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DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: "VERBAL LINGUISTIC INTELLIGENCE STRATEGIES FOR ENGLISH LANGUAGE SPEAKING SKILLS DEVELOPMENT"

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera

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.

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A la Unidad de Titulación de la Universidad Técnica de Ambato

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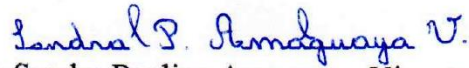
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AGRADECIMIENTO

DEDICATORIA

I devote this achievement to my beloved parents who have been the main support in my entire life. .

With love

Sandra.

UNIVERSIDAD TÉCNICA DE AMBATO
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FECHA: Marzo 27, 2019

RESUMEN EJECUTIVO

El presente trabajo investigativo tuvo como objetivo principal el determinar cómo impactan las estrategias de la inteligencia verbal –lingüística en el desarrollo de la destreza del habla del Idioma Ingles. Para determinar la eficacia de estas estrategias lingüístico-verbales se aplicó un pre-test y un post-test del desenvolvimiento oral el cual está enfocado en el examen internacional KET (Key English Test) a los estudiantes de Tercer año de Bachillerato General Unificado de la Unidad Educativa Combatientes de Tapi durante el primer quimestre del período escolar 2018-2019. Se diseñó un folleto con planes de clase los cuales sirvieron de guía para la implementación de proyecto en el aula de clase con los estudiantes del grupo experimental. Estos planes de clases estaban enfocados en las estrategias de la inteligencia lingüístico-verbal los cuales estaban direccionados a mejorar el desenvolvimiento oral de los estudiantes. Después de la implementación, se tomó un post-test el cual tuvo el mismo enfoque que el pre-test. Luego se realizó el procesamiento de los datos obtenidos para su posterior análisis e interpretación a través de la Prueba T de Student. Los resultados demuestran que la aplicación de las estrategias lingüístico-verbales tiene un impacto positivo en el desarrollo de la destreza del habla. Por consiguiente, se recomienda su utilización para ayudar a los estudiantes en su aprendizaje del idioma Ingles.

Descriptores: Aprendizaje – estrategia – inteligencia lingüística verbal – destreza oral

ABSTRACT

The main objective of this research was to determine how verbal-linguistic intelligence strategies impact on the development of English language speaking skills. To determine the effectiveness of these linguistic-verbal strategies, a pre-test and a post-test of the oral development was applied, which was focused on the KET (Key English Test) international examination to the students of the Third Year General Baccalaureate of the Unidad Educativa Combatientes de Tapi during the first term of the 2018-2019 school year. A booklet with class planning was designed which served as a guide for the implementation of the project in the classroom with the students of the experimental group. These lesson plans were focused on verbal - linguistic intelligence strategies which were aimed at improving students' speaking development. After the implementation, a post-test was taken which had the same approach as the pre-test. Then, the processing of the data obtained was carried out for its subsequent analysis and interpretation through the Student's T-test. The results show that the application of verbal - linguistic intelligence strategies have a positive impact on the development of speaking skills. Therefore, its use is highly recommended to help students in their English language learning.

Key words: Learning - strategy – verbal linguistic intelligence - speaking skill

INTRODUCTION

Being the world "lingua franca", English has become an essential part of human beings' development in the current days. According to Crystal (2003) English is a global language; therefore, topics related to it are suitable to research because they need to be improved especially at Unidad Educativa "Combatientes de Tapi". That is the reason why the present research is focused on verbal-linguistic intelligence strategies in order to improve the students' speaking skill.

Verbal-linguistic intelligence is one of the several kinds of intelligences that are developed in the human brain (Gardner, 2003). It is most frequently used day by day for communication purposes. Verbal-linguistic intelligence is also known as the intelligence of words. It was determined that people who have developed this kind of intelligence are good at acting, reading, and speaking. Furthermore, people framed in this intelligence are good journalists, writers, teachers, actors, lawyers and so on.

This research was designed to improve the students' speaking skill through the verbal linguistic strategies. Moreover, some functions of the language were described and through the verbal-linguistic intelligence strategies. Those verbal-linguistic intelligence strategies were applied through a booklet which was implemented with the students of the experimental group.

Regarding to this fact, the present research is focused on verbal-linguistic intelligence strategies for improving students' speaking skills.

CHAPTER I presents the problem and its contextualization. Additionally, the critical analysis, prognosis, and establishment of the problem, research questions, and delimitation of the study, justification, and objectives are presented.

CHAPTER II displays the research background, philosophical foundation, and legal foundation. Furthermore, the key categories, the theoretical foundation and hypotheses are introduced.

CHAPTER III details the methodology for this research the method of research, type of research, and population. In addition, the operationalization of variables, the method of data collection and analysis are displayed.

CHAPTER IV presents the obtained data analysis and interpretation. Besides, hypothesis verification by applying T student mathematical test is detailed.

CHAPTER V shows conclusions and recommendations.

CHAPTER VI introduces a proposal based on Task-Based Learning Approach to enhance speaking skill.

CHAPTER I

RESEARCH PROBLEM

1.1.   Research topic

Verbal-linguistic intelligence strategies in the speaking development

1.2.   Problem statement

Poor development of linguistic intelligence that causes a low level of speaking skills

1.2.1.   Contextualization of the problem

English is considered one of the most important languages around the world because it is used in business, tourism, technology, science; but there are some problems in communication issues such as speaking skills. This problem is global because more and more people speak it each day (Crystal, 2006). Therefore, it is important to analyze what happens in the world, in Ecuador, and at school.

There are some issues around the world. Crystal (2006) argued that there are about 1 billion people who speak English around the world. He states that more than 400 million people speak English as their first language and other 400 million speak it as a second language. Furthermore, 600 to 700 million people utter English as a foreign language (Crystal, 2006). Therefore, it should be said that nowadays, there are more than 1.5 billion of English speakers around the world. Talking academically, it is needed to say that it is a big issue because people need to communicate in English and it is necessary to improve English speaking skills for the great number of cultures around the Earth. Moreover, there are problems with English proficiency around the world; for example in Europe: Italy, France and Spain are in the lowest positions. For instance, the level of English proficiency in Spain is deficient. Education First (2018) argues that with a media of 55.85, Spain is in the 32nd position in the world ranking. On the contrary, the countries which are located in the Northern of Europe occupy the best positions in the world ranking; among them is Sweden

that is the first in the list. Additionally, Education First (2018) claims there are problems in the English proficiency in Asia and Latin America as well; for example, China, Taiwan, Japan, Chile, Brazil, Peru, Colombia Bolivia, and Ecuador among others are in a low level of English proficiency; but Iran, Kuwait, Saudi Arabia, Honduras, El Salvador, Nicaragua, and Venezuela among other are in a very low level of proficiency.

The Ecuadorian Ministry of Education (MINEDUC 2008) requires students to achieve a B1 level of English at the end of Bachillerato. This is a big deal because teachers and students do not have a good performance in their English speaking skills. Some of them hardly speak words and sentences but there is not real communication. Most of the Ecuadorian English teachers concentrate their attention in grammar rules and vocabulary but not in speaking development (British Council, 2015). Additionally, the British Council (2015) reported that Ecuadorian students do not like to learn English. The majority of them argue that they have studied English because it is mandatory and other big group says they need it for the university.

Students from Unidad Educativa "Combatientes de Tapi" also have problems in speaking skills. The results of the diagnostic test at the beginning of the current school year were deficient. There are students who hardly speak but others do not speak English at all. That is the reason of this research.

1.2.2. Critical analysis:

Figure 1. Problem scheme

EFFECTS

| Lack of participation | Few interaction moments for learners | Poor speaking performance | Low motivation for verbal discourse |

Poor development of Linguistic intelligence strategies that causes a low level of speaking skills

CAUSES

| Students' inhibition for speaking | Insufficient time to practice English | Improper use of method of teaching | Few meaningful speaking activities |
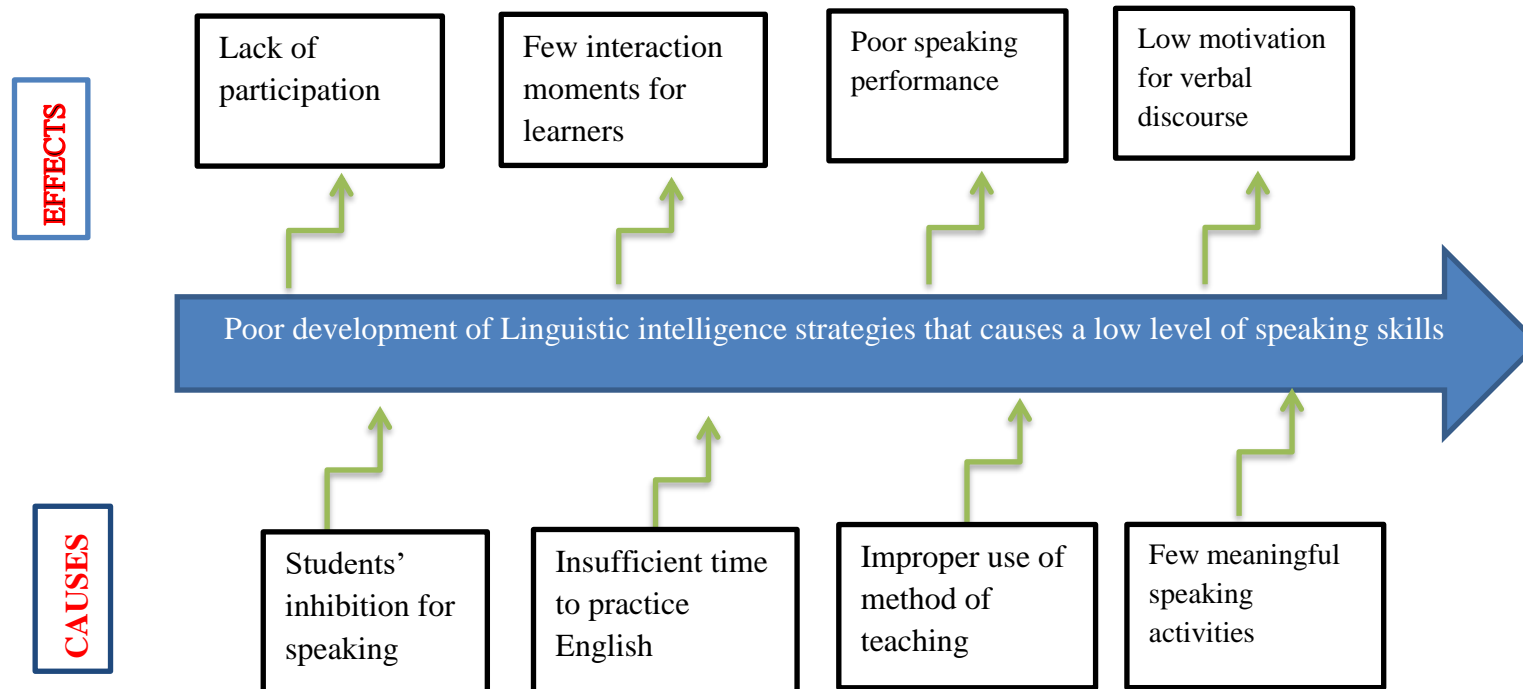
Source: Direct research
Elaborated by: Amaguaya, S. (2019)

This research is focused on the poor development of the linguistic intelligence teaching strategies that causes a low English language speaking skills development. This issue has four causes and their consequential effects.

Mahmoud (2016) states speaking is the hardest English skill to learn for most of learners; that is the reason why they become incompetent in oral communication. Ur (1996) as cited in Mahmoud (2016) says that there are high levels of students' inhibition for speaking. This problem causes that learners have serious problems for their learning goals and they do not participate in class at all. Therefore, the students are concerned about making mistakes and their classmates' criticism. Most of the time, there are a few students who participate due to the big number of students in each class. Furthermore, those students who feel inhibited tend to use their mother tongue all the time and remain in the zone of comfort.

The second problem that causes a low level of speaking skills is the insufficient time to practice English in class. As it has been explained above, there are large classes at Unidad Educativa "Combatientes de Tapi" and this fact causes that the students do not have enough time to practice; as a consequence there are few interaction moments for learners to develop their speaking skills. At "Combatientes de Tapi" School; it has been seen that students listen to their teachers with attention; however, they do not produce oral interaction. Therefore, they have unclear speech which lacks of fluency and accuracy. This action causes students' difficulty for conversation development. The Common European Framework of Reference (2001) states that students in A2 level can manage with social contact through clear speech on familiar topics and establish short conversations; which is not possible because of shortness of time.

Sa'ad and Usman (2014) state that there is improper use of method of teaching which causes poor students' speaking performance. Teachers are the ones responsible for the success of their learners through the use of the correct methodology. Objectives must be directly connected with the teaching method; besides they should be clear and achievable. The used methodology has to be chosen according to learners' age, background knowledge, and preference. When teachers do not choose the right methodology, students do not achieve learning goals.

Gorkaltseva, Gozhin, and Nagel (2015) claim students need motivational and meaningful speaking activities in class according to their preferences. Teachers have to prepare engaging classes because bad classroom activities would cause unsatisfying results and students lack of motivation for verbal discourse. This research would provide students motivational activities to promote oral discourse and encouragement to continue learning.

To conclude, low level of English language speaking skills development has its causes and their correspondent effects. They affect students' oral communication development.

1.2.3. Prognoses

As it has been previously explained, there are some reasons for low level of speaking skills such as inhibition, lack of motivation, lack of time to practice, and improper teaching methodology. They have their corresponding effects which are summarized in poor speaking performance. In this context, educators should change their mind and produce class planning that can help to improve teaching practices. If this problem persists, the Ecuadorian curriculum goals would not be accomplished.

On the other hand, if teachers do their best and students take care of this big deal and cooperate to upgrade their English speaking development, the teaching-learning process would be motivational and successful. Students would be more competent in English language especially in speaking skills. The student would improve their social skills and establish communication with people around the world. They will have better opportunities for their future. Furthermore, English speaking skills are very important because they help to communicate among people from different cultures around the world. If teachers, students, and the society in general take care of speaking skills development, Ecuadorian English curriculum goals would be accomplished.

1.2.4. Problem formulation

How do verbal- linguistic strategies impact in English speaking skills?

1.2.5. Research questions

1. What verbal –linguistic strategies can be used to enhance speaking skills?

2. Which oral language functions can be developed through the use of verbal linguistic strategies?

3. Which differences can be identified between students who have teacher's assistance through verbal-linguistic intelligence strategies and students who do not?

1.2.6. Delimitation of the research problem

Content delimitation

Verbal-linguistic intelligence strategies in the English language speaking kills development

Area of research

Education

Line of research

EFL Methodology

Place delimitation

Students of Third of bachillerato at Unidad Educativa "Combatientes de Tapi", Riobamba canton, Chimborazo province

1.3.   Justification

The present work is framed in the linguistic intelligence skills suggested by Howard Gardner. These skills let the mankind to communicate through the use of language (Veenema, 1997). On the other hand, speaking development is the ability to develop communication in an oral way within a context which is named society. Therefore, the present research is justified because both linguistic intelligence skills and speaking are linked in the educational field.

Teachers want their students to develop communication effectively because it helps them to succeed in business, job, education, travel opportunities, etc.; however they show anxiety at

the moment of performing oral productions (Bilash, 2009). Communication is very important in all human beings around the world because we are globalized (Crystal, 2003). If people can communicate either in written or oral way things flow softly and with success. Students' speaking skills development is significant in Ecuadorian education because students must get B1 level at the end of their school studies (Ecuadorian Ministry of Education, 2008). This is the reason why the present research is **interesting**. Verbal-linguistic is the intelligence of language and communication. In other words, it is the capacity that humankind has to use words both orally and written form to communicate with others effectively (Armstrong, 1998). They should contribute to find out about the study of language. The person who has developed linguistic intelligence is good at manipulation of words for a purpose. Intelligences have skills and these skills constitute talents (Gardner, 2017). People are gifted with linguistic intelligence because they are good at storytelling, plays on words, twists of the language, literature, and so on (Armstrong, 1998) .

English language speaking skills development is **necessary** to study because when students speak appropriately they can be understood by others. It is also needed because when they speak for a purpose, their level of anxiety is low and they feel confident when they interact with others. For example, a successful speaking interaction in class has some aspects like motivation, low level of anxiety, cooperation, and enjoying the speaking time. Furthermore, if students develop their speaking skills, they will have better opportunities during their whole life. They can continue with higher education or establish their own business.

Further, the current study is **justified** because it is framed in the research lines   provided by Universidad Técnica de Ambato: Methodology. And the sub-line of research which is named Teaching English: curriculum, materials, methodology, assessment, and curricular adaptations (Escalante, 2017).

1.4.   Objectives

1.4.1. General objective

To determine the impact of verbal- linguistic intelligence strategies in the English language speaking skills development.

1.4.2. Specific objectives

- To analyze verbal-linguistic intelligence strategies which enhance speaking skills.

- To describe the language functions which are developed through the use of verbal linguistic strategies.

- To identify differences between students who have teacher's assistance through verbal-linguistic intelligence strategies and students who do not.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Research Background

Several interesting works have been found to perform the problem background of the present research.

Maisyarah (2016) states as his main objective to find out if there is any correlation between the students' verbal-linguistic intelligence and their reading achivement. The author performed a quantitative research with a correlational design. Two tests were conducted: the first one was a verbal-linguistic intelligence questionnarie which had 26 items; and, the second test was a set of 25 reading questions based on TOEFL IBT and paper based preparation. With a 95% of confidence, the author concluded that there is not any significant correlation between the students' verbal-linguistic intelligence and their reading achievement. In fact, the correlation between the two variables was low or weak. In other words, the two variables were not correlated to each other. Therefore, the hypothesis which stated that there was a significant coorelation among them was rejected.

