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CARRERA DE LEGUA Y LITERATURA INGLESА

“Applying Interpersonal Intelligence Activities to develop the Speaking Skill in Senior students at Francisco Febres Cordero High School.”

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Autor:

Mayra Elizabeth Ávila Ortiz

Director:

Mgt. Vicente Guillermo Pacheco Salazar

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Resumen

El presente estudio analiza el uso de las actividades basadas en la Inteligencia Interpersonal para mejorar la destreza del habla en los estudiantes del Colegio Francisco Febres Cordero. Un grupo de muestra de estudiantes del 6to curso fue sujeto a una hora de actividades de Inteligencia personal durante un mes. Entre los instrumentos de colección de información usados para esta investigación estaban observaciones, entrevistas, pre-test, post-test, rubricas y materiales que permitieron obtener los resultados. Los resultados finales presentaron que hubo mejoría en la destreza del habla de los estudiantes debido a la aplicación del tratamiento. Finalmente, se reconoce que la investigación provoco resultados positivos durante el tiempo de estudio.

Palabras Clave: Interpersonal, Inteligencia, Actividad, Método, Destreza del Habla, Técnica.



Abstract

The present study analyzes the use of activities based on the Interpersonal Intelligence for improving the speaking skills of senior students from the Francisco Febres Cordero High school. A sample group of students of the sixth level class was given one hour per day of interpersonal intelligence activities for one month. Among data instruments used for this research were observations, surveys, pre-test, post-test, rubrics, and materials that allowed the obtaining of results. The final results showed an improvement in the students' speaking skills. Finally, it was recognized that protocol showed positive results during the time of the study.

Key words: Interpersonal, Intelligence, Activity, Method, Speaking Skill, Technique.



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Mayra Elizabeth Ávila Ortiz

C.I: 0106740210



Dedication

I am using this opportunity to express my gratitude to God for the opportunity of reaching one of the greatest goals in my life.

I want to give my special thanks to my family, my mother, father, brothers and sisters, who have been my angels, my hands and my heart during this wonderful and incredible journey. Thanks to them for supporting me with their advice, love and for being my best teachers ever.



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I would like to thank everyone who supported me throughout the course of my dream. I am thankful for their guidance, constructive criticism and friendly advice during this whole process. I am grateful to Master Guillermo Pacheco, Steve Sorkin, Nancee Petersen, and all my teachers for sharing their knowledge and time.

Sincerely,

Mayra Avila



“Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human. Society is something that precedes the individual. Anyone who either cannot lead the common life or is so self-sufficient as not to need to, and therefore does not partake of society, is either a beast or a god.”

Aristotle



Chapter I: Introduction

1.1 Background of the Study

During the last several decades, English language has become one of the most spoken languages around the world. English has become a really important language, since relevant factors such as globalization. People from English speaking countries together with their power have expanded causing and giving English such significance, that today it represents a key to success in professional life.

Many years ago, English was not practiced in foreign countries as a second language, since there was not a strong reason for learning this language. Such is the case of our country. In some institutions, students just received one or two hours of English classes per week. In other institutions, students received less than one hour per week. However, English language expanded very quickly because the culture, ideologies and language influenced those nations. Thus English became more useful for international business and education. Acquiring this language represented an opportunity for people of different cultures to have a mutual bond to communicate and have a better understanding of their representative culture.

Ecuador has been one of the many countries where English has been introduced. Consequently, English language has become an essential subject in the Ecuadorian curricula. The directors of educational institutions realize the importance of teaching English. One important aspect was that it was necessary to find ways where teachers could use effective didactic material to help students develop their language skills. As a solution to these needs, new theories are providing ways to improve English teaching and learning skills.



Research has contributed discoveries to learning languages. Experiments or studies have provided guidelines for teachers to apply in class. One of the most remarkable contemporary authors developing and researching theories about successful English teaching techniques is Howard Gardner who presented “The Multiple Intelligences theory” in 1983. Gardner’s theories of multiple modalities of intelligence advanced teaching methods. Teachers discovered the positive contribution that each of these techniques stated in his theory could produce in the students learning acquisition (Thomas, 1). By knowing more about students’ capabilities, teachers were able to assess their own teaching procedures and accomplish their teaching goals. After the advancement of the theory of multiple intelligences, the applications of this theory in classrooms have increased.

After those events, the Interpersonal Intelligence, one of the types of intelligences stated in Gardner’s theory, has encompassed an important position in English teaching methods. Due to its interactive nature, one might develop speaking skills and achieve competence in English communication, because it is based on interaction and social relationships. Gardner says that “due to the characteristics of this special kind of intelligence, it could clearly become an advantage for developing the speaking skill” (1).

Finally, it is necessary to emphasize the notable and extraordinary positive effect of theories which underlie the importance which Multiple Intelligences contribute to English teaching. Today, it is vital to distinguish the Interpersonal Intelligence as one factor which could contribute in a positive way to English learning due to its close relationship to communication and the interpersonal interaction.



1.2 Statement of the Problem

Today, the use of the English language in daily life has become very important. Ecuador is a country which receives thousands of visitors each year who are either native English language speakers or from other countries who speak English. These non-native English speakers use English for communicating their ideas with Ecuadorians during their trips. However, we are a country that does not have realized the importance of this language. Recently, governors have decreed that English be eliminated from the curricula of public elementary schools, and in high schools, teachers are allowed to teach this language not longer than forty five minutes per day. This lack of English teaching time, along with lack of quality material and efficient techniques have resulted in poor English speaking and listening skills.

Students from different public institutions in Ecuador, particularly in Cuenca, have low English level performance. One of these public education institutions is Francisco Febres Cordero High School. During my internships, I realized that students need to reinforce their English learning both speaking and listening. For instance, teachers use the traditional teaching methods. They focus more on structures and written exercises without enough time for the students to develop their oral skills. Most of the time, students are limited to writing sentences without focusing their learning on context. This limits their ability to develop other skills.

For example, a study conducted in Cuenca published in a biannual magazine in Cuenca called “Los Profesores de Inglés y su práctica Docente: Un Estudio de Caso de los Colegios Fiscales de la ciudad de Cuenca, Ecuador “ by Ana M. Calle et. al. tried to identify the reasons of the low English literacy



performance of graduating high school students. In this study, 168 English language teachers participated, from which 92 teachers were monitored in the classroom during an English language class, and 54 teachers were interviewed. The investigation revealed that poor English literacy performance of high school students was due to “the use of traditional teaching strategies, since the teacher-centered approach, the deficiency of interaction among students in the target language, and the teachers misunderstanding when applying communicative strategies”. (Calle, 1)

As was listed above, this study was completed in public high schools. Subsequently, Francisco Febres Cordero, a public high school, has a similar educative method which represents a disadvantage for students that really need to learn this language. The strategies or methods applied by teachers do not provide students all necessary instruments for acquiring language, and the fact is that students are not sufficiently motivated for developing their communicative skills.

Due to these problems, the students have built a barrier that does not allow them to use language. Thus, it is urgent to apply in the classroom new ways for developing this important speaking skill for achieving the communicative competence. One way to achieve this goal might be the application of Interpersonal Intelligence activities in a class which could greatly help students to be successful English speakers.

1.3 Purpose of the Study

The main goal is to provide innovative activities based on Interpersonal Intelligence for improving students speaking skills. Interpersonal Intelligence matters in personal interactions. The way we learn to speak is by sharing ideas



and interacting. By developing skills in grammar, vocabulary, pronunciation and fluency, students will speak better English.

The purpose is to motivate students to develop these skills without feeling afraid to expose their ideas to other people through interesting activities where all students will be included. The present research attempts to improve the students' communication skills in this educational institution. Students need to participate and act in a class where they can participate in an environment where they have opportunities to use the language. The students that develop the speaking skills can expect wonderful rewards in their future. For example, they can apply for scholarships, to travel, to get a better job, to interact with foreigners, to learn a different culture and many other awesome experiences that may enrich their lives. Consequently, students may be able to go beyond the correct written structure. They will need to go to the next step which is to communicate their thoughts and feelings.

1.4 Research Question

How can activities based on the Interpersonal Intelligence improve the speaking skills of senior students from Francisco Febres Cordero High School?

1.4.1 Objectives

1.4.1.1 General Objective

To demonstrate whether Interpersonal Intelligence activities can improve speaking skills.

1.4.1.2 Specific Objective

To provide activities based on Interpersonal Intelligence to improve speaking skills.



To explain how Interpersonal Intelligence activities help students to enhance their communicative competence.

1.5 Significance of the Study

The study is mainly relevant because it will develop the speaking skill activities based on principle human being's characteristics, as is social nature. Many theories explain techniques, methods, instruments and activities to improve the speaking skills. However, the present study does not limit its research in presenting activities. The study also offers suggestions for the use of other important aspects to successfully apply these activities in class. This study supports its research and arguments in the way human beings learn to speak during their first years of life. They learn by imitation and interaction. The Interpersonal Intelligence theory explains the importance of these interactions between sender and receiver.

On the other hand, this study is relevant because there is a lack of research in the English language field based on the perspective of Interpersonal Intelligence theory. For that reason, presenting a study with a different approach where there is not too much investigation could reveal interesting perspectives, and offer a solution for a singular but important problem in second language learning. This study proposes a new point of view for developing language skills. Interpersonal Intelligence activities employ language by collaborative use.

Finally, what students need is to enjoy learning, and learn with significance instead of learning in a mechanical way. Students can learn English in real life contexts through practical activities. Through this study, we examine better teaching methods where students are the primary beneficiaries. Students,



through these activities, learn to perform the language as it is performed in real life context.



Chapter II: Literature Review

2.1 Intelligence: Definition

Defining intelligence could be difficult since intelligence is a broad area. Theories and concepts have been developed throughout time. For example, some psychologists believe that intelligence is a capacity that works as a common factor in different talents. Other professionals believe that intelligence depends on the type of genetic predisposition.

In ancient Greece, intelligence was thought to be a gift given by the gods to few blessed people. People who were good at statistics, mathematics or numbers were considered intelligent. Now we know that researchers have developed their theories and gone a step further trying to understand by scientific studies the meaning of “Intelligence” since everybody possesses some level of intelligence in different areas.

However, academics and researchers have not found a common definition of intelligence. Definitions from different authors will be cited for analyzing and concluding with a new definition for this study. Three important definitions will be taken from a study called “A Collection of Definitions of Intelligence” exposed by Marcus Hutter. He states that “these definitions will explain close to what intelligence is, because it cannot be fully defined” (Hutter, 2).

“Intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings.” Howard Gardner

“Intelligence is assimilation to the extent that it incorporates all the given data of experience within its framework . . . There can be no doubt either, that mental life is also accommodation to the environment. Assimilation never can be pure because by incorporating new elements into its earlier schema that the intelligence constantly modifies the latter in order to adjust them to new elements.” Jean Piaget

“Intelligent systems are expected to work and work well, in many different environments. Their property of intelligence allows them to maximize the probability of success even if full knowledge of the situation is not available...functioning of intelligent systems cannot be considered separately from the environment and the concrete situation including the



As we can see, there is no single definition. However, there are characteristics and features in common. For our purposes, we can conclude that intelligence can be defined as follows:

Intelligence is a general mental capability which can be developed and influenced by the environment.

According to Gardner, human beings have eight types of intelligences, which they have developed at different levels. These differences depend on the context and experiences that each individual has had. In effect, any of these intelligences could be improved if their level of the environment is appropriate and the student is properly motivated to learn.

Thus, being intelligent is a capacity that everybody possesses and knowing that every person is intelligently different, all people can learn and are able to learn new abilities, and skills or in this case, a new language, if they are motivated.

2.1.1 Types of Intelligences

One of the authors of the contemporary era, where many judgments and discoveries about intelligence took place, is theorist Howard Gardner. He is the author of *Frames of Mind* who in 1983 proposed his research based on the many kinds of intelligences which human beings have. He divides the intelligence in eight ways or cognitive frames, which every individual has in different levels. In the International Centre for Educators Learning Styles web page, managed by many authors, there are short definitions about the famous type of intelligences described by Howard Gardner. Among them are eight intelligences: Verbal/linguistic, musical, logical/mathematical, Visual-spatial, bodily/kinesthetic, Naturalistic, Existential, the intrapersonal and the interpersonal Intelligence (1).



Verbal-Linguistic Intelligence: High verbal skills, such as sensitivity to meanings and rhythms of words. Examples: William Shakespeare.

Mathematical-Logical Intelligence: Capacity to understand and use logical or numerical patterns. Example: Albert Einstein.

Musical Intelligence: Sensitive to melodies, rhythms and tones. Example: Beethoven.

Visual-Spatial Intelligence: Capability to use images and pictures for constructing knowledge. Example: Pablo Picasso.

Bodily-Kinesthetic Intelligence: Understands and learns by body movements. Example: Martha Graham.

Interpersonal Intelligence: Ability to understand and to work well in an interactive and cooperative way with others, understanding their moods and desires. Example: Mahatma Gandhi.

Intrapersonal Intelligence: Be able, self-aware, and self-thinking about own feelings and beliefs. Example: Sigmund Freud.

Naturalist Intelligence: Understand and learn, being in contact with nature, such as plants, animals. Example: Charles Darwin.

Existential Intelligence: Capacity to think about questions such as human existence or others about life. Example: Aristotle.

2.2 The Interpersonal or Social Intelligence

Interpersonal intelligence represents the dynamics of social relationships between individuals, groups, communities, countries and the whole world. This intelligence is based on the principles of human interaction. We can create a direct contact with another person and an experience for them through language. For that reason, what Interpersonal Intelligence does through its communicative



root, is allow students to improve their speaking skills at the same time they share their ideas and learning as human beings.

It is now appropriate to cite the phrase, “we are social human beings”. We have the tendency of working with others to satisfy our needs. People naturally share their ideas with others, and language is a way of doing this. By nature, we are “interpersonal” species. It is supported by the explanation given in the book “The Neuroscience of Human Relationships” by some authors arguing that we are always thinking about how we relate. For example, we say: “I have relationships, I make plans with friends or I have to communicate with my family” (Cozolino, 9). We cannot live alone all the time. We need contact with others.

The “Interpersonal Intelligence or Social Intelligence” reappears after a long time in Howard Gardner’s theory proposed in 1983. He was one of the theorists who described how different kinds of qualities and intelligences exist in each human being. Among these intelligences is the interpersonal, whose principle is based on the “capability of interaction” of the person who can relate with others.

Finally, social interaction is a developmental progress of human beings. This theory will not only develop social consciousness in individuals, but respect for understanding others. It will also provide the transformation and learning for succeeding generations including the acquisition of language.

2.2.1 The Interpersonal Intelligence in ELT

The discovery of Multiple Intelligences opened a huge gate for English teachers. The different intelligences represent opportunities to create new teaching methodologies with better learning results. Many of the English skills,



such as writing, reading and one of the most important, the ability to speak articulately are improved with these new methodologies.

Although Interpersonal Intelligence has not had much research, it has been present during English language teaching. Consequently, it does not have as high an application level as other intelligences. Furthermore, English language methods, techniques, and activities based on the social or interpersonal have a certain use in language teaching. For example, in the study called “Multiple Intelligences, Theory in English Language Teaching: An analysis of current textbooks, materials and teachers’ perceptions” by Maria Do Rozario de Lima Botelho, explains in the abstract of her study that “the analysis survey results of textbooks and materials showed that the activities in them were mainly based on four intelligences: verbal/linguistic, intrapersonal, spatial/visual and interpersonal. It is the result obtained by the application of a survey on Brazilian and other International teachers” (2). The materials and activities based on Interpersonal Intelligence were used at certain points in the analyzed textbooks and materials. This shows that the use of Interpersonal Intelligence activities in classrooms by teachers is not frequently used.

The lack of applications of Interpersonal Intelligence methods, techniques and activities in language teaching could be due to the curricula design. Teachers have focused their teachings on repetition and rote learning, working in a linear way. The comfort zone has encouraged teachers to practice these antiquated methodologies for many generations. Teachers have provided students the opportunity to interact in their classes, but that level is very low. The Interaction, the nature of Interpersonal Intelligence is not what the teachers have focused on. They have focused more on developing writing or reading skills where there is



not interpersonal interaction. This problem emerged many years ago and it persists.

A study applied in public high schools in Cuenca in 2012 about teaching practices, showed that each high school presented a certain degree of traditional teaching which was around the 45% percentile (Calle, 10). Also, interview results obtained by these professionals “revealed that 6% of teachers centered their teaching on the workbook activities and they did not have any extra material in their classes” (13). This case study was presented by Ana M. Calle and et al., which evidenced a huge teaching problem in classrooms.

Today, we have noticed how social interaction plays a considerable role in real life. Speaking skills in any language are what we need to communicate. Learning in a way where people can connect their ideas and be understood by others is an important part of life, so here is the question: “How can Interpersonal Intelligence provide and help students improve their English speaking skills?” According to Jack C. Richards, who explains in his book called “Communicative Language Teaching Today” that “dynamics in the classroom have changed since actual teachers have to encourage students to work in small groups or in pairs” (15).

Have you ever wondered why some pupils have better speaking skills than others? The reason is that they have more quality experiences, interactions and family dynamics. For accomplishing an effective teaching and learning process, teachers must allow students to speak English while they are in class. Students need the direction of the tutor, or facilitator, and they need to experience the language. The purpose of English classrooms is to prepare students for communication and living in the real world, not for simple controlled or



memorized conversations. The reason for using this is to allow students to develop communicative skills to enhance cultural understanding. Humanity needs better communication and understanding of each individual's needs, wishes, and feelings.

