				FLUENCY				SCORE
	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	
Amaya De la O José Manuel	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	8,5
Andrade León Mayerli Melissa	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	7,5
Bajaña Mendoza Bryan Paul	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	9
Bazán Reyes Vicky Nicole	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	10
Calderón Gaitán Ángel Nicolás	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	9,5
Castro Reyes Amy Romina	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	7,5
Cobo Barco Fiorella Anahí	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	8
Encarnación Tigrero Faira Micaela	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	9
Gavilanes Tigrero Isis Alina	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	7
Gutierrez Balón Nayeli Mariela	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	8

STUDENTS' NAMES	VOCABULARY				PRONUNCIATION				ACCURACY				MESSAGE CONTENT				FLUENCY				SCORE
	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	
Medina Panchana Mildred Michelle	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	8,5
Menéndez González Giullana Thaís	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	9,5
Noboa Recalde Melany Fernanda	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	8,5
Ojeda Espín Carolina Nicole	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	10
Parrales Neira Fátima Denise	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	9
Prudente Chagcha Daniela Melissa	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	7,5
Sandoval Tomalá Evelyn Esther	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	8,5
Vélez Quishpe Nallely Michelle	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	10
Yagual Alvarado Romy Alejandra	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	0,5	1	1,5	2	7,5

Author: Pablo Iván Valarezo Loor

4.9.3 Results of students' improvement

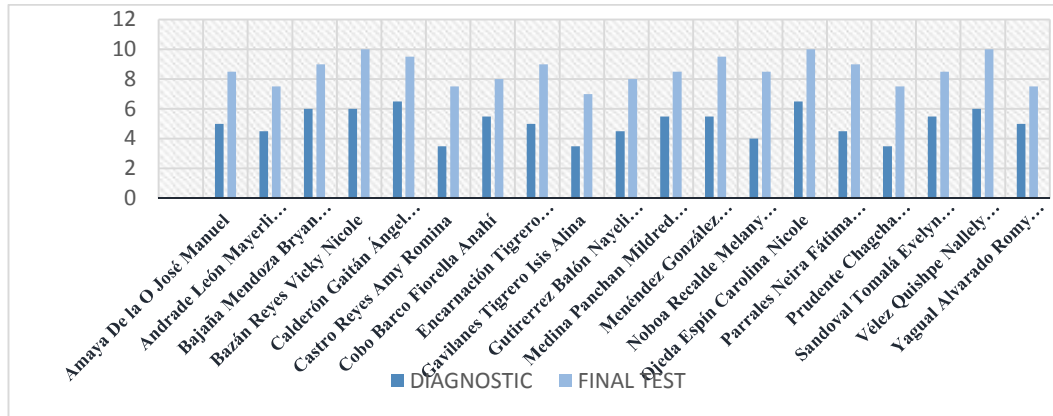
Chart N° 19: Students' improvement

N°	STUDENTS' NAMES	DIAGNOSTIC TEST	FINAL TEST	% of IMPROVEMENT
1	Amaya De la O José Manuel	5	8,5	35%
2	Andrade León Mayerli Melissa	4,5	7,5	30%
3	Bajaña Mendoza Bryan Paul	6	9	30%
4	Bazán Reyes Vicky Nicole	6	10	40%
5	Calderón Gaitán Ángel Nicolás	6,5	9,5	30%
6	Castro Reyes Amy Romina	3,5	7,5	40%
7	Cobo Barco Fiorella Anahí	5,5	8	25%
8	Encarnación Tigrero Faira Micaela	5	9	40%
9	Gavilanes Tigrero Isis Alina	3,5	7	35%
10	Gutierrez Balón Nayeli Mariela	4,5	8	35%
11	Medina Panchan Mildred Michelle	5,5	8,5	30%
12	Menéndez González Giullana Thaís	5,5	9,5	40%
13	Noboa Recalde Melany Fernanda	4	8,5	45%
14	Ojeda Espín Carolina Nicole	6,5	10	35%
15	Parrales Neira Fátima Denise	4,5	9	45%
16	Prudente Chagcha Daniela Melissa	3,5	7,5	40%
17	Sandoval Tomalá Evelyn Esther	5,5	8,5	30%
18	Vélez Quishpe Nallely Michelle	6	10	40%
19	Yagual Alvarado Romy Alejandra	5	7,5	25%