Hali (2017) offers a literary learning model based on verbal-linguistic intelligence to improve students' development. The research question for this research is: how to apply the literary learning model based on verbal-linguistic intelligence. The author does not collect data empirically; he develops and constructs an existing concept instead. The author uses the story-telling learning model which has five steps such as arguing, discussing, interpreting, speaking, and writing. They have components such as definition, characteristics, teaching strategy, and learning outcomes which are related to each other. The author concludes arguing that verbal-linguistic intelligence can be the basis of learning models with focus on components previously mentioned and their corresponding components. Finally, the author suggested that educators should design models based on verbal-linguistic intelligence to contribute with progress in science because research on this field is limited.

Vincey and Pugalenthi (2016) design a study that has as main objective to study and compare the lingusitic intelligence and the academic achievement of boys and girls in the XI standard level school students. The authors develop an exploratory research design with 200 students (100 male and 100 female) who were chosen randomly. Two hypotheses are also stated. The hypothesis 1 aims to prove that there is not any important difference between boys and girls' linguistic intelligence; and the hypothesis 2 aims to prove that there is not difference between boys and girls academic achievement. The authors use the survey as their method of investigation. They conclude that there is no an important difference between students' linguistic intelligence and there is not any difference between the students' academic achievement of girls and boys; however, boys and girls are different related to their linguistic intelligence and boys demonstrate better academic achievement compared to girls. Finally, the authors claim that in the context of globalization, teachers should promote the students' linguistic intelligence stability in order to obtain good academic performance.

Šolcová's (2011) main objective is to present teaching speaking skills from a wider outlook in terms of communicative competence. Further, he initially has four main research questions. First, the author queries if teachers deliberately omit speaking skills practice from their tuition and what their justification is. The second research question asks if teachers think they teach speaking skills but due to various factors they teach something else in place of or fail to interpret their teaching as oral skills. The third question is if educators include sufficient speaking skills practice; and, the last research question is if teacher uses enough time to teach speaking skills in a meaningful manner and exploit a variety of activities or not. This thesis dissertation develops a comparative study about how teaching speaking skills performed in practice by teachers in the Czech Republic and Austria. Furthermore, the author primary focused attention on the teachers' assumptions and possible misconceptions about speaking as well as the classroom techniques they use. Moreover, he proposed some speaking skills activities that can be used in class; finally, it is concluded that Austrian teachers are more successful in enhancing students' English speaking skills that teachers in the Czech Republic.

Camargo and Mezzomo (2015) aim to investigate about the verbal-lingistic evolutions of patients with language disorders centered on the speech theraphy . The investigators focused on qualittive research which centered on content analysis through the organization

of categories of analysis to data interpretation; and, quantitative research methods which centered on statistical analysis, with application of Chi-square test. They studied to 562 therapeutic developments of 41 records of patients who were assissted at the Department of Language, speech and hearing. This department is linked to a federal university of Brazil. At the end of the research, both the qualitatite and the quantitative data showed that the more therapeutic strategies approached areas of interest of the patient in the therapy, the better results in the patients' verbal-linguistic performance. The authors finalize their study arguing that when accessing other areas of interest of the patient based on multiple intelligences, they can improve their verbal linguistic intelligence.

Shakouri, Sheikhy Behdani, and Teimourtash (2016) claim that the notion of individualism in language acquisition depends on the gender and recalling lexical items in second language is susceptible to a variety of influences. In this regard, the authors' main objective is to research the relationship between linguistic intelligence and recalling lexical items in second language acquisition. Furthermore, they want to answer if there is any statistically significant relationship between participants' linguistic intelligence and recallig items in L2 or not. In answering this research question, the researchers formulate their hypothesis which is null and states that there is no statistically significant relationship between participants' lingusitic intellignece and recalling lexical items in second language. Shakouri, Sheikhy Behdani, and Teimourtash (2016) developed their descriptive investigation with 40 young adults who took the Mckenzie's questionnaire for measuring their linguistic intelligence scores. Additionally, the participants took a cued-recall vocabulary test to evaluate their recalling of lexical items in second language. The test was accepted with a 0,82 of realibility through Chromback's alpha formula. Thereupon, the null hipothsis was rejected because there is a better performance on recalling items which is higly associated with intelligence.

Boonkit (2010) states that speaking is a macro skill which is developed through effective communication in any language, especially when the speaker is not using his or her mother tongue. Furthermore, it has a qualitative research methodology which includes three main sections: 1) research framework, 2) subjects and instruments, and 3) data collection and analysis. These sections aim to answer the two research questions: a) what factors help EFL learners to enhance or develop their speaking skills, and 2) what are the EFL learners' strengths and weakeneses in speaking English for special communication. Moreover, the

author designed an action study in a regular course using a task-based approach. This study is centered in three main aspects such as signficance of speaking, strengths and weaknesses of speaking for EFL speakers, and task-based learning approach. It is concluded that a confidence factor was developed during 15 weeks in a listening and speaking course. A task-based design gave the students the opportunity to speak in different situations which let them to transform passive vocabulary into active and expanded vocabulary.

Besides, Fattah (2006) develops some literature about English language speaking development. Speaking is the skill of the language where people produce what they hear and produce different responses. People produce meaningful utterances starting with sounds and continuing with words and sentences to produce speech. Speaking is considered of great importance because it is mostly used in communication. However, some anxiety comes to learners because they do not speak English even though they study it for years (Segura, 2012). Besides, there are some requirements that students must get according to levels of proficiency and development. According to Common European Framework of Reference, students have to obtain in speaking development. Those levels are: A1, A2, B1, B2, C1, and C2. For example in the former levels, students must interact with others by repeating and rephrasing things slowly. They also interact by asking and answering questions about familiar topics. Furthermore, they utter simple phrases and sentences to describe places and people (Common European Framework of Reference, 2001)

It is needed to say that both linguistic intelligence and speaking development are widely related to each one because they are related to communication.

2.2 Philosophical foundation

The present study is centered on constructivism. According to Piaget (1914) as cited in Duffy and Jonassen (1992) constructivism is the philosophical basis that describes that people learn by doing. Students learn better when they experience their learning; therefore, it is a meaningful way of gaining knowledge.

2.3. Legal foundation

The current research is based on the following legal foundation

Ley Orgánica de Educación Intercultural in its **Art 2 Literal h** states inter-and multi-learning which are considered as instrument to empower the human capacities through culture, sports, information access, communication, and knowledge in order to reach group and individual development levels (Ley Orgánica de Educación Intercultural, 2011).

Moreover, Ley Orgánica de Educación Intercultural (2011); Art. 6, Literal g, aims to ensure the mandatory application of a national curriculum in public, municipal, private and fiscomisional institutions, in their various levels: initial, basic and baccalaureate; and, modalities: face-to-face, distance learning. In relation to cultural and linguistic diversity, the ministry would apply in the official languages of the various nationalities of Ecuador. The curricular design will always consider the vision of a plurinational and intercultural State. The curriculum is complemented according to the cultural and peculiarities of the various educational institutions specificities.

Later on, Ministerio de Educación del Ecuador (2016) issues the Basic General Education Curriculum for sub-levels of preparatory, elemental, medium and higher; and, curriculum of unified general baccalaureate, with their respective hours. In the Ministerial agreement number MINEDUC-ME-2016-00020-A, Article 1, it is stated that all the educative institutions around Ecuador have to mandatorily teach English.

In the Ecuadorian curriculum (2016) it is stated that the exit profile of students' who have finished the secondary education must gradually achieve the level B1.2 level of proficiency (Minsterio de Educacion, 2016) as the figure below shows.

PRE-BASIC USER		BASIC USER				INDEPENDENT USER	
PRE A1		**A1**		**A2**		**B1**	
PRE A1.1	PRE A1.1	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
2 EGB	3 EGB	4 EGB	5 EGB	6 EGB	7 EGB		
		8 EGB	9 EGB	10 EGB	1 BGU	2 BGU	3 BGU
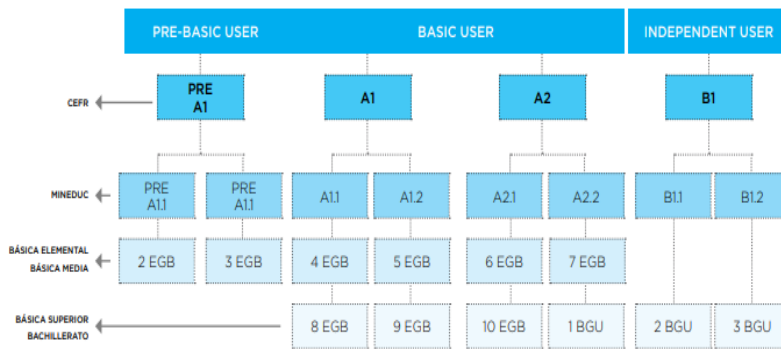
Source: Levels of proficiency - Ministerio de Educación del Ecuador (2016)

Ministerio de Educación del Ecuador (2018) created the Strengthening of English Teaching Project as a Foreign Language. This project has as its main goal to reach a functional use of the English language. This project is centered in the updating of curriculum and providing books as well as to the teachers' professional development.

2.4. Conceptual foundation

2.4.1. Key categories

Figure 2. Key categories

Multiple Intelligences Theory

Multiple Intelligence kinds

Verbal-Lingistic Intelligence

Verbal-Linguistic Intelligence strategies

Language

Communicative Language Competences

Language Skills

English language Speaking Skills Development

Independent variable

Impact

Dependent variable
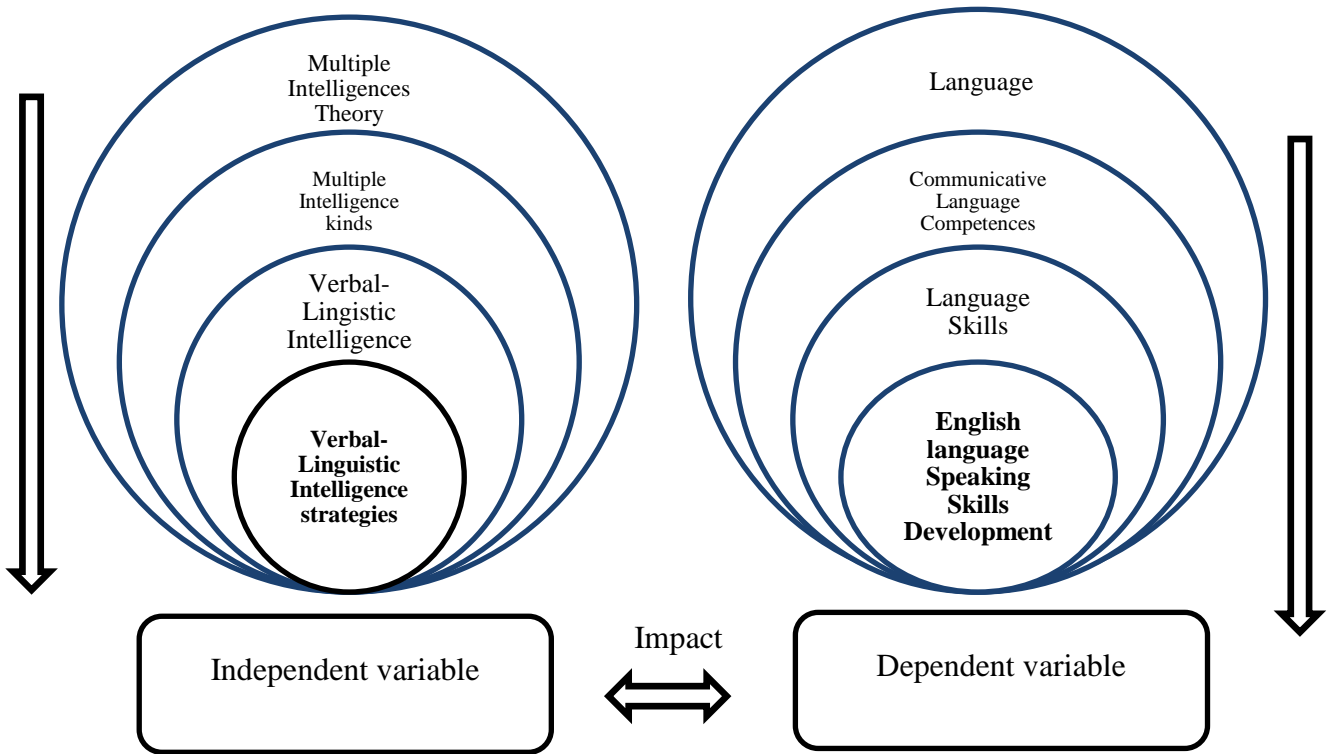
Source: Direct research
Elaborated by: Amaguaya, S. (2019)

3.4.2   Independent variable interrelated graphics
Figure 3. Independent variable interrelated graphics
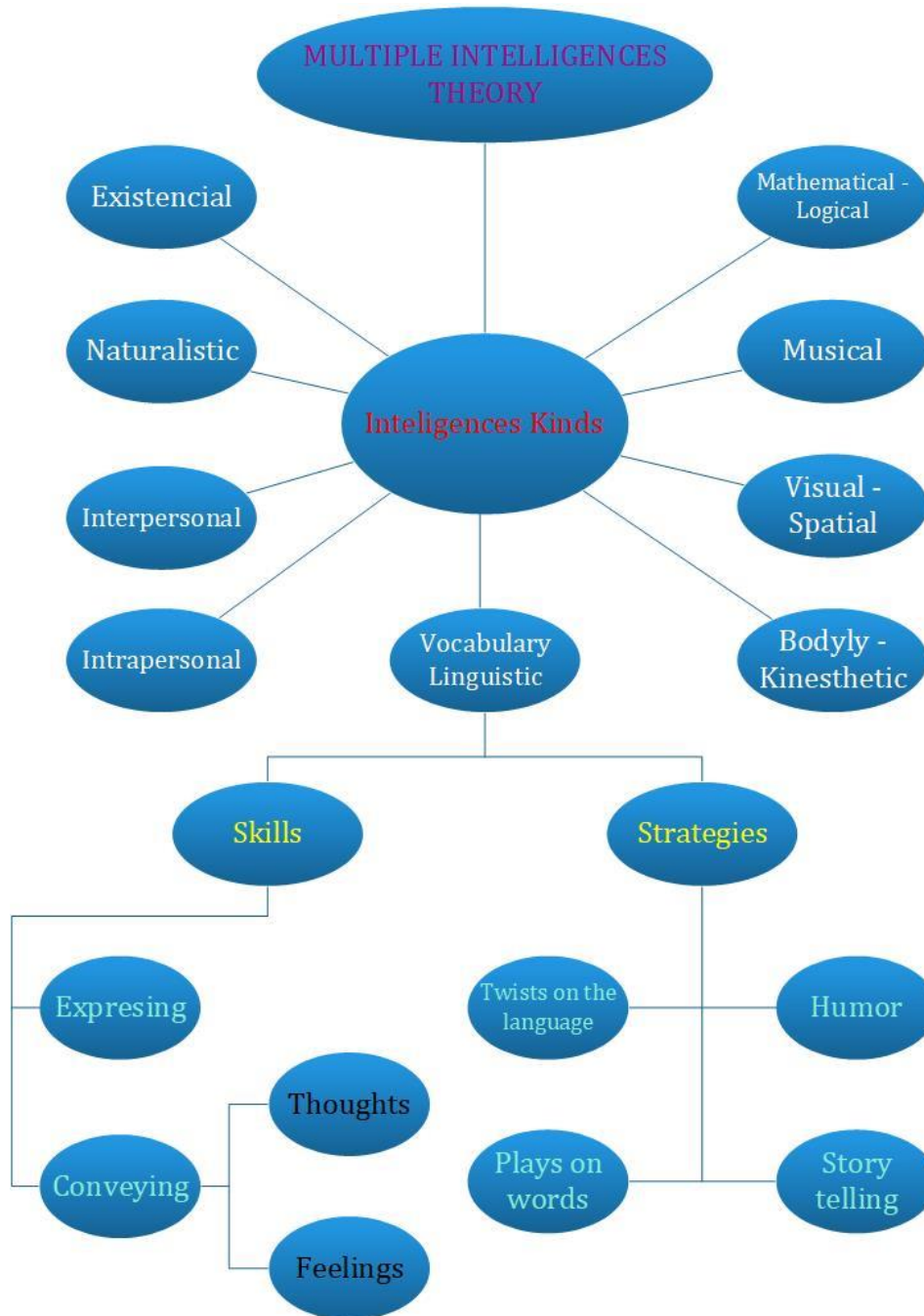
Source: Veenema (1997)
Elaborated by: Amaguaya, S. (2019)

2.4.3 Dependent variable interrelated graphics
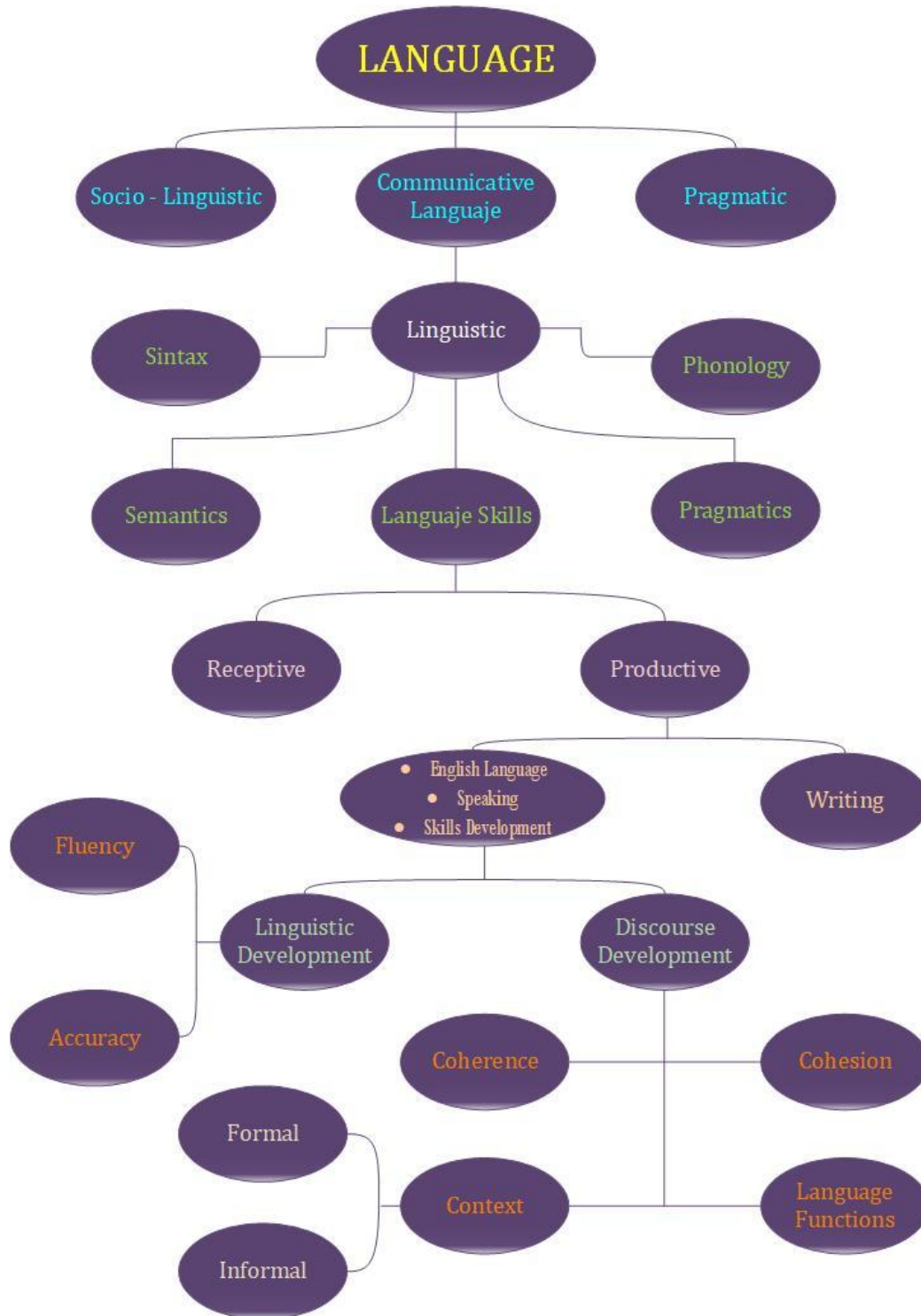
Source: Direct research
Elaborated by: Amaguaya, S. (2019)

2.4.4. Independent variable framework

Multiple Intelligences Theory

This study approaches Gardner's Theory of Multiple Intelligences. Gardner claimed that it was a big mistake in the past that teachers treated students as if they had the same characteristics and taught their classes in the same way (Gardner, 1983). Therefore, he stated that every human being has his or her own way of thinking and learning.