2.3 The Speaking Skill

“Communication encompasses auditory and oral skills in an interactive process that involves a producer and a receiver for each communication”. It is a definition found in an article published by the Center for Adult English Language Acquisition by Mary Ann Florez on June 1999 (1).

According to a study called “The Importance of Speaking Skills for EFL Learners”, language is a tool for communication for expressing our ideas, and to know others' ideas, as well. Where there is speech, communication takes place (2). Furthermore, everybody feels the importance of talking to someone or sharing their thoughts. Even within the animal kingdom, they have developed their way of communication, their language. In the case of people that have audio problems, they have developed a language for communication known today as sign language. Why all these manners of language? The answer is because a language is a primary need. Adding an explanation of this research says that “the evidence accumulates to favor the view that the development of verbal language is, at least, supported by establishing common ground between a sender and a receiver” (Mundy and Jarrold, 23).

Why develop English speaking skills? The reason is very simple, and it is important to effectively communicate our needs, wants, desires, and assimilate seamlessly in the English culture. One direct way to send and receive a message is through speaking. Daily conversation helps the learners make their language



skills become real. Good speakers are those who can manage their conversations in real life. Communication is not just feedback, but also understanding.

2.3.1 Micro-skills

The micro skills represent the small patterns of language which among them can be phonemes, words, collocations, and phrasal units. They include production in English stress patterns, reduced forms, production of fluent speech, and use of strategic devices (pauses, fillers).

2.3.2 Macro-skills

Among the Macro-skills we can find fluency, discourse, function, style, cohesion, and nonverbal communication. They include the appropriate accomplishment of communicative functions, use of appropriate styles, registers, conversation rules, etc.

The micro and macro-skills are completely connected. Initially, from a web article named “Tools, Strategies and Resources” we will see micro and macro skills that are around the Communicative Competence. Although, they are different, they go together. Both contain their own challenge as they aim to achieve this approach.

2.4 Types of Speaking Skill levels

Speaking skills are linked to the listening skills. Both skill sets complement each other. For that reason, speaking has been divided into three branches according to how it occurs. The speaking can be Interactive, Partially Interactive, or Non-interactive.



First, on the SIL International web article says that during Interactive level, the speakers keep conversations face-to-face. They give each other feedback. During this process, they alternate listening and speaking.

Second, in the Partially Interactive speaking, the conversation is partial and minimal between the listener and the speaker. A good example for this could be when a speaker performs in front of an audience with some limited interaction, and some questions between the members at the end of the speech.

Finally, the non-interactive speaking occurs when the speaker simply talks and does not have any feedback from others or the audience. This is the case for people that prepare a discourse for news in broadcast radio or television. These levels show the level of interaction among speakers, and the level of English language use. We look at the use of language between the speaker and the listener. The use of language is harmonic, and both parties listen and speak during the conversation.

2.5 Speaking features

Measuring the level of speaking skills is very complex. The skills require the correct development in many areas. These include grammar, vocabulary, pronunciation and fluency. The group of these parameters is what takes part during the communication and allows for a more complete understanding.

With this in mind, it is vital to develop these four parameters for obtaining a high communicative competence:

Vocabulary

Grammar

Fluency

Pronunciation



2.5.1 Grammar

This area needs to be developed because in speaking, the participants need to understand the message. The correct and appropriate construction of sentences allows the speakers and listeners to get the idea of the conversation and to answer according to the topic of conversation.

2.5.2 Vocabulary

The better the vocabulary of the participants, the easier it is to facilitate clear communications. The correct use of words helps to expand the language.

2.5.3 Pronunciation

In any language there are similarities among the pronunciation of words. The correct pronunciation of words makes the conversation clear and helps to understand the dialog.

2.5.4 Fluency

This is the language proficiency and the ability to manage language. The lack of fluency can produce misunderstandings in the meanings of messages or thoughts during the conversation.

2.6 Oral Purpose

Oral skills are important, and demand lots of work to develop these skills when learning a new language. When we speak in another language, our brain is working very hard since when we want to talk, we think in grammar, try to pronounce well and to remember what we heard in order to answer questions. In support, some general comments from the book "Teaching English as a Foreign Language II" establishes that "children are able, through their native language, to express emotions, intentions and reactions, to explore the language, so in the same way, they expect to be able to communicate in English" (33) As indicated,



all learners expect to be able to express their thoughts, opinions and feelings in their primary language. During the stage of childhood, children begin to express words that have meaning for them, they are not thinking about whether these words are correctly pronounced or not. This is the first step in how language emerges. The main goal of communication is to transmit meaning, not perfect structure. Practicing and using a language is how we develop these skills.

The main purpose of any language is communicative competence. This is the ability to use language in real life conversation and dialogue. As teachers, we need to know about the micro-skills that make up this ability. These skills are connected. They are different but complementary. It is necessary to analyze and understand the purpose of each one of them and how to develop them.

2.7 Analysis: Why use Interpersonal Intelligence activities to improve speaking skills?

When thinking about Interpersonal Intelligence activities we need to answer a few questions to determine relevance. Are speaking English activities from today based on real life situations? Are speaking activities enhancing acquisition of language skills?

First of all, it is important to analyze two basic and key characteristics of this intelligence.

- 1) the interaction with others and
- 2) to learn and work cooperatively.

These characteristics will be compared with relevant theories about the benefits over second language acquisition and those can contribute to the enhancement of the language.



People learn through interaction with other people. In the investigation by the author Vygotski and his theory about the Zone of Proximal Development, he explains that students learn a language faster when they are interacting with others. Also, “working in groups could help students to interact with others that are more capable to communicate through English language” (Chaiklin, 2). The feedback students get from the instructor or their peers can improve their potential results. Also, in the abstract by Jupri Marham cites Long, the author of the Interaction Hypothesis and it says that “students can notice their own mistakes and can correct them through interaction” (4).

Secondly, the Interpersonal Intelligence characteristic is to learn and work in a cooperative way. Working cooperatively and collaboratively aids interpersonal communication skills better than behaving in a competitive and self-centered way. Slavin in 1986 presented his theory about Cooperative Learning. Working with peers and groups, up to six members, gives everyone the opportunity to collaborate and allows them the possibility to provide and complete the assigned tasks (Wang, 113).

For that reason, interpersonal Intelligence is considered an intelligence that allows students to interact with others, can provide teachers new instruments or teaching methods, and enable them to develop oral skills. This intelligence can improve learning since it allows teachers to apply activities in the classroom, via team games, play scripts, group projects, debate teams, or role plays. These activities help students interact with peers or in groups, so each student can learn in an integrative way.

It is a fact that interaction represents an important step for developing language. For example, children need to be in contact with words, phrases or



sounds to develop their native language. As we know, from the four language skills, the one that is developed first in a human being is the speaking skill. Children begin to express early language through sounds, words and phrases instead of writing. Children begin to speak Spanish because their family speaks to them in Spanish. They do not begin to master languages they have never heard. This child is not going to speak English, German, or Portuguese by themselves. They need an environment that can support their knowledge, experience and a language. These last paragraphs are based on the famous Nativist theory by Noam Chomsky which basically explains that humans have the innate ability to develop language. In other words, we were born with a previous ability to develop language. In the same way, we could imagine each classroom as a simple environment composed of students. If these students are stimulated to talk, to interact among themselves, they are going to learn to express their thoughts verbally and improve their speaking skills in the taught language. Moreover, this intelligence can contribute to cooperative teamwork with all the students, since each pupil is a unique individual and can learn from others. This is supported by a Greek study called “An Investigation of Social Interaction in the Second language Learning Process: An Alternate Approach to Second Language Pedagogy in Greece” by Lora Mousa. She cites an explanation of Long, the author of the Interaction Hypothesis Theory, which says that “the collaboration among peers can lead to second language learning” (1). Indeed, as is known, according to the Vygotsky perspective, the interaction between the expert and novice or peers aids development of second language learning.

Consequently, the most successful students are those who work in a cooperative way. They can achieve their goals because they are not afraid to use



the language to create agreement or share their ideas. Teachers would have successful English speakers if teaching methodologies were improved.

In 2006, the English teacher and researcher Jack C. Richards, recognized by his interesting methodologies used in English classrooms, explains some typical problems that the students have when they try to express themselves. He says that “among the problems the students have are the lack of vocabulary which is needed to talk about common utterances and the lack of communicative strategies and activities used by the teachers”(2). Therefore, he claims that these problems have emerged under some circumstances. One of them is due to teachers who have not created enough opportunities for oral conversations. Most of the teachers limit their teaching skills according to the curriculum and by focusing on other skills different from the oral one (4). For that reason, it is necessary to apply new methodologies that could improve oral skills.

Speaking skills and their characteristics can be improved. Learning is not a finished process because it can be developed every day. The direct influence of teaching methods or strategies can make the difference. Wonderful and famous speakers such as Martin Luther King, Mahatma Gandhi and others were considered people that developed their speaking skills and due to this capacity, they succeeded. However, their success was due to their communication skills that were improved through practice every day. These famous men were very successful even though their thoughts were not simple ideas. They verbally expressed themselves using their skills which have been given to all humans beings.



2.8 Interpersonal Intelligence activities to develop the speaking skills

English has crossed borders and it has become the principal “lingua franca” in the world. For that reason, more and more researchers tend to find methodologies which focus on teaching English by looking to the future and world necessities. This is why we can use the Multiple Intelligences in English classrooms with the idea of learning English meaningfully. These communicative approaches, which are one of the latest English teaching methods, emphasize meaningful communication in the ESOL classroom. The method requires the use of varied activities where authentic communication takes place. The basic principle of this method is “learning by doing”, and that “cooperative groups provide a vehicle for language acquisition in the communicative approach (74). “Learning by doing” means learning by experiencing” (74).

The speaking skill is enhanced by the use of language through activities and practice. Students improve their skills when they are involved with others or in group activities. To be effective, the activities must be based on authentic communication where students can feel that language is meaningful and understood among other things. Mechanical speaking activities, which enhance memorization, do not result in allowing students to internalize the language. Interpersonal intelligence activities offer students practical English skills through the contact with others. Kenneth Beare, a second language expert, says that the common activities recommended for the Interpersonal Intelligence are: “Small group work, team competitions, role plays and peer learning”. As we can see, all these activities need the interaction of two or more members of the classrooms.

From the study called “How relevant is social interaction in second language learning?” by Sonja A. Kotz, who cites a phrase of Grossmann and



Johnson in 2007 that explains language learning and social interaction in children. She says that "the ability to socially interact emerges very early, and this is due to a number of basic interactions that children in the first year of life are able to master. This might be the following of the caregivers' gaze, attracting her/his attention, and responding to her/his requests" (18).

There are thousands of activities based on many perspectives or theories developed by experts for improving English teaching. However, the Interpersonal Intelligence activities applied in this study may be very helpful in improving oral skills due to everyone having different experiences, which represent knowledge in different fields but lack the information with others. Not everyone knows or has experienced the same things and they don't always have the same basic information.

As indicated, Howard Gardner in 1983 established the Multiple Intelligences theory. In his publication named "Frames of Mind", he explained some concepts of independent intelligences that form part of each human being and among them was the Interpersonal Intelligence. As a result, educators, researchers and psychologists wondered about this theory since it helped to understand students' behavior and learning. Also, it opened new ways of viewing applications, and has produced good results.

There is evidence that the use of Multiple Intelligences, which among them have been the interpersonal, has obtained good results in English classes. In one study by author, Ashraf Atta M. S. Salem, he cites important studies applied in different locales. Among these important studies is one that was conducted in upper Egypt by Sayed in 2005. The title of this research was "The Effect of Using a Multiple Intelligences-Based Training Program on Developing First-year English



Major's Oral Communication Skills". In this study, thirty English majors, from the first year, used tools based on Gardner's MI Theory to develop their students' communication skills. Pre-test and post-test results were analyzed after the training. Subsequently, the results were satisfactory since they were positive and the oral communication showed improvement (55).

Speaking skills are important because they are one of the primary skills that need to be developed. These arguments are supported by comments and explanations of the researcher Ashraf Atta M. S. Salem made in his study in 2013. In his investigation named "The Impact of Multiple Intelligences-Based Instruction on Developing Speaking Skills of the Pre-Service Teachers of English", he cites some definitions about the speaking skill and its importance. For example, he cites EI-Basei in 2008, who said that "speaking skills have been found as a fundamental skill necessary for a person's success in life" (54).

Moreover, Ashraf cites another author named Ibrahim, who in 2007 investigated "the effectiveness of using a suggested strategy based on the multiple intelligences theory for assessing and developing the speaking skills". For this study, a group of students from third year primary school were analyzed. He applied some tools, such as the training program based on the student's book and a teacher's guide. Also, the use of a multiple intelligence scale and a checklist of the study helped in showing the usefulness of this interesting application (55).

In the previous studies, as in Sayed and Ibrahim's study, the results obtained by applying the Multiple Intelligences theory were satisfactory and these can be excellent examples about how processes like these can be developed in other scenarios giving positive results. These studies show that the applications



of the Multiple Intelligences methods are not limited and can be implemented in any society. A study based on one of these Intelligences only needs to be adapted to the student group and their necessities.

Nevertheless, we can ask ourselves how these activities, based on this Intelligence, can improve the speaking skill? Well, the answer is simple since the nature of this Intelligence is the “Interaction”. As was explained before, an interaction can cause big changes in how we learn a language since we can learn and acquire language better and faster. Interpersonal Intelligence activities are very relevant since it is developed and each of them takes place during interactions and relations among students in the classroom. Everybody possesses the necessity of forming relations, communication and interacting with others. The next topic will define and describe the use of the most relevant Interpersonal Intelligence activities which will be applied in the present study.

2.8.1 Activities: Analysis and Descriptions

Activities are the principal base for learning and teaching any language. Speaking activities have been divided into groups according to their basis, complexity and nature. In support of it, in the article “Basics of Speaking Activities in the ESL Classroom” by Piccolo, describes two types of speaking activities. Among them are the Task-Based and the Topic Based Activities (Piccolo, 2).

- Task - Based Activities: These types of activities present tasks with focused situations. Students have to follow instructions and achieve specific results.
- Topic - Based Activities: These kinds of activities give students the opportunity to express their opinions and have a free activity.



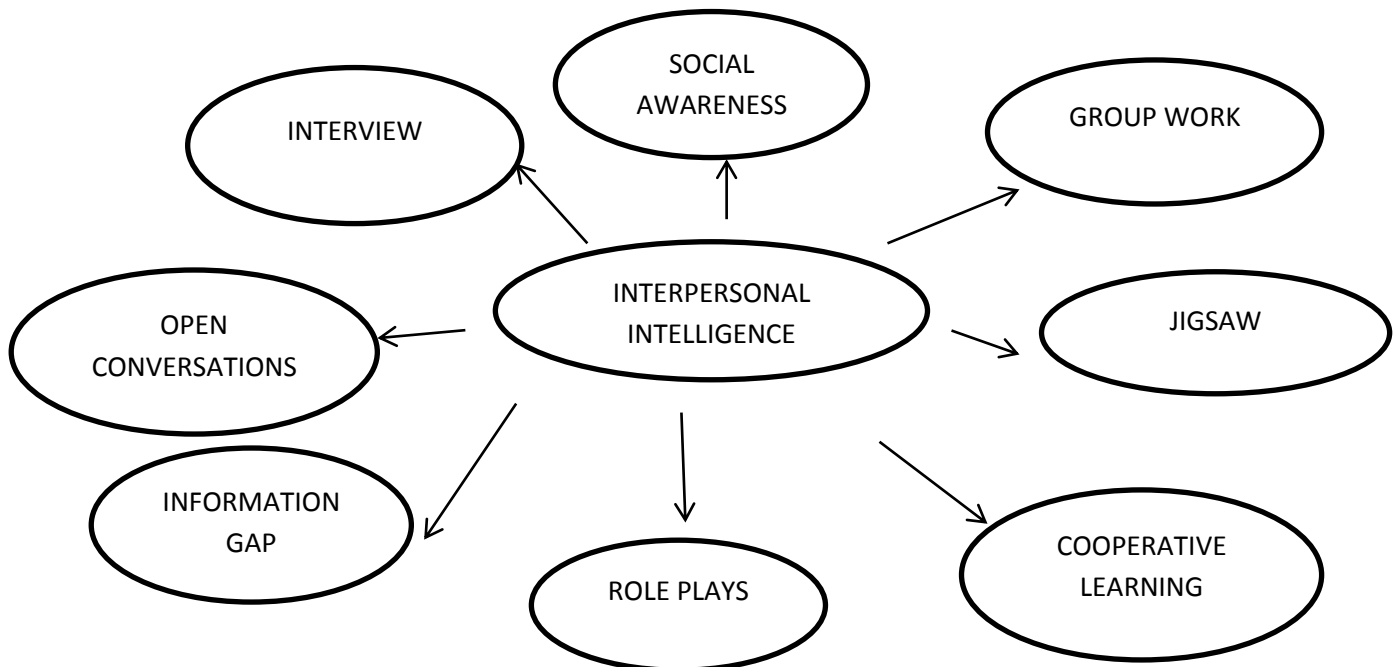
The Interpersonal activities used in the classrooms can be either task based or topic based activities. Both allow students to express their opinions to achieve a specific goal. The decision of using either a task based activity or a topic based activity will depend on the students' English level. However, those activities which afford more opportunities to use language are the best for being used in class. Interpersonal intelligence activities are mainly task based activities since these allow the students to work cooperatively, and at the same time, build friendships and relationships. Students that learn through these type of activities may develop the following ways of learning styles:

- | |
|---|
| <p>Working in groups</p> <p>Mentoring concepts and ideas to another person</p> <p>Role play according to different situations</p> <p>Team activities and cooperative work</p> |
|---|

Ismail Hakki Erten and Meryem Altay throughout their study called “The Effects of Task Based Groups Activities Based on Students Collaborative Behaviorism in EFL Speaking Classes” says that “the main goal of a task or activity is to engage students and teachers to real communication” (38). Also, they cite a phrase that goes as follows:

“a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on meaning rather than form”. (Nunan 1989:10) (38)

Among the activities having these types of characteristics are: interviews, open conversation, information gap, role plays, cooperative learning, jigsaw, group work or social awareness.