Author: Pablo Iván Valarezo Loor

Source: Diagnostic and final test applied to students

Graphic N° 9: Students' improvement



Author: Pablo Iván Valarezo Loor

Source: Diagnostic and final test applied to students

Conclusions of the Proposal

- The application of a handbook with dynamic extra activities was favorable for developing the speaking skills. It motivates tenth grade students to communicate orally giving them more opportunities to improve their ability to speak.
- It is necessary to include additional activities to promote deliberate practice of the speaking skill.
- During the application of the handbook with dynamic the tenth grade students also developed their reading, writing and listening abilities since English skills are closely related and connected.

Recommendations of the Proposal

- Constant application of a handbook with extra activities in order to help students practice and enhance their speaking skills.
- English teachers have to look for additional activities in order to encourage students produce the oral language, taking into account the interests and learning necessities of the students.
- Finally, it is recommended the application of a handbook with extra dynamic activities to enhance the students' interest for the English class.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1. RESOURCES

5.1.1. INSTITUTIONAL

- Flash cards
- Computer
- Projector

5.1.2. MATERIALS

Chart N° 20: Materials for the development of the handbook

ITEMS	DESCRIPTION	QUANTITY	UNITARY COST	TOTAL
1	Ream Paper	2	\$5	\$10
2	cardboard	19	\$0,5	\$8
3	Ink cartridge	2	\$32	\$64
4	printer	1	\$150	\$150
5	Computer	1	\$500	\$600
TOTAL				\$832

5.1.3. ECONOMIC (BUDGET)

Chart N° 21: Economic Budget

ITEMS	DESCRIPTION	QUANTITY	UNITARY COST	TOTAL
1	Ream Papers	1	5	\$5
2	Cds	3	2	\$6
3	Computer	1	700	\$600
4	Camera	1	150	\$150
5	Internet service	1	30 X5	\$150
6	Printer	1	250	\$250
7	Photocopies	500	0,05	\$25
TOTAL				\$1186

N°	DESCRIPTION	TOTAL
1	Materials	\$832
2	Others	\$1186
TOTAL		\$2018

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APPENDIX

Appendix N° 1: English teacher's interview



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

Dear teacher, this interview will help to obtain important input for a research paper titled “Implementation of activities to improve Speaking skills to the students of eighth grade at Unidad Educativa Mixta Particular “Sagrados Corazones” from Salinas, Province of Santa Elena, 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 is important in the academic life of students?

2. Do you consider that developing speaking skill is important for your students?

3. Are English Programs in this educational institution pedagogically designed to learn to speak English as a second language?

4. To improve speaking skills, do you apply different strategies such as: discussions, role plays and other activities?

5. Are teachers pedagogically prepared to develop English speaking skills?

6. Do you think that students can improve their speaking skill by practicing English with tasks according to real situations?

7. Do you consider that the use of a handbook can reinforce the speaking practice of your students?

Thanks for your collaboration

Appendix N° 2: Principal's interview



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

Dear Principal, this interview will help to obtain important input for a research paper titled “HANDBOOK OF ACTIVITIES TO IMPROVE SPEAKING SKILLS FOR TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA MIXTA PARTICULAR “SAGRADOS CORAZONES”, SALINAS, PROVINCE OF SANTA ELENA, 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 speaking skills an important factor in academic life?

2. Do you consider that learning English is important today?

3. Do you believe it is necessary that students in your institution improve the speaking skills?

4. What kind of activities does English teacher apply to improve the speaking skills of students?

5. Do you consider that the use of a handbook contributes to improve the learning process of the English language?

6. Have English teacher of this institution ever worked with a handbook?

7. According to your criteria, what would the benefits of the use of a handbook be?

Thanks for your collaboration

Appendix N° 3: Specialist's interview



**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 HANDBOOK OF ACTIVITIES TO IMPROVE SPEAKING SKILLS FOR TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA MIXTA PARTICULAR “SAGRADOS CORAZONES”, SALINAS, PROVINCE OF SANTA ELENA, 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. What is the importance of English in the academic life of a student?