An extensive research program was carried out by Gardener in the late of twentieth century which was the objective to compare and synthesize information about the development of children's cognitive abilities. After analyzing data related to optimal taxonomy of human skills in terms of brain study, genetics, anthropology, and psychology; he and his colleagues identified a number of main points which were called as 'multiple intelligences' (Gardner, 2003).

Gardner (1983) as cited in Armstrong (2018) remarks that Multiple Intelligences is based on IQ testing and it is used to account children's and adult's potentials. He claims that logical-mathematical and linguistic intelligences are more approached in schools. However, they should focus more attention in other intelligences and teachers must be trained to present their lessons with a wide range of information to provide their students the opportunity to learn in their own ways. This action could help to avoid misunderstandings within class environments because teachers label their students as students with attention deficit disorders.

Intelligences kinds

Gardener (1983) proposes nine intelligences or competences: Verbal-linguistic, Mathematical, Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalist, and existential intelligence. Multiple intelligences theory presents a transformation in the ways schools conduct teaching-learning processes. It emphasizes that teachers must present different class planning which include music, cooperative learning, activities which include art, roleplaying, multimedia, inner reflection, among others (Amstrong, 2018).

Gardner (1983) claims that it is important that teachers spend more time in helping children rather than classifying them. It is better to identify students' natural competencies and strengthen them through the use of many different activities. He also argued that teachers must stimulate their students by involving them in different activities where they feel engaged. Those students will use their intelligence or the ability to solve problems within their own environment (Gardner, 1983).

Gardner (1983) as cited in Smith (2017) who states intelligence is the ability that human beings have to solve problems. In this context, a list of intelligences is provided:

Linguistic intelligence: this intelligence includes sensibility for oral and written language. The person who has developed this intelligence is good at learning languages and has the ability to accomplish certain goals through the use of the language. People who are in this group are: writers, poets, lawyers, and speakers.

Logical-Mathematical intelligence: people who have developed a high range of this intelligence have the ability to study problems logically, solve mathematical operations, and perform scientific investigations by detecting patterns, reasoning deductively, and logical thinking.

Musical intelligence is performed by people who perform, compose, appreciate, and compare musical patterns. They are good with pitch, tone, and musical rhythm.

Bodily-kinesthetic intelligence refers to the ability to use body parts to solve problems. People with these skills have the ability to use mind to coordinate body movements. It is related to physical activities.

Spatial intelligence refers to the human beings' ability to use the schemes of wide space and more limited areas.

Interpersonal intelligence deals with the ability to comprehend others' feelings, motivations, and desires. People in this group are good at working in groups; for example: educators, business people, leaders and counsellors.

Intrapersonal intelligence comprehends and appreciates one's motivations, feelings, and fears.

Even though there are different kinds of intelligences, Gardener (1983 as cited in Smith, 2007) emphasizes that they are linked to each other and they do not operate independently but they complement to each other.

Verbal-linguistic intelligence

Verbal-linguistic intelligence is mainly considered in this work. Gardner (1983) stated that learners who have developed this intelligence are very good with words and consequently are very good at the moment of learning a new language. Even though others are good when learning a new language, verbal-linguistic learners are capable to think in words and tend to use them both oral and written form. Therefore, they can easily engage and understand in classes dealing with sounds of speech, syntax, semantics, and pragmatics (Armstrong, 1998).

Language use

Verbal-linguistic intelligence also deals with language use: rhetoric, mnemonics, and explanation. The Oxford dictionary (2018) defines rhetoric as the ability that language users have to effectively and persuasively speak or write through the use of figures of speech and other compositional techniques. Drout (2006) states rethoric is "how to do things with words" or "using words to change the world". To undertand rhetoric, people should previously know about performative and nonperformative kinds of speech. The first one happens when the speaker promises to do something; like the example of politicians because they are always promising things; and, the second occurs when the speaker just informs about something. Further, speakers always make diffrence between locutionary, illocutionary, and perlocutionary as separate effects of statements. A locution is produced when the speaker utters something; for example, "John give me that glass, please". Illocutionary devices, on the other hand, are used to inform the hearer to do something; for instance, in the previous example,what the speaker intends is that John to pass the glass over to her. In this case the speaker is encouraging the hearer to pass the glass. In addition, a perlocutionary effect is what the hearer does. If the hearer passes the glass, the speaker has persuaded him to do something. Based upon what is explained above, it can be concluded that rhetoric refers to what the speaker says, his or her intention, and what the hearer does after listening that uttering.

Furthermore, according to the Oxford dictionary (2018), mnemonics is a system such as a pattern of letters, ideas, or associations which helps in remembering something. It means that mnemonics refers to the ability to study and develop systems in order to improve and help the memory. Goodfriend (2018) argues that mnemonics come from the Greek word "memory"; therefore, people help their memory by using some mnemonic strategies namely chunking, the method of loci and the keyword technique. The first one refers that learners divide the information into chunks for remembering them. Chunking also includes creating acronyms for gathering large amounts of information into one acronym. Finally, explanation is used for further understanding when locutions are not clear at all.

Verbal-linguistic intelligence strategies

Hali (2017) argues that the verbal-linguistic intelligence instructional strategies help to develop the teaching-learning process in concrete environments which are related to language skills. According to the author, there are several verbal-linguistic intelligence strategies namely storytelling, debate, poetry, and interview. Kartiah, Rahman, Rahman, and Jabu (2014) claim brainstorming is another verbal-lingistic strategy that can refer to work with words where learners share their ideas to undertand concepts.

Storytelling

There is an important fact that people have to take into account: All people tell stories. Story –telling is one of the most used ways of communication. It also helps to connect what people know with their personal experience. It also contributes to analyze data. It also cooperates to encourage others' collaboration to the story. Furthermore, story-telling has a purpose of understanding the world from a different perspective. And, it can persuade people to value what others are telling. It is also helpful to start a discussion.

People do not understand something until they hear the story (Quesembery & Brooks, 2010). It is a clear example for the importance of story-telling in communication. One example of story-telling is saying fairy tales. For example: The story of the Little Red Riding Hood.

Humor

Humor plays an important role in daily life. It is useful at the time of keeping an ongoing conversation. It is said that laughing is a good therapy to reduce stress and reduce anxiety

(Ross, 1988). Mulder, in his book: Humor Research: State of the Art argued that there are three theories about humor. First, all people like to laugh at others' misfortune. So they tend to tell the information in a humorous way. For example, when a person falls down on the street in Ecuador, people are laugh while they help people to stand up. After that, they tell the others what had happened in a comic way. He calls this theory as the Superiority Theory. He states that always people tend to show their superiority. Humor stories always have a winner and a looser. Consequently the winner is the one who laughs at the looser. The second theory is the Relief Theory. Freud cited by Ross (1988) proposes his theory saying that laughing can release tension. This release is spontaneous and takes the form of laughing. Humor replaces some negative feelings like pain or sadness.

When I get
a Headache.
I take 2
aspirins and
keep away
from children
just like it
says on the bottle!
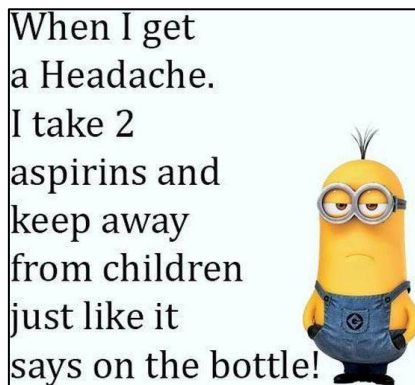
Source: (Ross, 1988)

Furthermore, an important part of learning another language is learning to understand and enjoy jokes (Lems, 2013). Even though English jokes are hard to understand because they are wordplay based, they are another interesting way to teach the target language. According to Lems (2013), puns are kinds of humor with double meanings and they are categorized into four categories. First, homophones are puns that have the same sounds however have different meaning and spelling; for example: (hair, hare; or to, too, two). The second group of puns is polysemous words. They refer to words used in puns which have similar spelling and pronunciation; for example: ruler which refers to a measuring tool or a king; or, mole which refers to an animal that lives in a tunnel or hole; or a spy. The third group of puns is words that have close sounds; for example: ex-stink and extinct. The last but not the least is called as texting puns. They use letters, numbers and simplified spelling to represent a word and groups of words; for instance: "cre8" instead of "create".

Word games

Learning Mind, web page, (2019) argues people who have developed verbal-linguistic intelligence are good at solving - puzzles, crosswords, and vocabulary games. Teachers should develop games which encourage students to develop communication, in this way the students are forced to ask for help in solving puzzles, drawing, put things in the right order, etc. (Harmer, 2003).

Play on words also means that some aspects of the language are exploited in order to produce a confrontation of two linguistic structures (Delabastita 1996: 128). One clear example of Plays on words is produced by Shakespeare. For example: Shakespeare mentions: "Now is the winter of our discontent made glorious summer by this sun of York". Shakespeare uses this plays on word in order to transform the idea about the seasons: winter and summer into bad and good moments.

Role play

Harmer (2003) claims that teachers must use role play in classes; for example, students can act out some dialogs which are found in the textbooks, students can also write their own scripts. The teacher may also film these students' presentations and provide enough feedback in intonation, speech, and speed. For this purpose, teachers should choose those students with a high linguistic intelligence; they should not choose those students who are shy.

Kuśnierek (2015) claims there are different kinds of role plays. It depends on the length an difficulty. There are two types of role plays: real role plays and surreal ones. When teachers bring realia into the classroom, students have the opportunity to practice real activities such as ordering food, asking for directions, greetings, booking flight tickets and hotel rooms. Besides, the real plays can be Elaborated by students in the classroom. On the other hand, surreal plays are created for students to fantasize and imagine themselves in different situations.

Brainstorming

Nordquist (2017) argues brainstorming is a verbal-linguist strategy that is performed to generate and organize ideas. The participants contribute with ideas which should not be rejected. Brainstorming is widely open that is the reason why the participants feel free to

share ideas. They do not experience any fear about others' criticism, for instance. It also helps learners to discover information without the fear of making mistakes. Bonn (2018) claims it is important to have a list of things in mind before doing something because it would support in organization while generating ideas. Later on, brainstorming helps to decide which ideas are useful and which ones are not.

Debate

Richards and Rogers (1986) affirm that debates are part of social interaction in-class activities which also include conversation and discussion, simulations, dialog, role plays, and skits. Brown (2015) argues that students show positive attitude while working on debates because they are free for expressing their ideas and enhance their speaking skills through researching of both sides of argument about any topic. Debates also provide the students the opportunity to collaboratively work and improve their thinking skills. Besides, students are included in discussions and everyone has an opinion. In debates, students listen to others and engage in the discussion with new ideas. According to Zare and Othman (2013), debates are part of instructional approaches that actively engages students. Debates promote the students to enhace their speking skills and challenge them to master on the topic contents.

Oratory

Even though, speaking in public can be difficult for the majority of people (Kline, 1989) because their knees are shaking, their voice is quivered and the whole body is wet; studies show that other people have the tremendous ability to feel comfortable while speaking in public. For that reason, Kline (1989) suggests that speakers should organize their speech in order to engage their audience in the topic from the beginning to the end. Besides, each speaking presentation needs an introduction, a body, and a conclusion. The body and the conclusion must be written after the body because it is the basis of them. Furthermore, students can practice oratory by repeating aloud or declaim a poem in class (Jiménez, 2013).

2.4.5. Dependent variable framework

Language

Language is a system of communication consisting of sounds, words, grammar which is used by people in a particular way or for a particular purpose. It could also be used at any place where people need to communicate something (Yule, 2010). Furthermore, Crystal (2008) defines Language as the real act of speaking, writing or signing in certain situation. It is also conceptualized as the linguistic system subjacent people's use of language in a given time and place.

Harmer (2003) refers to the study of the language as any stage in a lesson where educators and learners center on a specific feature of the language in order to understand it better. The improvement of the knowledge of the language system in terms of productive and receptive skills is the goal of the study of the language. Students should improve their language skills not only in the classroom but also in an independent way through research on their own.

Communicative language competence

The Common European Framework of Reference (2001) refers to communicative language competence as the linguistic sociolinguistic and pragmatic components of the language. Each one of them includes knowledge and abilities and know-how. Lexical, phonological, syntactical knowledge and skills are included in the linguistic competences. Linguistic competence also refers to the cognitive organization of vocabulary depending on the cultural features of the place where the individual lives or socializes and learns. Further, Sociolinguistic competence refers to the use of language under sociocultural conditions such as politeness rules, norms, sex, social groups, and rituals and so on within a community environment. The sociolinguistic component influences on communication between people from different cultural background. Additionally, Pragmatic competences deal with the production of the language functions and speech acts. The mastery of discourse, coherence and cohesion are concerned on pragmatic competences.

Communication

Communication is the ability to share, propose and transmit ideas or information from one place to other (Lunerburg, 2010).

According to CEFR, there are some ways of communication. For example: Oral or verbal communication. It could be in person, by telephone, through radio or television, and through the web, for example, video calls. Another way of communication is the non-verbal one. This is performed by body language, gestures, mood, and so on. The third kind of communication is the Written. People can communicate through e-mails, letters, cards, books, newspaper, magazines, messenger, etc.

For the present document, we are going to focus our attention on spoken ways of communication. Therefore, some topics like story-telling, humor, plays on words, twists of the language, and metaphors are going to be explained.

Socio-linguistic competence

Socio-linguistic language competence refers to the capacity to use language which is suitable for determined social context. Social context is formed by norm, value, beliefs, and behavioral patterns of a determine group of people or society (Alptekin, 2002 as cited in Koay, 2006); for example, in countries like United States, England, and Germany, it is very common to greet with a handshake; however in Latin American countries such as Argentina, people can kiss in the cheek to each other even with people of the same sex (Johanson, 2015).

This language competence deals with discourse possibilities to catch others' attention in ways which are socially accepted (Nordquist, 2018).

Linguistic competence

Each person who has developed the verbal-linguistic intelligence is called as "word smart" and is able to manipulate the syntax or grammatical issues, phonology or the use of the sounds of the language, semantics or the meanings of words and pragmatics or understanding the context to communicate (Armstrong, 1998).

Language skills

A language skill is the ability to do something in a good way in order to show expertise (Oxford Dictionary, 2018). In order to learn a language, there are four main language skills. Those are receptive skills and productive ones (Common European Framework of Reference, 2001).

Richards (1986) claims students should master the basic units of language in order to aquire linguistic and communicative competence. For this reason, curriculum goals aim to enhance skills of the language such as speaking reading, writing, listening, and culture. Therefore, language instruction is developed through four levels of instruction such as 1) listening and speaking, 2) syntax, 3) writing, and 4) reading, writing, and cultural topics in the content areas in order to provided a basis for language learning. This is called as language-skill approach (Richards, 1986).

Receptive language skills

Harmer (2003) states that receptive skills are pieces of information that people receive when they hear or see from the discourse. This statement comprises both listening and reading. Moreover, the language skills work in pairs, therefore the receptive ones are: reading and listening. When people are listening and reading, they are consuming the language (Lewis, 2018). Furthermore, when people read and listen, they connect the received information with their background knowledge (Harmer, 2003).

Listeners receive oral input which comes from one or a group of speakers. Listening information include: listening to public announcements, to media, as a listener of an audience, to conversations. Every time that a person listens, he or she is listening for gist, for specific information, for details, implications, and so on (Common European Framework of Reference, 2001).

Reading is considered as a visual receptive skill because readers receive input which comes from the written material such as books. Language users read for general orientation, information, following instructions, and for pleasure (Common European Framework of Reference, 2001).