2.8.1.1 Interviews

These activities are the most common activities. They are often present in books, booklets, or sources for English teaching. However, not all the interviews allow students to develop their speaking skills, since most of the questions used during an interview is poor, and sometimes, the questions on it are so obvious that they do not allow students to think about the many possible answers.

Interviews are one of the easiest activities to apply during speaking exercises.

2.8.1.2 Open conversation

In these kinds of activities the conversation among people is open. Each student will take the role of someone and will ask or answer, according to the model presented by the teacher. Basically, this is a dialog previously prepared and structured in a way that the students can continue with a conversation. This



type of activity allows students to develop their creativity together with their communicative skills.

2.8.1.3 Information gap

These kinds of activities allow students to develop and improve English speaking skills through exploring life from others throughout the information that they provide. Generally, these activities are put into practice with the purpose of having real experiences acquired by students during their life. Each member can search information and share ideas with others. In this way, they can build their speaking skill. These activities allow teenagers and adolescents to develop their “Curiosity”. Teachers can awaken students’ mental abilities and assist them in improving communication through English language.

2.8.1.4 Role plays

Many years ago, role plays were presented in scenarios by professional actors. In William Shakespeare’s time, role plays were in development. Today, role plays are used in classrooms, since teachers have considered their great impact and benefits in students’ language learning. These are activities where students can experience real and daily experiences through performing different characters. The application of these activities in classrooms are growing, since they allow students to act as a character, as a new person for being able to develop their language. Today, role plays are used even in universities where students have the opportunity for presenting performances which allow learners to experience language in an enjoyable way. Also, this kind of activity allows students to be a new person where they can represent emotions and be more relaxed when they use the language. Role play is one of the best ways to



simulate conversation and to stimulate speaking. Also, it is a wonderful teaching tool, as it allows students to work either in pairs or big groups.

2.8.1.5 Cooperative learning

These kinds of activities are related to learning through interaction. Basically, these activities present the interpersonal intelligence nature. The purpose of them is through the connection and interplay; the students can be related to real situations in time. Dynamics and Interaction provide learning. These activities require the teacher to work with different groups where each of them provides a piece of knowledge of a main topic.

2.8.1.6 Jigsaw

One of the most recommended activities for working in groups, without any doubt, is the jigsaw activities. These allow each member of a group of students to be an essential part of a project. According to these kinds of activities, the students must be divided in groups of four and five. Then, the teacher presents a topic where each group will receive some information. Students in the group will have to discuss the given topic. In this activity, each partner in the group has one or a few pieces of what we call "a puzzle," and they cooperate to complete the pieces and make just one. Once the students understand the ideas, each group discusses the information they have. At the end, all students discuss and understand the topic given for the class.

2.8.1.7 Group work

These kinds of activities allow students from different contexts to share and learn English at the same time. What is important is to achieve and improve the speaking skill through the helping of each other. This kind of activity allows



students to learn and socialize about different topics and at the end the teacher can have them socialize with other groups about what was learned.

2.8.1.8 Social Awareness

These kinds of activities are very special, since they develop the social consciousness and knowledge acquisition. Mainly, social awareness is a process where the principle objective is to share and search information about the community around each learner. These activities involve discussions about current social problems in order to give possible solutions for each one of them. Also, teachers can use these activities in a flexible way. They can choose from thousands of problems to build an interesting topic for improving participation, and speaking skills. Therefore, these activities could help to develop the arguments for discussing real problems in real time.

Chapter III: Method

3.1 Overall Research Design

The purpose of the study was to prove if Interpersonal Intelligence activities could help to improve and develop the speaking skills among senior students of Francisco Febres Cordero High School. The research design was based on an experimental research taking a sample group of students. They practiced their speaking skill through Interpersonal Intelligence activities during four weeks.

The presentation of the results will be presented as a statistical description. In the quantitative analysis, we will find statistics tables, graphics and variations. This description will allow the researcher to present complete information and demonstrate better understanding of data.

3.2 Participants

The study was applied at Francisco Febres High School. The sample group of students that participated in this study was from the senior level, and it was composed of eighteen students. All of them were between the age of sixteen and twenty years. Basically, the load of English classes per day was an hour, which means five English learning hours per week.

3.3 Data Collection Instruments

The researcher investigated and presented the following data collection instruments for the application of the study.

Observation: This technique was used for providing information to the researcher. While the students were attending their daily classes in their usual manner of learning, the researcher obtained useful data for the investigation. The purpose of the application of this instrument is to obtain results about the students' current knowledge.

Survey: It was used for collecting students' opinions, beliefs, meanings or regarding the English learning process.

Pre-test: Measures the students' knowledge at the beginning of a study or experiment. It was applied because the researcher needed to analyze the students' actual knowledge about the English language. Also, it allows the researcher to know the students' English level results before the application of the treatment.

Post -Test: Measures the students' knowledge at the end of a treatment or experiment. This instrument allows researchers to obtain results at the end of the study and it will help to prove if the previous hypothesis was correct or not.



3.3.1 Collecting Data

Rubrics: A rubric is a scoring tool that shows the students' performance during the speaking test. Also, these tools allow teachers to give students some feedback about their oral presentations and speaking levels. This type of collecting data was used because the researcher needs to have evidence about learners' speaking skills performance. Furthermore, it proves the validity of the student's achievement.

3.4 Data Collection Procedures

To begin the procedure, a survey about English learning preferences was applied. During this process, the students had to read six (6) statements about students' preferences while learning English. For this purpose, the survey statements were based on the common characteristics of an interpersonal intelligent individual, such as "I like to learn by interacting with my classmates or I like activities where I can work with others". This survey was used for learning the student's Interpersonal Intelligence level.

After that, an observational check list was used for analyzing the group behavior, class learning, class attendance, and subject understanding.

Consequently, an English Speaking Pre-test was applied. It is necessary to mention that the students were not informed about it, since the researcher wanted to obtain the most accurate results about the students' knowledge.

Correspondingly, the interpersonal intelligence activities were applied during four (4) weeks. The activities were planned according to the English Teaching Curricula. During all the application of these English teaching activities, rubrics were used for collecting data.



Finally, the Post-test was applied for measuring the pupils' language and skill acquisition, the influence of these activities in their learning, and the analysis of the research results.



Chapter IV: Data Analysis and Discussion of Results

4.1 Analysis and Discussions

For presenting the results, some statistical tables, bars and line graphics will be used as a visual means of representation of data. They will provide the background information from the research study.

4.1.1 Interpersonal Intelligence Activities

Although interpersonal intelligence activities are developed for improving the speaking skills, it is necessary to know that some activities help to expand more skills than others due to their complexity. However, all the activities have an important role in improving certain skills. For the procedure of these activities, it was decided to apply easier activities at the beginning of the treatment, and later complex activities. For that reason, interviews or group work activities were applied at the beginning, and the last two weeks, activities such as jigsaw and communicative awareness, which are those that involve more skills and understanding between group members. In this next visual, the activities are presented during the four weeks of study.

Table 1 - Activities application.

| ACTIVITIES | 1st WEEK | 2nd WEEK | 3th WEEK | 4th WEEK |
|----------------------|----------------|-------------------|-------------------|-----------------|
| | Dic.1 to Dic.5 | Dic. 8 to Dic. 12 | Dic. 15 to Dic 19 | Jan. 5 to Jan 9 |
| Group Work | 2 | | | |
| Interview | | 2 | | |
| Information Gap | | 1 | | 1 |
| Role Plays | | 2 | | |
| Cooperative Learning | | | 2 | |
| Jigsaw | | | 1 | |
| Open Conversations | 1 | | | 1 |
| Social Awareness | | | | 1 |
| TOTALS | 3 | 5 | 3 | 3 |

As we could see, two (2) different types of activities were applied each week. In total, eight (8) types of interpersonal intelligence activities were applied giving a sum of fourteen (14) speaking activities used in the month. Also, the time applied in these activities was longer than common speaking activities.

4.1.2 Survey

As a first step, a survey was preformed where students had to answer questions about their preference for learning the English language. It included questions about opinions, preferences, perceptions and feelings of each student to the present English teaching method.

Statement 1: I work well on projects with my classmates

Statement 2: I work well in groups

Statement 3: I am open to new ideas

Statement 4: I like to learn by interacting with my classmates

Statement 5: I like activities where I can work with others

Statement 6: I prefer to talk to my classmates for learning more English.

The following table represents the survey results. The survey had six (6) statements where students had to choose according to their preferences. Among the answer choices were *always, sometimes, rarely and never*.

For this purpose each the statement will be nominated as “S”.

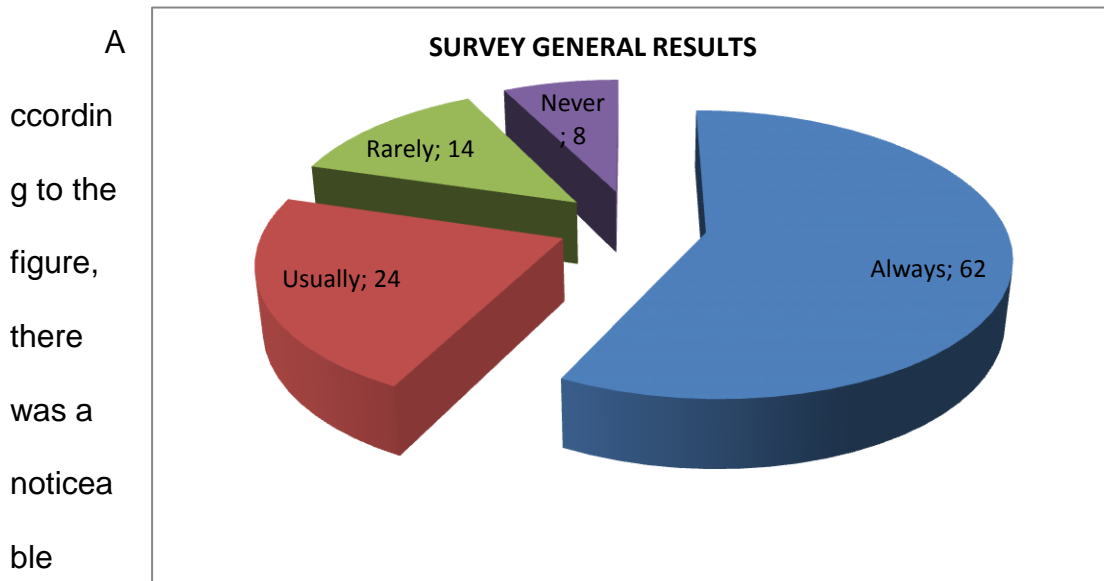
Table 2 - Survey general results

| STATEMENTS | Always | Usually | Rarely | Never |
|------------|--------|---------|--------|-------|
| S1 | 9 | 6 | 2 | 1 |
| S2 | 11 | 3 | 3 | 1 |
| S3 | 9 | 3 | 3 | 3 |
| S4 | 11 | 4 | 2 | 1 |
| S5 | 10 | 4 | 3 | 1 |
| S6 | 12 | 4 | 1 | 1 |
| TOTALS | 62 | 24 | 14 | 8 |

In the horizontal view, we can see the number of answers given by students for each statement. In the vertical view we can read the general results according to their responses.

From the six (6) statements for eighteen (18) students, we have a total of one hundred eight (108) statements from which sixty two (62) responses were for always, twenty-four (24) responses for usually, fourteen (14) for rarely, and eight (8) for never.

Figure 1 - Survey General Results



students' preference for learning and practicing English with a partner instead of individually.

Table 3 - Statement's Responses Percentile.

| Statements | Always | Usually | Rarely | Never | TOTAL |
|------------|--------|---------|--------|-------|---------|
| GENERAL | 62 | 24 | 14 | 8 | 108 |
| PERCENTILE | 57.41% | 22.22% | 12.96% | 7.41% | 100.00% |

We could say that from the 100% of the questions presented in the class, the 57.41% response was for always, 22.22% for usually, 12.96% for rarely and 7.41% for never. As we could see, the 57.41% of students have a high preference for studying and learning a language by interacting with others. Students said that they would prefer a class where they can work with a classmate or his/her best friend instead of individually. Also, during the oral conversations, the students said that they would always prefer a teacher that encourages them to interact more with each other.



4.1.3 Observation check List

The sample group of students was undergoing an observation for two hours during two days for understanding and reactions in the context where they were learning this language.

The first and second observation was applied on a speaking activity taught by the main English teacher. This activity was about the use of verbs in past tense in sentences. The activity was prepared for the duration of 5 to 6 minutes. During this activity, students were joined in pairs and asked each other about their past experiences.

According to the observational checklist, the greater part of students were able to follow basic instructions, but they were not able to keep a conversation with their classmates.

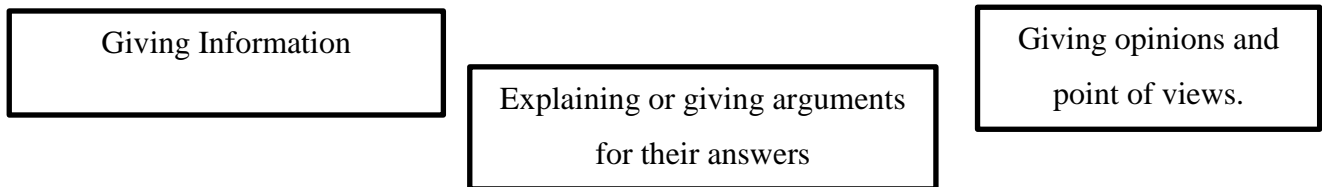
On the other hand, the result showed that students were not really prepared for maintaining a conversation. They were not able to achieve the communicative competence. Furthermore, when students were performing the activities, they used the same examples taught by the teacher previously for answering the questions of their classmates. It was obvious that some of them were just answering because they needed to give an answer. Consequently, according to the observation in the class the students presented a low English speaking level.

4.1.4 Pre-test

The pre-test was composed of thirty (30) open questions which were prepared previously in accordance with part of the first (1), second (2) and third (3) units. Among the topics were Present, Past and Continuous Tense. This test was designed with the purpose of measuring students' knowledge, covering

questions about the content that the students were able to answer at their proficiency level. The pre-test was examined by two English teachers who approved and validated it.

To begin the process, five questions of different themes were asked about each topic. Each student was interviewed by the teacher, according to the questions that they had chosen. The goal of applying this test in this way was due to the researcher wanting to know how well they could keep a conversation managing certain topics. Also, this way of testing helped the researcher to measure and analyze the grammar, fluency, vocabulary, and pronunciation level. The Pre-test questions were based on the following parameters.



To begin with the analysis, it is necessary to state a statistical formula. In the next table, we determine the mean score as the final total grade of students during the speaking pre-test. For this purpose, the parameters will display letters as is shown below.

Grammar: G

Vocabulary: V

Pronunciation: P

Fluency: F

To obtain the mean, it was applied using the following formula:

Mean formula:

$$\bar{X} = \frac{\sum X}{n}$$



$$5.04 = 90.7/18$$

Table 4 - Sample Mean Description

| SAMPLE MEAN | |
|-------------|---|
| X | is sum of all data values (sum of total grades which is 90.7) |
| N | is the data of items in population (18 students) |

The mean was obtained by dividing 90.7 to 18 students giving a result of 5.04. The same formula was used for obtaining the mean in each parameter giving us a result as is shown in table 5.

Table 5 - Mean of the pre-test.

| PARAMETER | G | V | P | F | SUM |
|-----------|------|------|------|------|------|
| TOTAL | 22.7 | 23.3 | 23.2 | 22.1 | 90.7 |
| GRADE | 1.26 | 1.29 | 1.29 | 1.23 | 5.04 |

The statistical mean obtained in each parameter is: 1.26 in grammar, 1.29 in vocabulary, 1.29 in pronunciation, and 1.23 in fluency, obtaining a total mean of 5.04 which represents the general grade of the class. These results were obtained from the registry of scores used for collecting data which are presented below. For this purpose, students will be nominated with the letters of the alphabet.



Table 6 - Total Scores in the pre-test.

