



**PENINSULA OF SANTA ELENA
STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**“ECUADORIAN LEGENDARY STORIES TO IMPROVE THE
SPEAKING SKILL TO STUDENTS OF TENTH GRADE AT
COLEGIO UPSE. LA LIBERTAD, SANTA ELENA
ACADEMIC YEAR 2016-2017.”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: CARLOS HERNÁN ORRALA DOMÍNGUEZ

ADVISOR: LIC. JEANNETTE CEVALLOS ALCÍVAR MSC.

LA LIBERTAD – ECUADOR

2017-2018

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La Libertad, July 16 2018

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "ECUADORIAN LEGENDARY STORIES TO IMPROVE THE SPEAKING SKILL TO STUDENTS OF TENTH GRADE AT COLEGIO UPSE. LA LIBERTAD, SANTA ELENA PROVINCE. ACADEMIC YEAR 2016-2017." prepared by CARLOS HERNAN ORRALA DOMINGUEZ, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having guided, examined, and reviewed the project, I approve it in its entirety. It meets the requirements for graduation and I recommend its submission for review to the academic tribunal.

Sincerely



LCDA. JEANNETTE CEVALLOS MSc.

ADVISOR

La Libertad, July 16, 2018

STATEMENT OF AUTHORSHIP

I, CARLOS HERNAN ORRALA DOMINGUEZ with ID number 0911966141 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "ECUADORIAN LEGENDARY STORIES TO IMPROVE THE SPEAKING SKILL TO STUDENTS OF TENTH GRADE AT COLEGIO UPSE. LA LIBERTAD, SANTA ELENA PROVINCE. ACADEMIC YEAR 2016-2017." certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



CARLOS HERNÁN ORRALA DOMÍNGUEZ

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DEDICATION

First of all, I dedicate this research work to my God, with him there is nothing impossible, to my wife Pilar Gonzabay, my son Carlitos, and all my family, because they always gave me their support for finishing this work. To my best advisor Jeannette Cevallos Without their trust; this would have been difficult.

Carlos

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Before everything I am a very grateful with God because without his help nothing is possible in my life. To all my professors of the English Career that through of the 5 years contributed with our development as professionals, preparing us for the future. It was not easy but not impossible to achieve this goal, because with their patience and their guidance allowed us to acquire the significant knowledge that we can share with people.

I am very grateful with my advisor Lic. JEANNETTE CEVALLOS ALCIVAR, MSc who always supported me and knew how to give the best guidance during the process.

Carlos

DECLARATORIA

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena.”



CARLOS HERNÁN ORRALA DOMÍNGUEZ

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Author: Carlos Hernán Orrala Domínguez

Advisor: MSc. Jeannette Cevallos Alcivar

ABSTRACT

At present Education has evolved with new techniques for the teaching-learning process and teachers have decided to apply different resources in their classes. So, the principal objective of this research proved that Ecuadorian legendary stories with the qualitative and inductive methods improved the speaking skill and it was possible to achieve it with the correct activities. Students practiced them, and they became better English speakers, their Speaking skill are in a very high level of proficiency. The use of Ecuadorian legendary stories was very useful for the improvement of the ability mentioned. Though the students of tenth grade from Colegio “UPSE” had a low level of speaking proficiency, they were predisposed to practice with the specific exercises. Ecuadorian legendary stories contributed them more openings, so, it was very significant not to have lost any detail since the future of students is involved with this project, they were able to interact with their relatives, friends and of course with foreign people.

Key words: Ecuadorian legendary stories, teaching-learning process, speaking skill and vocabulary.

INTRODUCTION

Today, it is very relevant to acquire knowledge about another language in Ecuador because it is a touristic nation. For that motive, the régime is demanding to instruct apprentices with knowledge of a dissimilar language. The administration of the nation is contributing with the necessary sources for the achievement of its goal in education because this is one of the most imperative areas for arranging excellent professionals.

English language is very complex but not difficult to learn it, speaking, students can be better in it if they practice a lot. “Discovering my peninsula” is an hour of intercultural activities for telling stories created to improve the speaking skill of students. In these exercises, there are some specific rubrics for it such as fluency, intonation, body language and creativity.

All of them provide the opportunity to be better at learning a new language. Teaching with Ecuadorian legendary stories contribute students and teachers to dispose of interaction and collaboration between them, having in this way a better educational environment in the teaching-learning process.

This research was planned with five chapters:

Chapter I, The Problem: describes the statement of the problem, significance of research, critical analysis, objectives and so on, which contribute to determine what the problem is and why it is important to help to solve it.

Chapter II, Theoretical framework: gives details about previous research, philosophical and legal basis, fundamental categories, and also hypothesis and variables of the research. All of these facilitate to know if there are results of previous investigations similar to the goal of this research.

Chapter III, Methodology: explains the methodological strategies in order to get a successful research. It contains the levels or type of research, population, sample, techniques and instruments, data collection with the respective analysis

and interpretation, conclusion and recommendations. This chapter gives the opportunity to investigate the causes of the problems and possible solutions.

The Chapter IV, The Proposal: expresses the solution of the problem, the design of the Ecuadorian legendary stories, the results of the activities and analysis of the outcomes, here students have chances for practicing and show that the purpose of this research has importance in their learning.

CHAPTER I

THE PROBLEM STATEMENT

1.1 TITLE

“ECUADORIAN LEGENDARY STORIES TO IMPROVE THE SPEAKING SKILL TO STUDENTS OF TENTH GRADE AT COLEGIO UPSE. LA LIBERTAD, SANTA ELENA. ACADEMIC YEAR 2016-2017.”

1.2 PROBLEM STATEMENT

Nowadays, English language is essential in many aspects of life. People use English in Education since most of the information provided for specific purposes is in English. For this reason, students of high school need to know enough English in order to be able to read and understand this information.

Around the world, the need of speaking English is increasing, people use English language to communicate with others. They speak English in addition to their native language. In Elementary school, English is an important subject since in the childhood, students acquire the capacity to learn more information and they start to develop the basic skills in English for the future.

Speaking in English is important to communicate and some people feel scared and worried since they do not know how to speak in English language. Speaking in English requires to know grammar rules, vocabulary, stress and intonation. Some people feel that is the most difficult skill.

Santa Elena province is a touristic place, and people must be able to communicate using English Language with foreign people. People from different countries visit this province. Speaking is an elemental part of the communication. English language is important in the Santa Elena province as it is a touristic place, where a lot of people visit their beaches. There are a lot of beaches and people from around the world come to Salinas and travel in the sun road. English is a

necessity, since the owner of tourist business must speak in English to communicate with foreign.

At UPSE High school, there are students from different villages with ancient customs that make our education more entertaining, so it is necessary to encourage to promote these kind of Ecuadorian legendary stories because students will feel inspire of their place where they were born.

If students of UPSE high school are involved with their society and different cultures and they respect each other, they will engage in acquiring the necessary tools for improving their speaking skill and therefore they will become our Education System of the Peninsula and country.

1.3 CONTEXT OF THE PROBLEM

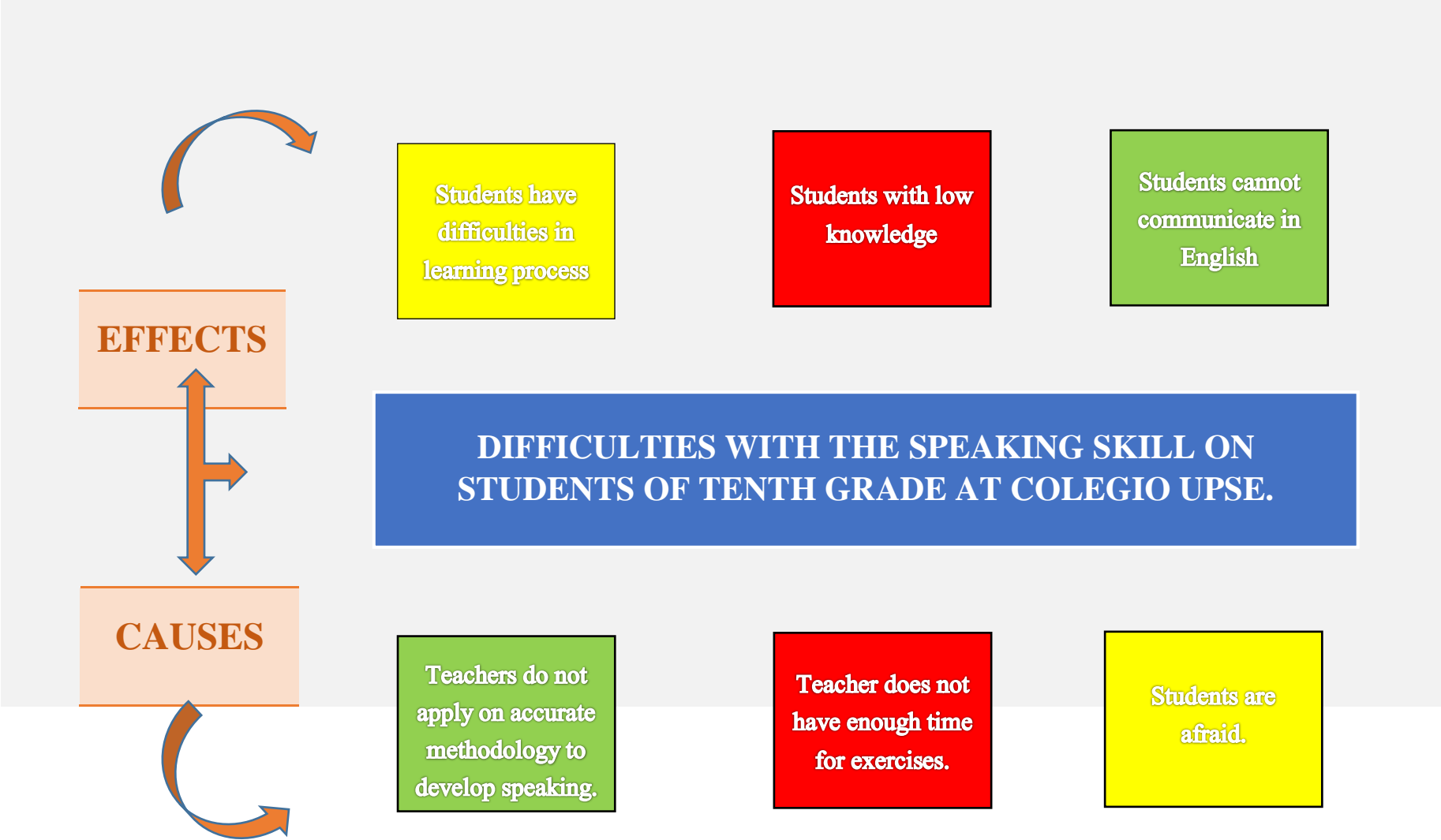
English has become in the most useful language in the world, since it allows to communicate for various objectives, it is used in fields that make grow up our nation that benefits directly to us, this is the reason to learn the enough English vocabulary and of course the correct grammar and useful expressions to be capable of interact with foreign people that own this language.

Therefore, it demands a lot of preparation in the teaching-learning process, since this is the basis where people or in this case students start to acquire the knowledge about English, developing their English skills, but, many of them do not assimilate the new knowledge in the same way, they cannot response to the information and achieve it, so it is necessary to find out what the root is about the problem and solve it.