Productive language skills

When people are writing or speaking, they are producing the language (Lewis, 2018). The productive skills are also known as active skills because the language users are producing the language through speaking and writing (British Council, 2004). According to Golkovaa and Hubackovab (2014), productive skills are the transmission of information among language users in either in oral or written utterances. Furthermore, these language skills are not produced in isolation; on the contrary, they are produced in combination with receptive skills.

Writing skills

Writing skills are addressed when oral interaction is impossible or inappropriate for passing and sharing notes, and memos. Other ways of writing include exchanging correspondence by letters, and e-mails. Language users also negotiate through agreements, and contracts (Common European Framework of Reference, 2001).

Speaking skills

The Common European Framework of Reference (2001) refers to speaking as one of the productive activities which includes public address, speech at public places, meetings, lectures, commentaries, sales presentations, etc.

Further, Harmer (2003) argues that spoken production needs two elements: 1) language features which are compound by connected speech, expressive device, lexis and grammar, and negotiation language as well as 2) mental and social processing with elements like language processing, interacting with others, and information processing. Among language features which are necessary for spoken production is connected speech which deals with the individual capacity to produce the sounds of speech and also fluently connect them. Connected speech is about assimilation, elision, linking or weakened of sounds. Furthermore, expressive devices refer to the use of stress and speech which are used especially in face-to-face-interactions and help the speakers to show emotion and intensity or even feelings like anger, or happiness. People use these devices in order to transmit meaning. Besides, lexis and grammar are needed in spontaneous speech which is signalized with a lot of lexical phrases while performing language functions such as agreeing,

disagreeing, arguing, expressing surprise, sock or approval. Additionally, negotiation language is mostly used while asking for clarification. On the contrary, mental or social processing is compounded by three elements: first, language processing is the capacity to process the language and fix it into coherent order. People retrieve words in their minds and put them into syntactically and propositionally sequenced utterances. Second, interacting with others deals with the individuals' capacity of listening and understanding what others are saying and produce the appropriate response. Thirdly, information processing is needed in the very moment that an individual receives it in order to make the appropriate response.

Speaking can be assessed taking into account competences like linguistic, discourse that must be produced in a way that listeners can understand it (Harmer, 2003), sociolinguistics, and of course within the context where the speaker is interacting with others.

English language speaking skills development

In the current era, the era of globalization (Crystal, 2003), it is important that language users can communicate with others to express ideas. People must take into considerations that the level of the target language performance must be high. The Common European Framework of Reference (2001) establishes the levels of language performance from the basic or A1 to the independent language user level C2. That is the reason why schools emphasize the manipulation of the target language based on real life through controlled situations. Further, speaking skills development includes linguistic development, discourse development, and language functions; all of them are placed in two different contexts: formal and informal which are detailed below.

Speaking sub-skills

Common European Framework of Reference (CEFR, 2010) refers to linguistic competence to the ability of including lexical, phonological, syntactical knowledge and skills. This competence is not only about the range and quality of knowledge but also the ability to organize and store the knowledge cognitively and to its use.

The organization and use differ from one person to another. It also depends on the cultural features of a community where an individual socializes. To show linguistic competence, people develop fluency and accuracy.

Fluency

Multicultural and ESOL Program Services Education (2007) states that fluency is the skill that people have to manage the language in an accurate way as well as quickly. To come up with this ability people must be familiar with reading and words, so, the better reading, the better vocabulary. Fluency has some components like: automaticity or accurate features, prosody, accuracy, expression, intonation, and phrasing. Speakers should take care about expression, intonation, and phrasing because the lack of these could cause misunderstanding. People who are fluent know exactly when to pause in a sentence or when to change the emphasis on speaking and the voice tone.

Accuracy

Vercellotty (2012) argues that accuracy is the agreement that the speaker presents when matching the target language with the purpose of communication. In other words, it is error free when speaking.

Discourse development

Common European Framework of Reference (CEFR) states that sociolinguistic competence deals with the sociocultural issues of language use. Of course, it is extremely related to each culture and society. It is also correlated with the functions of language because all human beings have a purpose of communication. People who develop this competence tend to master discourse, coherence and cohesion, in certain cultural environments for determined purposes.

Coherence

Hammerness (2006) states coherence is the ability to match consistent ideas when speaking. It is an important part of English language communication because it is the result of interaction and a dynamic understanding depending on the environment, culture and society. Martinková (2009) claims that coherence is one escencial part of a text. The author uses the term coherence to refer to the content, themes, and semantic field of a text.

Cohesion

According to Schiffrin and Tannen (2001) cohesion is defined as the resources for building communicative resources in discourse which go beyond grammatical structure. People who speak with cohesion show respect and use syntax, grammar, phonology, and so on appropriately. Martinková (2009) argues that cohesion is the manner which words or grammatical sentences can link with the words or sentences before and after them.

Language functions

Bilash (2009) argues that everything that people say has a specific purpose. For example, people use the language for apologizing, requesting, expressing a desire, or asking for permission. That purpose has to be accomplished. Therefore, those purposes are called language functions. Thus, words and expressions are uttered taking care about meaning more than structure. In this way, people use the language to accomplish certain purposes and make their words more meaningful.

If people think about functions of language they have to realize that everything has a purpose. Therefore, the communication can be considered as functional because it has its own purpose (Bilash, 2009); for example, when students arrive at school for the first time some actions related to language functions occur. First, the teacher has the new students introduce to each other. They share their ideas and their goals for the course as well. Then, they ask the teacher for permission. Further, the students meet to play in the break time. After that, teacher gives instructions. Students ask for clarification of teacher's orders. Finally, they say good bye and go home. At home, students share experiences with their siblings. Each one of these utterances can be considered as functions of language which have their own goals.

Kinsella (2007) claims there are several language functions that should be learned by students in order to improve their participation in communication through the use of the target language. **Inquiring** is helpful in to ask, gather, or seek for information by using WH words such as what who, when, where, how, and so on. Furthermore, s**ummarizing** and **informing** are used to identify, report, and/or identify information. Phrases like *in short, in summary, to sum up, finally, all in all, in conclusion* among others are useful for recounting information presented by others. Other language functions are **comparing and contrasting**

which are useful to describe similarities and differences of objects or ideas. Some words are helpful in order to establish comparisons and contrasts such as: *likewise, however, nevertheless, despite, on the other hand, on the contrary, contrary to…, conversely, rather, still.* While s**equencing and ordering** are related to sequence and order peoples' ideas, events, or ideas. Cue words that are used for these functions are: first, second, then, next, after that, at which point, at this time, simultaneously, subsequently, among others. Last but not least, **classifying** is the language function that pretends to group ideas, objects, and events according to their own features. Some words are helpful to categorize like *sort, categorize, select, belongs to, fits into, features, traits, qualities,* and so on.

Context

Every conversation or utterance that people perform is located in certain context; this context can be formal or informal. According to Common European Framework of Reference there are some domains: a) the personal domain where the person is centered on home life, family, and friends; b) the public domain where people are part of a culture and society and is related to some kinds of functions and purposes; c) the occupation domain where people deal with their jobs and professions; and d) educational domain where people are engaged in teaching and learning organizations.

Those domains can also be classified as formal and informal contexts. The informal context can have the familiar and the public domains; and, the formal context where we can identify the occupation and educational domain.

Formal

The formal context is related to occasions where people are at school or in an office. Public offices or private ones are places where people communicate in formal way. For example: in conferences, directing a speech, business meetings, or polite conversations with professors and among professionals. Other resources where people can find formal speech are in books, official documents, news reports, articles, business letters, and official speeches (Szynalski, 2017).

Informal

As informal speech we can mention that informal situations are those that take place at home, at the streets, with family or friends. People should know informal speech because they have to be prepared for communication in every situation. (Szynalski, 2017)

Hence formal and informal speech exist in every daily situation people should take into account the following chart with the main differences between formal and informal speech..

Formal English	Informal English
Used in official, literary, academic, etc. content.	Used in everyday, personal conversations.
Typically used in careful, edited writing — when the writer has a lot of time to polish his text. Formal English also occurs in speech, usually when the speaker is saying something that was prepared beforehand (for example, reading the news or delivering an official speech).	Typically used in "improvised" speech — when the speaker is speaking without preparation, as in a conversation (in real life or over the phone). Informal English also occurs in writing, usually whenever the writer is writing quickly and without editing (for example, in an Internet chatroom or in quick, personal e-mails).
Sentences are longer and more complicated, for example: Toyota's US sales bounced back in March as substantial discounts helped to win back customers who had	Sentences are simpler and shorter, for example: Did you see Toyota's sales figures? Looks like the discounts have actually worked.

been shaken by the firm's mass safety recalls.	36
The standard of correctness is higher. Some things are considered correct (or at least acceptable) in informal English, but **wrong** in formal English. For example: I've made less mistakes. (formal: I've made fewer mistakes.) She's liking it. (formal: She likes it.) I feel real tired. (formal: I feel really tired.) You did good. (formal: You did well.)	

Formal English	Informal English
	Because informal English is "improvised", it is sloppy. Speakers (and sometimes writers) often do the following: Use "delaying expressions" to give themselves time: <u>Well</u>, I think they should have asked us first, <u>you know</u>? Use "correcting expressions" to correct themselves: He's not well. <u>I mean</u>, he's not sick, but he's very tired.

	Use "qualifying expressions" to show that what they said is not exactly right: This whole blogging thing is getting kind of old.
	Informal English contains useful "everyday phrases", for example: Here you are. There you go. (when giving something to someone) Excuse me?, Come again? (to ask someone to repeat something) What do you mean? (to ask for explanation) So, you're saying that...? (to ask for confirmation) Exactly!, I couldn't agree with you more. (to agree with someone) By the way..., Anyway... (to change the topic) See you. Take care. (to say goodbye)
A huge number of words and phrases are used mainly in formal English. For example: nevertheless, to disclose, to constitute, to undertake, daunting, impervious, anew, truly, solace, to enchant, frantically, sizeable, to clutch, heyday, as it happens, upsurge, retrieval	A huge number of words and phrases are used mainly in informal English. For example: dude, freaking, uh-huh, nope (= no), to puke, trashy, grownup, awesome, to chill out, stuff, hard-up, to tick somebody off, to sell like crazy.
Many (but not all) phrasal verbs are avoided.	Phrasal verbs are used frequently. For example, in informal situations, people usually say found

	out instead of discovered, came across instead of encountered and got away instead of escaped.
	Words and phrases are sometimes pronounced in a shortened and simplified way, e.g. Lemme go!, I'm doin' fine, Whassup?, Whatcha gonna do?

Source: (Szynalski, 2017)
Elaboated by: Amaguaya, S. (2019)

Speaking activities

Richards (2015) argues that teachers promote speaking activities in class for engaging students in conversations as main source of social interaction; for instance, greetings, small talk, chit chat, and so forth. The students are motivated to continue learning and form a comfortable zone of interaction and improve their language abilities. Harmer (1988) suggests four main speaking activities which can be developed in class in order to enhance students' speaking skills namely information gap activities, discussion, survey, and role play.

Information gap activities consist in a pair activity where both students have different parts of a whole; they give and receive information (Richards, 2015). A gap is formed between the two students because they have two different parts. For instance, when two students are performing an information gap activity can describe and draw. One student describes a picture or thing and his or her partner draws what he or she is listening. This activity can be very motivating and challenging for the students. Additionally, storytelling can be another kind of information gap activities; for example, the teacher shows a story in pictures. In this way, the students can retell what they have seen and create different stories (Harmer, 1988).

Moreover, surveys can be developed in class. They can be used in order to promote discussion and express opinions about any topic. The students can create their own questionnaires and surveys. Harmer (1988) states if students create their own questionnaires and surveys, the speaking activity can be better. Students ask and answer to each other while move around the classroom, in doing this, they share ideas and socialize.

Discussions are also very good to be developed among classroom activities. The teacher gives some topics to discuss and walks around the class to monitor them and provide enough feedback. Among other discussion activities, students can develop debates so they advocate opposite sides about controversial topics (Harmer, 1988).

Other interesting and engaging speaking activity is the role play. In role plays, students have the opportunity to creatively interpret roles in imaginary situations based on real life. For example, they can imagine that they are at the airport where students develop a polite conversation with people that will never see again (Richards, 2015), in a restaurant, in a tourist agency, in the school cafeteria, in the bank, in a hotel entrance, on the bus, among others and develop a conversation which let them simulate real life situations (Harmer, 1988).

How to assess speaking

According to the Common European Framework of Reference (2001) speaking skills are assessed according to oral interaction and oral production. Oral interaction is assessed through spontaneous conversation during short turns. It also deals with short conversations, informal discussions, and goal oriented cooperation. On the other hand, oral production refers to prepared descriptions in academic field through long turns.

If teachers are assessing oral interaction, they focus their attention to aspects of communication with scales containing 12 qualitative aspects namely: turn-taking, co-operating, asking for clarification, fluency, flexibility, coherence, thematic development, precision, sociolinguistic competence, general range, vocabulary range, grammatical accuracy, vocabulary control, and phonological control (European Framework of Reference, 2001).

Teacher and/or students use assessment aids for evaluating speaking activities in class such as checklists and grids. They are used in summative and formative assessment (Common European Framework of Reference, 2001). The checklists are very useful for summative and formative assessment. Teachers list descriptors according to a particular level. In addition, the grid is used to evaluate speaking performance through a grid of selected categories at

different levels such as A1, A2, B, B2 +. Hughes (2018) also states rubrics are helpful for assessing oral activities in class.

There are some oral activities in class such as debates, role plays, and oral presentations in general which have their own way of assessment.

According to Hughes (2018), debates are uselful to let students think about controvertial issues and rubrics can be used for assess them. Rubrics are valuable tools to evaluate students' performance, and to set expectations. Debates can be evaluated according to six different categories to measure students' performance. The teacher must take into consideration the student' age and level and design a rubric based on the knowledge of topic, argument, rebuttal, evidence, interaction with opposing side, and oral performance. These categories have their own scales for representing the lowest and the highest scores according to the learners' level.

Debate Scoring Rubric

Grade	Content / Matter		Style / Manner	Strategy / Method
	Argument	Refutation		
59 or less	**Rarely given** and is usually granted to students who demonstrate an aggressive behavior during debate and trouble makers. This low score means the debaters are excluded from any chance to win or qualify.			
60-64 Far Below Average	Does not use the SEE (state–explain–example) format for arguments. Offers assertions with little reasoning. There is little or no evidence to support arguments. The speaker has likely copied arguments from other sources (notes, teammates) but does not understand the issues. Does not amplify partners' arguments.	Does not reply to the overwhelming majority of major points from the other side. Repeats his/her own arguments without expanding them or comparing them to the arguments from the opposing side. The result is that there is little 'clash' in the debate.	Distracted, anxious and halting in delivery. Makes little eye contact – excessive use of notes inhibits establishing a connection with the judge. Mumbles or has numerous vocal pauses: 'umm,' 'you know." Disrupts the effectiveness of partners' speeches (interruptions, excessive passing of notes). Either accepts or rejects all POIs.	Disorganized. Does not have a narrative structure to the speech (introduction–body–conclusion). Arguments are not clearly distinguished from one to another. Does not reply to opposing issues in an orderly way, making the speech difficult to follow. Does not use the allotted speaking time.

Source: Saudi University (2018)

Grade	Content / Matter		Style / Manner	Strategy / Method
	Argument	**Refutation**		
95-100 MAGNIFICENT performance. Difficult to identify any error, flawless	Sophisticated understanding of issues and strategies. Develops arguments with multiple causes and consequences. Clever impromptu argumentation. Uses different types of evidence and introduces and analyzes more evidence as the debate develops.	Integrates advanced refutation into argumentation, using ideas from opponents to advance the speaker's own side. Uses POIs as opportunities for powerful refutation. Accounts for or has an outstanding reply to every important opposing point.	Has exceptional subject knowledge, delivered in a highly entertaining and informative manner. Brilliant verbal and nonverbal skills, including eye contact, volume, pace, clarity, and humor. Speech would make an ideal demonstration.	Develops a clear, well-organized (effective narrative or other structure) and efficient speech. Despite argument complexity, nearly any listener could follow the speech. Speaker is capable of restoring order to even a confusing debate.

Source: Saudi University (2018)

Furthermore, small group discussion and role plays are interesting activities in class that can be assessed through rubrics. For example:

Sample rubric: Small-group discussion[14]

Criteria	Level 4	Level 3	Level 2	Level 1
Preparation	Almost always prepared with required materials and prep work for discussion	Usually prepared with required materials and prep work for discussion	Often prepared with required materials and prep work for discussion	Rarely prepared with required materials and prep work for discussion
Accuracy of information presented	All information presented in the discussion was clear, accurate, and thorough	Most information presented in the discussion was clear, accurate, and thorough	Most information presented in the discussion was clear and accurate, but was not usually thorough	Information had several inaccuracies or was usually not clear
Listening skills	Always listened respectfully to the perspective of others	Usually listened respectfully to the perspective of others	Often listened to the perspective of others	Rarely listened and often interrupted others
Speaking style	Consistently used eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the group	Usually used eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the group	Often used gestures, eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the group	Rarely used eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the group

Sample rubric: Role play

Criteria	Level 4	Level 3	Level 2	Level 1
Accuracy and believability of role	Point-of-view, arguments, and solutions proposed were always realistic and consistently in character	Point-of-view, arguments, and solutions proposed were usually realistic and in character	Point-of-view, arguments, and solutions proposed were often realistic and in character	Point-of-view, arguments, and solutions proposed were rarely realistic and in character
Clarity of speech	Speech is always clear and easy to understand	Speech is usually clear and easy to understand	Speech is often always clear and easy to understand	Speech is rarely clear and easy to understand
Expression and body language	Always expresses emotion through voice, facial expression, and gestures	Usually expresses emotion through voice, facial expression, and gestures	Often expresses emotion through voice, facial expression, and gestures	Rarely expresses emotion through voice, facial expression, and gestures
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any ways in which his or her character "saw" things differently than other characters

Source: Health Promotion and Protection (2008)

2.5 Variable statement
Independent variable

Verbal-linguistic intelligence strategies

Dependent variable

Speaking skill

2.6. Hypothesis

H1: Verbal-linguistic intelligence strategies improves students' speaking skill

H0: Verbal-linguistic intelligence strategies do not improve students' speaking skill

CHAPTER III

METHODOLOGY

3.1. Basic research modality

The present research was based on quali-quantitative research modality (Antwi & Hamza, 2015). This study had collected qualitative data to answer the research questions and compile evidence (Mack, Woodsong, Macqueen, Guest, & Namey, 2005); and, it focused on a single topic. In this study, the topic was verbal-linguistic intelligence strategies in the speaking development which has been discussed, analyzed, and it has given an in-depth understanding about it. Further, qualitative research yields findings that were not determined beforehand and these findings can be applied outside the place of the study (Mack, Woodsong, Macqueen, Guest, & Namey, 2005). Causes for the problem have been also studied for obtaining a better understanding of it (Ruiz, 2015). Besides, the current research has approached to quantitative research since the researcher has started posing a theory or hypothesis and has tested it (Newman & Benz, 1998).