2. What kind of strategies can teachers apply to develop speaking skills in class?

3. Do you consider it is necessary to implement different activities in class to improve speaking skills?

4. Do you believe the English learning process requires practicing it every day?

5. Do you believe the use of a handbook will reinforce speaking skills in students, why?

Thanks for your collaboration

Appendix N° 4: Students' survey



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

Dear students, this survey will help to obtain important input for a research paper titled HANDBOOK OF ACTIVITIES TO IMPROVE SPEAKING SKILLS FOR TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA MIXTA PARTICULAR “SAGRADOS CORAZONES”, SALINAS, PROVINCE OF SANTA ELENA, 2015 - 2016 “please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

Question 1: Do you consider that English is important in the academic life?

1.1 Strongly agree

1.2 Agree

1.3 Neutral

1.4 Disagree

1.5 Strongly disagree

Question 2: Do you consider that English subject in your school is interesting?

2.1 Strongly agree

2.2 Agree

2.3 Neutral

2.4 Disagree

2.5 Strongly disagree

Question 3: It is difficult for you to speak in English?

3.1 Strongly agree

3.2 Agree

3.3 Neutral

3.4 Disagree

3.5 Strongly disagree

Question 4: Are English teachers pedagogically prepared to develop English speaking skills?

4.1 Strongly agree

4.2 Agree

4.3 Neutral

4.4 Disagree

4.5 Strongly disagree

Question 5: Do you think that the use of different strategies in class will help to improve speaking in students?

5.1 Strongly agree

5.2 Agree

5.3 Neutral

5.4 Disagree

5.5 Strongly disagree

Question 6: Do you consider that teachers should use additional resources in class to reinforce the speaking practice?

6.1 Strongly agree

6.2 Agree

6.3 Neutral

6.4 Disagree

6.5 Strongly disagree

Question 7: Do you consider that you have developed your speaking skills satisfactorily?

7.1 Strongly agree

7.2 Agree

7.3 Neutral

7.4 Disagree

7.5 Strongly disagree

Question 8: Do you consider that the use of a handbook in class will reinforce the speaking skills?

8.1 Strongly agree

8.2 Agree

8.3 Neutral

8.4 Disagree

8.5 Strongly disagree

Appendix N° 5: Rubric for evaluating students' oral performance

CATEGORY	VOCABULARY	PRONUNCIATION	ACCURACY	MESSAGE CONTENT	FLUENCY
EXCELLENT (2 POINTS)	Vocabulary is generally accurate and appropriate to the task.	Pronunciation is completely or almost comprehensible; rhythm and intonation is adequate.	Students use a variety of grammar structures which facilitates the speech comprehension.	The message content is relevant, informative and it responds to the speaking task. Adequate level of details and creativity.	Students' message has easy flow and rhythm and presents normal hesitations and pauses.
VERY GOOD (1,5 POINTS)	Vocabulary is usually accurate to the speaking activity.	Students' pronunciation is generally comprehensible with few problems in intonation.	Students make few grammar mistakes even though the message is understood.	The response to the task is generally informative; details and creative are appropriated.	Students' message presents few hesitations and pauses.
GOOD (1 POINT)	Vocabulary is not extensive enough for the development of the task.	Pronunciation is difficult to understand because some problems in intonation.	Students make frequent grammar errors.	The message content is incomplete; details are not exact.	There are awkward hesitations and pauses.
REGULAR (0,5 POINTS)	Vocabulary is inadequate for most basic aspects of the speaking exercise.	Students present several problems at pronouncing words; there is neither rhythm nor a good intonation.	Students make several grammar errors and the message is not comprehended.	It does not response to the speaking task with little or no details/information.	Message is not understood due to several hesitations.