All the English skills are very important at the time to learn English, but in this research paper the main skill in the study is the speaking skill that probably the majority of students have in classes at the time to have an oral participation or exposition for grading, they get nervous because they feel that are not capable of speaking fluently or at least in a correct way.

In Santa Elena Province, specifically at Colegio UPSE, there is this problem with this skill in mention, students of tenth grade have deficiency in speaking skill, they must improve it, not only for approving the school year, it is for their future as professionals, too. Therefore, it is an obligation to take in to account this problem and to improve this ability in them.

1.3.1 PROBLEM TREE



1.4 RESEARCH QUESTIONS

1.4.1 GUIDELINE QUESTIONS

- What is speaking skill?
- What is the importance of the speaking skill?
- What are the Ecuadorian legendary stories?
- How feasible is the usage of the Ecuadorian legendary stories for English teachers?
- How can improve the speaking skill in the students the usage of this kind of tool?
- What is the influence in students through the use of Ecuadorian legendary stories in order to improve their speaking skill?

1.5 RATIONALE

At school, students learn moral values and when they grow up; they will apply it in their real life. Students must understand that every people own differences. And in the real life there are a lot of people of other culture. Children will appreciate it with the time if they dispose of a good guidance.

For being capable of speaking English, students need to know the necessity of using it in their environment, and consequently they will achieve their purposes. English field is a tool to expand professional and personal perspectives. The English language is part of the universe and in general, people should own knowledge since it is the second most spoken language by non-native English speakers.

English is becoming an indispensable tool in the professional field, as students are becoming more multiethnic since the employment areas are varied. Therefore, to

know the language contributes to break down communication fences between native and non-native English speakers.

In Ecuador, there are different courses of English in formal education, especially in the case of adult students. Nowadays, a certificate of proficiency in English is a requirement to get bachelor degree or to get a better job. At UPSE High School, English language is part of the curriculum subject.

The connotation of this investigation is to improve the speaking skills in students of tenth grade of Colegio “UPSE” using or applying Ecuadorian legendary stories with several exercises. So, it is really important since English has become in a necessary language for developing the education, not only in Ecuador, it is around the world, too. Since it depends the communication between people in the tourism field, and the results will be that students will be able to give some information to foreign people who arrive to our country.

Through Ecuadorian Legendary Stories, students will feel interested in class and students will tell stories and expertise of their place of origin, taking into account that in some villages dispose of those legends.

In Santa Elena province, there are different villages and communities that own ancestral stories and customs. It is important that children are aware of these cultures to learn to love their roots. Additionally, it is an important and interesting strategy to improve the level of English. The main beneficiaries are UPSE school children to broaden their cultural level and improve their level of English with the practice of Ecuadorian Legendary Stories in class.

Besides, if students achieve some scholarship or if they have the opportunity to travel abroad, they will be use telling stories about our country catching the attention of tourism, and it will result that those people decide to come to Ecuador to listen to more stories increasing the tourism for us, so it is relevant.

With Ecuadorian legendary stories, students can practice in their educational place enabling their learning process. So, English teacher must be able to seize different techniques and strategies for promoting the attention in their students.

1.6 RESEARCH OBJECTIVE

To improve the speaking skill through the applications of Ecuadorian legendary stories of students of tenth grade at Colegio UPSE

1.7 IDEA TO DEFEND

Will the speaking skill be improved through the application of Ecuadorian legendary stories of students of tenth grade at Colegio UPSE?

1.8 SCIENTIFIC TASKS

1. To analyze the literature and theoretical frame as possible as through consulting documents as books, research paper, digital resource, educational web, UPSE library, in order to get information to create activities to support and development of speaking skills.
2. To determine the more relevant methodology and techniques to apply in the field research take account the hypothesis guidelines.
3. To propose interactive activities in order to improve the speaking skills in students of tenth grade at Colegio “UPSE”

CHAPTER II

LITERATURE REVIEW

2.1 DEFINITION OF KEY TERMS:

Discrimination: It is the prejudicial or the unjust treatment of several groups of people that can be for the color of the skin, the kind of the race, the age or simple the sex.

Equality: It is the quality or the state of being equal, it could be in quantity, rank, ability, opportunity, correspondence or degree.

Lack: It is the absence or deficiency of something desirable, customary or needed and one example could be the lack of skill.

Legend: It is a traditional, old fashioned, or set of stories from earliest times not permanently true that people tell with determinable or indeterminable basis.

Myth: It is a kind of legendary story concerning on demigod sand or deities that describe several practices, phenomenon or rite of nature.

Speaking skills: It is based on the Competence Based Curriculum and is one of the four basic competences that learners must acquire in education since its principal role in the communication. Therefore, speaking skills is the productive one that cannot be separated from listening skills, as they work together; it inspires students or learners in general to learn the English resonances.

Student: It is the person who is engaged in the teaching-learning process that belongs to any school or college or another educative institution.

Story: It is a tale prepared for amusing or entertaining, or simple it may be something that occurred for being spread.

2.2 PREVIOUS RESEARCH

According to Isasti (2013), bachelor's degree in English of La Rioja University establishes that the finality of her investigation consisted in underlining the usage of tales for the English teaching-learning process for students of high schools, she pointed that there is a communicative competence, demonstrating the possibility to internalize English language in a personal way, convenient, immediate and direct supporting for that in tales.

With tales, the communicative skills get improved, because students start to study them in early ages, and they will have more opportunities for developing a pronunciation and intonation very similar to the native one.

According to Molina (2013), bachelor's degree in English of Valencia University establishes that the stories contribute to develop the imagination and the fantasy and one of its virtue is to allow to sequence the learning contents, because if the purpose is to achieve students get a good pronunciation, it must tell the story and to contemplate together with students about this concept. Therefore, the resource in matter can be worked uniform with the textbook to optimize the learning, and avoid a memorial and exorbitant activity, beside to get students show a positive attitude to the speaking skill.

According to Tzul (2015) bachelor's degree in English of the Rafael Landivar University establishes that the legendary stories are part of the human life and they become in fantasy that nowadays include a lot characters and fundamentally, they contribute to the reading and speaking habit, which is the integral part of the person. Tzul points that stories contain easy plot for creative students, developing their speaking skill at the time to dramatize those stories that they know of their culture.

According to Aponte (2013) bachelor's degree in English of Pontificia Javeriana University establishes that there is deficiency in the speaking skill of students, and through the design and the implementation of workgroups of speaking inside the

library, it achieved to determine the impact of the use of the tales as tools to improve the speaking skill. The purpose was to cover a teaching-learning process through the reading and therefore to follow the speaking in English, he worked with drama in the courses and students participate in direct way each other.

Therefore, working with legendary stories or tales for improving the speaking skill is an efficient and funny way to teach English, because student can be entertained with drama or role play, they cannot be bored because they must participate directly with costumes and the adequate environment.

2.3 PHILOSOPHICAL BASIS

Piaget (1988) said that there is one basic aim in the educational field, and it must be taken in to account by schools and high schools, it is the creation of talented people of achievement new belongings or things.

It means that meanwhile students are being instructed in their Educational Institution, they are becoming in talented people, it could be that many of them prefer a subject in particular, and there are several of them such as Science, Psychology, Maths or even English where students develop special abilities. Nobody can say that whoever of those students cannot cultivate skill, or that in the future they will become in great professionals as Doctors, Teachers, Lawyers or Translators, the point is that there is the creation of good people with great abilities in their respective field, each one of them will achieve the goals in mind.

Vygotsky (1978) stablished that children behave further than their own age, they behave as they were older sometimes in games which they need to be concentrated for developing affinities, it means they always require to jump beyond their ranks.

It means that students are investigative, they always want to know new things, discover new educational environments, so they need to complete their own requirements, and teachers must be prepared to guide them to the correct

knowledge.

In some situations each day, the quality of oral English cannot be normally taken or structured beforehand, if you form an arrangement in a conversation.

The interchange does not permit much time to make ideas, it is currently full of repetitions for this view, incomplete determinations, indecisions or fillers. It needs the response of another listener or speaker, it normally goes within the procedure of some changes and when they are speaking they have to take consideration too. Inflection, stress and gesticulations or a period of recesses that is making another speaker, that's why these are hints to get a good understanding about what they want to say.

According to relations in the action to order and advancing the ability to speak, there are many systems to heighten oral skill in class. Dialogues and deliberations and role playing are some of different speaking resources among others.

A polemic is probably the best frequently practice in oral skill in a classroom. A topic is arranged beforehand for scholars when passing an evaluation. A listening way or a film they are making a conversation with the view to find a resolution.

Listeners will be more surprised to collaborate in the conversation, wherever they point got signals related to what they like or not.

2.4 EDUCATIONAL BASIS

Taylor (1994) said that intercultural competency can be considered as a process, and not as the result of an activity. Bennett (1986, 1993) as a framework to explain the reactions of people to cultural difference created the developmental model of intercultural sensitivity.

Taylor is very clear in this aspect because if the matter is intercultural competence, this always going to be a subject in development, it will exist a process instead of a definite result, each time that students focus on the skill, the

will discover new topics or aspect about it, they will be engaged with it and desire to discover more and more about the topic, becoming in a progressive process.

A term in a contest of communication was applied by Hymes (1972) who determined it as a background of important rules in language and grammar with an exact use for a given context. A discourse in a contest makes interest in the preference of sequencing sentences to win a compact written or spoken text. This contest was located in a place where linguistic and dynamic competencies give a good shape of an interesting interchange.

His work has clearly shown a shift of emphasis among linguists, away from the study of language as a system in isolation, a focus seen in the work of Chomsky (1965), towards the study of language as communication. Hymes's (1972) conceptualization of communicative competence has been further analyzed by researchers such as Canale and Swain (1980) and Canale (1983), Bachman (1990) and Celce-Murcia et al. (1995), who attempted to define the specific components of the construct of communicative competence.

Celce-Murcia et al. (1995) further classified communicative competence into linguistic, sociocultural, strategic, discourse and actionable competencies. In analyzing these components, they start with the core, that is to say, discourse competence, which concerns the selection and sequencing of sentences to achieve a unified spoken or written text.

This competence has been placed in a position in which linguistic, sociocultural and actionable competencies shape discourse competence, which in turn, also adapts to the three components. In this investigation it is included the dialectal ability which involves phonological system, orthographic system, examples of sentences, morphological modulation, and several philological resources. Besides, it is included the sociocultural aptitude which refers to the knowledge of speakers and the way how they can express the appropriate message in the context where they are immersed.

There is another competence named actionable which implicates the complete understanding of speakers when they want to perform in speech. Speaking is probably considered the hardest skill that students must to confront, however it has currently been worked like the main resource of background, while English teachers are speaking a long time in class, in trying to make the students learn the correct way to read and write, and ever sometimes. Listening an L2 that`s way grammar rules have a good written tradition.

It is necessary to point that children always want to participate in class in all the ability for example in speaking, listening, reading and writing. Sometimes they raise their hands in order to participate in the activity that is programed by the teacher, they are not afraid to be part of the class, on the other hand, teenagers do not act in the same way that children, the majority of them are shy or afraid in to participate, they do not interact, so teacher must seek the methodology to achieve the purpose of the class, in this case the speaking ability if this is the matter in question.

(Bueno Madrid and McLaren 2006: 321) the hardest aspect of English spoken language has always been applied within a dynamic interaction. This is a reason for which many students are surprised and discouraged when they practice a foreign language for the first practice in a real conversation.