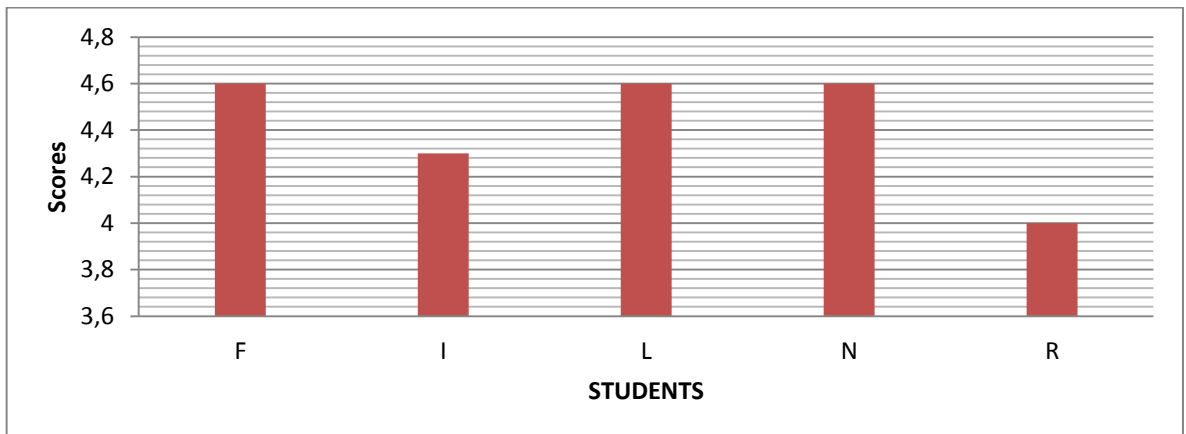
| STUDENTS | GRAMMAR | VOCABULARY | PRONUNCIATION | FLUENCY | TOTALS |
|----------|---------|------------|---------------|---------|--------|
| A | 1.30 | 1.40 | 1.40 | 0 1.3 | 4.80 |
| B | 1.30 | 1.30 | 1.30 | 0 1.1 | 5.00 |
| C | 1.20 | 1.20 | 1.20 | 0 1.2 | 4.80 |
| D | 1.30 | 1.30 | 1.30 | 0 1.3 | 5.20 |
| E | 1.40 | 1.40 | 1.40 | 0 1.3 | 5.50 |
| F | 1.10 | 1.20 | 1.20 | 0 1.1 | 4.60 |
| G | 1.30 | 1.30 | 1.30 | 0 1.3 | 5.20 |
| H | 1.40 | 1.40 | 1.40 | 0 1.4 | 5.60 |
| I | 1.10 | 1.10 | 1.10 | 0 1.0 | 4.30 |
| J | 1.50 | 1.50 | 1.50 | 0 1.4 | 5.90 |
| K | 1.10 | 1.20 | 1.20 | 0 1.2 | 4.70 |
| L | 1.10 | 1.20 | 1.20 | 0 1.1 | 4.60 |
| M | 1.40 | 1.50 | 1.50 | 0 1.3 | 5.70 |
| N | 1.10 | 1.20 | 1.20 | 0 1.1 | 4.60 |
| O | 1.30 | 1.30 | 1.30 | 1.3 | 5.20 |



| | | | | | |
|------------|-------|-------|-------|-------|-------|
| | | | | 0 | |
| P | 1.40 | 1.40 | 1.40 | 1.40 | 5.60 |
| Q | 1.40 | 1.40 | 1.30 | 1.30 | 5.40 |
| R | 1.00 | 1.00 | 1.00 | 1.00 | 4.00 |
| TOTAL | 22.70 | 23.30 | 23.20 | 22.10 | 90.70 |
| MEAN SCORE | 1.26 | 1.29 | 1.29 | 1.23 | 5.04 |

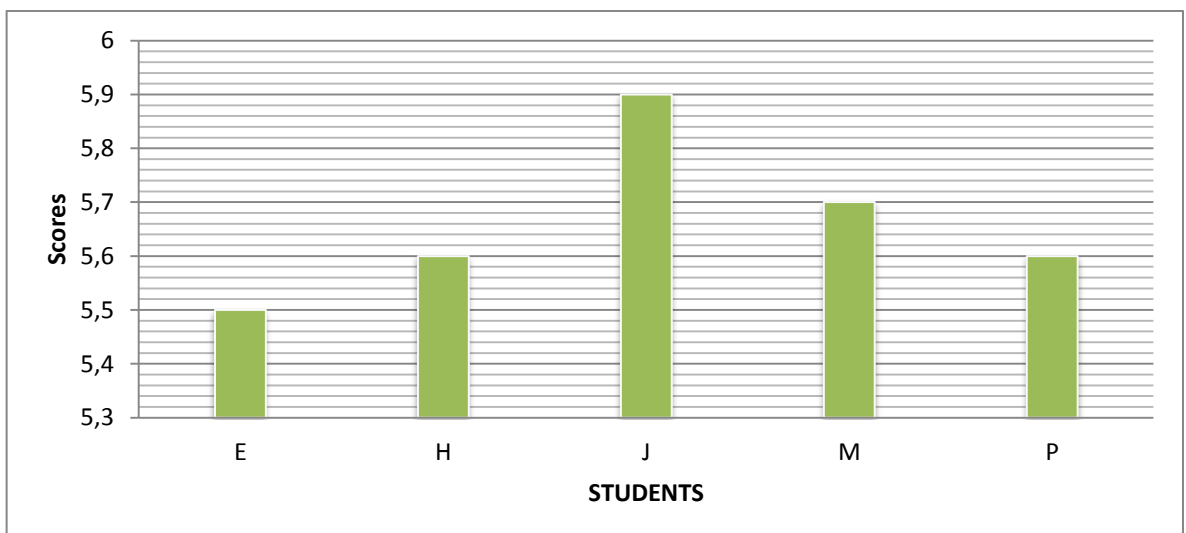
The above table illustrates the students grades obtained during the pre-test. The table was divided into 6 columns. The first column represents the students, the second, third, fourth and fifth represent the graded parameters during the test, and the sixth shows the total grade obtained by each student. Also, at the end of each column of parameters and totals, there was a result of the total grade class obtained in each parameter.

As was mentioned, the test was graded under four parameters: Grammar, Vocabulary, Pronunciation and Fluency, where each of them was graded over 2.50 points. The students “F, I, L, N and R” which are underlined in red, obtained the lowest grades in the class. All of them were 4.60 out of a maximum of 10.

Figure 2 - Lowest scores after pre-test.

Five students had very low scores during this test performance. In the last graphic we can see how critical are the students' achievement level as per their speaking skill.

In contrast, the students "E, H, J, M, and P" which are underlined with green obtained the highest ones.

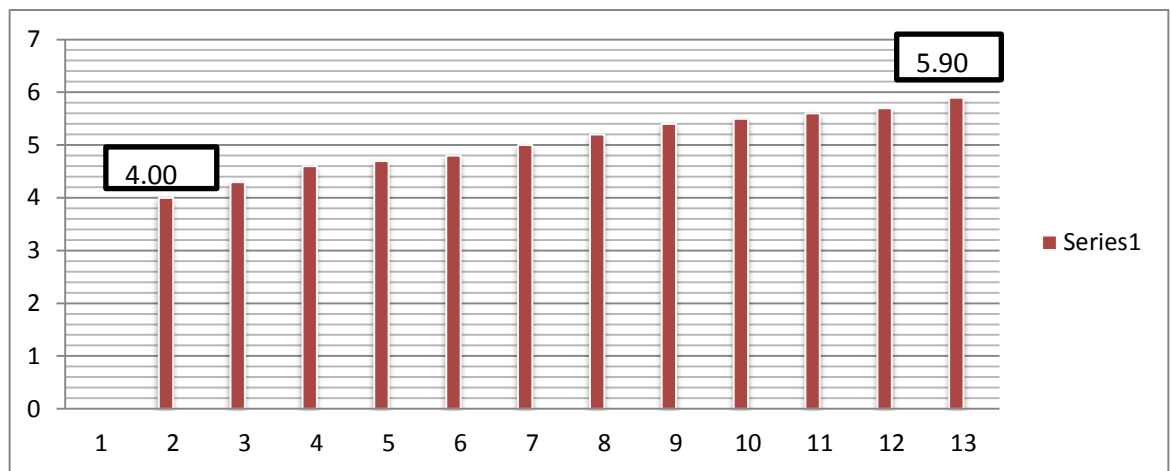
Figure 3 - Highest scores after pre-test

These students obtained grades between 5.50 and 5.90 out of 10.

However, it is necessary to emphasize that as a group, the students did not obtain good grades, especially in Grammar and Fluency. This result proves what was exposed in the chapter before grammar and fluency in speaking, which are

features that take a longer time for improving, related to their difficulty of practicing. The grades obtained in the pretest were between 4 and 5.90 as is shown in the below graphic.

Figure 4 - Scores after pre-test.



As we can see in this graphic, the results were dramatic related to the English achievement. According to the article 194 of the “General Regulations of the Law of Intercultural Education in Ecuador”, the students’ knowledge is measured as is mentioned in the following table qualifications:

Table 7 - Grading Model of the General Regulations of the Law of Intercultural Education in Ecuador.

| QUALITATIVE SCALE | QUANTITATIVE SCALE |
|--|-----------------------|
| The student overcomes the required learning | Equal to 10 |
| The student masters the required learning. | Equal to 9 |
| The student reaches the required learning. | between 7 and 8 |
| The student is close to achieving the required learning. (failed the course) | between 5 and 6 |
| The student does not reach the required learning. (failed the course) | equal or minor than 4 |

According to the Educational Regulations of Ecuador, only the students that obtain a grade over 7, which means who reach the required learning, can be promoted to the next level. In this case, the students during the pre-test just achieve 5.04 out of 10, which means that students are close to achieving the required learning. As a consequence, the students with a grade of 5.04 will not be promoted to the next level course if the score continues to be the same during the whole year.

4.1.5 Post-test

At the end of the experiment, the students needed to be tested. In the following figure, the mean result of the post-test can be seen. Consequently, the formula for obtaining the mean is presented like this:

The mean formula:

$$\bar{X} = \frac{\sum X}{n}$$

$$6.12 = 110.10 / 18$$

Table 8 - Sample mean for post-test.

| SAMPLE MEAN | |
|-------------|---|
| X | is sum of all data values (sum of total grades which is 110.10) |
| N | is the data of items in population (18 students) |

The mean for the post-test was obtained by dividing 110.10 to 18 students giving a result of 6.12. The same formula was used for obtaining the mean in each parameter giving us a result as is shown in the next table.

Table 9 - Mean of the post-test.

| PARAMETER | G | V | P | F | SUM |
|-----------|------|------|------|------|--------|
| TOTAL | 27.3 | 27.8 | 27.8 | 27.2 | 110.10 |
| GRADE | 1.52 | 1.54 | 1.54 | 1.51 | 6.12 |

This time, the statistical mean in each parameter has varied and they are: 1.52 in grammar, 1.54 in vocabulary, 1.54 in pronunciation, and 1.51 in fluency, obtaining a total mean of 6.12.

The last results were based on the information on the following table.

Table 10 - Total Scores in the post- test.

| STUDENTS | GRAMMAR | VOCABULARY | PRONUNCIATION | FLUENCY | TOTAL |
|----------|---------|------------|---------------|---------|-------|
| A | 1.50 | 1.60 | 1.60 | 1.50 | 6.20 |
| B | 1.50 | 1.50 | 1.50 | 1.50 | 6.00 |
| C | 1.60 | 1.60 | 1.60 | 1.60 | 6.40 |
| D | 1.50 | 1.50 | 1.50 | 1.50 | 6.00 |
| E | 1.80 | 1.80 | 1.80 | 1.70 | 7.10 |
| F | 1.30 | 1.30 | 1.30 | 1.30 | 5.20 |
| G | 1.70 | 1.70 | 1.80 | 1.70 | 6.90 |
| H | 1.50 | 1.50 | 1.50 | 1.50 | 6.00 |
| I | 1.40 | 1.40 | 1.40 | 1.40 | 5.60 |
| J | 1.70 | 1.80 | 1.80 | 1.70 | 7.00 |
| K | 1.40 | 1.40 | 1.40 | 1.40 | 5.60 |
| L | 1.40 | 1.40 | 1.40 | 1.40 | 5.60 |
| M | 1.70 | 1.80 | 1.80 | 1.70 | 7.00 |
| N | 1.40 | 1.40 | 1.40 | 1.40 | 5.60 |
| O | 1.40 | 1.40 | 1.40 | 1.40 | 5.60 |
| P | 1.70 | 1.80 | 1.80 | 1.70 | 7.00 |
| Q | 1.70 | 1.70 | 1.70 | 1.70 | 6.80 |
| R | 1.10 | 1.20 | 1.10 | 1.10 | 4.50 |

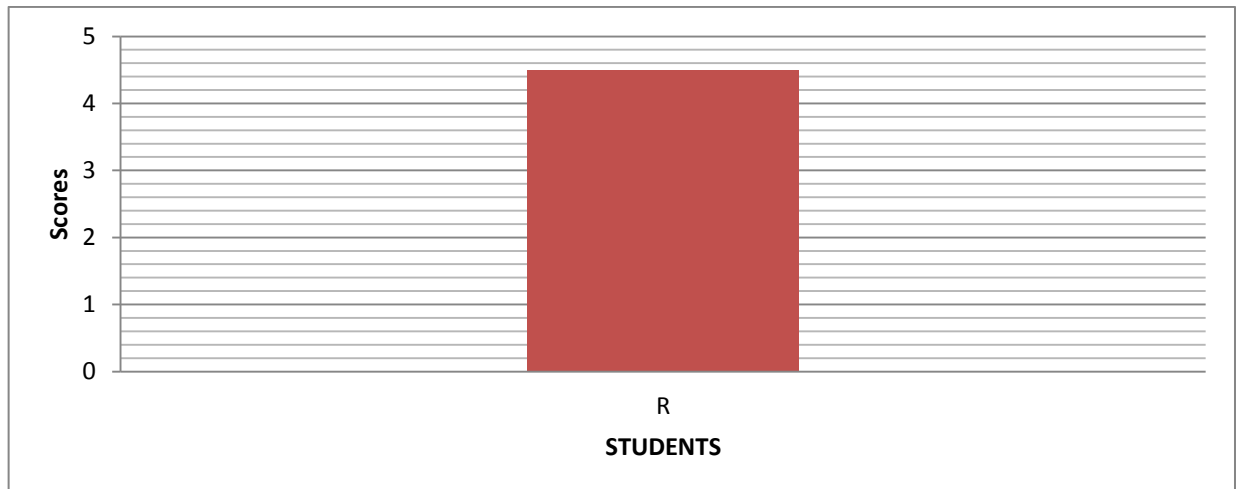


| | | | | | | |
|------------|-------|-------|-------|---|------|--------|
| TOTAL | 27.30 | 27.80 | 27.80 | 0 | 27.2 | 110.10 |
| MEAN SCORE | 1.52 | 1.54 | 1.54 | | 1.51 | 6.12 |

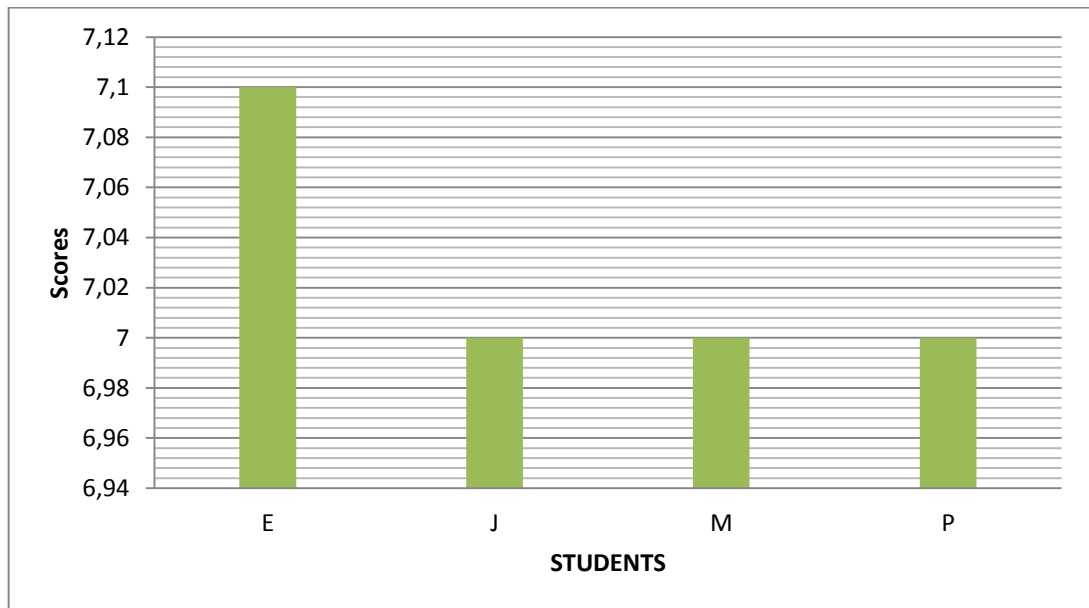
The above table was divided into 6 columns. The first column shows the students, the second, third, fourth and fifth present the graded parameters during the post-test, and the sixth shows the total grade obtained by each student. Furthermore, at the end of each column of parameters and totals, it presents a result of the total grade obtained in each parameter by the class.

First, it is necessary to determine the student’s grades after the post-test. The lowest grade was for student “R” with 4.50.

Figure 5 - Lowest score after post-test.