Furthermore, this work was focused on the social educational model because it is part of the humans' life and their learning organizations (Wellington, 2015). The Ecuadorian Ministry of education (MINEDUC 2016) suggests that students have to get the B1.2 level of English proficiency based on the Common European Framework of Reference. Therefore, teachers should take special attention to the students' communicative competences (MINEDUC 2016) taking into consideration that English is used for communication in real life for it is considered a global language (Crystal, 2006).

3.3. Level of research
3.3.1 Synchronic research

This research has also the type of synchronic research because it was performed for a period of time (Nordquist, 2018). Therefore, the present work was developed for the first term of the 2018-2019 Academic year with the students belonging to the third year of bachillerato from Unidad Educativa "Combatientes de Tapi".

3.4 Research design

3.4.1 Quasi-experimental research

The current research was centered in a quasi-experimental level hence two variables have been manipulated, an independent variable which was called the verbal-linguistic intelligence strategies and a dependent variable which focused on speaking skills development (Hernández, Fernández, & Baptista, 1997) in the classroom (Cohen, Manion, & Morrison, 2007). In this quasi-experimental design there were two groups of students who have not been randomly chosen (Hernández, Fernández, & Baptista, 1997); the groups were chosen based on the classes organized by the Unidad Educativa "Combatientes de Tapi" where the research was developed. Both the experimental group and the control group were formed by twenty-five students who initially took a pre-test before the teacher's intervention. Afterwards, the researcher applied the intervention for one month. Finally, the two groups were given a post-test to compare results.

3.4.2. Bibliographical documentary research

Moreover, this investigation has conducted a bibliographical documentary research because it uses primary and secondary materials. The researcher has assessed and analyzed bibliographical data. Moreover, it has included authenticity, credibility, representativeness, and meaning. Authenticity deals with genuineness and originality, credibility means that the research is honest and accurate. Furthermore, representativeness means reliability; in other words, it looks for the representation of produced materials. Besides, meaning shows that the research is useful. It also means that the evidence of the research is clear and comprehensible. The document has been appropriately situated to its context as well; and, its methodology has also been ascertained (Kridel, 2016).

3.4.3. Applied research and field research

Furthermore, the present work has approached to applied research and field research for they deal with scientific research which tries to solve problems through the application of the information found in the books (Cherry, 2018). Therefore, this research has proposed a

solution for the limited level of speaking development of the students belonging to the third year of bachillerato from Unidad Educativa "Combatientes de Tapi". Besides, this work has provided the students with a way to enhance their speaking skills. On the other hand, the present study focused on Field Research for it is useful to help in solving students' needs in the setting they occur (Bhat, 2018). During classes, the researcher has had the opportunity to observe and determine the problem. In consequence, she has applied her findings in the target group and has obtained results.

3.4. Population and sample

This research has a population of 50 students from the third year of bachillerato and 10 English teachers from Unidad Educativa "Combatientes de Tapi"; and, the sample has been approached as the following table displays:

Table 1. Population and sample

CLASS	ROOM	MEN	WOMEN	TOTAL	
3rd BGU	A	18	7	25	Experimental
3rd BGU	B	21	4	25	Control

Source: Unidad Educativa "Combatientes de Tapi"
Elaborated by: Amaguaya, S. (2019)

3.5. Operationalization of variables
a. Independent variable

Verbal linguistic intelligence strategies.

b. Dependent variable

English language speaking development.

Independent Variable Characterization

Table 2. Independent variable characterization

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	TECH INST
VERBAL-LINGUISTIC INTELLIGENCE Characterization The ability to understand and use the language through rhetorics, mnemonics, and explanation for communication of people's thoughts and feelings as well as use them through strategies such as storytelling, humor, plays on words, role play, brainstorming	Language use	Rhetoric Mnemonics Explanation	KET exam Speaking part
	Strategies	- Storytelling - Humor - Play word games - Role play - Brainstorming - Debate - Oratory	

 Source: Direct research

Elaborated by: Amaguaya, S. (2019)

Dependent variable characterization

Table 3. Dependent variable characterization

DEPENDENT VARIABLE	DIMENSIONS	INDICATORS	ITEM TECH INST
SPEAKING DEVELOPMENT Characterization The process of conveying information or expressing thoughts and feelings in spoken language through the discourse development which focuses on coherence and cohesion; and, language functions such as inquiring, summarizing, comparing and contrasting, sequencing and ordering, and classifying in two different contexts: formal and informal.	Discourse development	- Coherence - Cohesion	KET exam Speaking part
	- Language functions	- Inquiring - Summarizing - Informing - Comparing and contrasting - Sequencing and ordering - Classifying	
	Context	- Formal - Informal	

Source: Direct research

Elaborated by: Amaguaya, S. (2019)

3.6 Collection of information

Tools and techniques

It is necessary to explain that the present research has used techniques and their corresponding tools for collecting data: The technique was the survey and the tool was the questionnaire. Both of them had provided helpful data which was used by the researcher to conclude and do recommendations. Furthermore, the KET (Key English Test) was used as pre and post-tests.

3.7. Data collection plan

Table 4.

Data collection plan

Purpose:	Verbal-linguistic intelligence strategies empower students to interact through the use of speaking skills.
Place:	Unidad Educativa "Combatientes de Tapi"
Target group:	Students of third year A and B of bachilletato
Theme:	Verbal-linguistic intelligence strategies for English language speaking skills development.
Researcher:	Sandra Paulina Amaguaya Vizuete
Time for the collection of information:	October 2018-February 2019 academic period
Techniques:	Testing and strategies execution
Instruments:	Pre-test: Cambridge Key English Test Speaking part Post-test: Cambridge Key English Test Speaking part

Elaborated by: Amaguaya, S. (2019)

3.8. Basic questions for the research

Table 5.

Basic questions for the research

QUESTIONS	EXPLANATION
Why?	Verbal-linguistic intelligence strategies empower students to interact through the use of speaking skills.
Who will be investigated?	Students of third year A and B of bachilletato
What will be researched?	The impact of verbal-linguistic intelligence strategies in the English language speaking skills development
Who will do the research?	Sandra Paulina Amaguaya Vizuete
Who will be researched exactly?	Teachers and students of third year A and B of bachilletato
When?	In the October 2018- February 2019 academic period
What place?	At Unidad Educativa "Combatientes de Tapi"
How many times?	Once
Which technique will be used?	Testing and strategies execution
Which research instrument will be used?	Pre-test: Cambridge Key English Test Speaking part
	Post-test: Cambridge Key English Test Speaking part

Elaborated by: Amaguaya, S. (2019)

3.9. Process and analysis plan
The current project comprises five steps:

1. A pre-test based on KET speaking part to collect data related to students' level of speaking performance before the teachers' proposal implementation. This information, the researcher finds valuable and real information which later supports the validity of the results.

2. The application of verbal-linguistic intelligence strategies namely, storytelling, humor, plays on words, and debate, brainstorming, debate, and oratory ended in four weeks.

3. Drawing conclusions and recommendations based on post-test results.

4. Collecting survey results from the students who were researched from Unidad Educativa "Combatientes de Tapi" to assess the importance of verbal-linguistic intelligence strategies for English language speaking development.

5. Final conclusions and analysis.

For the implementation of this study, two tests were taken by the students, pre-test, and post-test, belonging to KET exam speaking part which enlightened the researcher on the students' level before and after the implementation of the proposal.

For the application of the proposal, four verbal-linguistic intelligence strategies were applied such as storytelling, humor, plays on words, twists of the language, and twists of the language with the experimental group while the control group of students was attending their normal English classes.

Table 4. Proposal

N.	LESSON TOPIC	VERBAL-LINGUISTIC STRATEGY	TIME
1	Movies	Storytelling	2 class hours
2	Professions	Storytelling	2 class hours
3	News	Storytelling	2 class hours
4	Let's take care of our environment	Plays on words	2 class hours
5	I am a daydreamer	Plays on words	2 class hours
6	My best wishes	Plays on words	2 class hours
7	Fake news	Humor	2 class hours
8	My own jokes	Humor	2 class hours
9	I am an actor	Role play	4 class hours
10	Going to the university	Debate	2 class hours

Elaborated by: Amaguaya, S (2019)

CHAPTER IV

ANALYSIS AND INTERPRETATION

Data for the current study come from 50 students of Unidad Educativa "Combatientes de Tapi". It aims to determine the impact of verbal-linguistic intelligence strategies in the speaking skills development. Since it was a quasi-experimental research, two main tests, the pre-test and the post-test were taken which are based on speaking part of KET exam. Finally, descriptive and inferential statistic methods were used for analyzing the results that come from the periods before and after the teacher's intervention.

5.1. Pre-test

A rubric was used in order to collect data. It contains four main criteria for speaking skills namely vocabulary, accuracy, fluency, and interaction (Ministerio de Educación del Ecuador, 2016). Therefore, the results are shown in the data which is displayed below.

Table 5. Control and Experimental group. Pre-test

CONTROL GROUP	Pre - Test	EXPERIMENTAL GROUP	Pre-test
Vocabulary	0.98	Vocabulary	0.98
Accuracy	0.78	Accuracy	0.54
Fluency	0.80	Fluency	0.56
Interaction	0.82	Interaction	0.58
	3.38		2.48
Expected Average	8.00	Expected Average	8.00

Elaborated by: Amaguaya, S. (2019)

Figure 4. Control group. Pre-test

CONTROL GROUP PRE-TEST

(bar chart: Vocabulary ≈ 1.00, Accuracy ≈ 0.70, Fluency ≈ 0.80, Interaction ≈ 0.85, Expected Average = 8.00; y-axis from 0.00 to 9.00)
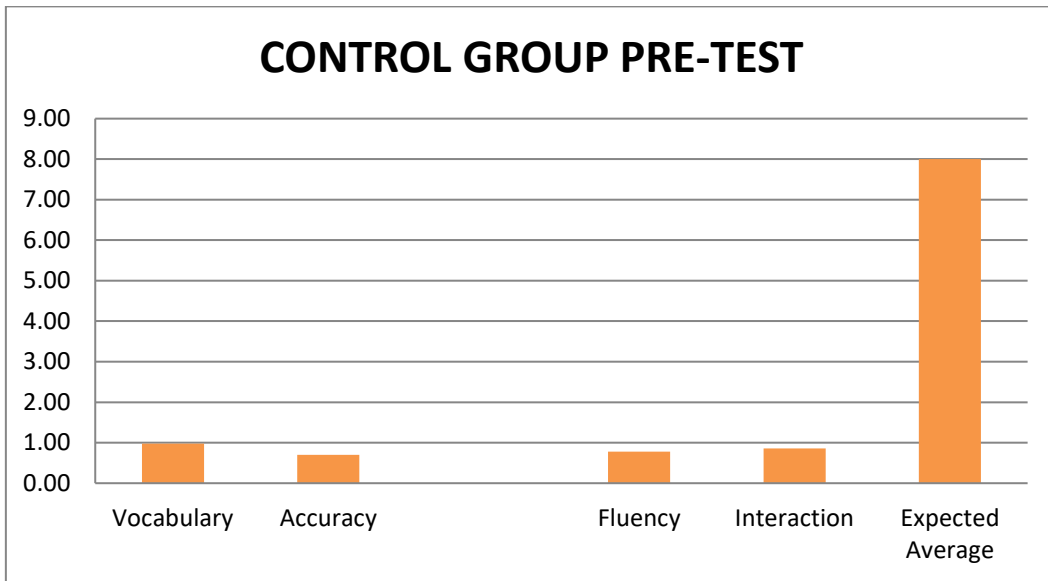
Elaborated by: Amaguaya, S. (2019)

Figure 5. Experimental group. Pre-test

Experimental group - Pre-test

(bar chart: Vocabulary ≈ 1.30, Accuracy ≈ 1.10, Fluency ≈ 1.10, Interaction ≈ 1.30, Expected Average = 8.00; y-axis from 0.00 to 9.00)
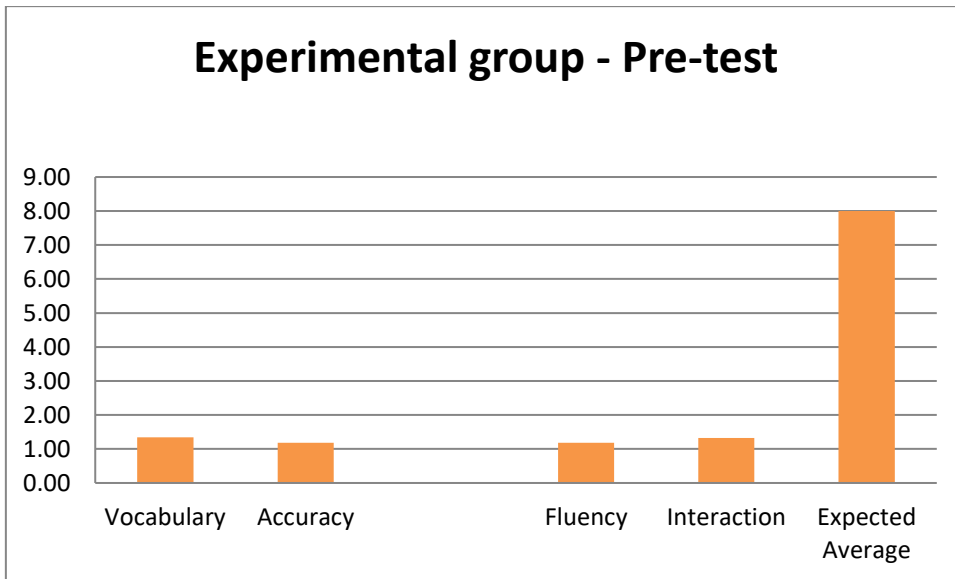
Elaborated by: Amaguaya, S. (2019)

Analysis and interpretation

The rubric had four main parts which are vocabulary, accuracy, fluency, and interaction. In vocabulary, there is not any difference between the population in the control group and the population in the experimental group. Both of them had .098 in the overall average. Notwithstanding, there is a difference between the results in the control group obtained an

average of 0.78 and the experimental had 0.54 related to accuracy. The results also showed that the population had a low level of fluency because the average of the control group is 0.80 and the experimental group obtained 0.56. Furthermore, the control group obtained 0.82 in interaction but the experimental group obtained 0.58. The results show that the control group had an average of 3.38; on the contrary, the experimental group had 2.48. Therefore, there is a slight difference between the control group and the experimental one being the former higher than the latter in the pre-test.

Normality test

This test is important because it is needed to know if the data come from a normal distribution. For this process, the researcher has used the SPSS statistical software.