They realize they are not able to practice an active interchange, and they cannot satisfy the need when they are exposed to answers and questions. Billy and Savage (1994) they pointed out that speaking is an action that requires the coordination of many factors which combine in order to become speaking like a second language, a good work for language students.

Speaking is seen for many people as the main skill, the ability of speaking skill contains the other skills at the same time, for which we can say a central factor that makes the students to take part in educative activities that permits the interaction among them, to follow the voice modulation and intonation levels, like the main view of the learning.

Harmer (2007) stated: communication in human race is however a complicated process. Communication plays a key role when people need to speak or to give information. Speakers practice communication to express or to say something about someone.

The language is been used according to the purpose and need for them to become the best in speaking and listening skills so, students will realize in their teaching-learning process what they want to study in future for being a professional, and so for, they must learn the kind of English for that purpose, because there are many fields in which they can develop the speaking ability, for example, medicine, psychology, or any profession that they wish to study, it will English for a specific purpose, they must be excellent speakers in the matter.

2.5 LEGAL BASIS

2.5.1 CONSTITUTION OF THE REPUBLIC OF ECUADOR (ANALYSIS)

ARTICLE 16

Everybody have the right of being capable to admittance to the whole Information and Communication Technology.

This article manifest that all people have the right to access to the information and communication to take part in educative presses

ARTICLE 277

To accomplish a high superiority life with the commitments of the government to encourage the general knowledge.

It indicates the Public Administration Constitutes a service to the community that is governed by the principles of effectiveness, efficiency, quality, hierarchy, decentralization, coordination, participation, planning, transparency and evaluation.

ARTICLE 347

It will be the responsibility of the State to strengthen education, ensure the permanent improvement of quality, the expansion of coverage, physical infrastructure and the necessary equipment of public educational institutions.

This article manifests the obligation of the organism to include the Information and Communication Technology in the teaching-learning process and support the linkage between prolific activities and education.

2.5.2 ORGANIC LAW OF INTERCULTURAL EDUCATION - CHAPTER ONE THE RIGHT TO EDUCATION.

ART 6

Warranting digital literateness and the practice of material technology and announcement in the didactic process, and adoptive the association of education with fruitful or social accomplishments.

TRANSITIONAL PROVISIONS

In the case of System Intercultural and Bilingual Education, financial plan is delivered to schools, in order to recover educational excellence in the subsequent areas: teacher schooling and preparation, educational arrangement, training and community contribution, expansion and endowment of teaching resources and operation of data and communication tools.

CHAPTER III

RESEARCH METHOD

3.1 RESEARCH DESIGN

The research design of all this investigation was based on the qualitative method, Inductive-deductive methods and the scientific method. Techniques and instruments were applied such as interview, observation and survey. The results were totally relevant as they supported to obtain all the necessary information to get better one of the four English Skills; it is the Speaking Skill in students of tenth grade basic year at UPSE School.

3.2 POPULATION AND SAMPLE

The population which integrated and was part of this research was the principal of the UPSE high school, the English teacher and the forty-nine students of tenth grade, all of them belong to UPSE high school from La Libertad of Peninsula de Santa Elena.

Chart # 1: Population

N°	Description	Quantity	%
01	Principal	1	1
02	English teacher	1	1
03	Students	49	98
TOTAL		51	100 %

Source: Colegio "UPSE"

Author: Carlos Orrala

3.2.1 DATA COLLECTION

The data Collection plan involved to plan an instrument of measure that complies with the technical requirements for applying in the investigation.

Chart # 2: Data Collection plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the speaking skills
2. From which people or objects?	From the English Language Teaching Career.
3. About what aspects?	Using Ecuadorian legendary stories
4. Who?	Author: Carlos Orrala
5. To Whom?	Students of Tenth Grade
6. When?	2015–2016
7. Where?	UPSE School
8. How many times?	Two months during the year 2015 - 2016.
9. How?	Collectively
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Lists, questionnaires and cameras.

Source: Colegio “UPSE”

Author: Carlos Orrala

3.3 DATA ANALYSIS

3.3.1 QUALITATIVE METHOD

The qualitative method or qualitative investigation as it is named too, is a technique or method of investigation that alludes to the qualities particularly used in social sciences; but according to certain sources, it is used in the political investigation and in the market, this method supports in to describe in meticulous way, events, facts, people, situations, behaviors and interactions that are observed through a study; and it adds those experiences, thoughts, attitudes, beliefs, etc. that contestants experiment or demonstrate; due to it is said that the qualitative investigation makes reference to qualities.

In the qualitative method are responded questions such as: why? what? how? for what? it means that it looks for the meaning of things, beside it is explanatory and exploratory. It is very significant to detail that the obtained results are very representative but they cannot be projected; and it uses interviews, the located observation and workgroups as gathering method of data. This technique gains qualities but it does not measure them.

3.3.2 INTERVIEW DIRECTED TO THE PRINCIPAL OF COLEGIO UPSE

Question 1: How important do you consider that Ecuadorian Legendary Stories are in the teaching-learning process?

Ecuadorian legendary stories are really important since they are another way in teaching English, in spite of the new technology that is immersed in education, from time to time it is necessary to remind students that they can study with stories about their place where they live, and with these activities teachers can promote them to be more cultural.

Question 2: Which possible advantages would you mention of using Ecuadorian Legendary Stories in education?

The possible advantages are that they cause interest to investigate and to know deeper about the Ecuadorian Legendary Stories.

Question 3: Which possible disadvantages would you mention of using Ecuadorian Legendary Stories in education?

There is a little disadvantage is not to find the origin of the Ecuadorian Legendary Stories for being traditions.

Question 4: Does the mission of UPSE high School include the use of Ecuadorian Legendary Stories in its educative system?

Yes, it does. Aside that the Colegio “UPSE” disposes with the elemental equipment for an efficient teaching, the mission has the objective in promoting

students to know their origins, where they come from, and to see until they can reach.

Question 5: Has your educative system used Ecuadorian Legendary Stories in order to improve the speaking skills of your students?

Yes, it has. We have used this kind of tool because but it is necessary to remind students again to use them.

Question 6: How important do you consider that Ecuadorian Legendary Stories can improve the speaking skills of students of tenth grade of your educative institution?

It is really important because students can get engaged with their community and see it in other point of view, in this case in other language, it can result entertaining to talk about their customs.

Question 7: Would you support the use and the implementation of Ecuadorian Legendary Stories to improve the speaking skills of students of tenth grade of your educative institution?

The principal agrees for supporting the use and the implementation of Ecuadorian Legendary Stories to improve the speaking skills.

3.3.3 INTERVIEW DIRECTED TO SPECIALIST

Question 1: What is your appreciation about the importance of using Ecuadorian Legendary Stories in the teaching-learning process?

Inside the teaching-learning process the intercultural component is relevant for its development, this based on the laws of the constitution for promoting and strengthening the identity of our towns and there is the importance that students must focus on it.

Question 2: Which advantages could you say of using Ecuadorian Legendary Stories in education?

One of principal advantages is the rescue of the memory, it means, meanwhile the time is passing with the technology that is advancing and our teenagers are losing a lot of activities that are so characteristics and promoted aspects related with the connivances, with the interchange of ideas and teamwork, so each one of this aspects are inside of the advantages.

Question 3: Which disadvantages could you say of using Ecuadorian Legendary Stories in education?

There is no disadvantage in the use of Ecuadorian Legendary Stories, maybe it comes to my mind as disadvantages not to include them in the education, since the unique achievement is not to relate or cohabit in harmony with people, since it constitutes a moment of isolation.

Question 4: In your opinion, do you believe that the usage of Ecuadorian Legendary stories can improve the speaking skills in students?

There is something very significant, children, teenagers and adults have the tendency of singing and learn much better when are developing Ecuadorian Legendary Stories, when they develop actions in this case with English is going to obtain better results in acquiring those skills, since they relate with each one of the activities, practicing terms or words that are using in any attracting activity for students.

Question 5: What recommendations would you say to professors at the time to use Ecuadorian Legendary Stories to improve the speaking skills in their students in the classroom?

First, it must be clear that public that there is in the field, it means, to know what are the characteristics of group of students that is the objects of study, since the interesting is to be able to recognize the interest of the practice of English, there

are different ages with a varieties of activities that could drive to the students by its ages.

Question 6: What recommendations would you say to students at the time to use Ecuadorian Legendary Stories in the classroom concerning on improving their speaking skills?

The recommendation for students is to lose the fear, in children, teenagers and adults there is that fear to pronunciate and not formulate the sentences, and nobody wants to be the object of tease, and with the help of teachers it must maintain the respect, and to the students to promote of losing that fear since they are in a teaching-learning process and only having errors they are going to learn.

Question 7: Are you informed if any educative institution is using Ecuadorian Legendary Stories to improve the speaking skills in its students?

No exactly, but there are several institutions, not only in the peninsula even in the whole country, the educational institutes already include the bilingual teaching, students receive subjects in English, each time, it is more necessary to implicate students in the English subject, it is important to teach them since childhood, because when they are adults, it is a little difficult to have career.

3.3.4 SURVEY DIRECTED TO STUDENTS

Question 1: How interesting do you consider that English classes are?

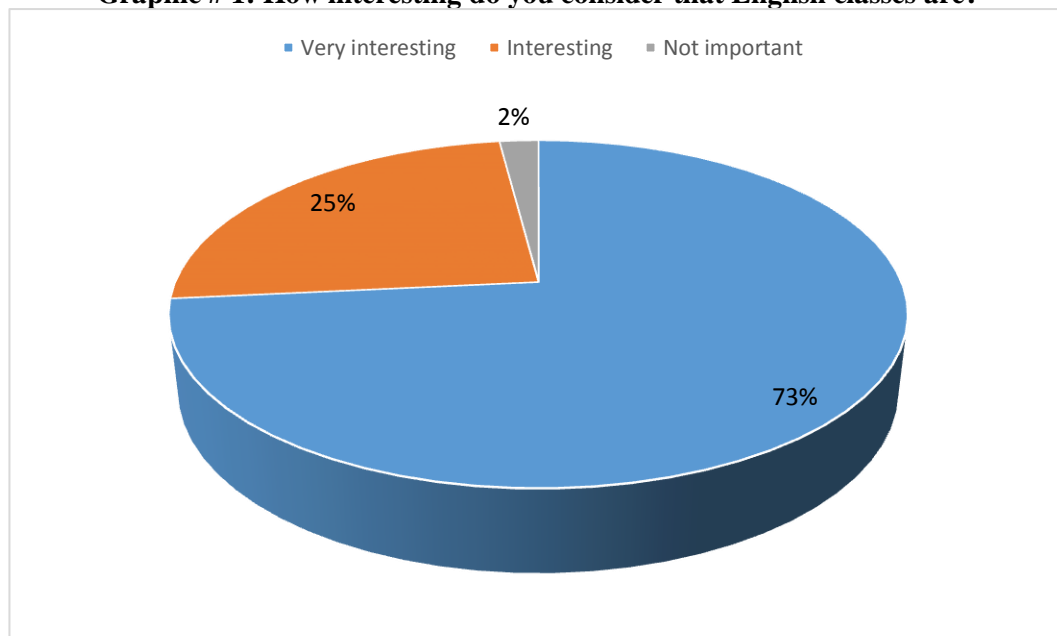
Chart # 3: How significant English is

How interesting do you consider that English classes are?		Question 1
Option	Frequency	%
Very interesting	36	73%
Interesting	12	25%
Not important	1	2%
Total	49	100%

Source: Colegio "UPSE"

Author: Carlos Orrala

Graphic # 1: How interesting do you consider that English classes are?