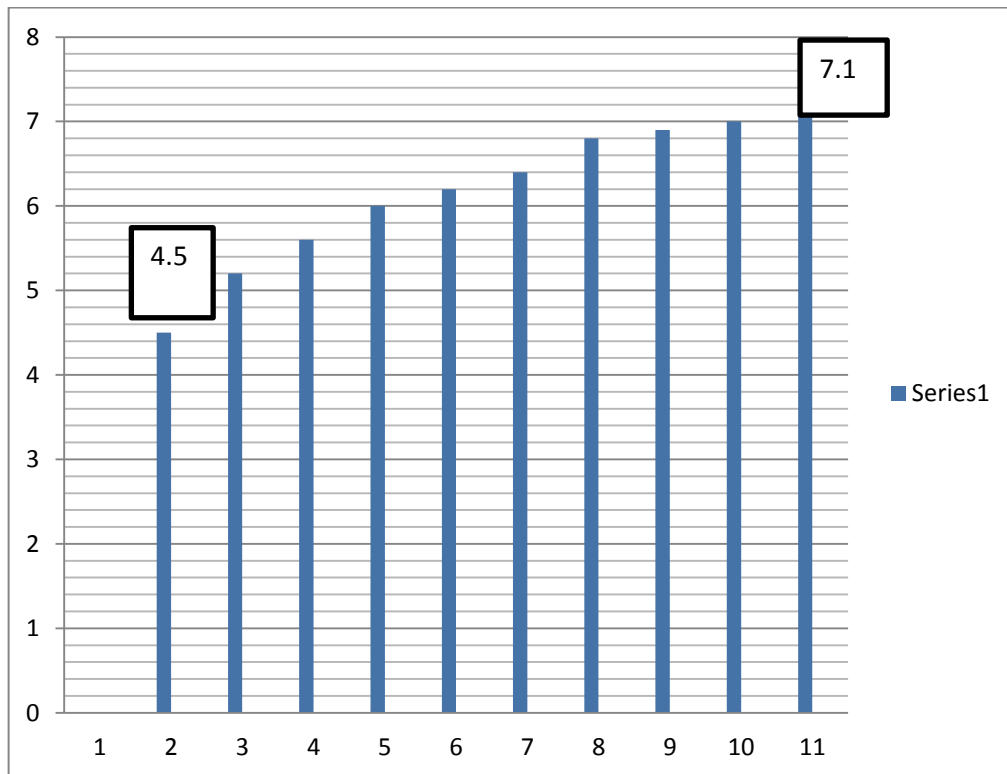


The highest grade in the class was for student “E” with 7.10. At the same time, students “J, M and P” obtained 7 out of 10. In contrast to the pre-test results, learners had a higher performance. This positive result was due to students having higher confidence during their interaction with the teacher and their classmates.

Figure 6 - Highest scores after post-test

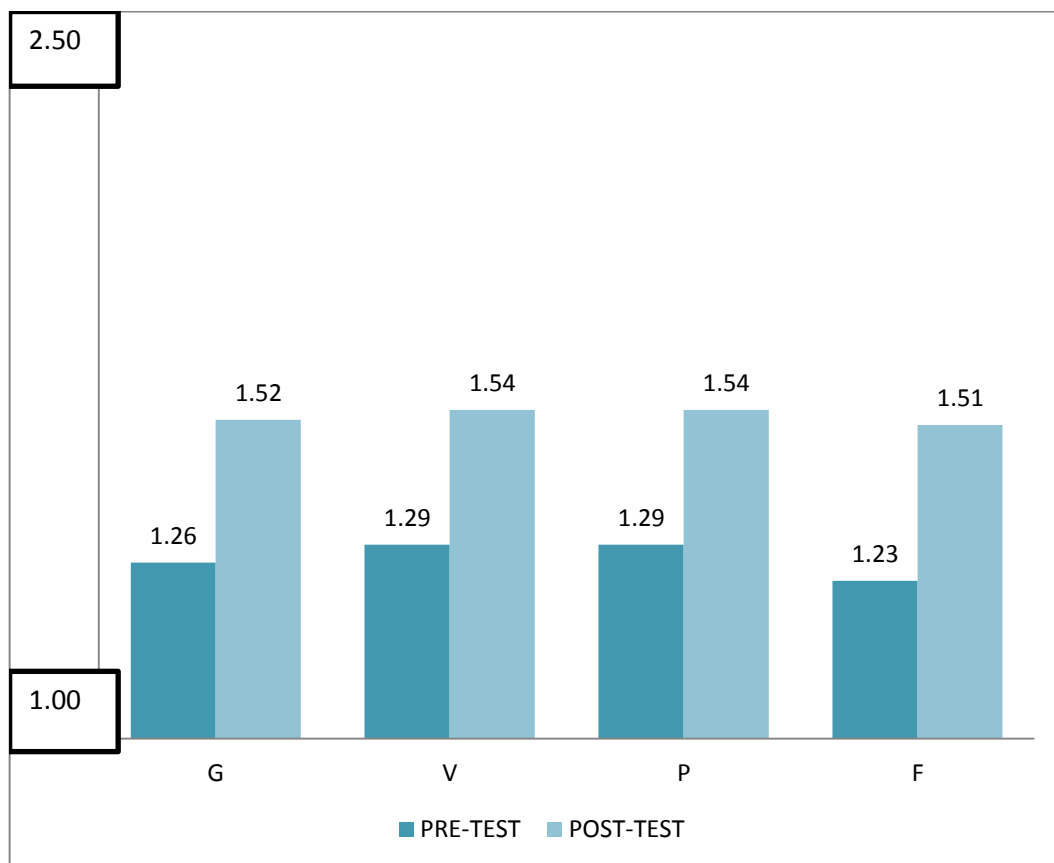
When we observed table 6, we could see in the totals a gradual improvement in all the graded speaking parameters.

Grammar and fluency parameters were lower than vocabulary and pronunciation components. Analyzing this, it is necessary to explain that grammar and fluency are parameters that take time for showing improvement, due to the skills needed to be developed over a period of time. However, in the class, four students reached the required learning during this last exam. The following graph shows the distribution of scores after this last test.

Figure 7 - Scores after post-test.

The scores obtained in the post-test were between 4.50 and 7.10 out of 10. According to the grading scale; the class is close to reaching the required learning. Furthermore, we could see in graphic 7 a substantial increase of speaking performance among all of the class.

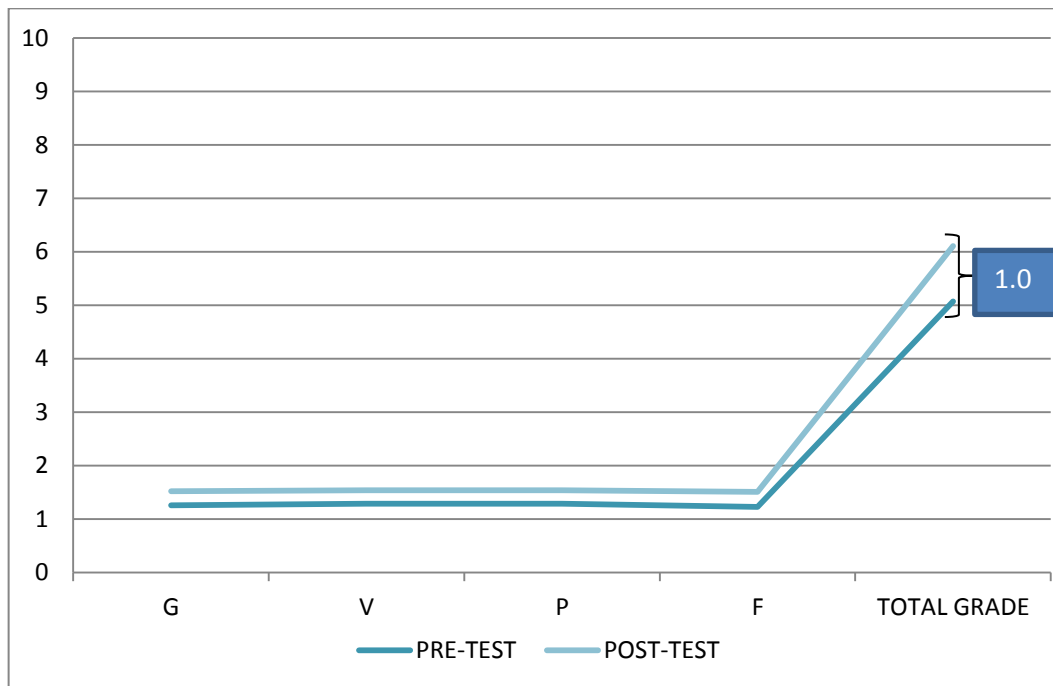
Consequently, with the results obtained in each test, the statistical graphic is as follows.

Figure 8 - Bars showing Pre-test and Post-test scores.

As we can see, there was a remarkable difference between the results of the Pre-test and the Post-test. The dark blue bar represents the pretest and the light blue bar the post test. There was a considerable improvement in the students' speaking in the vocabulary and pronunciation in comparison with grammar and fluency as well as in the pre-test and post-test.

The following graphic illustrates the students' achievement in each test and the improvement level achieved after the application of the Interpersonal Intelligence activities. As a result, it can be shown that the students improved their speaking skills by 1.08 points. The result that comes from the difference between 5.04 and 6.12.

Figure 9 - Improvement after the application of the Interpersonal Intelligence activities.

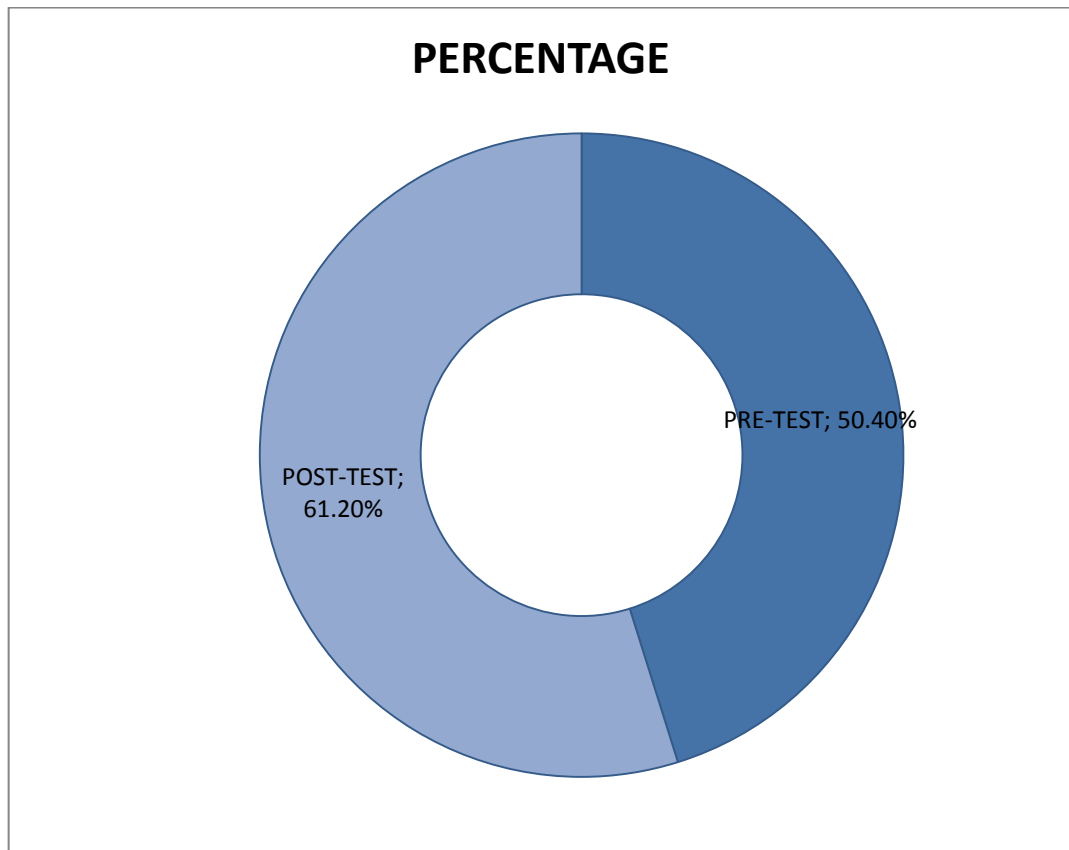


The improvement of 1.08 illustrated in the figure was related to the application of the interpersonal activities. Although there is a speaking improvement shown in the post-test, the total class grade remains below base line.

Based on several theories by remarkable researchers such as Vygotsky, Gardner, or Jack C. Richards, we can bear out their thoughts about the positive impact of interaction use in language classrooms. On the other hand, we can interpret that the use of cooperative learning has achieved a remarkable improvement during one month. In this way, we could say that the progressive use of these activities during all the school year, could offer both teachers and students great positive results.

Therefore, once the mean result has been obtained in each test, the percentage remains as in the below graphic 4.

Figure 10 - Percentage achievement during each test.



Two final percentages are illustrated in the circle. The students reached 50.40 % out of 100% in the pre-test. However, during the application of the second evaluation, they reached 61.20%. The students' speaking improved by 10.8%.

4.1.6 Hypothesis testing and Probability

When we talk about probability and hypothesis testing, we talk about something we can expect. What we want to know is how probable are our inferences. When we measure special human behavior, we need to verify and represent what the results are. Namely, if we repeat the experiment over and over with the students, we will know if we will obtain positive or negative results.

Considering the preceding data, the following statistical descriptions will provide us data about the following hypothesis.



Can the continued use of Interpersonal Intelligence Activities in Francisco Febres Cordero improve the senior students English speaking skills?

In the below table is stated the mean, standard deviation and the variance of the scores.

Table 11 - Statistical Descriptions.

| Statistical Descriptions | | | | | | |
|--------------------------|---|---------------|---------------|--------|-----------|----------|
| | | Minimum Score | Maximum Score | Mean | Deviation | Variance |
| PRE-TEST | 8 | 4 | 5.9 | 5.0389 | 0.52372 | 0.27 |
| POST-TEST | 8 | 4.5 | 7.1 | 6.1167 | 0.73983 | 0.54 |

The last description shows data for the application of the formula for analyzing hypothesis validity.

At a level of 95%, can we accept that the academic achievements are the same before and after? Or, can we say that the academic achievement improved by using this technique? Can we say that the use of these activities during the full extent of the school year will give positive results?

For obtaining an answer, the following statistical approach is applied.

Null Hypothesis: Ho

Alternative Hypothesis: Hi

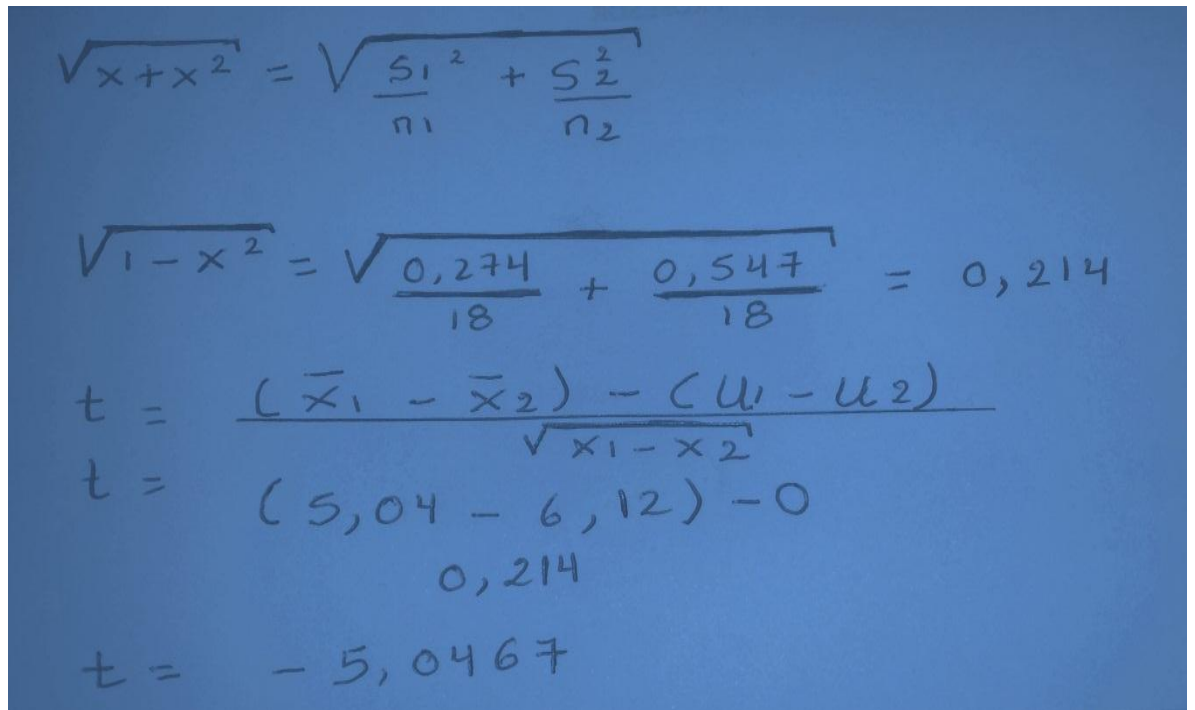
U: Mean

Ho = U1 > U2: Score of the statistical mean of the pre-test major than the score mean of the post- test.