Author: Pablo Iván Valarezo Loor

Appendix N° 6: Observation guide

Chart N° 23: Observation guide

UNIDAD EDUCATIVA MIXTA PARTICULAR “SAGRADOS CORAZONES”						
Observed teacher: Lcda. Ester Rivera			Observer: Pablo Iván Valarezo Loor			
Course: Tenth grade			Date: September 17 th , 2015			
Objective: To evaluate the methodology and strategies that teacher applies in a English language lesson in order to develop speaking skill of students.						
INSTRUCTIONS: The observer chooses the best option according to his criteria: 1=BAD 2=REGULAR 3=GOOD 4=VERY GOOD 5=EXCELLENT						
N°	DESCRIPTION	1	2	3	4	5
1	Teacher starts the class with a warm-up activity.					
2	Teacher provides students the objective of the lesson.					
3	Teacher describes the topic of the speaking lesson clearly.					
4	Teacher explains any grammatical structure or vocabulary needed for speaking activities.					
5	Teacher provides students examples about the speaking topic.					
6	Teacher uses the target language correctly.					
7	Teacher uses any kind of didactic material for teaching the speaking topic.					
8	Teacher applies additional resources from the English book for teaching speaking skill.					
9	Teacher motivates students to work on speaking activities.					
10	Teacher guides students during the speaking activities.					
11	Teacher evaluates students by applying different strategies					
12	Teacher provides students feedback.					

Author: Pablo Iván Valarezo Loor

Appendix N° 7: Students' names-Tenth grade

Chart N° 24: Students of tenth grade names

UNIDAD EDUCATIVA MIXTA PARTICULAR “SAGRADOS CORAZONES”						
SUBJECT: ENGLISH			COURSE: TENTH GRADE			
N°	STUDENTS' NAMES					
1	Amaya De la O José Manuel					
2	Andrade León Mayerli Melissa					
3	Bajaña Mendoza Bryan Paul					
4	Bazán Reyes Vicky Nicole					
5	Calderón Gaitán Ángel Nicolás					
6	Castro Reyes Amy Romina					
7	Cobo Barco Fiorella Anahí					
8	Encarnación Tigrero Faira Micaela					
9	Gavilanes Tigrero Isis Alina					
10	Gutierrez Balón Nayeli Mariela					
11	Medina Panchan Mildred Michelle					
12	Menéndez González Giullana Thaís					
13	Noboa Recalde Melany Fernanda					
14	Ojeda Espín Carolina Nicole					
15	Parrales Neira Fátima Denise					
16	Prudente Chagcha Daniela Melissa					
17	Sandoval Tomalá Evelyn Esther					
18	Vélez Quishpe Nallely Michelle					
19	Yagual Alvarado Romy Alejandra					

Source: Secretary Department at Unidad Educativa “Sagrados Corazones”

Appendix N° 8: Legal articles

Chart N° 25: Legal articles

ARTÍCULO	DESCRIPCIÓN
Constitución del Ecuador, 2008-Artículo 26	“La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tiene el derecho y la responsabilidad de participar en el proceso educativo”
Constitución del Ecuador, 2008-Artículo 27	“La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional”

Source: Constitution of Ecuador 2008

Appendix N° 9: Interview to the Principal



Author: Pablo Valarezo Loor

Appendix N° 10: Interview with specialist



Author: Pablo Valarezo Loor

Appendix N° 11: Students of Tenth Grade



Author: Pablo Valarezo Loor

Appendix N° 12: Students during the survey



Author: Pablo Valarezo Loor

Appendix N° 13: Application of the proposal



Author: Pablo Valarezo Loor

Appendix N° 14: Students during the proposal application



Author: Pablo Valarezo Loor

Appendix N° 15: Request letter to apply the proposal

Sr. Rector. Santiago Guillen Msc.
UNIDAD EDUCATIVA MIXTA PARTICULAR SAGRADOS CORAZONES

En su Despacho.