Source: Colegio "UPSE"

Author: Carlos Orrala

In this result, most of the students agreed in that English is so interesting, less that the half of the course considered it only important and just the one percent agreed that it is not important.

Question 2: What resources do you use the most to study English?

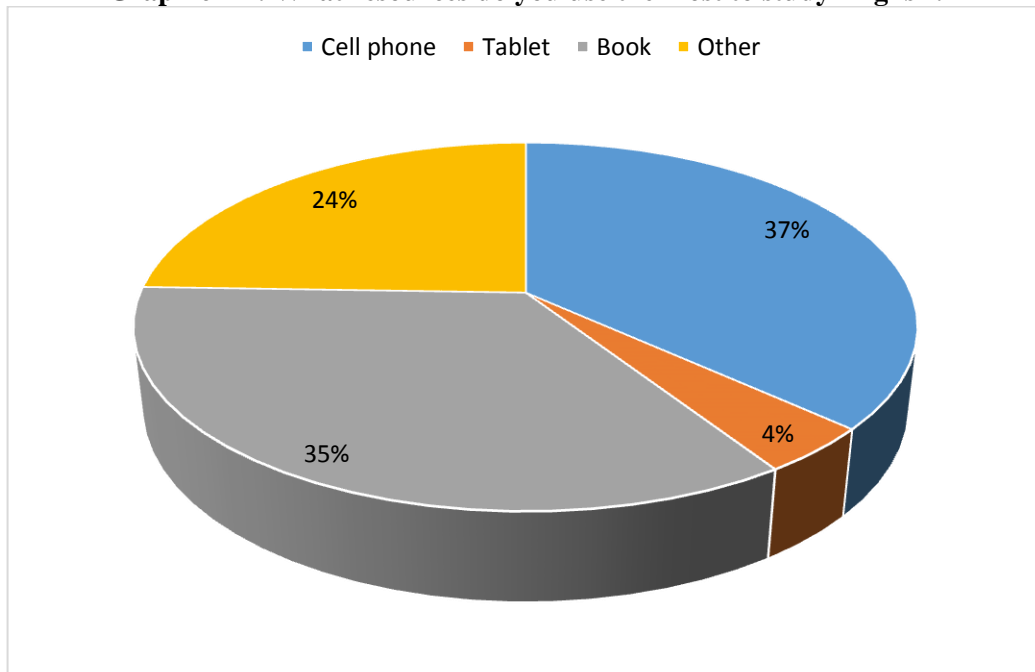
Chart # 4: Resources to study English

What resources do you use the most to study English?		Question 2
Option	Frequency	%
Cell pone	18	36%
Tablet	2	4%
Book	17	35%
Other	12	25%
Total	49	100%

Source: Colegio "UPSE"

Author: Carlos Orrala

Graphic # 2: What resources do you use the most to study English?



Source: Colegio "UPSE"

Author: Carlos Orrala

The majority of students use cellphones and books to study English, the another one have used other resources.

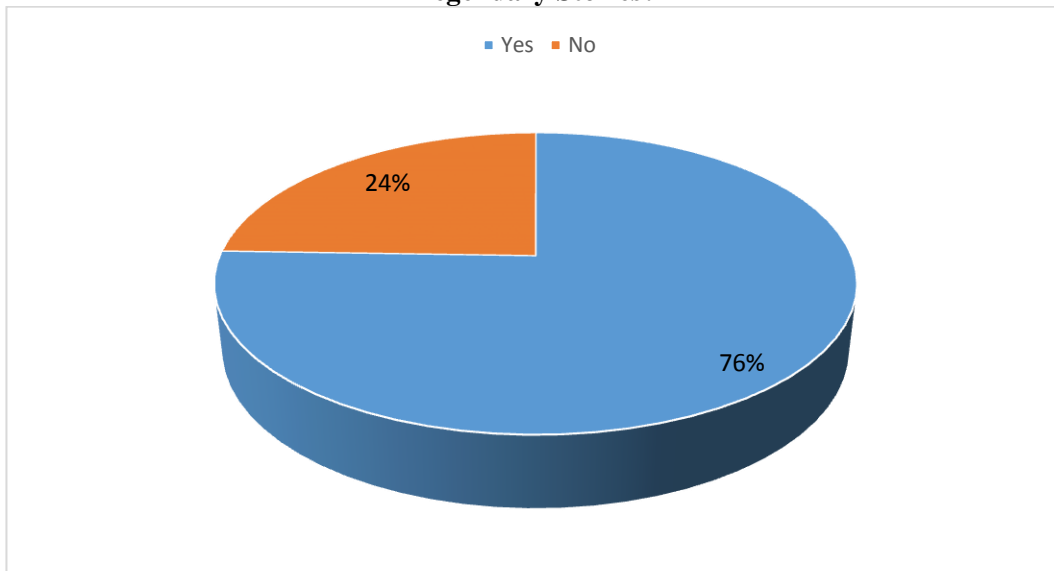
Question 3: Have you used any other resource to study English Ecuadorian Legendary Stories?

Chart # 5: Ecuadorian Legendary Stories as resources to study English

Have you used any other resource to study English like Ecuadorian Legendary Stories?		Question 3
Option	Frequency	%
Yes	37	76%
No	12	24%
Total	49	100%

Source: Colegio "UPSE"
 Author: Carlos Orrala

Graphic # 3: Have you used any other resource to study English like Ecuadorian Legendary Stories?



Source: Colegio "UPSE"
 Author: Carlos Orrala

The results demonstrated that most of the students have already used Ecuadorian Legendary Stories to study English, the other little part did not use.

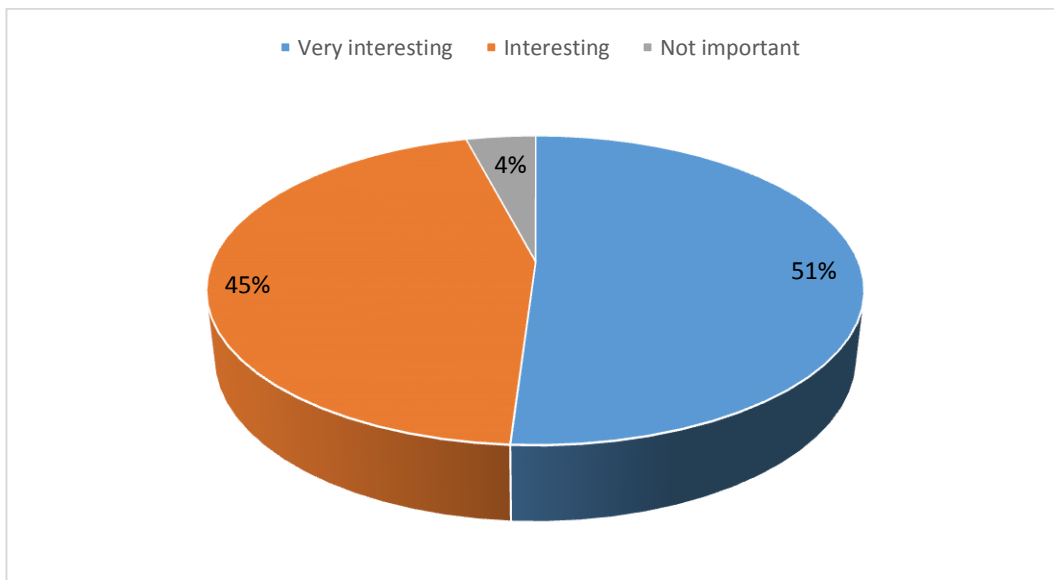
Question 4.-How interesting would you consider the Ecuadorian Legendary Stories to study and learn English?

Chart # 6: The consideration of the Ecuadorian Legendary Stories to study English.

How interesting would you consider the Ecuadorian Legendary Stories to study and learn English?		Question 4
Option	Frequency	%
Very interesting	25	51%
Interesting	22	45%
Not important	2	4%
Total	49	100%

Source: Colegio “UPSE”
 Author: Carlos Orrala

Graphic # 4: How interesting would you consider the Ecuadorian Legendary Stories to study and learn English?



Source: Colegio “UPSE”
 Author: Carlos Orrala

The results demonstrated that the Ecuadorian Legendary Stories are very interesting for studying English, other students considered them significant, but only few students considered them not important.

Question 8: Have you ever used Ecuadorian Legendary Stories in order to improve the speaking skills?

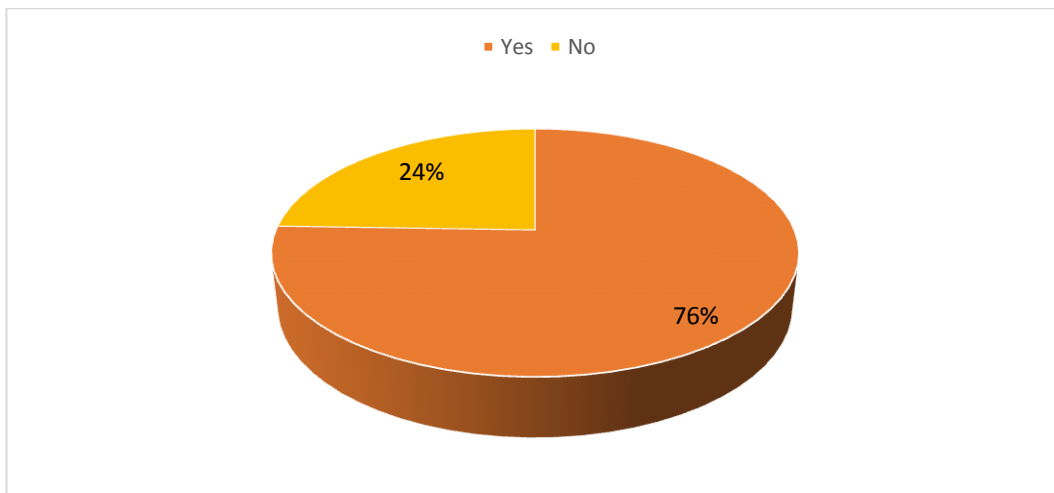
Chart # 7: To know about if students have already used intercultural activities to improve their speaking skills.

Have you ever used intercultural activities in order to improve the speaking skills? Question 8

Option	Frequency	%
Yes	37	76%
No	12	24%
Total	49	100%

Source: Colegio "UPSE"
Author: Carlos Orrala

Graphic # 5: Have you ever used Ecuadorian Legendary Stories in order to improve the speaking skills?



Source: Colegio "UPSE"
Author: Carlos Orrala

The majority of students agreed that that they have used Ecuadorian Legendary Stories in their educational lives, it could be at the school or at high school that they studied and for this reason few students said not have used these kind of activities to improve the implicit skills in this investigation.