$H_1 = U_1 < U_2$: Score of the statistical mean of the pre-test minor than the score mean of the post-test.

| X | S | N | |
|-----------|------|-------|----|
| PRE-TEST | 5.04 | 0.274 | 18 |
| POST-TEST | 6.12 | 0.547 | 18 |

Figure 11 - Formula



Handwritten formulas for calculating the t-statistic:

$$\sqrt{s_1^2 + s_2^2} = \sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}$$

$$\sqrt{1 - x^2} = \sqrt{\frac{0,274}{18} + \frac{0,547}{18}} = 0,214$$

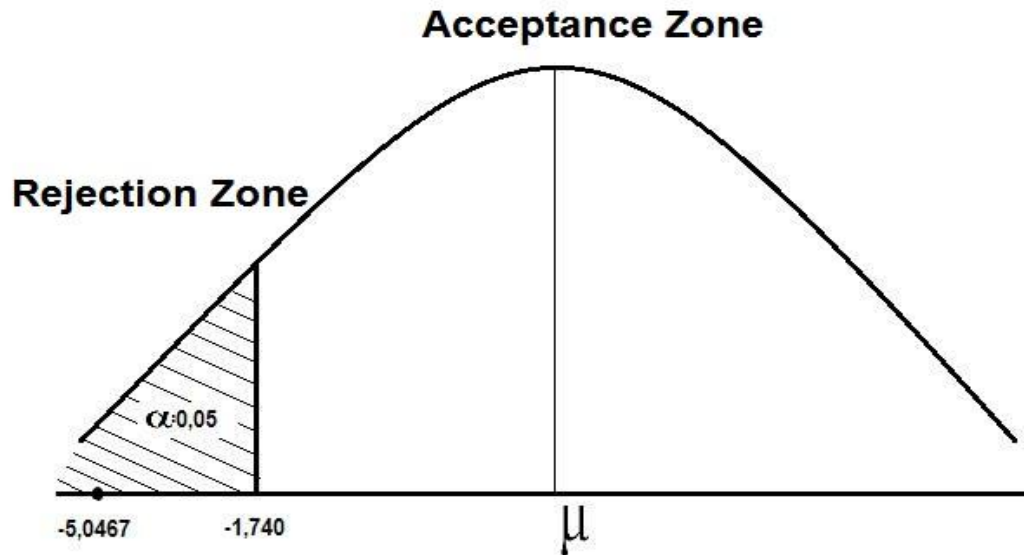
$$t = \frac{(\bar{x}_1 - \bar{x}_2) - (U_1 - U_2)}{\sqrt{s_1^2 + s_2^2}}$$

$$t = \frac{(5,04 - 6,12) - 0}{0,214}$$

$$t = -5,0467$$

Taking as a reference these last results, we will proceed to represent them in the below Gaussian curve which will estimate the probability and the hypothesis validity.

Figure 12 - Gaussian Curve representing hypothesis validity.



Due to having stated a level of significance of 95% and because of the standardized value -5.0467 located in the zone of the rejection of Null hypothesis, there is enough statistical evidence to reject the Null Hypothesis. Hence, it accepts the Alternative Hypothesis because the mean scores, after the application of the activities, is higher than the mean scores before the application. As a result, it is concluded that the activities based on the Interpersonal Intelligence are effective and improved the students' speaking skill.

In conclusion, we can argue that there was a notable change in students' reaction to the activities, since there was an active interaction and involvement of the whole group during English studies. The activities included interesting topics such as: personal childhood, emotions, health, finance, and social problems. All these activities were related to daily life topics. It would be necessary to explain that these activities come from a real world, as they allowed students to create a conversation.



These results reveal, one more time, the certainty of the Vygotski theory about the Zone of Proximal Development. A language is learned faster when learners are interacting with others since feedback from the instructor and their peers allow them to achieve the communicative competence. On the other hand, Long and Salvin with their own points of view, state the importance of interaction and the cooperative work for enhancing language skills. The results of the study basically show how these activities really improved the speaking skill and achieved, in a certain way, the communicative goal. The students displayed more confidence and freedom to express their opinions within the group. The skills showed improvement. The statistical descriptions showed the effectiveness of the study, which provided positive effects in some areas such as:

- The activities achieved meant that students could work more freely and be themselves.
- Students had a better communicative way with their classmates and their teacher, which was a way of being more involved and in contact with the language.
- The study promoted the English learning as a subject that can be enjoyed by working in a cooperative way.
- The activities were able to connect students with a realistic world and their own experiences.
- There was a notable positive change in the behavior between students and the teacher when they were developing the tasks.

Finally, we can say that the students reacted positively to the application showing improvement in their speaking skill.



Chapter V: Conclusions and Recommendations

5.1 Suggestions for further research and Conclusion

The research findings demonstrated the Interpersonal Intelligence speaking activities improved the students' speaking skill improvement. They have benefited by the activities applied since they showed progress in their learning. Also, this research gave rise to important conclusions about students' speaking improvement.

First of all, the application of these activities in this study were for one month, giving us a positive result. Further, I recommend the frequent use of interactive activities for improving the speaking skill. Researchers that decide to use this study will have a higher positive result if it is applied in classrooms for a longer time. Also, an excellent advantage of Interpersonal Intelligence activities is that they can be put into practice either among children, teenagers, or adults. There is not a restriction for the application of these activities.

Second, the teacher showed an open attitude for allowing students to express themselves. Therefore, it is very important to improve and to encourage interaction among students by creating a class where all students can demonstrate their participation equally. The teacher that manages the class must show flexibility, where students can trust and can be more open to participate during speaking. Teachers should always keep the students completing activities that challenge them. It is very simple to continue teaching English only with topics related to what is in the book, but what really makes the difference is when a teacher is flexible to present interesting activities. The activities, methodologies or methods can be excellent, but if the tutor or facilitator that uses and applies them



in the class is not teaching through appropriate techniques, the expected results will not be successful.

Finally, books and curricula in Ecuador are based on activities that are not always appropriate for use in the classroom and these activities can help in the context where students interact every day. For that reason, it is recommended that we as teachers think about the importance of teaching students helpful knowledge. Teachers need to believe that students can always give more of themselves, and for the same reason we have to improve our efforts in providing our students the necessary knowledge and techniques, so that they can succeed. Language is a field where we can explore in infinite ways to provide learners a wonderful experience.

We never know where a language can take us. As one of the great philosophers of history once said:

“Language is the ability to communicate and share meanings that constitutes human culture and enables man through social associations to build civilizations. Knowledge and wisdom become cumulative because of man’s ability to communicate these possessions to succeeding generations and thereby arise the cultural activities of the race: art, science, religion and philosophy.”

-Rodan of

Alexandria-



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5.3 Collecting Data Instruments: Appendices

5.3.1 Appendix 1- Survey

SURVEY

Course: _____ Subject: _____

The survey statements were based on the characteristics of an interpersonal intelligent person. The purpose of the present interview is to analyze how many students in the class could present the interpersonal intelligence.

| Put X where you think is suitable | Always | Sometimes | Rarely | Never |
|---|--------|-----------|--------|-------|
| 1. I work well in projects with my classmates | | | | |
| 2. I work well in groups | | | | |
| 3. I am open to new ideas | | | | |
| 4. I like to learn by interacting with my classmates | | | | |
| 5. I like activities where I can work with others | | | | |
| 6. I prefer to talk with my classmates for learning English | | | | |



5.3.2 Appendix 2- Observational Check List

SPEAKING OBSERVATION FORM

CLASS: _____

DATE: _____

Purpose

This checklist was developed to help classroom teachers to make observations about students' speech, language skills in the classroom and the role that speaking activities plays during learning process.

This observational checklist will be used on the senior students at Francisco Febres Cordero School at Cuenca City.

Each question shows four levels where the observer will have grade according his/ her observation

1. no 2.with a lot of help 3. with some help 4. Easily

1. In relation to the speaking activities during the learning process.

Did the students

1. Do they follow basic oral directions?

1 _____ 2 _____ 3 _____ 4 _____

2. Do they understand short conversations?

1 _____ 2 _____ 3 _____ 4 _____

3. Do they answer yes or no questions?

1 _____ 2 _____ 3 _____ 4 _____

4. Do they answer open-ended WH questions?

1 _____ 2 _____ 3 _____ 4 _____



5. Do they ask a variety of questions?

1 _____ 2 _____ 3 _____ 4 _____

6. Do they manage to say what they want?

1 _____ 2 _____ 3 _____ 4 _____

7. Do they seem to understand the English that the others use?

1 _____ 2 _____ 3 _____ 4 _____

8. Do they manage to keep the talk going smoothly?

1 _____ 2 _____ 3 _____ 4 _____

9. Do they pronounce well enough to be understood?

1 _____ 2 _____ 3 _____ 4 _____

10. Do they use suitable words and phrases?

1 _____ 2 _____ 3 _____ 4 _____

11. Do they manage the necessary grammar?

1 _____ 2 _____ 3 _____ 4 _____

12. Do they manage to clear up problems/misunderstandings without mixing languages?

1 _____ 2 _____ 3 _____ 4 _____

13. Do they have opportunities to share their ideas with all group members?

1 _____ 2 _____ 3 _____ 4 _____

14. Do they consider a number of ideas before coming to a decision?

1 _____ 2 _____ 3 _____ 4 _____

2. Are the teaching activities used by the teacher and students appropriate to the topic being discussed?



Yes ___ no ___

Comments: Why?

.....

.....

.....

.....

3. Were there any obvious learning needs (or problems) during the English learning? Explain.

.....

.....

4. Are there other comments?

.....

.....

These models have been taken from: <http://www.teenadvisors.org/conversation-starters>

5.3.3 Appendix 3. Scores Table

| | |
|---------------|--|
| COURSE: _____ | |
|---------------|--|



| STUDENTS | VOCABULARY | GRAMMAR | PRONUNCIATION | FLUENCY |
|-------------------------|-----------------|-----------------|-----------------|-----------------|
| | 0.5 1 1.5 2 2.5 | 0.5 1 1.5 2 2.5 | 0.5 1 1.5 2 2.5 | 0.5 1 1.5 2 2.5 |
| A)Carlos David Espinoza | | | | |
| B)Diego Cáceres | | | | |
| C)Ángel Chaca | | | | |
| D)Catalina Mendez | | | | |
| E)Jorge Palacios | | | | |
| F)Edison Sinchi | | | | |
| G)Stalyn Yungaicela | | | | |
| H)Marco Guaman | | | | |
| I)Wilson Cabrera | | | | |
| J)Bryan Guachichulca | | | | |
| K)Diego Lema | | | | |
| L)Jonathan Zhuzhingo | | | | |
| M)Miguel Peña | | | | |
| N)Johnny Garzón | | | | |
| O)Luis Jara | | | | |
| P)Freddy Illescas | | | | |
| Q)Danilo Paredes | | | | |



| | | | | |
|--------------|--|--|--|--|
| R)Johny León | | | | |
| | | | | |

This model has been taken from: <http://www.gowrikumar.com/interview/index.php>



5.3.4 Appendix 4. Pre-test – Post-test

SPEAKING TEST

1 ABOUT YOURSELF

What are your habits?

What do you enjoy most? Why?

What is favorite day of the week? Why?

What is the person that you admire most and why?

What are the special characteristics of this person?

2 FAMILY

Describe your family

Do you have a large or small family?

How much time do you spend with your family? Why?

What do you like to do together as a family? Why?

Do you get along well with your family? Why?

3 CHILHOOD

What was your best time about your childhood?

What activities did you use to practice in your childhood?

Did you have any bad experience during your childhood?

Who was your best friend? Why?

How did you meet?

4 MUSIC

What is your favorite music? Why?

Why do you prefer that kind of music?

What music represents in your life?

What role do you think music plays in our life?



Do you think music is important in life?

5 TEACHER

Describe a teacher who has greatly influenced you in your life.

Where did you meet him/her?

What subject did she/ he teach you?

What was special about him/her?

6 SOCIAL NETWORKS

Describe yourself.

What is your favorite social network? Why?

What social network do you think is the most famous among people? Why?

Do you prefer Facebook, twitter or any other network? Why?

Do you think that social networks can contribute for changing the world?

These questions have been taken from:

<http://www.teenadvisors.org/conversation-starters>

5.3.5 Appendix 5. Rubric for the Speaking assessment Criteria



IELTS Speaking band descriptors (public version)

| Band | Fluency and coherence | Lexical resource | Grammatical range and accuracy | Pronunciation |
|------|---|--|---|---|
| 9 | <ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately | <ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately | <ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from 'slips' characteristic of native speaker speech | <ul style="list-style-type: none"> uses a full range of pronunciation features with precision and subtlety sustains flexible use of features throughout is effortless to understand |
| 8 | <ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately | <ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skilfully, with occasional inaccuracies uses paraphrase effectively as required | <ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors | <ul style="list-style-type: none"> uses a wide range of pronunciation features sustains flexible use of features, with only occasional lapses is easy to understand throughout; L1 accent has minimal effect on intelligibility |
| 7 | <ul style="list-style-type: none"> speaks at length without noticeable effort or loss of coherence may demonstrate language-related hesitation at times, or some repetition and/or self-correction uses a range of connectives and discourse markers with some flexibility | <ul style="list-style-type: none"> uses vocabulary resource flexibly to discuss a variety of topics uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices uses paraphrase effectively | <ul style="list-style-type: none"> uses a range of complex structures with some flexibility frequently produces error-free sentences, though some grammatical mistakes persist | <ul style="list-style-type: none"> shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8 |
| 6 | <ul style="list-style-type: none"> is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation uses a range of connectives and discourse markers but not always appropriately | <ul style="list-style-type: none"> has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriacies generally paraphrases successfully | <ul style="list-style-type: none"> uses a mix of simple and complex structures, but with limited flexibility may make frequent mistakes with complex structures, though these rarely cause comprehension problems | <ul style="list-style-type: none"> uses a range of pronunciation features with mixed control shows some effective use of features but this is not sustained can generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times |
| 5 | <ul style="list-style-type: none"> usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems | <ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success | <ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems | <ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6 |
| 4 | <ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence | <ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase | <ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding | <ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener |
| 3 | <ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message | <ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics | <ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions | <ul style="list-style-type: none"> shows some of the features of Band 2 and some, but not all, of the positive features of Band 4 |
| 2 | <ul style="list-style-type: none"> pauses lengthily before most words little communication possible | <ul style="list-style-type: none"> only produces isolated words or memorised utterances | <ul style="list-style-type: none"> cannot produce basic sentence forms | <ul style="list-style-type: none"> speech is often unintelligible |
| 1 | <ul style="list-style-type: none"> no communication possible no rateable language | | | |
| 0 | <ul style="list-style-type: none"> does not attend | | | |

This model has been taken from:

http://www.ielts.org/researchers/score_processing_and_reporting.aspx



Through the presentation of activities used in this study at Fancisco Febres Cordero High School, more precise teaching ideas, and activities for teachers, researchers and any person teaching English can be obtained for future application in English classrooms.





5.4 The Interpersonal Intelligence Activities

| Type of the activity | Name of the activity |
|--------------------------------|---------------------------------|
| a. Open conversation | How are you? |
| b. Group work | What makes you happy? |
| c. Group work | What do you see in the picture? |
| d. Information gap | In the past |
| e. Interview | When you were a kid |
| f. Interview | Do you remember? |
| g. Open conversation | Your last holiday |
| h. Role play | A trip last summer |
| i. Role play | My lamp broke |
| j. Cooperative learning | Guessing |
| k. Cooperative learning | My childhood |
| l. Jigsaw | A laugh keeps the doctor away |
| m. Social awareness | Human problems |
| n. Information gap | Guess what I am doing |

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5.4.1 Activity 1 - How are you?

LESSON OVERVIEW

Name of the lesson plan activity: How are you?

Type of Activity: Open Conversation

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: worksheet/ flash cards

LESSON PLAN

Objective of the lesson:

To perform conversations by using feelings and emotions vocabulary.

To give answers in present tense.

Procedure

STAGE 1: Warm Up (3MINUTES)

The teacher presents some flash cards about emotions.

STAGE 2: (2 MINUTES)

The teacher divides the class in groups of three.

The teacher provides students worksheets where students will have to perform each emotion.

STAGE 3: Production (15 MINUTES)

Students join in groups of three and perform the activity

STAGE 4: (3 MINUTES)

The teacher gives feedback



<http://autismbuddy.com/categories/flash-card-zone/emotions-flash-cards>





5.4.2. Activity 2 -What makes you happy?

LESSON OVERVIEW

Name of the lesson plan activity: What makes you happy?

Type of Activity: Group Work

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: worksheet/ questions

LESSON PLAN

Objective of the lesson:

To share ideas in English about emotions and feelings.

To communicate ideas and emotions about themselves.

Procedure

STAGE 1: Warm Up (3MINUTES)

The teacher presents some flash cards about vocabulary for use during the activity.

STAGE 2: (2 MINUTES)

The teacher provides students questions to begin the conversation activity.

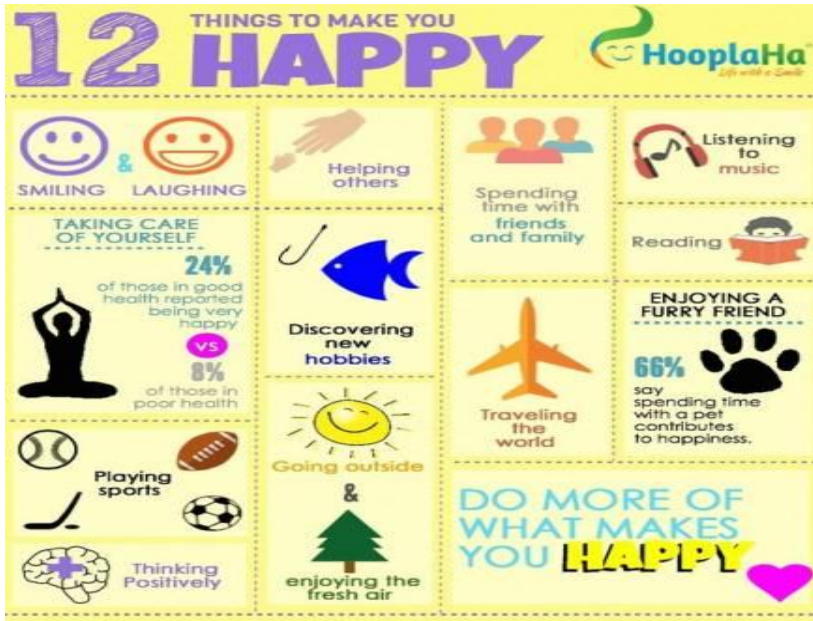
The teacher divides the class in groups of three.

STAGE 3: Production (15 MINUTES)

Students join in groups of three and perform the activity.

STAGE 4: (3 MINUTES)

The teacher gives feedback.