Table 6. Normality test- Control group: Pre-test

One-Sample Kolmogorov-Smirnov Test[a]

		PRE-TEST
N		25
Normal Parameters[b,c]	Mean	3.380
	Std. Deviation	1.8500
Most Extreme Differences	Absolute	.221
	Positive	.221
	Negative	-.188
Test Statistic		.221
Asymp. Sig. (2-tailed)		.003[d]

Elaborated by: Amaguaya, S. (2019)

Figure 6. Histogram. Control group. Pre-test

CONTROL GROUP PRE-TEST

GROUP: CONTROL

Mean = 3.38
Std. Dev. = 1.85
N = 25
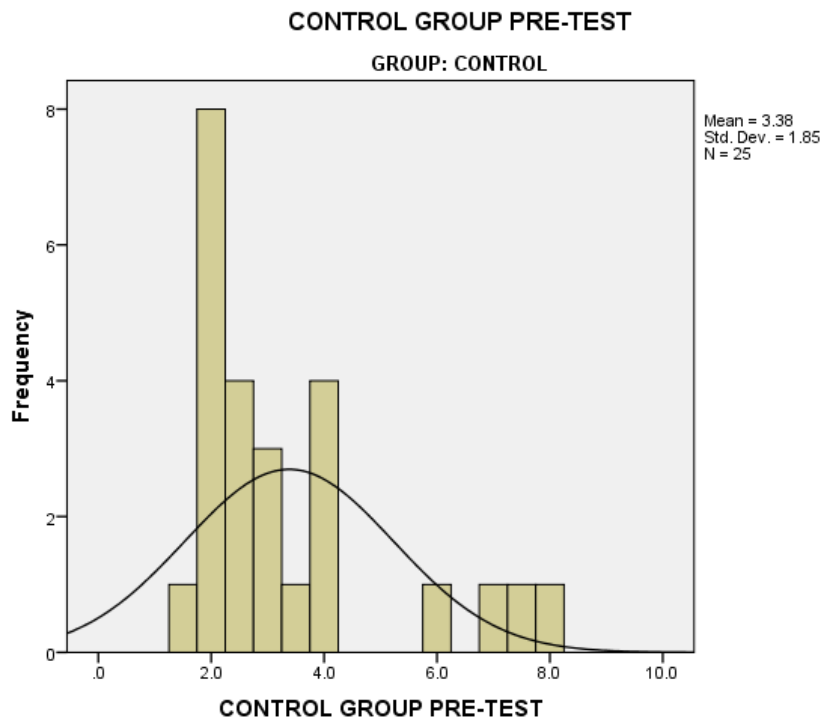
Elaborated by: Amaguaya, S. (2019)

Table 7. Normality test. Experimental group: Pre-test

One-Sample Kolmogorov-Smirnov Test[a]

		PRE-TEST
N		25
Normal Parameters[b,c]	Mean	2.480
	Std. Deviation	.6690
Most Extreme Differences	Absolute	.288
	Positive	.288
	Negative	-.237
Test Statistic		.288
Asymp. Sig. (2-tailed)		.000[d]

a. GROUP = EXPERIMENTAL

Elaborated by: Amaguaya, S. (2019)

Figure 7. Histogram. Experimental group. Pre-test
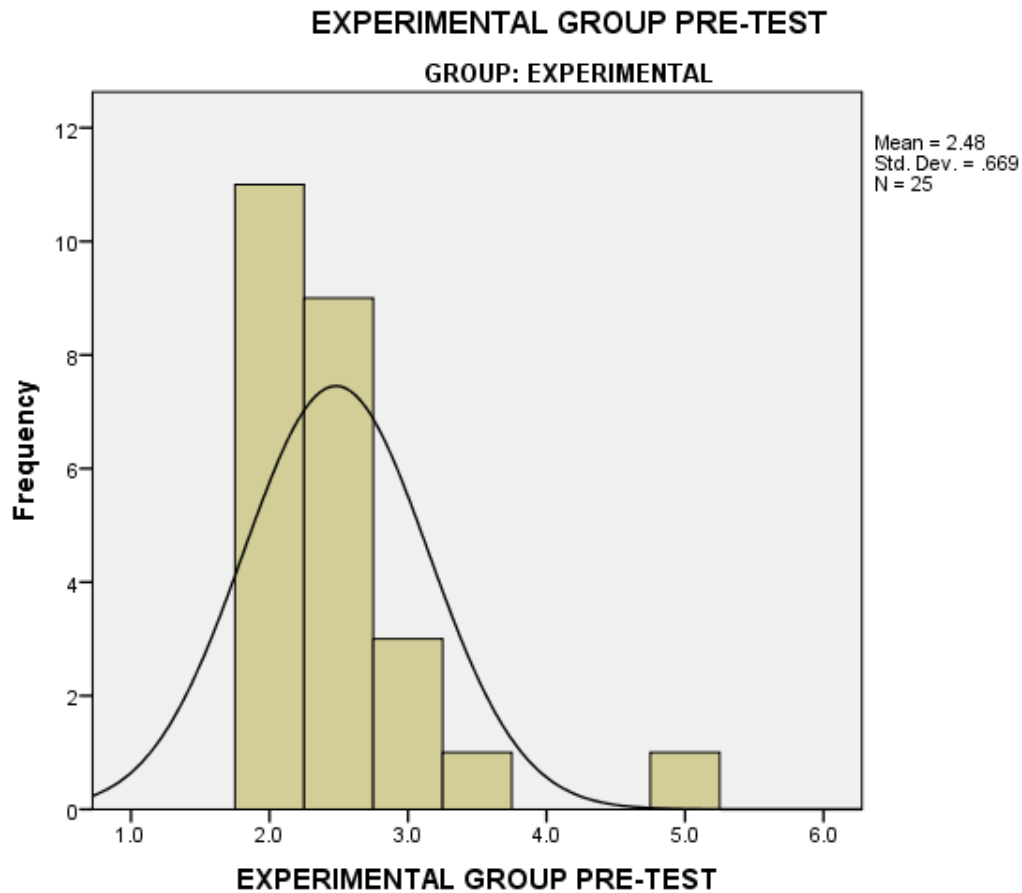
Elaborated by: Amaguaya, S. (2019)

Analysis and interpretation

As it has been noticed through the information displayed above, the data for both the control group as well as the experimental group come from a normal distribution based on the Kolmogorov-Smirnov test for one – sample. This normality test indicates that the test to compare population means can be executed.

T-student test

Assumption of equality of variance test

Table 8. Equality of variances

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
PRE-TEST	CONTROL	25	3.380	1.8500	.3700
	EXPERIMENTAL	25	2.480	.6690	.1338

Elaborated by: Amaguaya, S. (2019)

Table 9. Independent sample test: Pre-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PRE-TEST	Equal variances assumed	14.908	.000	2.287	48	.027	.9000	.3934	.1089	1.6911
	Equal variances not assumed			2.287	30.171	.029	.9000	.3934	.0967	1.7033

Elaborated by: Amaguaya, S. (2019)

Analysis and interpretation

In the table displayed above it the Sig. is < 0.05; therefore, there is no equality of variances because the Sig. is .000. There is a difference in the variances; therefore, equal variances are not assumed. Furthermore, it is needed to mention that the Sig (two tailed) shows 0.29 which is < 0.05; therefore it is also assumed that there is a difference between the means in the control and the experimental group.

5.2. Post-test

Table 10. Post-test.

CONTROL GROUP	Post - Test	EXPERIMENTAL GROUP	Post-test
Vocabulary	0.98	Vocabulary	1.34
Accuracy	0.70	Accuracy	1.18
Fluency	0.78	Fluency	1.18
Interaction	0.86	Interaction	1.32
	3.32		5.02
Expected Average	8.00	Expected Average	8.00

Elaborated by: Amaguaya, S. (2019)

Figure 8. Post-test. Control group
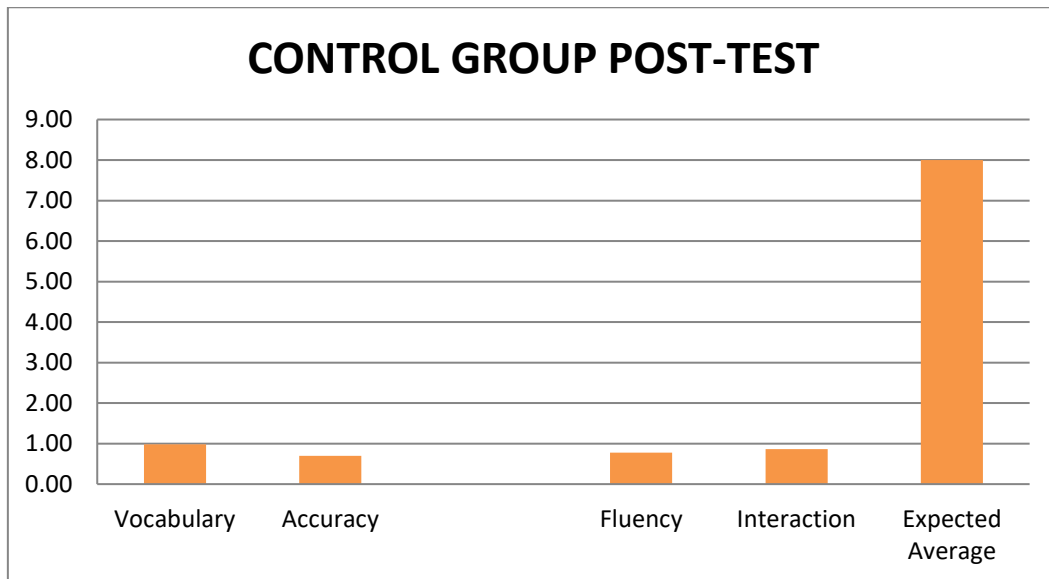
Elaborated by: Amaguaya, S. (2019)

Figure 9. Post-test. Experimental group

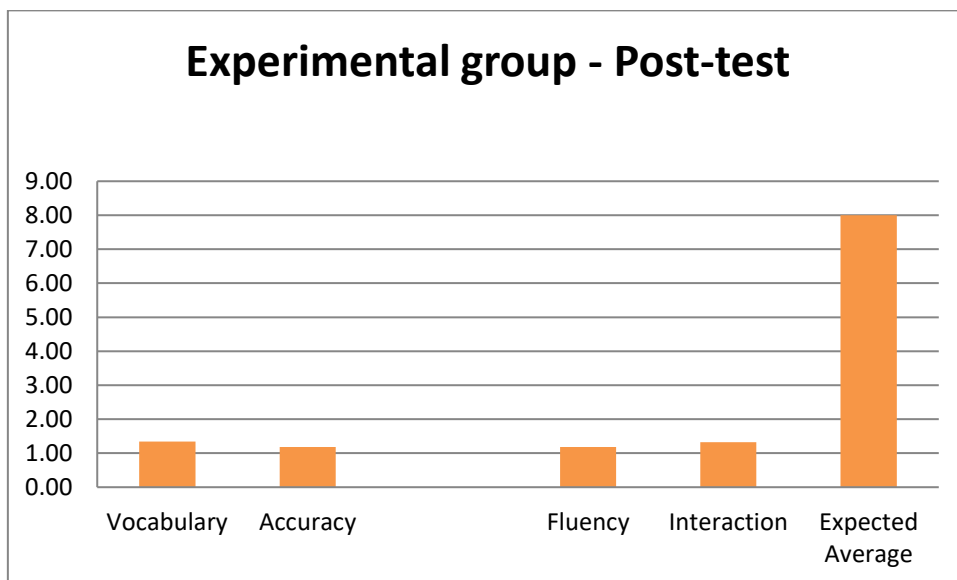Elaborated by: Amaguaya, S. (2019)

Analysis and interpretation

Based upon the rubric which was used in the post-test, the results are in vocabulary the control group obtained 0.98; but, the experimental group obtained 1.34 in vocabulary. Besides, the second criteria was focused on accuracy. The control group had 0.70 in the second criteria and the experimental group obtained 1.18. The third aspect which was part of the rubric was fluency. In this part, the control group got 0.86 while the experimental group had 1.18. The last part of the rubric was interaction. In this the control group obtained 0.86; on the contrary the students of the experimental group obtained 1.32. Therefore, the mean of the control group in the post-test was 3.32; in contrast, the mean experimental group was 5.02.

T-student Test: Post-test

Table 11. T-test. Post-test

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
POST-TEST	CONTROL	25	3.320	1.8079	.3616
	EXPERIMENTAL	25	5.020	.8226	.1645

Figure 10. Control group. Post-test
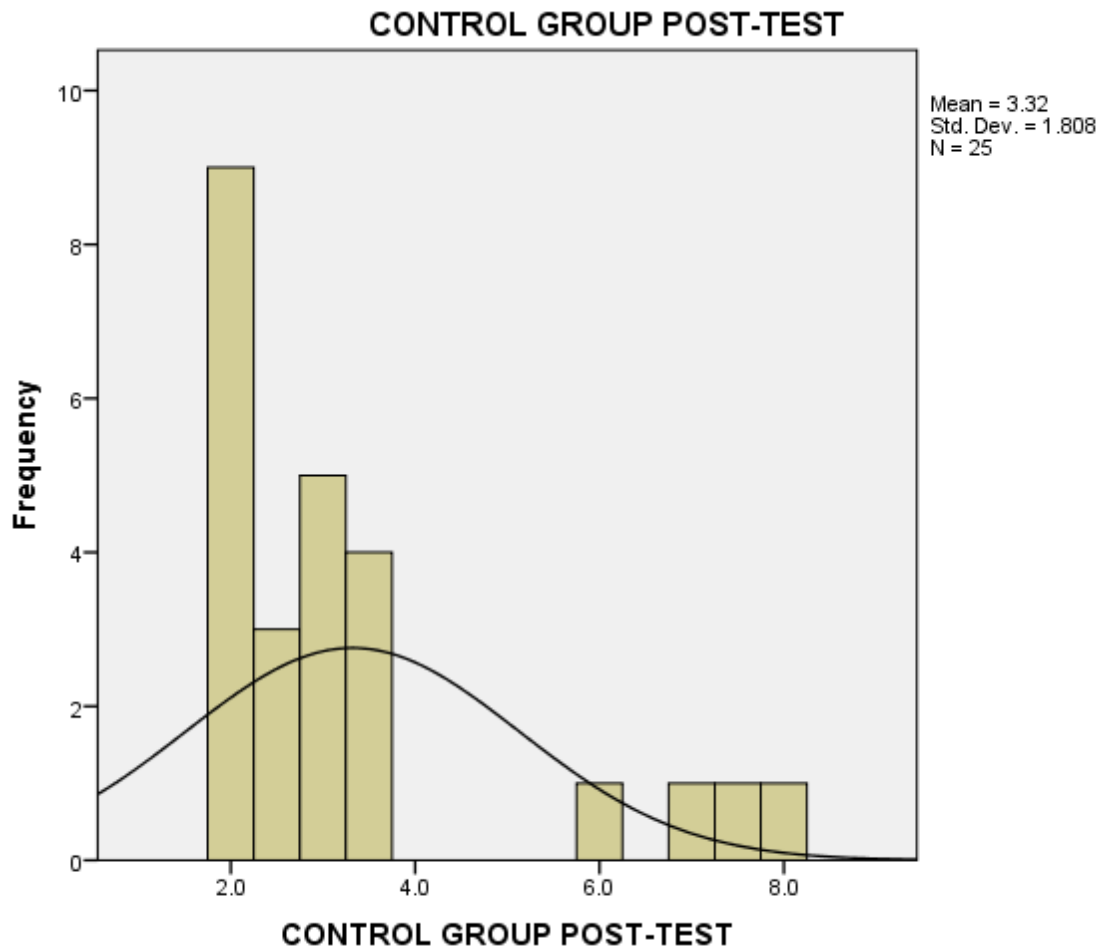
Elaborated by: Amaguaya, S. (2019)

Figure 11. Experimental group. Post-test
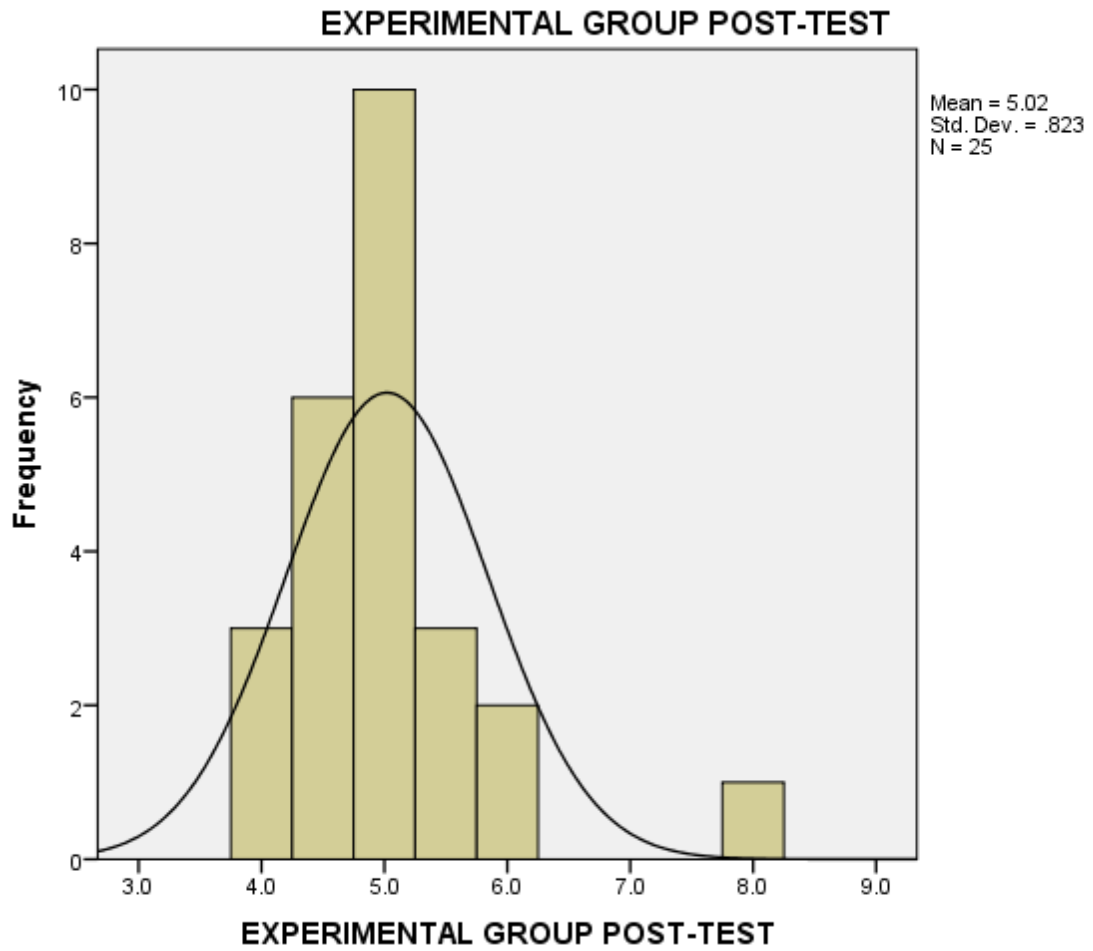
Elaborated by: Amaguaya, S. (2019)

Table 12. Independent samples test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POST-TEST	Equal variances assumed	7.386	.009	-4.280	48	.000	-1.7000	.3972	-2.4987	-.9013
	Equal variances not assumed			-4.280	33.529	.000	-1.7000	.3972	-2.5077	-.8923

Elaborated by: Amaguaya, S. (2019)

Analysis and interpretation

As the Sig. is 0.009 which is < 0.05, equal variances are not assumed through the Levene's test for equality of variances. Besides, the T-test for equality of variances shows a Sig (two tailed) equal to .000; therefore, there is a significant differences between the means of the control group and the experimental one for the post-test.

Hypothesis test.

For the hypothesis testing, it is necessary to rewrite those that were mentioned in the chapter two of the present research.