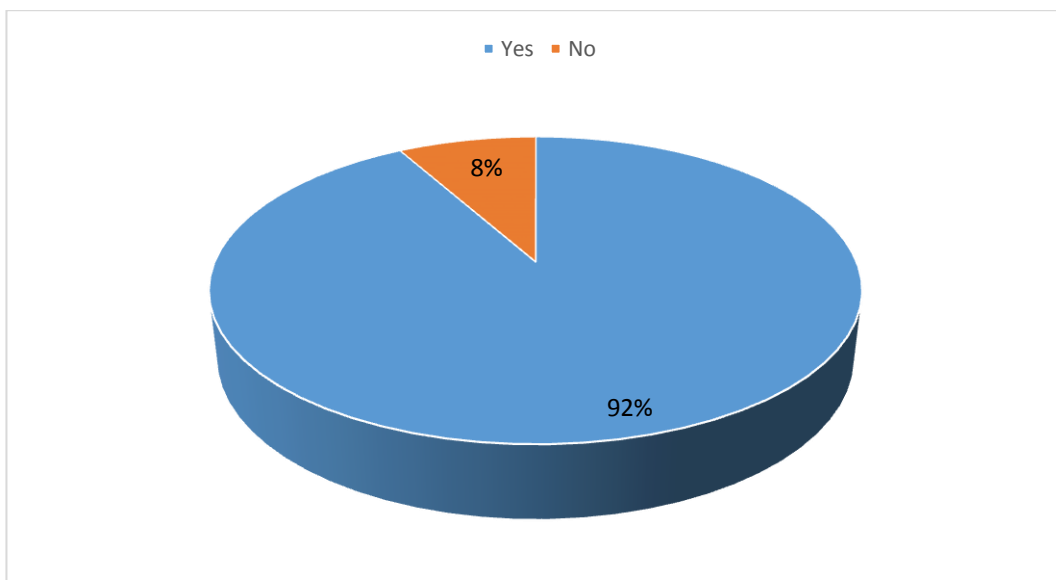
Question 9: Do you agree to use Ecuadorian Legendary Stories for the improvement of your speaking skills?

Chart # 8: Agreement to use Ecuadorian Legendary Stories.

Do you agree to use Ecuadorian Legendary stories for the improvement of your speaking skills?		Question 9
Option	Frequency	%
Yes	45	92%
No	4	8%
Total	49	100%

Source: Colegio "UPSE"
 Author: Carlos Orrala

Graphic # 6: Do you agree to use Ecuadorian Legendary Stories for the improvement of your speaking skills?



Source: Colegio "UPSE"
 Author: Carlos Orrala

Students agreed in using these kind of activities, since they want to improve their speaking skills, only few students did not agree but, teachers are consciously that they must promote them.

3.4.4 INTERVIEW DIRECTED TO ENGLISH TEACHER

Question 1: What kind of resource do you use the most for teaching English?

In this question, The English teacher answered that he uses the necessary gadgets for each class, he uses the laptop with the projector to show the class connected to the internet and, he complements with the English text book.

Question 2: Have you used any other resource to teach English such as Ecuadorian Legendary Stories?

Teacher answered that he has used them, since he must adapt the class to the students, he must seek the best way to reach to the understanding of his students.

Question 3: What is your opinion about the use of Ecuadorian Legendary Stories at the time to teach English?

Ecuadorian Legendary Stories can be a funny teaching way depending how they are applied in the classroom, in some cases through Ecuadorian Legendary Stories students can investigate their culture, playing roles plays using costumes they can get entertained.

Question 4: What advantages would you mention in the use of Ecuadorian Legendary Stories for teaching English?

The principal advantage is that students in general would know their own stories about the place where they live, the customs would not be lost and they would remember for a long time.

Question 5: What possible disadvantages would you mention in the use of Ecuadorian Legendary Stories for teaching English?

The possible disadvantage is not to know the origin of all of these activities.

Question 6: In your opinion, do you believe that intercultural activities can improve the speaking skills in your students?

Ecuadorian Legendary Stories are good tools in the teaching-learning process, if it is practiced in English, students will develop their skill, and the purpose is that they improve their speaking skill, since they must tell stories.

Question 7: What advices would you say to your students at the time to use Ecuadorian Legendary Stories to study English?

They have to apply the best attention since they are the future of the nation, they are the future professionals in any field that they decide to go, beside, they must not forget the origin where they are.

Question 8: Do you agree in the use and the implementation of Ecuadorian Legendary Stories for the improvement of speaking skills in your students?

Yes, I do. Definitely, the implementation of these activities will contribute to improve the implicit skill in this investigation, and in this way, they will able to defend our history.

CHAPTER IV

PROPOSAL

4.1 NAME OF THE PROPOSAL

Santa Elena legendary stories to improve the speaking skill to students of tenth grade at Colegio UPSE. La Libertad, Santa Elena, academic year 2016-2017.

4.2 DESCRIPTION OF THE PROPOSAL

Researches in education around the world have revealed that students are more interested in the technology for developing their knowledge and so for their skills, since they want to improve themselves for facing their future as professionals, for example a person who belongs to the National Council of English teachers mentioned that the technology in general is the object for studying. So, this is a positive point since English teachers can use it for teaching in the classroom, in this way, they can discover different ways of acquiring awareness to teach English.

English teachers can apply this opportunity for teaching English through Ecuadorian legendary stories, so aside of looking for applications or websites to learn English, they can motivate students use them looking for the internet with the advantages that students discover their own history of the place where they live, they can get entertained telling stories that maybe their grandparents told them but this time enjoying it in English language.

For students of tenth grade of Colegio “UPSE” the use atq application of Santa Elena legendary stories contributed them to improve their speaking skills. The investigation showed that students can work so good with this kind of activities as if they do it with applications or websites with the same purpose, they get result to be more dynamic exposing in individual or in group their own stories. The principal reason of this investigation was to improve one of the four English skill, it is the speaking skill, many students perhaps know how to write English, listen

to it or read it, but at the time of speaking they can be slow, so with this activity they practiced with different aspects such exercises, playing role plays, playing games or exposing the stories.

4.2.1 INFORMATION AND LOCATION

Executing Institution

- Colegio “UPSE”

Beneficiaries

- Tenth Grade Students of Colegio “UPSE”

Location

- The City of La Libertad, Province of Santa Elena, Ecuador

Estimated time for execution

- 9 Months

Responsible

- **Author:** Carlos Orrala
- **Advisor:** Lic. Jeannette Cevallos Alcivar Msc.

4.2.2 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The employment of Santa Elena Legendary Stories for students of tenth grade of Colegio UPSE will be a relevant instrument for promising students to improve their speaking skill. This proposal is centered in the establishment of an intercultural hour called “Discovering my peninsula”, with the unique purpose of the improvement of the speaking skill of students, the intercultural hour consists in developing several speaking exercises, narrations, vocalization, role plays

which allow students to have a good interaction between them meanwhile their speaking skill get improved.

4.2.3 “DISCOVERING MY PENINSULA”

It is an Intercultural activity hour established to contribute students to improve their speaking skill. In this hour of activity, students develop speaking exercises, intonation trainings, they can tell their favorite stories, it includes vocalization and role plays.

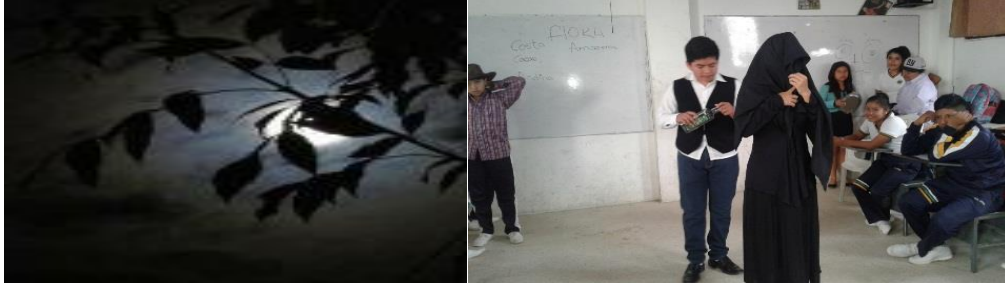
4.2.4 DESCRIPTION OF ACTIVITIES

Students could practice telling short stories about their own cultures, in this case about “La Pennsula de Santa Elena”; they got enjoyed since they remembered several stories that maybe their grandparents told them in their childhood.

ACTIVITY 1

“THE WIDOW OF TAMARINDO”

Objective: To improve the speaking skill telling “The widow of tamarindo” story.



Preparation:

- Before to start, it must aks students if they have ever had a paranormal experience.
- Ask students to tell their experiences.
- Students must prepare a short presentation to dramatize it.

Instructions:

- Tell students that they will perform “The ”
- Encourage students to develop their presentation using the appropriate context.

Joseph: Hey...!! Man...Did you know that in this way there is a widow that dances?

Dario: You know I don't belong to this town, but I have heard something about that, what happen really?

Joseph: Look...When I was a child a widow died in this zone, in that time this was desolate, but in that corner lived that widow, exactly in that tree of tamarindo, my grandfather told me that one night he and his friend went out and saw that widow.

Dario: I know that part of the story...but tell me...continue...

Joseph: Ok...That night, they tried to have a conversation with that widow, but suddenly she dissaperared so fast, my granfather and his friends could never see her face.

Dario: Is it true that one of them one night could discover her face?

Joseph: Yes, that is true but when he discovered her, he saw that she was a skull and at the same time she run away, she never appeared again for this zone. Since that night she was called the widow of tamarindo.

Dario: I imagine that it was so frightening, do you imagine to see a skull in front of you?

Joseph: No, I don't. But It's better to go home. It's almost midnight.

Dario: Yes...It's better...

ACTIVITY 2

“SALON PALITO”

Objective: To improve the speaking skill telling “Salon Palito” story.



Preparation:

- At the beginning, prepare students asking them if they know the story.
- Give them the appropriate vocabulary and the correct pronunciation.

Instructions:

- Assign small groups of students to act the dialogue.
- Students perform the dialogue.

At the “Salon Palito”...

P1: Hey...!! My lady, I don't know but, I like that song, Don't you?

P2: Yes, of Course, would you to dance with me?...

P1: hehe...!! I was going to aks that, so, let's dance...!!

P3: Hey...!! Are you enjoying the party?...I didn't hope to see here, and my friend
took in advance to dance with you ehheh?...

P1: hehe...!! Yes, we agreed to dance tonight, but why don't you look for a friend
to dance?.

P3: I will do that, I'm going to look for a beautiful girl hehe...I will back...

The song was catching and lots of people started to dance when
suddenly...something started to bright in the middle of the floor, something was

appearing, It was the devil...

P1: Run away...run away...ahhhhh...It's the devil...

Everybody shouted but before they can go out, they died falling in the floor,
the

devil danced for a while, leaving in his steps died people

ACTIVITY 3

“THE CHUZALONGO”

Objective: To improve the speaking skill telling “The Chuzalongo” story.



Preparation:

- The teacher prepares his students giving them some pictures about old scenes and a tin tin.
- Students try to imagine a short story with the pictures

Instructions:

- Students use flashcards and start to have a brainstorming part.
- Students learn the appropriate vocabulary that the teacher give them

P1: Hey...where do you go? Don't you know what is happening in these months?

P2: Mmm...? I'm going to my house?...but, what is happening? You know that I am a new neighbor here, tell me...

P3: In november, for this way, people do not walk, because a bad soul of the hell appears and try to carry with it...

P2: Really?...I do not believe in those stories, I am brave, and you will see that I will arrive at my house in few minutes...

P1: Hey...!!! Believe me, I tell you must not go right now, wait for tomorrow, stay at my house...