<http://hooplaha.com/2014/06/12-things-to-make-you-happy/>

TEACH-THIS.COM

What makes you happy?

A. Write down ten things that make you happy in your life.

1.

—

2.

—

3.

—

4.

—



5.

—

6.

—

7.

—

8.

—

9.

—

10.

B. When you have finished, share the information with your partner. Ask your partner why

those things make them happy.

C. Now work in groups of four. Discuss and find out what are the most popular categories for happiness, e.g. Health, Education, Money, People, Free-time Activities, Luck, Appearance, etc.

Examples:

If someone says being beautiful, put that under appearance.

If someone says having a well-paid job, put that under money.

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|



| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

Written by Daniel Bwe-Doe-Aye for Teach-This.com ©2012

<http://www.teach-this.com/>

5.4.3. Activity 3 – What do you see in the picture?

LESSON OVERVIEW

Name of the lesson plan activity: What do you see in the picture?

Type of Activity: Group work

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: worksheet

LESSON PLAN

Objective of the lesson:

To share ideas in English in groups using the present tense



To give answers and make questions in present tense

Procedure

STAGE 1: Warm Up (3MINUTES)

Teacher divides the class in groups of three.

STAGE 2: (1 MINUTE)

Teacher provides students questions to begin the conversation activity

STAGE 3: Production (10 MINUTES)

Students join in groups of three and perform the activity

STAGE 4: (3 MINUTES)

Teacher gives some feedback

WHAT DO YOU SEE IN THE PICTURE?

NAME: _____ COURSE: _____



Instructions

- 1) Describe this picture to your partners. Explain the meaning of the symbols shown in the picture. Use the lines below for make some notes.

.....

.....

.....

.....

.....

.....



5.4.4 Activity 4 - In the past

LESSON OVERVIEW

Name of the lesson plan activity: In the past

Type of Activity: Information Gap

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: worksheet/pictures

LESSON PLAN

Objective of the lesson:

To contrast and to find a difference between present and past tense.

To share ideas in English in groups using the past tense.

Procedure

STAGE 1: Warm Up (3MINUTES)

Teacher presents verb flashcards.

STAGE 2: (3 MINUTES)

Teacher divides the class in pairs.

Teacher provides students worksheets to begin the conversation activity.

Teacher explains the instructions.

STAGE 3: Production (10 MINUTES)

Students join in pairs and perform the activity.

STAGE 4: (3 MINUTES)

Teacher gives some feedback about the topic.



<https://www.google.com.ec/search?q=verbs+in+past+simple+flashcards&biw=1525&bih=709&tbm=isch&tbo=u&source=univ&sa=x&ved=0cbsqsarqfqtci21zdp2cycfyzvpgodzh8haa&dpr=0.9#imgrc=w7wjdap-abhgdm%3a>



TEACH-THIS.COM

In the Past

Time Expression Cards

| | | | |
|--------------------|---------------------|----------------|-------------------|
| An hour ago | This morning | Yesterday | Last night |
| Last week | Two weeks ago | Last year | Two days ago |
| Last Saturday | Last Sunday In 2013 | A week ago | When I was six |
| Yesterday | Afternoon | When I was ten | Five years ago |
| Last summer ago | A month ago In 2012 | Last winter | A long time |
| | Ten years ago | Last month | |

Verb Cards

| | | | |
|-----------|-------|-------|--------|
| be | have | go | take |
| get | do | leave | start |
| see | buy | live | finish |
| listen to | watch | meet | learn |
| choose | feel | keep | wear |
| think | clean | know | like |



| STUDENT A | STUDENT B |
|-----------|-----------|
| | |

Written by Paul Adams for Teach-This.com ©2014

<http://www.teach-this.com/>



5.4.5 Activity 5 - When you were a kid

LESSON OVERVIEW

Name of the lesson plan activity: When you were a kid.

Type of Activity: Interview

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: worksheet/pictures

LESSON PLAN

Objective of the lesson:

To contrast and find a difference between present and past tense by using these structures during oral performance.

To share ideas in groups using the past tense.

To give answers and make questions in past tense.

Procedure

STAGE 1: Warm Up (3MINUTES)

The teacher divides the class in pairs, and ask questions in past tense by using pictures.

STAGE 2: (2 MINUTES)

The teacher provides students worksheets to begin the conversation activity.

The teacher explains the instructions.

STAGE 3: Production (10 MINUTES)

Students join in pairs and perform the activity

STAGE 4: (3 MINUTES)

The Teacher gives some feedback about the topic.



TEACH-THIS.COM

When you were a kid

Ask the questions below to your partner. Write your partner's answers in the spaces provided.

Example: When you were a kid, did you ... play games? Which games? Now?

A: When you were a kid, did you play games? B: Yes, I did.

A: Which games did you play? B: I played hide and seek and bingo.

A: Which games do you play now? B: I play card games.

When you were a kid, did you ...

use a computer?

What for?

Now?

watch TV?



Which programs? _____

Now? _____

have a hobby?

Which hobby?

Now?

listen to music?

Which music?

Now?

play an instrument?

Which instrument?

Now?



go on long holidays?

Where?

Now?

play sports?

Which sport?

Now?

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<http://www.teach-this.com/>



5.4.6 Activity 6 – Do you remember?

LESSON OVERVIEW

Name of the lesson plan activity: Do you remember?

Type of Activity: Interview

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: worksheet

LESSON PLAN

Objective of the lesson:

To share ideas in English about students' memories.

To interact in pairs by giving answers and making questions in past tense.

Procedure

STAGE 1: Warm Up (3 MINUTES)

The teacher presents some pictures about her best memories.

The teacher asks students to guess about the activity topic.

STAGE 2: (3 MINUTES)

The teacher divides the class and gives instruction about the interview.

The teacher provides students the worksheet interview.

STAGE 3: Production (15 MINUTES)

Students join in pairs and perform the interview.

Students work in asking each other.

STAGE 4: (3 MINUTES)

The teacher gives feedback.



TEACH-THIS.COM

Do you remember? (Intermediate)

Ask your classmates the questions below. Don't forget to ask follow-up questions such as

where, who, when, why, how, etc.

When did you last...

When

Additional

Information

1

... participate in a charitable activity?

2

... have a cold?

3

... attend a seminar or conference?

4

... listen to a speech from a politician?

5

... feel emotional?

6

... face a challenging problem?

7



... buy new clothes?

8

... do something stupid?

9

... feel jealous?

10

... make an unfair judgment?

11

... make a difficult decision?

12

... read an editorial or academic article?

Written by Daniel Bwe Doe Aye for Teach-This.com ©2012

<http://www.teach-this.com/>



5.4.7 Activity 7 - Your last holiday

LESSON OVERVIEW

Name of the lesson plan activity: Your last Holiday

Type of Activity: Open Conversation

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: worksheets, pictures and graphics.

LESSON PLAN

Objective of the lesson:

To share ideas in English about the last holiday.

To improvise opinions by using the learned structures.

To construct questions and to give answers in past tense.

Procedure

STAGE 1: Warm Up (3MINUTES)

The teacher presents students a graphic about her last holiday.

The teacher asks students to guess about the activity topic.

STAGE 2: (5 MINUTES)

The teacher divides the class and gives instruction about the interview.

The teacher provides students the worksheet interview.

STAGE 3: Production (15 MINUTES)

Students join in pairs and perform the interview.

Students discuss about their answers.

STAGE 4: (3 MINUTES)

The teacher gives feedback



TEACH-THIS.COM

Your Last Holiday

Student A

Questions

Me

My Partner

Where / go?

When / go?

Who / go with?

How / get there?

Where / stay?

What / do?

What / buy?

How long / stay?

have fun?

--

Student B



Questions

Me

My Partner

Where / go?

When / go?

Who / go with?

How / get there?

Where / stay?

What / do?

What / buy?

How long / stay?

have fun?

Written by Paul Adams for Teach-This.com ©2012

<http://www.teach-this.com/>

5.4.8 Activity 8 - A trip last summer

LESSON OVERVIEW

Name of the lesson plan activity: A trip last summer

Type of Activity: Role Play



Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: cards, and dialogues.

LESSON PLAN

Objective of the lesson:

To practice English using a character as a way to perform the language.

To use questions and answers in past tense intonations.

To learn to perform a role play using different emotions and feelings.

To learn to work in pairs using correct and enough vocabulary for being understood.

Procedure

STAGE 1: Warm Up (2MINUTES)

Teacher presents students some cards about the exercise.

Teacher gives the instruction about the role play and some examples about how to perform it.

STAGE 2: (5 MINUTES)

Teacher provides students the role play worksheet.

Learners start discussing and preparing for the role play in pairs analyzing the script and the different feelings that they will apply during the presentation.

STAGE 3: Production (20 MINUTES)

Students perform in pairs the role plays using different emotions.

STAGE 4: (3 MINUTES)

Teacher gives feedback.



ROLE PLAY – A TRIP LAST SUMMER

A: Did you go on a trip last summer?

B: Yes, we did.

A: Where did you go?

B: We went to New York.

A: Did you travel by plane?

B: No, we drove our car.

A: Did you have good weather?

B: It was beautiful.

A: It didn't rain?

B: It rained a couple of times.

A: Oh, but you had umbrellas.

B: And raincoats.

A: Did you have expensive food?

B: No, we ate at cheap restaurants.

A: Did you have an upset stomach?

B: Once or twice.

A: What did you take for it?

B: Pepto Bismol.

A: Did you speak English?

B: Of course.



A: Did everybody understand you?

B: Of course! I am the best!

A: Did you ask them to repeat?

B: Excuse me. Could you repeat that?

5.4.9 Activity 9 - My lamp broke

LESSON OVERVIEW

Name of the lesson plan activity: My lamp broke

Type of Activity: Role Play

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: worksheet dialogue.

LESSON PLAN

Objective of the lesson:

To speak in English by using the past tense.

To use interjections and expressions during the oral conversations.

To learn and perform a role play using different emotions.

To work in pairs by using the creativity for changing and managing ideas in the dialogue.

Procedure

STAGE 1: Warm Up (2MINUTES)

The teacher presents vocabulary about house vocabulary which will be used in the topic “My lamp Broke”. For example: lamp, bedroom, etc.

The teacher gives the instruction about the role play performance.



STAGE 2: (5 MINUTES)

The teacher provides students the role play worksheet.

Learners start discussing and preparing for the role play in pairs.

STAGE 3: Production (15 MINUTES)

Students perform in pairs the role plays using different emotions.

STAGE 4: (3 MINUTES)

Teacher gives feedback.

Name:

Date:

Dialogue: My Lamp Broke

Jane: Hi Chris! How are you?

Chris: I'm bad. The **lamp**  **broke**(부서졌어요) in my **bedroom** .

Jane: What happened?

Chris: I was going to the dining room  to get scissors out of a

drawer  and my **cat**  **knocked**  over the **lamp**. It fell on the floor  and broke.

Jane: Aw... That is too bad!

Chris: I should put the **lamp** in **my closet**. 

What broke in your house? Use the **colored** words to change the story.

Example: ~~The lamp~~ broke. The **television** broke.

- | | | | |
|------------|-------------|---------|-----------------|
| Television | Living room | Sister | The Dining Room |
| Window | Garage | Brother | The Trash |
| Mirror | Bathroom | Parrot | My Bedroom |



5.4.10 Activity 10 – Guessing

LESSON OVERVIEW

Name of the lesson plan activity: Guessing

Type of Activity: Cooperative Learning

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: pictures

LESSON PLAN

Objective of the lesson:

To practice English by using conjunctions in the descriptions used during oral performance

Procedure

STAGE 1: Warm Up (2MINUTES)

The teacher presents students some flash cards about the exercise.

STAGE 2: (5 MINUTES)

The teacher gives the instruction about the activity that they will perform.

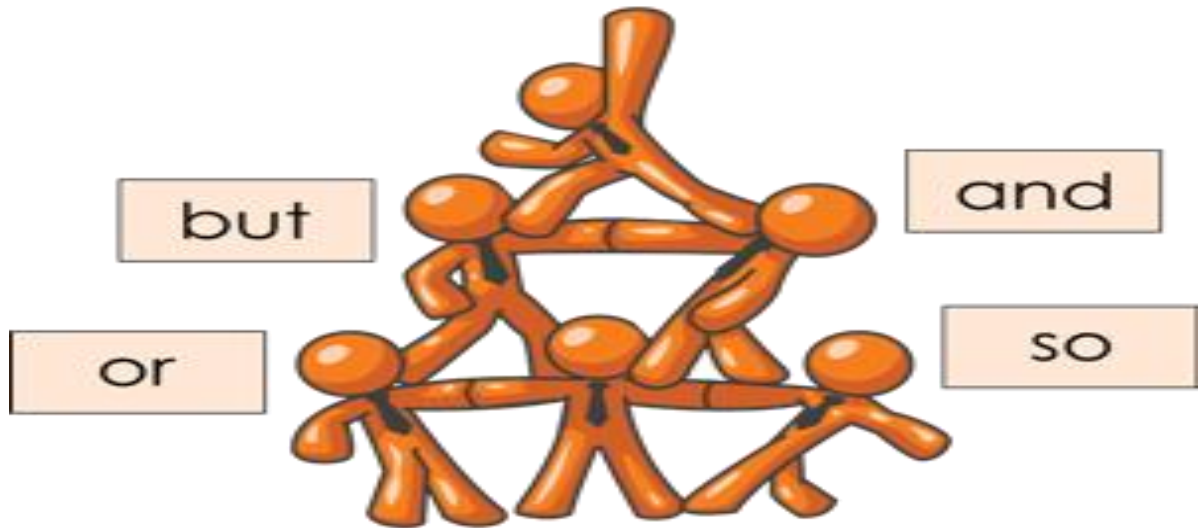
The teacher provides students some pictures.

STAGE 3: Production (15 MINUTES)

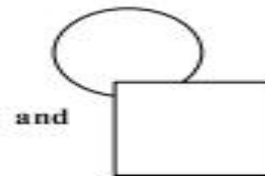
Students perform in groups of three analyzing each picture that they have by using conjunctions.

STAGE 4: (3 MINUTES)

The teacher gives some feedback about what was learned.



Describe It!
Use the word "and" to describe the pictures.



and



and



and



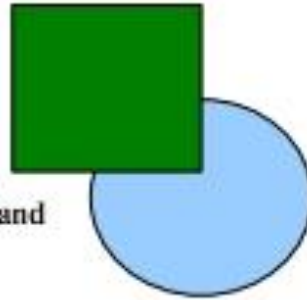
and

Describe It!

Use the word "and" to describe the picture.