H1: Verbal-linguistic intelligence strategies improves students' speaking skill

H0: Verbal-linguistic intelligence strategies do not improve students' speaking skill

Table 13. Paired sample statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	EXPERIMENTAL GROUP PRE-TEST	2.480	25	.6690	.1338
	EXPERIMENTAL GROUP POST-TEST	5.020	25	.8226	.1645

Elaborated by: Amaguaya, S. (2019)

Table 14. Paired sample correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	EXPERIMENTAL GROUP PRE-TEST & EXPERIMENTAL GROUP POST-TEST	25	.607	.001

Elaborated by: Amaguaya, S. (2019)

Table 15. Paired sample test

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	EXPERIMENTAL GROUP PRE-TEST - EXPERIMENTAL GROUP POST-TEST	-2.5400	.6758	.1352	-2.8189	-2.2611	-18.793	24	.000

Elaborated by: Amaguaya, S. (2019)

Analysis and interpretation

With 25 valid cases and with a confidence interval percentage of 95%, the Sig. (Two tailed) is .000 which is < 0.05. This result indicates that there is a significant difference between the

means of the experimental group in the pre-test and the post-test. Therefore, it is clearly stated that there was an improvement of the students of the experimental group because the mean in the post-test is higher than the mean in the pre-test. This means that the proposal based on verbal-linguistic intelligence strategies to improve speaking skills had good results.

$\mu1 \neq \mu2$ It means that the mean in the post-test is not similar to the mean in the pre-test for the experimental group.

Finally, it is concluded that the null hypothesis was rejected and the alternative hypothesis was proved.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

After finishing this research process several conclusions emerged.

- The verbal-linguistic intelligence strategies in the English language speaking skills development has a positive impact because students improved. After the treatment in the class and after analyzing the pre-test and the post-test results, it is concluded that there is a significant difference between the results in the pre-test and the post-test of the experimental group of students.

- Students use verbal-linguistic intelligence strategies to enhance their oral language functions. Those language functions constitute important parts in the students' performance during the treatment in the class namely inquiring, summarizing, informing, comparing and contrasting, sequencing and ordering, and classifying.

- Students use and analyze verbal-linguistic intelligence strategies such as storytelling, humor, play word games, role play, brainstorming, debate, and oratory. Each one of them were helpful to design the proposal that was put into practice during the teacher's experimentation with the students of third year of bachillerato at Unidad Educativa Combatientes de Tapi.

- There is a difference between students who have their teacher's assistance through verbal-linguistic intelligence strategies booklet and students who do not have their teacher's assistance. The data that comes from the pre-test and the post-test clearly demonstrates that there is a significant improvement in the experimental group; while in the control group, the students did not show an improvement.

5.2. Recommendations

Having finished the current study, it is important to introduce some recommendations.

- Based upon the results of the experiment, it is necessary to suggest the teacher to use verbal-linguistic intelligence strategies because it is another way of teaching. Teachers need to experiment with verbal-linguistic intelligence strategies because students may be engaged in class and with high levels of motivation for their own learning.
- It is advised that teachers develop the oral language functions because students need to socialize, inquire, compare, summarize, inform, make a sequence, order, and classify during speaking practice in class. Through this way, learning English is less tired and students really understand why they should speak the target language.
- It is also suggested that teachers apply certain verbal-linguistic intelligence strategies such as storytelling, humor, play word games, role play, brainstorming, debate, and oratory. All of them motivate students to be active part in their learning.
- It is also recommended that teachers experiment with their students not only to improve their students' knowledge but also for making them happy and engaged in classes. Teachers must also research, compare and analyze data in order to contribute with new ideas in the learning process.

CHAPTER VI

THE PROPOSAL

Topic: Verbal-linguistic intelligence strategies for English language speaking skills development

6.1 Informative data
Name of the institution: Unidad Educativa "Combatientes de Tapi"
Location: Riobamba
Beneficiaries: 50 students from third year of bachillerato
Estimated time: 4 weeks
Beginning: March, 2019
Researcher: Sandra Paulina Amaguaya Vizuete

6.2 Background of the proposal

The "Verbal-linguistic intelligence strategies for English language speaking skills development" teachers' class planning material has as its main goal of enhancing leaners' speaking skill. Several verbal-linguistic intelligence strategies such as storytelling, debate, role play, play with words, and humor were chosen in order to provide the teachers a valuable material to apply in class at Unidad Educativa Combatientes de Tapi. It was developed during the September and February 2019 academic period. The KET (Key English Test) speaking part was taken for the students to collect information about the level of students in the pre-test before the treatment and the post-test after the treatment in the classroom.

6.2. Justification

"Verbal-linguistic intelligence strategies for English language speaking skills development" is the proposal that embraces important and necessary teaching planning.

This proposal aims to provide teachers an effective class planning tool in order to been implemented in EFL classroom; therefore, it is very important. Planning is an eminently human activity which is adopted in any stage of the human existence. Voluntary activities are planned in one way or another to the extent that it means being able to anticipate, organize, and decide courses of action. It is a fundamental task in the teaching practice because it depends on the success or not of the teaching work. Besides that, it allows to combine the theory with the pedagogical practice. The importance of this proposal lies in the need to organize coherently what teachers want students do to achieve their learning objectives.

Furthermore, the current proposal is necessary because it allows to coherently and consistently organize classes, and satisfy the necessities of "Combatientes de Tapi" school students. It also offers a systematic anticipation, and reduces uncertainty. All that is planned, in short, addresses the students' needs in their English learning process

6.4 Objectives

6.4.1 General
To design a class planning handbook based on the verbal-linguistic intelligence strategies for English speaking skills development.

6.4.2 Specific objectives
To apply the verbal-linguistic intelligence strategies to enhance English speaking skills.

To provide information about verbal-linguistic intelligence strategies to enhance English speaking skills.

6.5. Feasibility analysis

There are several reasons to argue that the current study has enough feasibility to be carried out. First, there is trained personnel required to carry out the project and likewise, there are final users willing to use the product generated by the project developed. In other words, English teachers at the Unidad Educativa "Combatientes de Tapi" have the desire to collaborate with this project and the students are aware of their necessity to improve their speaking skills. Therefore, it could be said that there is enough human talent feasibility. Furthermore, technology is available for the development of classes required for the

implementation of the proposal. So there is also technological feasibility because there are computers and projectors as well as video cameras and microphones which are available for English teachers at school. There are also organizational and legal feasibility. The authorities, personnel, students and parents support this study and the researcher has the legal permission for doing it.

6.6. Proposal foundation

Theoretical foundation

Verbal-linguistic intelligence

Gardner and Hatch (1989) claims the theory of Multiple Intelligences states that each person has seven different and independent abilities which let him or her process information. Those intelligences correspond to different learning styles such as Logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. These forms of thinking are distinct forms of perception, memory, and other psychological processes. People who have developed the linguistic intelligence are able to differentiate sounds and construct the language as a poet, for instance. Furthermore, individuals who have developed the Linguistic intelligence are sensible to the sounds, rhythms, and meanings of words. They also have sensitivity to the different functions of the language.

Verbal-linguistic intelligence strategies

Storytelling

Fripp (2018) claims that storytelling is a strategy which is used by salespeople, corporate visionaries, professionals, and even students that has as its main objective to tell a good story. She considers that storytelling is the most important tool of leadership. People who have developed storytelling strategy are able to inspire, inform, or be persuasive. When a person uses this strategy, they have to take into consideration to use real characters that can serve to establish a real relationship. Furthermore, the speaker must deliver dialogs instead of reporting them. Moreover, speakers must develop emotional connections with listeners.

In the educational field, storytelling is also used. Teachers must schedule time for telling stories and teach their students how to do it. Stories can be told for fun in order to share memorable lessons between teacher and students and vice versa. Additionally, starting with

a story is a good strategy to engage students into the topic of the class. Another use that learners can give stories is by using them as illustrators because they can be used to examine difficult concepts. Moreover, students develop listening skills because they listen to their teacher's stories and their classmates' stories as well (Catapano, 2018). Finally, verbal-linguistic learners have good experiences of learning because they easily connect the information in the textbooks with their background knowledge.

Plays on words

Wordplay is an important part in any language (Korčák, 2012). Those plays on words are based on particular characteristics of the language; for example, the similarity of sounds in words and the meaning. Vocabulary can be reinforced by teachers through the use of a variety of games with words. This strategy can be placed upon word building, spelling, meaning, sound correspondences, and words inferred from sentences in context.

The Oxford Royale Academy (2016) claims there are several kinds of word games such as word searches, crosswords, and puzzles among others. Word searchers are very helpful for students to learn new terms and their spellings. Word searchers are used in a short term of time in the class for vocabulary building. After searching words, students can write down or talk about their definitions. On the contrast, crosswords, grids with white and black squares, need to be filled by students with letters to form words in horizontal and diagonal ways. For crossword activities, students need clues in order to guess the word. These clues could include simple questions, anagrams, synonyms, or definitions. Crosswords are very helpful for educational purposes because they are used to expand vocabulary and link students' knowledge with their cultural background. Finally, puzzles are good tools for strengthen the brain. Doing puzzles with students help to challenge students and improve their thinking skills.

Humor

Korčák (2012) claims people enjoy laughing. This is the reason why humor makes people positively think and feel. He also states that there are a number of forms to make someone laugh; besides a good example of creating humor is through wordplay. British council (2019) claims humor is a complement of an individual personality. It is developed based upon the cultural features of each place. There are many kinds of jokes such as "knock knock" jokes.

Jokes are useful to prevent students' anxiety. Based upon Stephen Krashen's idea of negative consequences of high affective filter, humor can be a valuable tool for relaxing students and encourage them to improve their language skills. Further, humor helps to build a classroom environment free of making mistakes worries during speaking practices. However, teachers should teach students to laugh at jokes rather than the classmates who make them. Humor can be beneficial when it is included in classroom activities; for example, telling a joke can be very good for speaking and listening activities. If the students laugh after listening a joke, it is understood that they have comprehended it. Another activity that can be performed with jokes is translation. Students can listen a joke and then they can translate it to talk to their friends and relatives in their mother tongue. Jokes can also be controversial topics for class discussions because they sometimes are based on prejudices and stereotypes. Therefore, teachers can motivate students to talk and say their opinions about jokes.

Role play

Kuśnierek (2015) argue that role-playing is a valualuable tool for teaching because it promotes students' interaction. Porter- Ladousse (1987 as cited in Kuśnierek, 2015) state that role play is a kind of guided conversation which promotes drama activities in order to perform students' dialog and interactions in simulated scenarios. Those guided conversations can be developed from the shortest and simplest to the highest level of performance according to the students' language level. Furtermore, students play roles which are asigned by the teacher. The teacher is in charge of providing guidelines which tansmit important details for students in order to feel comfortable and secure at the time of acting.

The British Council (2019) argues there are some tips to achive success in classroom through role play. During role play activities the teachers has three important roles such as facilitator, spectator, and participant. First, as the facilitator, the teacher guides his or her students to learn the new language. Second, as spectator, the teacher observes the role play and provides feedback and advice to improve each time. Finally, as a participant, the teacher gets involve and takes part in the students' performance. Furtermore, role plays can be brought to real life. Students use customs, and realia to play roles; therefore, speaking activities are meaningful for them.

Salies (1995) states role plays are helpful in the classroom environment because learners prepare themselves for real life communication. Besides, role plays prepare students for real communication adding emotion, inventiveness, and listeners' awarenesss. Role plays can also encourage students to meaningful conversations and discussions. They provide evidence of students' improvement.

Speaking skills development

The Common European framework of Reference (2001) divides Speaking as productive skill (Kuśnierek, 2015) in spoken production and spoken interaction. The latter refers to how the speaker interacts with others; for example, he or she can communicate in an area where English is spoken either in familiar topics, hobbies, work, travel, or current events. On the contrast, spoken production refers to the speakers' ability to connect phrases for describing events as well as give reasons and explanations.

Harmer (1998) argues that there are three basic reasons for providing speaking tasks to students. Rehearsal is the first reason because students can develop discussion in real life; for example: getting them to role-play in class with discussion related to the airport check in. Secondly, speaking classes give both the teacher and the students the opportunity to get enough feedback. The teacher can see how the students are improving their English skills and how well his or her classes are planned. The students, on the other hand, can realize about how easily they can produce the language and get confidence in doing this. Lastly, both teachers and students are engaged. According to the author, speaking practice must be highly motivational with activities such as role-play, discussions, and problem-solving which are motivating by themselves.
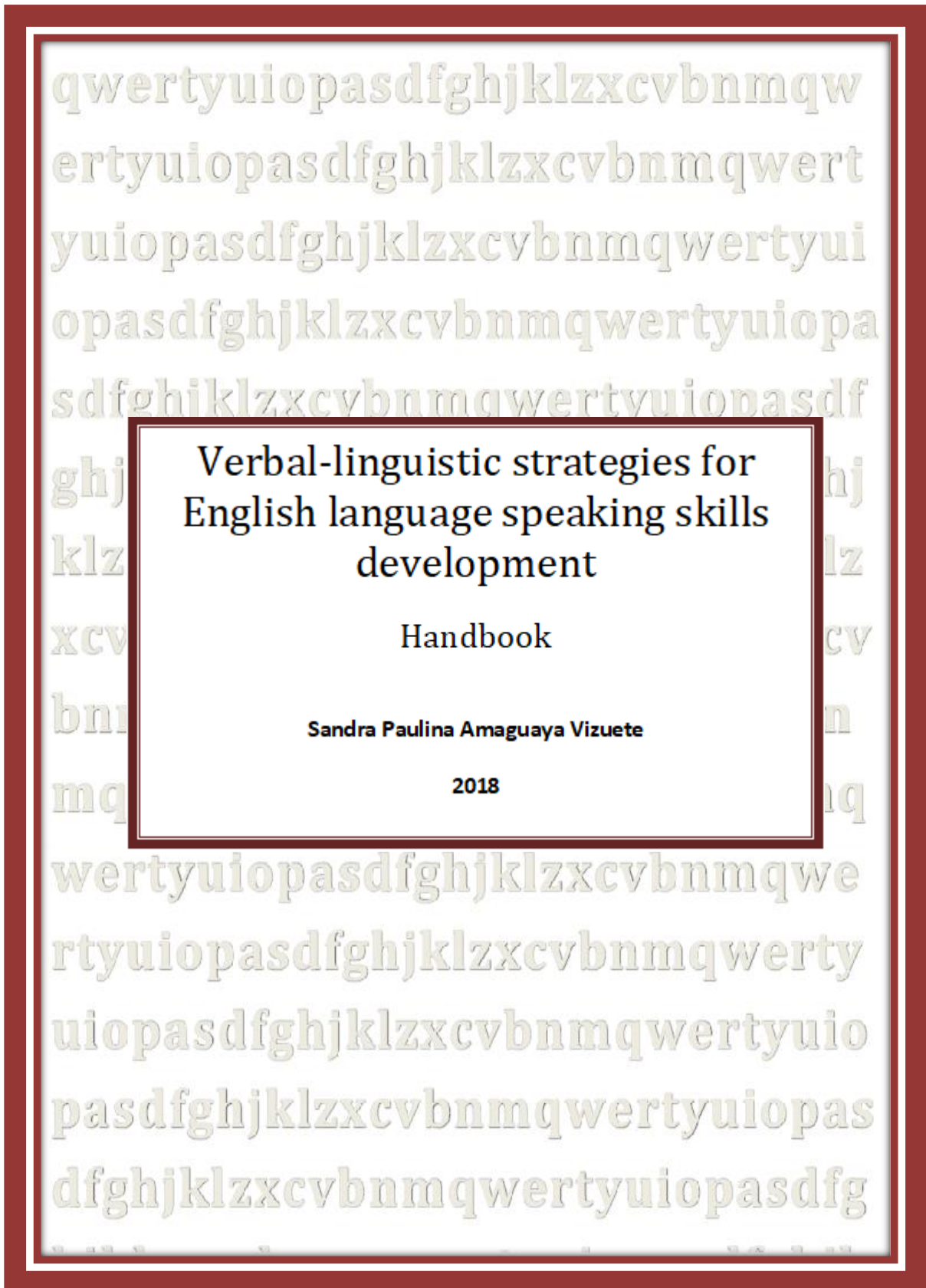
6.7.Proposal development

Verbal-linguistic strategies for
English language speaking skills
development

Handbook

Sandra Paulina Amaguaya Vizuete

2018

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Introduction

In this globalized world, Ecuadorian students accomplish different learning activities in their development. For that reason, teachers need to look for engaging strategies to encourage them to improve their language competence. Therefore, it is crucial to propound teaching materials that help both students and teachers to enhance language skills. In this case, the researcher is presenting a valuable teaching material for enhancing speaking skills.

It is important to present valuable material which includes four interesting strategies related to Linguistic intelligence: plays on words, twists of the language, humor, and storytelling. All of them are placed in the form of class planning. Teachers are free of using it in order to prove another way of addressing the topics for the Third year of Bachillerato.

LESSON 1

STORYTELLING STRATEGY

Movies

GOALS: At the end of this lesson, students will be able to:	GROUP CONFIGURATION
- Ask and answer questions about the movie "The ultimate gift".	Individual and pairs
- Retell a story	**MATERIALS**
- Narrate their own story	Computer
ASSESSMENT TOOL	Worksheet Lesson 1
Checklist	Movie: (students must watch it in advance)
	https://www.youtube.com/watch?v=Wyor7HJq6gU
	TIME
	Two class hours

PROCEDURES	ACTIVITIES
STAGE 1 INTRODUCTION	- Ask students to think about their favorite movie. - Ask students to fill in the worksheet Lesson 1, task 1. - Ask students to compare their charts with their classmates - Establish similarities
STAGE 2 PREPARATION	- In groups of 4, have students talk about "The ultimate gift" and answer these questions: Who are the main characters? What are Jason's main problems? What is the scene you liked the most? What made you cry? Is there any message? If yes, what is it? - Ask students to fill the chain of events activity in task 3 and report to the class orally.
STAGE 3 PRODUCTION	- Have students think about their favorite movie. Summarize it in the same "chain of events" template and orally report to the rest of the class (task 4)

Lesson 1

Movies

Task 1. Think about those movie genres and write names of movies in the corresponding box.

COMEDY	ADVENTURE	THRILLER
HORROR	WESTERN	SCIENCE FICTION

Task 2. Talk about your responses in task 1 and look for similarities from your partners.