P2: I tell you and I repeat...I am a brave man, it will happen nothing, do not say a word about that...see you...

The man started to walk to his house at seven of the night, he did not listened to his friend, when suddenly, a little man appeared in fornt of him...

Chuzalongo: Good night, what are you doing at this time of the night?

P1: Hello...!! I am walking to my house, but who are you and what do you do so alone?

Chuzalongo: Do not you know, really? Ha ha ha ha ha...tonight I will take your soul...

P1: What? Noooooohhhh...!!! Leave me...leave meee...noooooohhh...!!!

ACTIVITY 4

“I TELL YOU A SECRET”

Objective: To improve the speaking skill telling “I tell you a secret”



Preparation:

- Ask students if they have ever had a secret in their life that it cannot be told to someone.
- The teacher prepares the behaviour of students for acting a dialogue.
- The teacher mentions and gives the appropriate vocabulary in the specific context.

Instructions:

- The teacher asks students to form groups and have a role play about the story.
- The teacher ask students to assimilate the new vocabulary that they are going to talk.

In the middle of a friendly conversation...a new friend that has lived one year ago recently in the downtown...

Hanna: Hey! Louis...Don't you think that Jim is a little strange?...When he talks with us...he says that he doesn't belong to this society.

Louis: Mmm...I think so, he is strange, but, I think that he lives in his own world, he is happy...hehehe...

Hanna: He has lived here by one year no more, and in the moments that we have had conversations, he has been so shy, but at the same time, he is very smart for everything...he afraids me...

Louis: Hehehe...do not worry, If you want let's talk with him...

Hey...Jim come here...where do you go?...I think that you do not want to talk with nobody, isn't it?

Jim: I have told you that I don't belong to your society, I have lived here by one year, in that time I have seen silly thing that you do, in this case, you will suffer the consequence of your acts.

Hanna: What do you mean?...are you a kind of ghost or somethig?

Jim: Where I come from, you could never go there, You will no understand the purpose of the life, I think that is time to tell a secret, I am an angel sent from the heavens.

ACTIVITY 5

“THE CANDLES OF THE CEMENTERY”

Objective: To improve the speaking skill telling “The candles of the cementery” story.



Preparation:

- Ask students if they have ever had or seen something similar to this story.
- Ask students to tell and imagine a story that could take part in the cementery.

Instructions:

- Ask students to bring material
- Students use flashcards to speak in pairs and assimilate the vocabulary
- Students dramatize the activity.

There is a scary story that took part so far away in the deepest of the town that is forgotten...

It was September, 1967, in Loma Alta...

P1: Hey cousin...do you remember when I told you that in this month of september some strange happens here in Loma Alta?

P2: Mmm...? Yes, I do. But, I don't believe it until I see it...I think that you're kidding me...

P1: You will see, I don't lie to you, tonight is the night, only we have to stay awake at the midnight..

At the midnight...

P1: Only we have to wait until the midnight and we will see, but don't be afraid hehe...

P2: I am not afraid, I am curiously waiting for that...let's sit down here outside your house, from here we can see the cemetery...

P1: Heyyy...!! Don't sleep, look that...there is some lights at the cementery...

P2: Are yo usure?...Woowwww...It's true, it's true...I can't believe it, but what could they be?...

P1: According to the history, they are lost souls that were murdered by not to accomplish rules in the town.

ACTIVITY 6

“THE NOCTURNAL CHICKEN”

Objective: To improve the speaking skill telling “The nocturnal chicken” story.



Preparation:

- Teacher asks students if they have ever listened to sing a hen at the midnight.
- Students say how they felt in that experience.

Instructions:

- Students prepare their own experiences to choose one of them and dramatize it.
- Students choose the better story.
- They prepare the appropriate vocabulary for the story.
- Two cousins told their better story and it is chosen to dramatize it.

That night...the cousins decided to sleep at the house of one of them, they wanted to discover what was that sound at the midnight similar to a hen...

Cousin 1: Are you afraid of this night?

Cousin 2: No, I'm not. But, this night we are going to discover what is that sound...

Cousin 1: It is almost midnight, don't sleep yet, at the moment that we hear it, we will go out...

Cousin 2: It's 12:34 am...but it happens nothing yet...

Cousin 1: Wait...wait...!!! Silent...!!! Did you hear that?...It's the hen...It's the hen...let's go out...I think It's in the roof...

Cousin 2: Come on...come on...!!!...do you see something?...It's so dark...I can't see every well...turn on the lamp...did you hear it...?

Cousin 1: Yes, I did. But there is nothing there...woww...I am so cold...and you?

Cousin 2: So so...It's the emotion, but we are sure that we heard that sound...that hen, but there is nothing...

Cousin 1: Tomorrow at the night we will go out again right?

Cousin 2: Yes, I agree...Let's go in the house...tomorrow it will be another chance.

ACTIVITY 7

“THE TINTIN”

Objective: To improve the speaking skill telling “The Tintin” story.



Preparation:

- Students tell each one of them their own experiences to the rest of the class.
- Students bring and look some pictures about TinTin.
- They develop a competition to decide what story is better.

Instructions:

- Students decide the better story and build the appropriate vocabulary according to the story.
- Students give their opinions and start the dramatization.

Justina: We are having the breakfast, and I'm going to take the time to tell what is happening...

I don't know but, I think that a Tintin is coming everynight for me.

Leo: Are you serious? I don't believe in those stories. Why do you say that?

Jose: Mmm...but mom, we are baptized, do you think It could happen?

Justina: I didn't believe in those things, but I have evidences, look my legs and my arms, I have bruises, do you see?

Leo: Oh my god, are you sure about that? Haven't you hit anywhere?

Justina: I haven't hit myself, I am telling the true...

Jose: Have you seen the Tintin?

Justina: I haven't seen it. But I don't know what to do...I need your help...I feel nothing but I wake up with these bruises...I need that you stay awake...ok?

At midnight...

Leo: Justina wake up... wake up it's the tintin...let's go out...run run...

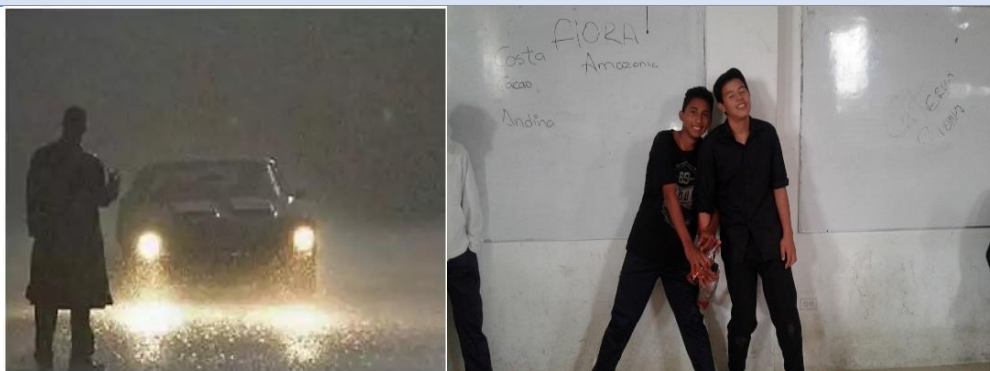
Jose: Mom...I am afraid...what is happening?

Justina: I don't know darling...tomorrow we will visit the church...

ACTIVITY 8

“THE GHOST CAR”

Objective: To improve the speaking skill telling “The ghost car” story.



Preparation:

- Teacher explains students that in the past this happens in a town to the north of the península.
- Students look some slides about what was the posible ghost car and how it looked like.

Instructions:

- Teacher asks one student to prepare the dialogue and to bring some pictures to decorate the scene.
- Students repeat a short conversation before to start.
- They prepare the stages.

S1: Do you want to stay out tonight?

S2: Why? It's so cold...Why do you want to stay out...Do you have anything in the mind?

S1: Yes, I do. I would like to show you something strange that is happenig...with a Little of luck we could see it...

S3: But tell us, what's that?...It's like a ghost or what?

S1: Mmm...hehe...you will see...I'm not afraid...but I would like that you come...right?

At midnight...

S1: Here we are...It's 12:25 am...I hope you don't run away ehhhh...

S2: You are scaring us...I don't like this joke...what will we see?...I think It's better to home...It's so cold...

S3: Hey...!! Look...Here comes a car...at this time?...It's so strange...

S1: Hehehe...don't run...only we have to wait for it...It will pass by here...

S2: Heyyy...!! That car doesn't have driver...what was that? I don't understand...run run run...ahhhhhhh...

ACTIVITY 9

“THE CRYING STATUE”

Objective: To improve the speaking skill telling “The crying statue” story.



Preparation:

- Students imagine the situation. They are going to work with a story that took place in Loma Alta.
- Students work with a role play first, then one of them plays like a crying statue in the middle of the class.
- The rest of students act practicing the dialogue given by the teacher and them.

Instructions:

- Students must describe the situation and dramatize it.
- They practice and make the better presentation.

S1: I came to visit you because I have listened that here in Suspiro there is a statue that cries...Is it true?...

S2: Well...In this Little town happens a lot of things, and what you say is true...It only happens when someone gets deeper in the forest...almost nobody dares to go there...but If you want we could go eh?...don't be afraid...

S1: Ok...I'm not afraid...I'm curious...But if this is true, we must be care...Only I want to see so far...

S2: Ok...hehehe...you right...but we must to start walking at 11:00 pm...We must to walk with lamps in hands by almost one hour...I will see you in this place...

At night...

S1: Hey you...It's the darkest night...do you have your lamp?...we must walk right now...

S2: Yes, I have my own lamp...but I confess to you that I am afraid now hehe...

S1: Ssshhhhh...We are arriving at the place...look at there...that's is the statue...

S2: Wowww...It's is bigger that I imagine it, but What time does it cry?

S1: Shhhhhh...Can you hear that?...She is crying...wow...don't move...

S2: Wowww...Now I can believe it...I can write it in a book...this is so frightening... but I can move my self...go away...slowy...

ACTIVITY 10

“THE GALLOPING HORSE”

Objective: To improve the speaking skill telling “The galloping horse” story.



Preparation:

- Students go in front of the class for preparing the drama.
- One of them said that his grandparents had that activity when they were younger.
- They start to prepare the vocabulary that the grandparents had at the moment of that paranormal activity.

Instructions:

- Student must bring a horse of toy for the dramatization.
- They must act behind a window like the true story.
- They practise the conversation.

Juan: Dilma It's so late we must go to bed...

Dilma: No, I don't want to go yet, the radio is interesting, I will go later...

Juan: No, no, no...I will sleep next to you in this sofa...

Dilma: Thank you...I love you...mmm...do you hear that?...It sounds like a horse...

Juan: It must be a horse of Raymundo...I will see through the window...You won't believe it...Wowww...what is that?...Don't get close to the door...don't get close...

Dilma: What happen darling?...Why are you so afraid...? Let me see...ahhhhh wowww...It's a horse in fire...close the door quickly...

Juan: Close, close...run, run...inside...

Dilma: I'm scared, hug me, hug me please...what's that?...It seems that It carried somebody chained...It looked like a girl...did you see?

Juan: Yes, I did. But a man went in front of them...I think he was the devil with a big hat...

Dilma: Yes, he was. It was so strange how we felt. Let's go our bed...

Juan: Yes...let's go...we must rest...perhaps tomorrow we feel better...