and

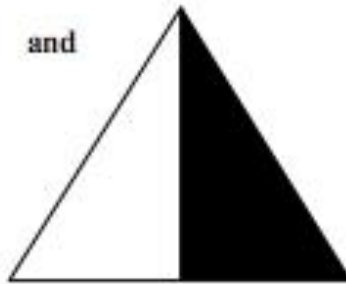


and

and



and



and



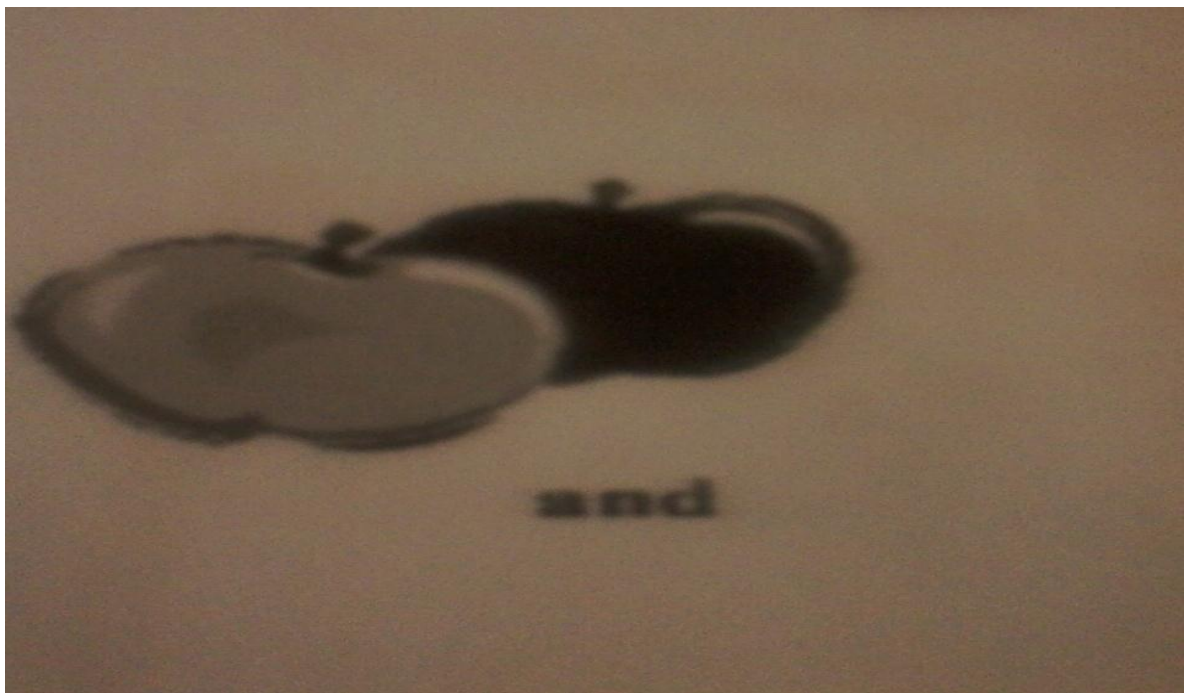
and

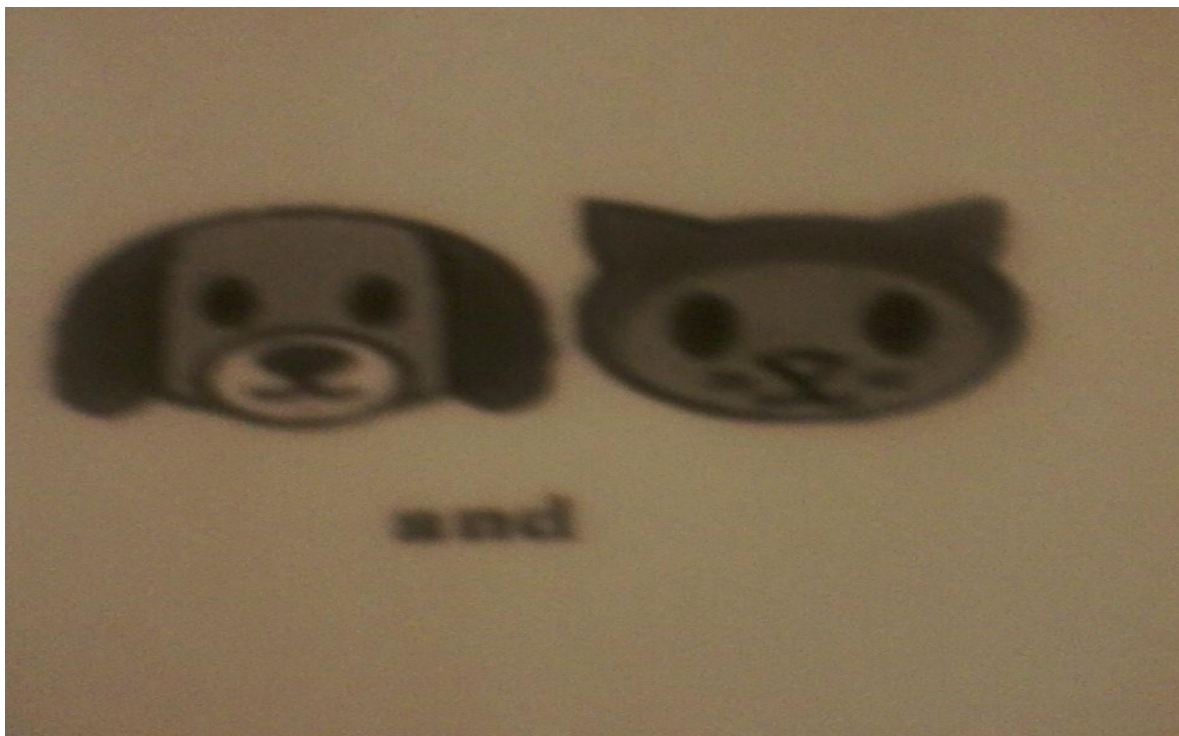
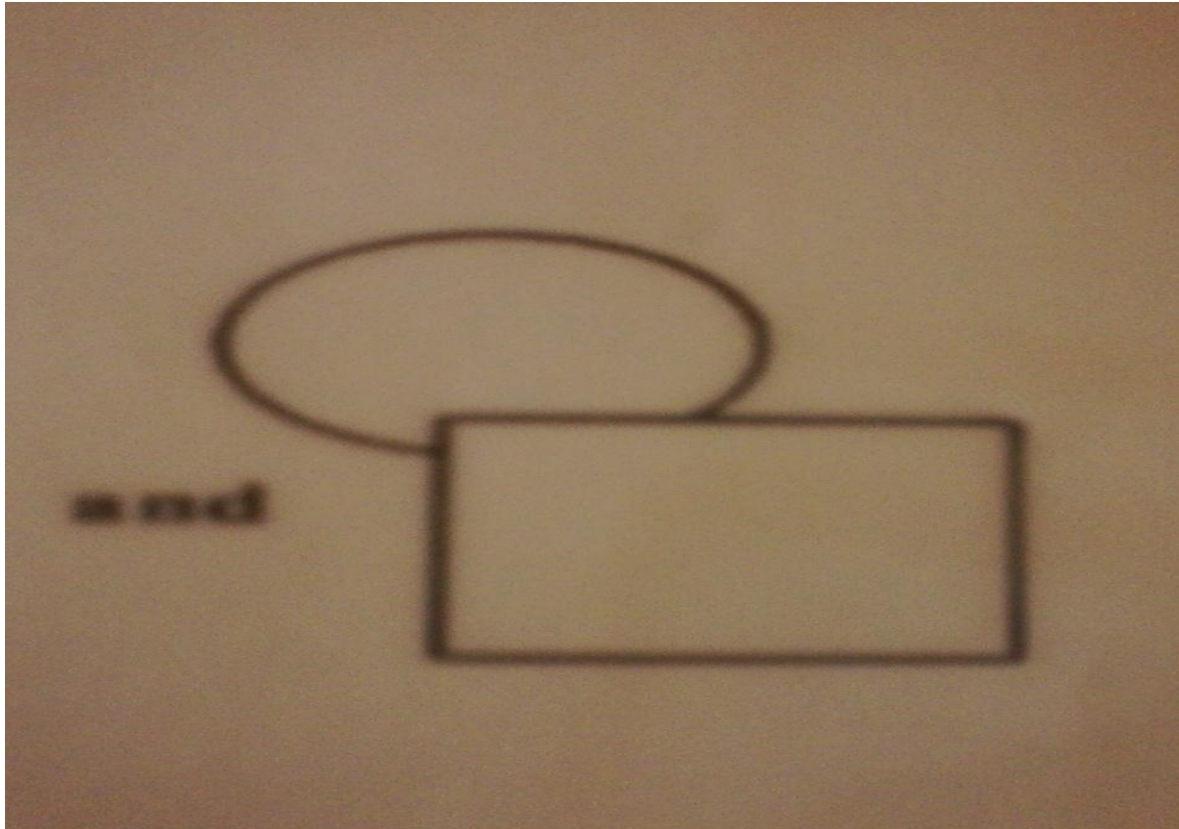


and



and





5.4.11 Activity 11 – My childhood

LESSON OVERVIEW

Name of the lesson plan activity: My childhood



Type of Activity: Cooperative Learning

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: pictures, images, photos

LESSON PLAN

Objective of the lesson:

To use English in oral expositions by interacting with their classmates

Procedure

STAGE 1: Warm Up (2 MINUTES)

Teacher explains students some flash cards related with childhood experiences.

STAGE 2: (2 MINUTES)

Teacher gives the instruction about the cooperative activity.

STAGE 3: Production (25 MINUTES)

Students join in groups and prepare the activity

Students perform the expositions about their childhood

STAGE 3: (5 MINUTES)

Teacher gives a feedback





5.4.12 Activity 12 - A laugh keeps the doctor away

LESSON OVERVIEW

Name of the lesson plan activity: A laugh keeps the doctor away

Type of Activity: Jigsaw

Skill focus: Speaking and listening

Writing and Reading

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: piece of paper, pictures, images, photos

LESSON PLAN

Objective of the lesson:

To perform English conversations by applying the cooperative learning in students groups.

To construct knowledge by the cooperation of each group.

Procedure

STAGE 1: Warm Up (5 MINUTES)

The teacher presents a flash card about “the laugh” and asks students to guess the activity that they will perform.

STAGE 2: (3 MINUTES)

The teacher gives the instructions and divides the class in 5 groups of 3 people each.

The teacher provides the groups a piece of paper of the paragraph of the topic about the “Laugh keeps the doctor away”

STAGE 3: Production (25 MINUTES)

Students join in groups and prepare the activity.



Each student in the group exposes and speaks about what they have understood about the topic.


All the groups listen and expose all their ideas about the topic.

At the end, students from different groups discuss about the topic giving their points of view.


STAGE 4: (5 MINUTES)

Teacher gives feedback about the topic.

15 Reading

- A. What do you think the expression "Laugh and the world laughs with you" means? Do you agree?
- B.  Read along as you listen.

A LAUGH A DAY KEEPS THE DOCTOR AWAY




All over the world, groups of people meet early each morning for one reason: to laugh. But what makes them so happy? There are no funny stories or comedians—everyone just laughs. At first, the laughter is forced. But after a few minutes, the laughter becomes real and fun. Are these people crazy? That's exactly the reaction Dr. Madan Kataria got when he asked some people at a park in Mumbai, India, where he lives, to start a laughter club with him. Four of those people somehow agreed, and they laughed with Dr. Kataria in one corner of the park. The small group of five quickly grew to fifty. Before long, the Laughter Club spread all over the world.

Why a laughter club? When Dr. Kataria was younger, he used to enjoy reading the section "Laughter, the Best Medicine" in the magazine *Reader's Digest*. During his research as a doctor, he learned the many health benefits of laughter, so he thought, "If laughter is so good, why not start a laughter club?"

What are the benefits of laughter? Various studies show that laughter has a positive effect

on the body. It helps remove the negative effects of stress, and it is an important element for maintaining good health. Some doctors use laughter therapy to help their patients feel better. Children can laugh up to 300 times a day, but as they become adults, most of the laughter stops. Dr. Kataria also observed that people from the countryside laugh easily and often. He himself used to laugh a lot when he was a kid, but he no longer laughs as much as an adult. This is true for most people as they get older: They laugh less. Why is this so? And what kinds of people find it hardest to laugh?

It seems that educated and successful people like doctors, scientists, journalists, and CEOs of companies find it very hard to laugh. It must be because they are too busy and have too much responsibility to laugh at little things. Does this mean that success and wealth do not guarantee happiness? What do you think?



16 Comprehension

Answer the questions.

1. Who started the Laughter Club?
2. What do members of the club do every day?
3. Why did the doctor start the club?
4. What are the benefits of laughter?
5. What two groups of people laugh a lot?
6. What kinds of people find it hard to laugh? Why?

17 Speaking

GROUPS. Discuss: What kind of people seem to laugh a lot? What kind of people seem to laugh only rarely?

- A: Children laugh a lot. For example, my baby brother laughs all the time.
- B: My baby sister laughs a lot, too. But principals rarely laugh.
- A: Yeah. Mrs. Darren always looks serious.

20 Unit 2



5.4.13 Activity 13 – Social problems

LESSON OVERVIEW

Name of the lesson plan activity: Social problems

Type of Activity: Social Awareness

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: piece of paper, and pictures.

LESSON PLAN

Objective of the lesson:

To express arguments about different topics by using the good vocabulary, and correct grammatical constructions, either in present or past tense.

To share students' opinions about usual problems that happens every day.

Procedure

STAGE 1: Warm Up (5 MINUTES)

The teacher presents pictures representing social problems that happen every day.

STAGE 2: (2 MINUTES)

The teacher gives the instructions and asks students to make a circle.

The teacher provides students new names for them and questions to be discussed.

The teacher asks students to imagine they are in charge of making decisions about solving problems in the world.

STAGE 2: Production (15 MINUTES)

Students answer the questions using examples of real life situations

Students discuss about their opinions.

STAGE 3: (5 MINUTES)

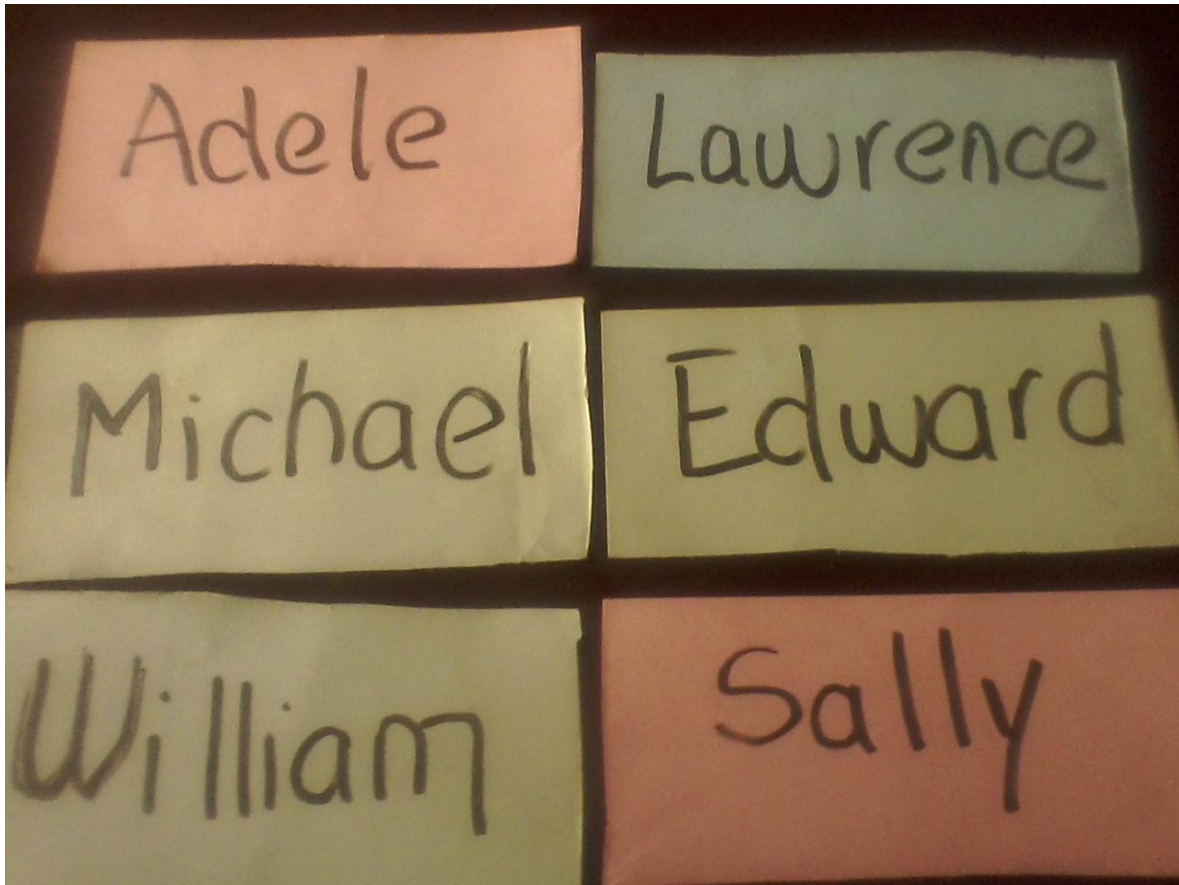
The teacher gives feedback about the activity.



<https://land7327.wordpress.com/introduction/>



<http://www.cbc.ca/news/world/kansas-spanking-bill-slapped-down-1.2553939>



QUESTIONS

- Is murder a problem in your society?
- Are there organizations where you can volunteer to help with social problems?
- Are there many homeless people where you live?
- Do you know anyone who is homeless?
- Do you agree that teachers should use corporal punishment as a means of discipline?
- Do you think it's acceptable for parents to use corporal punishment as a means of discipline? Why/why not?
- What are some expectations parents have for their children?
- Do you think that minorities should be given job priority because of their race? Why/why not?



- Have you ever experienced discrimination?
- Have you ever known someone with an addiction?
- What are some expectations parents have for their children?
- What are some reasons people use illegal drugs?
- What do you think is the most serious problem in the world?
- Why do you think so?
- What can we do as individuals to solve this problem?
- How can the rich countries help the poor countries?
- Do you think rich people are happier than poor people? Why?
- Do you think good looking people are happier than uglier people? Why?
- How do you feel when you go on vacation? Why?
- How do you feel at Christmas time? Why?
- If you could be any person in the world who would you choose to be?
Why?

http://www.actforyouth.net/youth_development/professionals/sel/social_awareness.s.cfm

<http://www.mssu.edu/academics/education/teacher/diversity/awareness.php>

<http://www.edchange.org/multicultural/activityarch.html>



5.4.14 Activity 14 - Guess what I am doing

LESSON OVERVIEW

Name of the lesson plan activity: Guess what I am doing

Type of Activity: Information Gap

Skill focus: Speaking and listening

High School: Francisco Febres Cordero High School

Target Students: Senior Students

Materials used in the class: worksheet

LESSON PLAN

Objective of the lesson:

To use oral conversations in pairs by using the present continuous.

Procedure

STAGE 1: Warm Up (3MINUTES)

The teacher presents students some flash cards about actions.

STAGE 2: (4 MINUTES)

The teacher asks students to guess about the activity topic.

The teacher divides the students in pairs.

The teacher provides students the worksheet for the gap information.

STAGE 2: Production (15 MINUTES)

Students join in pairs and perform the activity.

Students fill in the chart.

STAGE 3: (3 MINUTES)

The teacher gives some feedback about the activity.



http://www.eslprintables.com/grammar_worksheets/verbs/verb_tenses/present_continuous_progressive/index.asp?page=5



TEACH-THIS.COM

Guess what I'm doing

You are singing in the shower.

You are washing your clothes.

You are flying a kite.

You are carrying a heavy bag.

You are riding on a roller coaster.

You are giving a presentation.

You are looking in the mirror.

You are writing a love letter.

You are running down some stairs.

You are proposing marriage.



You are eating spaghetti.

You are lifting weights.

You are waiting for the bus.

You are playing badminton.

You are doing your homework.

You are watching a comedy.

You are driving a bus.

You are feeling drunk.

You are having a massage.

You are taking a test.



Fill out the chart by using the information obtained of your classmate.

| STUDENT A | STUDENT B |
|-----------|-----------|
| | |

<http://www.teach-this.com/>

5.5 Pictures

5.5.1 Interview



5.5.2 Open Conversations



5.5.3 Group Work



5.5.4 Information Gap



5.5.5 Role plays





5.5.6 Cooperative Learning



5.5.7 Tests