Yo, **PABLO IVÁN VALAREZO LOOR**, con C.I # 0919296459 como estudiante egresado de la Universidad Estatal Península de Santa Elena, facultad Ciencias de la educación, Carrera de Licenciatura en Inglés, solicito a Usted muy comedidamente, me permita realizar mi trabajo de Tesis en la Institución que usted dirige (**UNIDAD EDUCATIVA MIXTA PARTICULAR SAGRADOS CORAZONES**) en el área del idioma extranjero, a partir del 8^{vo} al 10^{mo} año de bachillerato, correspondiente al año académico 2015-2016.

Particular que informo para los fines pertinentes.

Atentamente,


Pablo Valarezo Loo,
C.I # 0919296459



Appendix N° 16: Permission to apply the proposal



Unidad Educativa
“Sagrados Corazones”

Tel.: 2770 - 127
Ssccsalinas0127@hotmail.com
SALINAS - ECUADOR

Lunes 11 de Mayo del 2015

Sr. Pablo Iván Valarezo Loor

Reciba un cordial saludo la Unidad Educativa “Sagrados Corazones”

En contestación al oficio recibido el día miércoles 6 de Mayo del presente año, acepto que el estudiante Pablo Iván Valarezo Loor con cedula de ciudadanía # 0919296459 de la Carrera de Licenciatura en Ingles realice su trabajo de tesis en esta Institución con los estudiantes de Octavo a Decimo año de educación general básica del periodo lectivo 2015-2016.

Atte,



Lic. Santiago Guillén P. M.Sc.

Msc. Santiago Guillén

C.I 0912681368

RECTOR

Appendix N° 17: Certification of the proposal application



Unidad Educativa
"Sagrados Corazones"

Tel.: 2770 - 127
Ssccsalinas0127@hotmail.com
SALINAS - ECUADOR

Salinas, 16 de Febrero del 2016.

Santiago Guillén Msc.
RECTOR DE LA UNIDAD EDUCATIVA MIXTA PARTICULAR
"SAGRADOS CORAZONES "
Salinas - Ecuador

En uso de mis atribuciones.

CERTIFICO

A Pablo Iván Valarezo Loor con C.I # 091929645-9 realizó en nuestra institución su trabajo de investigación previo a la obtención del título de licenciado en inglés con el tema: "handbook of Activities to improve speaking skills for tenth grade students at unidad educativa mixta particular "sagrados corazones", salinas, province of santa Elena, 2015 - 2016".

Es todo lo que puedo informar con honor a la verdad y autorizo al Sr .egresado Pablo Iván Valarezo Loor dar al presente documento el uso que estime conveniente.

Atentamente,


Ldo. Santiago Guillén Msc.
RECTOR



Appendix N° 18: Urkund report

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA



La Libertad, 8 de Junio del 2016

CERTIFICADO ANTIPLAGIO

001-TUTOR LACHG-2016

En calidad de tutor del trabajo de titulación denominado "HANDBOOK OF ACTIVITIES TO IMPROVE SPEAKING SKILLS FOR TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA MIXTA PARTICULAR "SAGRADOS CORAZONES", SALINAS, PROVINCE OF SANTA ELENA, 2015 – 2016", elaborado por el estudiante **Pablo Iván Valarezo Loor**, egresado de la Carrera de **Licenciatura en Inglés**, de la Facultad de **Ciencias de la Educación e Idiomas, Escuela de 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 **6%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, appearing to read 'L. CHAVEZ', is written over a horizontal line.