4.3 ACHIEVEMENT AND EXPECTED RESULTS

4.3.1 DIAGNOSTIC TEST

The author of this research considered very significant beginning with a diagnostic test, in this case, with simple exercises of telling stories, for evaluating the opening knowledge of students of tenth grade about their speaking skill. In this initial test, students chose their favorite story about the culture of the peninsula of Santa Elena, they practiced vocabulary, intonation, volume of voice, and narration.

The majority of students know this kind of activity, but in past narrations or expositions they did them with material in hands, this time, the diagnostic test, it means, at the time of telling stories, they did it by only speaking.

Rubric for assessing speaking skill

Rating	Difficulty with Speaking- almost incomprehensible	Some difficulty in speaking- many errors	Speaks quite fluently- some errors	Speaks fluently Almost no errors
	0.5	1	1.5	2
Task Completion	Minimal attempt to complete the task, responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriate and adequately developed	Superior completion of the task, responses appropriate and with elaboration
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech choppy and/or slow with frequent pauses; little attempt to keep conversation or presentation flowing	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling

Pronunciation	Major pronunciation errors, may prevent comprehension	Frequent pronunciation errors, may impede comprehension	Occasional pronunciation errors which do not impede comprehension	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at elaboration
Grammar	Almost no correct grammatical structures, impeding comprehension	Frequent grammatical errors	Some minor grammatical errors	No or almost no grammatical errors

4.3.2 RESULTS OF THE DIAGNOSTIC TEST:

This was the low level of students of tenth grade in the diagnostic.

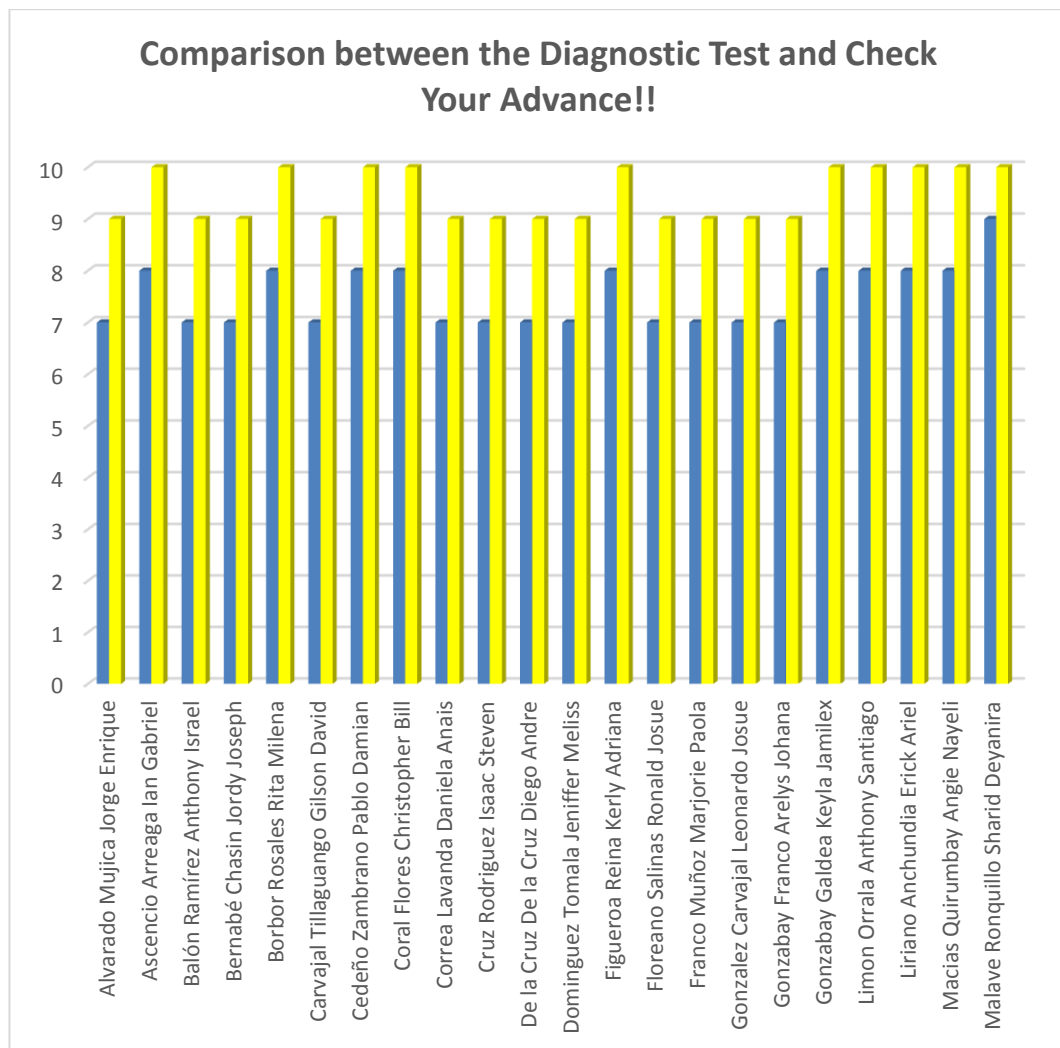
Chart # 9: Results of the diagnostic test

N°	Students	Score
1	Alvarado Mujica Jorge Enrique	5
2	Ascencio Arreaga Ian Gabriel	5
3	Balón Ramírez Anthony Israel	6
4	Bernabé Chasin Jordy Joseph	5
5	Borbor Rosales Rita Milena	5
6	Carvajal Tillaguango Gilson David	5
7	Cedeño Zambrano Pablo Damian	6
8	Coral Flores Christopher Bill	7
9	Correa Lavanda Daniela Anais	4
10	Cruz Rodriguez Isaac Steven	5
11	De La Cruz De La Cruz Diego Andre	4
12	Dominguez Tomalá Jeniffer Melissa	4
13	Figueroa Reina Kerly Adriana	5
14	Floreano Salinas Ronald Josue	5
15	Franco Muñoz Marjorie Paola	4
16	Gonzabay Carvajal Leonardo Joshue	4
17	Gonzabay Franco Arelys Johana	4
18	Gonzabay Galdea Keyla Jamilex	5
19	Limón Orrala Anthony Santiago	5
20	Liriano Anchundia Erick Ariel	5
21	Macias Quirumbay Angie Nayeli	5
22	Malavé Ronquillo Sharid Deyanira	6
23	Malavé Suárez Yudith Eulalia	5

Author: Carlos Orrala Domínguez

4.3.3 FINAL TEST

At the end of the whole implementation, the researcher directed a final test to students, with the purpose of measuring the level of the speaking skill that was determinate to achieve, all the process and the progress were according to the students and their capabilities. They got enjoyed and mentioned that was a funny way to improve a specific skill like the speaking ability. They got better grades at the end of the process, but there is a necessity to continue doing this kind of educational works to contribute engaging students to be better. Speaking skill is so significant and they must practice it every day.



Author: Carlos Orrala Domínguez

4.3.5 RESULTS OF THE FINAL TEST

Chart # 10: Results of the final test

N°	Students	Score
1	Alvarado Mujica Jorge Enrique	9
2	Ascencio Arreaga Ian Gabriel	10
3	Balón Ramírez Anthony Israel	9
4	Bernabé Chasin Jordy Joseph	9
5	Borbor Rosales Rita Milena	10
6	Carvajal Tillaguango Gilson David	9
7	Cedeño Zambrano Pablo Damian	10
8	Coral Flores Christopher Bill	10
9	Correa Lavanda Daniela Anais	9
10	Cruz Rodriguez Isaac Steven	9
11	De La Cruz De La Cruz Diego Andre	9
12	Dominguez Tomalá Jeniffer Melissa	9
13	Figueroa Reina Kerly Adriana	10
14	Floreano Salinas Ronald Josue	9
15	Franco Muñoz Marjorie Paola	9
16	Gonzabay Carvajal Leonardo Joshue	9
17	Gonzabay Franco Arelys Johana	9
18	Gonzabay Galdea Keyla Jamilex	10
19	Limón Orrala Anthony Santiago	10
20	Liriano Anchundia Erick Ariel	10
21	Macias Quirumbay Angie Nayeli	10
22	Malavé Ronquillo Sharid Deyanira	10
23	Malavé Suárez Yudith Eulalia	10

Author: Carlos Orrala Domínguez

4.3.6 COMPARISON BETWEEN THE GRADES OF THE DIAGNOSTIC TEST, SANTA ELENA LEGENDARY STORIES AND THE FINAL TEST.

Chart # 11: Comparisons between the grades of the diagnostic test, Santa Elena Legendary Stories and the final test.

Nº	Students	Diagnostic test	Ecuadorian Legendary Stories	Final Test
1	Alvarado Mujica Jorge Enrique	5	7	9
2	Ascencio Arreaga Ian Gabriel	5	8	10
3	Balón Ramírez Anthony Israel	6	7	9
4	Bernabé Chasin Jordy Joseph	5	7	9
5	Borbor Rosales Rita Milena	5	8	10
6	Carvajal Tillaguango Gilson David	5	7	9
7	Cedeño Zambrano Pablo Damian	6	8	10
8	Coral Flores Christopher Bill	7	8	10
9	Correa Lavanda Daniela Anais	4	7	9
10	Cruz Rodriguez Isaac Steven	5	7	9
11	De la Cruz De la Cruz Diego Andre	4	7	9
12	Dominguez Tomala Jeniffer Meliss	4	7	9
13	Figuroa Reina Kerly Adriana	5	8	10
14	Floreano Salinas Ronald Josue	5	7	9
15	Franco Muñoz Marjorie Paola	4	7	9
16	Gonzalez Carvajal Leonardo Josue	4	7	9
17	Gonzabay Franco Arelys Johana	4	7	9
18	Gonzabay Galdea Keyla Jamilex	5	8	10
19	Limon Orrala Anthony Santiago	5	8	10
20	Liriano Anchundia Erick Ariel	5	8	10
21	Macias Quirumbay Angie Nayeli	5	8	10
22	Malave Ronquillo Sharid Deyanira	6	9	10
23	Malave Suarez Yudith Eulalia	5	8	10

Author: Carlos Orrala Domínguez

4.4 CONCLUSIONS AND RECOMMENDATIONS

4.4.1 CONCLUSIONS

- Colegio UPSE does not dispose of a schedule of Santa Elena Legendary Stories in the scholar week for the teaching-learning process and the development of the implicit skills.
- The majority of students do not appreciate the English classes and the consequences they do not develop linguistics skills of the same. So, it is very relevant that English classes can get adjusted to their necessities in an entertaining way.
- The deficiency of the speaking skill in students is a problem in the classroom at the time to expose any activity or any other action where the speaking ability is required.
- The execution of this study demonstrated that Santa Elena Legendary Stories improved the speaking skill of students since they showed interest in the several activities that were developed.

4.4.2 RECOMMENDATIONS

- Santa Elena Legendary Stories should be applied in Educational Institutions as an alternative way for the improvement of the English linguistics abilities with the advantage of allowing students to know their own culture.
- Students should be more inquisitive and investigative in acquiring knowledge about their own cultures, stories, religions, etc., with the purpose of not to forget them and learn those in English since, in this way, they would attract the touristic field.
- English teachers should contribute further of the teaching methodology, they should look for new methods like Santa Elena Legendary Stories for the learning of English and its abilities.
- Santa Elena Legendary Stories contributed to improve the speaking skill of students, so, it is very significant to develop more accomplishments like these for the improvement of English teaching.

4.5 SOURCE MATERIALS

4.5.1 TIMETABLE

Chart # 12: Timetable

№	MONTHS	2016																																			
		July				August				September				October				November				December				January				February				March			
	ACTIVITIES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Socialización with thesis advisor.	█																																			
2	Thesis Designing.			█	█																																
3	Elaboration Chapter I.																																				
4	Chapter I Progress.																																				
5	Elaboration Chapter II.																																				
6	Field Research at "Institution".																																				
7	Survey Implementation.																																				
8	Analysis and interpretation of results																																				
9	Elaboration Chapter III.																																				
10	Chapter III Progress.																																				
11	Elaboration Chapter IV and V.																																				
12	Implementation of activities.																																				
13	Review of Thesis draft.																																				
14	Delivery of final work																																				
15	Pre-defense of thesis																																				
16	Defense of Thesis at Academic Counsel.																																				
17	Graduation day.																																				

Author: Carlos Orrala Domínguez

4.5.2 REFERENCES

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APPENDIX

Attachment 1: Interview to the principal



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
SCHOOL OF LANGUAGES
ENGLISH LANGUAGE CAREER

Interview to the Principal of Colegio “UPSE”

TOPIC: ECUADORIAN LEGENDARY STORIES TO IMPROVE THE SPEAKING SKILL TO STUDENTS OF TENTH GRADE AT COLEGIO UPSE. LA LIBERTAD, SANTA ELENA. ACADEMIC YEAR 2016-2017.

1. ¿Cuán importante considera usted las actividades interculturales en el proceso enseñanza-aprendizaje?

Muy importante —

Importante —

No importante —

2. Qué posibles ventajas mencionaría acerca del uso de actividades interculturales en la educación?

3. Qué posibles desventajas mencionaría acerca del uso de actividades interculturales en la educación?

4. ¿Incluye la misión del Colegio UPSE el uso de actividades interculturales en su sistema educativo?

Si —

No —

5. ¿Ha usado actividades interculturales en su sistema educativo para mejorar la destreza de hablar inglés de sus estudiantes?

Si —

No —

6. ¿Cuán importante considera usted el uso de actividades interculturales que puedan mejorar la destreza de hablar inglés en los estudiantes del décimo año de su institución educativa?

Muy importante —

Importante —

No importante —

7. ¿Apoyaría usted el uso y la implementación de actividades interculturales para mejorar la destreza de hablar inglés en los estudiantes del décimo año de su institución educativa?

Si —

No —

Attachment 2: Interview to the specialist



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
SCHOOL OF LANGUAGES
ENGLISH LANGUAGE CAREER

TOPIC: ECUADORIAN LEGENDARY STORIES TO IMPROVE THE SPEAKING SKILL TO STUDENTS OF TENTH GRADE AT COLEGIO UPSE. LA LIBERTAD, SANTA ELENA. ACADEMIC YEAR 2016-2017.

1. ¿Cuál es su apreciación acerca de la importancia del uso de actividades interculturales en el proceso enseñanza-aprendizaje?

2. ¿Qué ventajas podría mencionar acerca del uso de actividades interculturales en la educación?

3. ¿Qué desventajas podría mencionar acerca del uso de actividades interculturales en la educación?

4. En su opinión, ¿cree usted que el uso de actividades interculturales puede mejorar la destreza de hablar inglés en los estudiantes?

5. ¿Qué recomendaciones les diría a los profesores al momento de usar actividades interculturales para mejorar la destreza de hablar inglés de sus estudiantes en el aula?

6. ¿Qué recomendaciones les diría a los estudiantes al momento de usar actividades interculturales en el aula para mejorar su destreza de hablar inglés?

7. ¿Sabe usted si alguna institución educativa está usando actividades interculturales para mejorar la destreza de hablar inglés en sus estudiantes?

Attachment 3: Survey to tenth grade students



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
SCHOOL OF LANGUAGES
ENGLISH LANGUAGE CAREER

SURVEY TO STUDENTS

TOPIC: ECUADORIAN LEGENDARY STORIES TO IMPROVE THE SPEAKING SKILL TO STUDENTS OF TENTH GRADE AT COLEGIO UPSE. LA LIBERTAD, SANTA ELENA. ACADEMIC YEAR 2016-2017.

1. ¿Cuán importante considera que son las clases de inglés?

Muy importante —

Importante —

No importante —

2. ¿Qué recursos usa más para estudiar inglés?

Celular —

TabletLibro —

Otro —

3. ¿Ha usado algún otro recurso para estudiar inglés como actividades interculturales?

Si —

No —

4. ¿Cuán importante consideraría usted las actividades culturales para estudiar y aprender inglés?

Muy importante —

Importante —

No importante —

5. ¿Cuál es su opinión acerca del uso de actividades interculturales para mejorar la destreza de hablar inglés?

¿Qué ventajas mencionaría acerca del uso de actividades interculturales a la hora de estudiar inglés?

¿Qué posibles desventajas mencionaría acerca del uso de actividades interculturales a la hora de estudiar inglés?

¿Ha usado usted actividades interculturales para mejorar la destreza de hablar inglés?

Si —

No —

6. ¿Está de acuerdo en usar actividades interculturales para el mejoramiento de la destreza de hablar inglés?

Si —

No —

Attachment 4: Interview directed to the English Teacher



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
SCHOOL OF LANGUAGES
ENGLISH LANGUAGE CAREER

Interview directed to English Teacher

TOPIC: ECUADORIAN LEGENDARY STORIES TO IMPROVE THE SPEAKING SKILL TO STUDENTS OF TENTH GRADE AT COLEGIO UPSE. LA LIBERTAD, SANTA ELENA. ACADEMIC YEAR 2016-2017.

1. ¿What kind of resources do you use most for teaching English?

Laptop —

Tablet —

Book —

Other —

2. ¿Have you used any other resource to teach English such as intercultural activities?

Yes —

No —

3. ¿What is your opinion about the use of intercultural activities at the time to teach English?

4. ¿What advantages would you mention in the use of intercultural activities for teaching English?

5. What possible disadvantages would you mention in the use of intercultural activities for teaching English?

6. ¿In your opinion, do you believe that intercultural activities can improve the speaking skills in your students?

7. ¿What advices would you say to your students at the time to use intercultural activities to study English?

8. ¿Do you agree in the use and the implementation of intercultural activities for the improvement of speaking skills in your students?

Yes —

No —

Attachment 5: Diagnostic test



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES**

**SCHOOL OF LANGUAGES
ENGLISH LANGUAGE CAREER**

Picture # 1



Picture # 2



In this picture the student is telling his favorite story about the peninsula.

Picture # 3



Two students playing a short role play about their favorite lovely story.

Author: Carlos Orrala Domínguez

This student is telling a frightening story about his culture.

Attachment 6: Activities of implementation



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

SCHOOL OF LANGUAGES

ENGLISH LANGUAGE CAREER

Picture # 1: “The veiled lady”

Activity #1



In this picture a drunk man goes to his home after a funny party, but suddenly he meets a beautiful woman

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Picture # 2



He tries to introduce himself and to meet to this beautiful woman, but the woman has her face covered with a veil

Author: Carlos Orrala Domínguez

Picture # 3



The veiled woman speaks sweetly and charming, she tries to get inlove with every man who returns to his home.

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Picture # 4



Suddenly, the veiled woman discovers her face and shows her true face, she is a skull.

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Picture # 5



When she shows her true face, the drunk man falls panicked.

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Activity # 2

Picture # 6: "I tell you a secret"



In this picture there are three friends who like to tell horror stories, they decided to go to the cemetery for telling stories.

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Picture # 7



In this picture they are sat in the middle on the cemetery.

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Picture # 8



In this picture a friend is worry about them, he was looking for them.

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Picture # 9



In this picture he is telling them where they were.

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Picture # 10



Suddenly, a beautiful woman appears.

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Activity # 3

Picture # 11: “Salón Palito”



In this picture there is a bar named “Salón Palito” where men go to drink a lot.

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Picture # 12



To this place, very important family arrived to enjoy. This picture shows the family.

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Picture # 13



In this picture, there is a woman dancing with two men at the same time.

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Picture # 14



This picture shows a mysterious man who appears in the middle of the party.

Author: Carlos Orrala Domínguez

Picture # 15



Here are two mysterious women dancing, everybody is afraid.

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Activity # 4

Picture # 16: “Chuzalongo”



This picture shows the chuzalongos who are mysterious being, their face are green.

Author: Carlos Orrala Domínguez

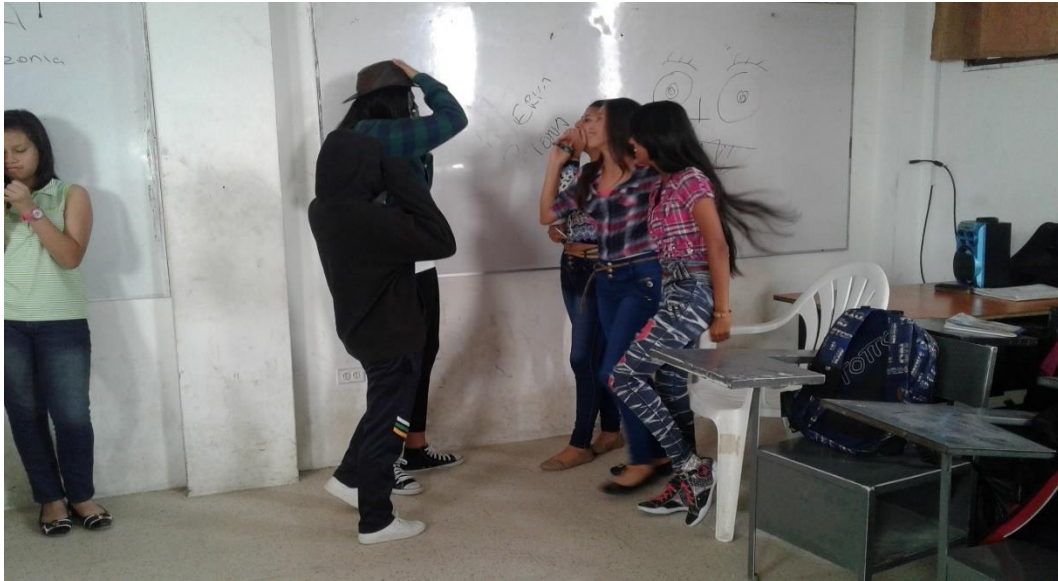
Picture # 17



There is a family talking about the mysterious chuzalongos.

Author: Carlos Orrala Domínguez

Picture # 18



Here is a hideous and macabre scene, here the chuzalongos appear in the middle of the family

Author: Carlos Orrala Domínguez

Picture # 19



People are frightened and fall to the floor.

Author: Carlos Orrala Domínguez

Picture # 20



The chuzalongos are being attacked by two men, they are heroes.

Author: Carlos Orrala Domínguez

Pictures of Interviews

Picture # 21 Emilio



Interview to the principal of Colegio “UPSE”

Author: Carlos Orrala Domínguez

Picture # 22



Interview directed to specialist

Author: Carlos Orrala Domínguez

Picture # 23



Interview directed to students of tenth grade

Author: Carlos Orrala Domínguez

Picture # 24



Interview directed to the English Teacher

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