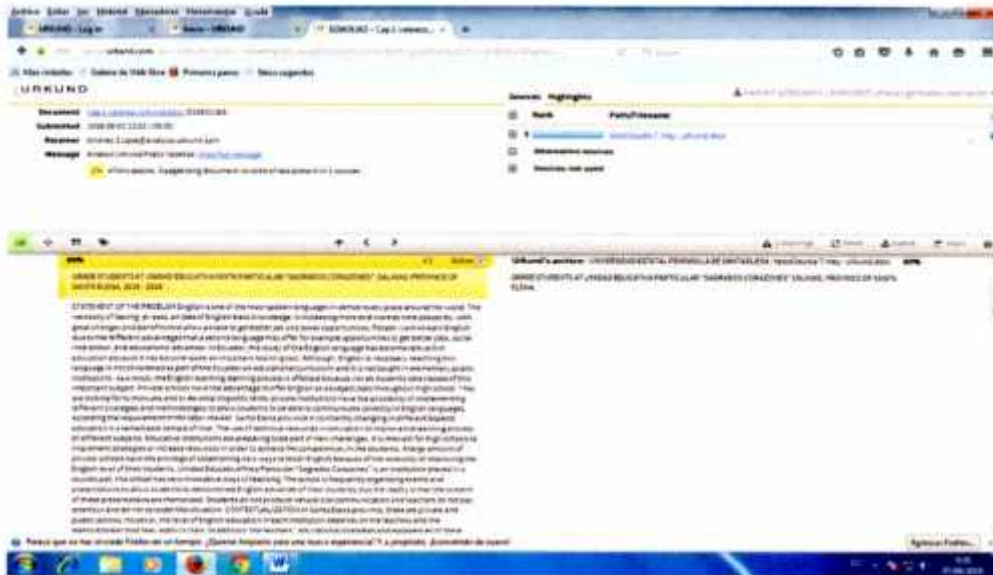
Ab. Chávez Gonzabay Leo A. MsC.

C.I.: 0906716766

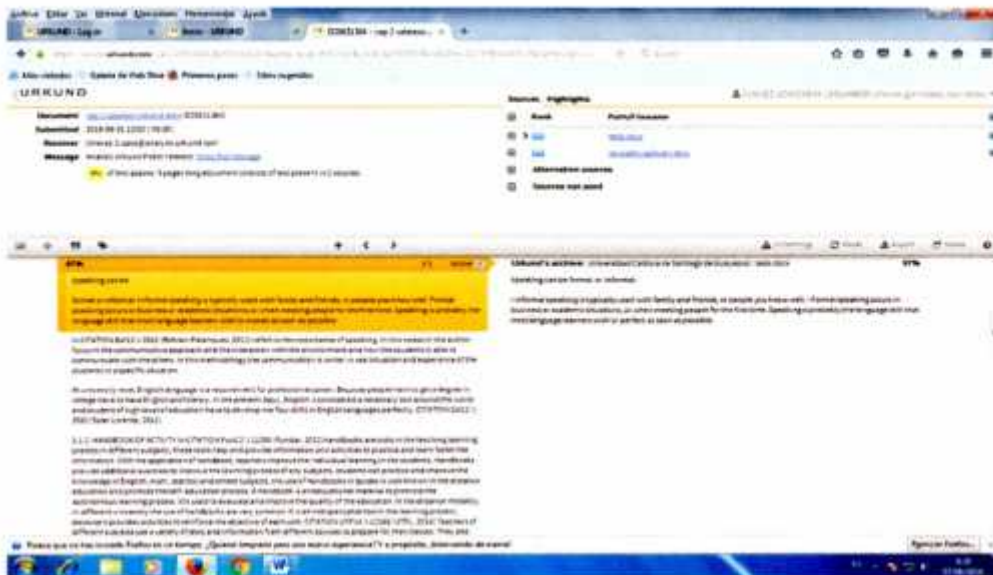
DOCENTE TUTOR

Appendix N° 19: Urkund report

CHAPTER I



CHAPTER II



Appendix N° 20: Urkund report

CHAPTER IV



Appendix N° 21: Thesis Advisor's Certification

La Libertad, 8 de Junio de 2016

CERTIFICACIÓN DEL DIRECTOR DE TRABAJO DE TITULACIÓN

Ab., LEONARDO CHAVEZ GONZABAY MSC. TUTOR DEL TRABAJO DE TITULACIÓN DE:

PABLO IVÁN VALAREZO LOOR

DE LA CARRERA DE LICENCIATURA EN INGLÉS.

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del borrador del informe final del trabajo de Titulación , estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.



Ab. Leonardo Chavez Gonzabay Msc