Task 3. In pairs, think about "The ultimate gift" and make a summary. Outline your summary in this chain of events. Use the boxes you need.

"THE ULTIMATE GIFT"

Event 1	→	Event 2

Event 3	←	Event 4	←	Event 5

Event 6	→	Event 7	→	
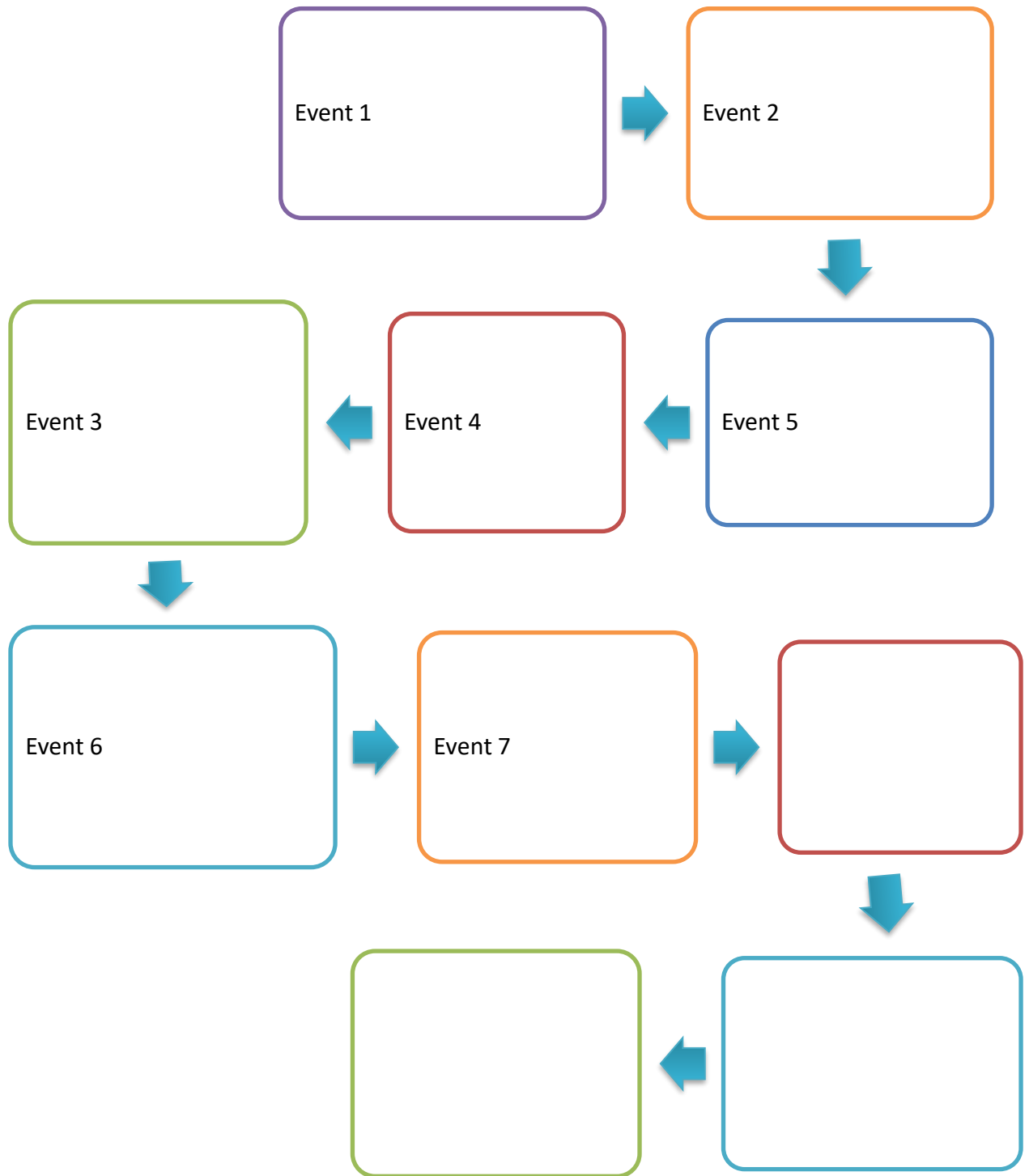
Task 4. Think about your favorite movie, summarize it. Use the template in the previous task as a guide. Then, report your summary with the rest of the class.

ORAL PRESENTATION CHECKLIST

CRITERIA	YES	NO
The presentation was well-prepared and the topic is clearly stated.		
The topic is developed in order.		
Speaker is in control of the topic.		
Speaker looks unstressed and confident.		
Speaker uses appropriate body language.		
Speaker establishes good eye contact.		
Speaker encourages the audience to participate.		
Speakers' tone of voice was appropriate.		
Speakers' pronunciation and articulation were clear.		
Speaker has grammar accurate.		
The speaker shows visual aids that are legible.		

Lesson 2

STORYTELLING STRATEGY

Professions

GOALS: At the end of this lesson, students will be able to: - talk about future professions.	GROUP CONFIGURATION Small groups
	MATERIALS Worksheet Lesson 2 Reading text material
ASSESSMENT TOOL Checklist	TIME Two class hours
PROCEDURES	ACTIVITIES
STAGE 1 INTRODUCTION	- Ask students to take one piece of paper from a small basket (containing professions). - Ask students to think about: "Sometimes students end up in a profession by random opportunity". Is there another way to choose a career than randomly choosing it from a basket? - Get students to talk in pairs and share their ideas with the rest of the class. - Ask students to fill in the worksheet 1, task 1. Check the answers orally.
STAGE 2 PREPARATION	-Have students read the text. And do reading comprehension exercises. Tasks 2 and 3.
STAGE 3 PRODUCTION	- Outline with students an interview and report it to the rest of the class. (worksheet lesson 2) Task 4.

Source: https://www.thebikelane.com/product/nantucket-bike-basket-co.-tuckernuck-tremont-rear-cargo-basket-233480-1.htm

Cut and put all of these professions in a basket

Airline pilot	Electrical engineer	Sanitation engineer
Fashion model	Dog trainer	Environmentalist
Kindergarten teacher	Sociologist	Psychologist
Business entrepreneur	Automotive mechanic	Artist
Graphic designer	Actor or actress	Politician
Veterinarian	Physician	Nurse
Race car driver	Professional football player	Physicist
Police officer	Fire fighter	Prison guard
Accountant	Stock broker	Marketing director
Nurse	Mathematician	Physical therapist
Interior designer	Philosopher	Architect
Oceanographer	Economist	Detective
Forest ranger	Astronaut	Construction manager
Business manager	Family therapist	Mechanical engineer
College professor	Wildlife expert	Anthropologist

Source: http://www.collegesuccess1.com/personalitym.htm

Lesson 2

Professions

Task 1. Talk with your partner. Complete the mind map with the words and phrases in the table.

Cuts hair	Cuts meat	Fixes cars	Controls the traffic	Sells bread	Brings coffee	Receives money in the supermarket
cashier	mechanic	baker	Waitress	butcher	Police officer	hairdresser

fixes cars

Mechanic

s………..

b…………

Jobs

w………..

b………

p……..

c……….
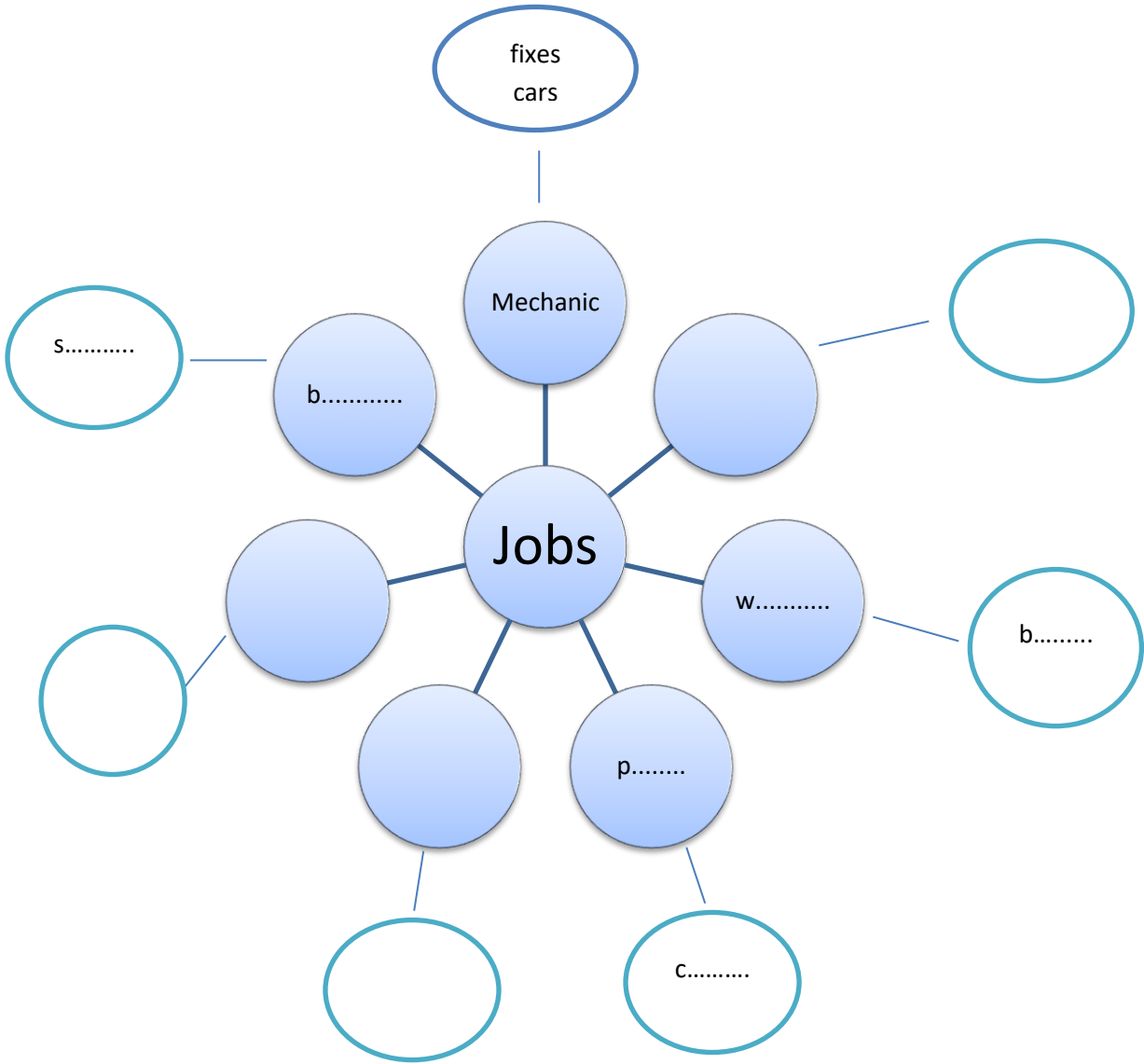
Task 2. Read the text below and do the reading comprehension activities in pairs.

a. Read and <u>underline</u> the jobs.

Akun's Busy Day Akun wakes early. Today will be a busy day. Akun has an appointment with the <u>mechanic</u>. He will fix her car. She drives her car to his workshop. She leaves her car and walks to the shopping center. Akun has lots of shopping to do. At the butcher's shop she chooses a big piece of meat. The butcher cuts it up for her. Next is the bakery, where Akun buys bread from the baker. Then she visits the supermarket. She puts some food in her trolley and takes it to the cashier to pay. She hurries to her appointment at the hairdressing salon. The hairdresser cuts her hair. Now Akun is thirsty so she goes to a café. The waitress brings her a cup of tea. Looking at her watch Akun sees it is time to go back for her car. She is tired so she catches a bus to the workshop. "It is good to have my car fixed,"Akun tells the mechanic. On the way home, a police officer stops Akun to tell her that her indicator is broken. "Oh no," says Akun. "I will have to go back to the workshop tomorrow. It will be another busy day!"

Source: http://www.ercwa.org.au/wp-content/uploads/2016/05/Module-6-JOBSOCCUPATIONS.pdf

b. Take turns to ask and answer these questions:

- What does a mechanic do?

- What does a baker do?

- Would like to be a hairdresser someday? Why? Why not?

- Would you like to be a police officer? Why? Why not?

c. Add two more questions and answer them.

Task 3. Read the following advertisements and decide what job you would choose in your next vacations. Talk to your partner, take turns.

teen WORLD **JOBS** classifieds

A **Babysitter needed**

We need a babysitter to look after our two boys aged 5 and 7 after school from 4 p.m. – 6 p.m., Mon – Fri.

£40 a week.

Call Mary on 678345211

C **Holiday job**

Do you want to earn some extra money this summer? Do you speak another language?

We need **French**, **Spanish** or **German** speakers to work for us in the City Museum shop Tuesday – Saturday.

Send your CV to citymuseum@shopjob.lkj

CITY MUSEUM

B **Newspaper round before school**

We need young people to deliver newspapers on Mon, Wed and Fri mornings. The paper round takes 30 minutes in the village of Clanbrook. Papers must be delivered before 8 a.m. and you must have your own bike.

Interested? Ask for more info at **Clanbrook post office**.

D **Munchies Café**

PART-TIME WORK

We are looking for breakfast and lunchtime staff to work in our café on Saturdays.

Come in (8 a.m. - 4 p.m.) or call Bella on 612398745 (after 4 p.m.)

Source: https://learnenglishteens.britishcouncil.org/sites/teens/files/finding_a_job_-_exercises_2.pdf

Task 4. Choose a person who you consider is a successful professional and interview him or her. Then create a poster and report to the rest of the class.

USE THE FOLLOWING QUESTIONS AS A GUIDE.

1. Can you tell me about your personal characteristics?

2. How did you choose your profession?

3. What did you know about this profession?

4. Do you like your job?

5. Why do you like your job?

6. Why should people hire you?

7. What are your most important professional strengths?

8. What are your weaknesses?

Note: you are free to add more questions to improve your report.

ORAL PRESENTATION CHECKLIST

CRITERIA	YES	NO
Presentation was well-prepared.		
The topic is developed in order.		
Speaker is in control of the topic.		
Speaker looks unstressed and confident**.**		
Speaker uses appropriate body language.		
Speaker establishes good eye contact.		
Speaker encourages the audience to participate.		
Speakers' tone of voice was appropriate.		
Speakers' pronunciation and articulation were clear.		
Speaker has grammar accurate.		
The speaker shows visual aids that are legible.		

Lesson 3
STORYTELLING STRATEGY
NEWS!

GOALS: At the end of this lesson, students will be able to: - Report news **ASSESSMENT TOOL** Checklist	**GROUP CONFIGURATION** Small groups
	MATERIALS Reading text Worksheet Lesson 3
	TIME Two class hours

PROCEDURES	ACTIVITIES
STAGE 1 INTRODUCTION	- Let students to look at the pictures and give ideas about what the reading text is about. Tasks 1, and 2 - Have students read the news extract and do reading comprehension activities.
STAGE 2 PREPARATION	- Have students investigate a current event from around the school. - Let them go to the place where the news occurred and interview people for obtaining information. - Ask students to develop a news report. (Task 5)
STAGE 3 PRODUCTION	- Record and present a television news program to the rest of the class. (Task 6)

LESSON 3

NEWS!

Task 1. Look at the pictures and guess what the reading text will be about. Feel free to give your ideas.

………………………………….. ……………………………………….

…………………………………… ..……………………………………

Task 2. Read the headlines of each news and label them on the pictures in task 1.

Filipino authorities find more than 1,500 smuggled turtles and tortoises
In 'absolute miracle,' girls found safe after 2 days in California woods

Task 3. Read these news.

A

Even though they are only 8 and 5 years old, the Carrico sisters knew something about wilderness survival, having been trained through 4-H, according to the Humboldt County sheriff. They may have put those skills to use after getting lost during a walk in the woods Friday afternoon in pursuit of a deer trail.
Once the girls failed to return to their Benbow home, located in Northern California's rugged region near the South Fork Eel River, a rescue operation was launched.

Two nights passed while a 250-person-strong crew, including dog teams, assisted in the effort to find them, combing the steep terrain. Then by Sunday morning, tracks left by the boot-shod girls led rescuers to the sisters huddled together, safe, under a bush.
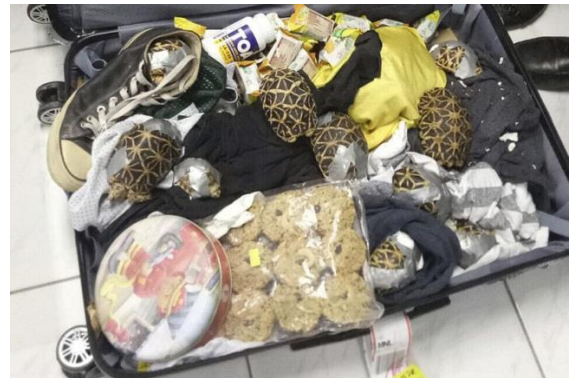
Source: https://www.npr.org/?refresh=true

B

Filipino customs officials found four suitcases left in the arrivals area of the Ninoy Aquino International Airport near Manila on Sunday.

And when they opened them, they found a startling surprise – more than 1,500 exotic turtles and tortoises. Some of the animals were wrapped in duct tape, some were mixed into normal-looking luggage items such as clothing, shoes and cookies.

The items were left behind by a Filipino passenger coming from Hong Kong, the Philippine Bureau of Customs said in a statement.

Task 4. Take turns to ask and answer the following questions

Reading A

   a. What happened with the Carrico sisters?
   b. Did they have wilderness survival skills?
   c. How long did they stay in the woods?
   d. Did they were rescued?

Reading B

   a.   What happened with the tortoises and turtles?

   b.   Do you know what the difference between turtles and tortoises is?

   c.   Where more than 1,500 smuggled turtles and tortoises were found?

Task 5. Look for news around your school and outline your presentation.

OUTLINE YOUR PRESENTATION IN ANOTHER SHEET OF PAPER

OUTLINE YOUR PRESENTATION

Presenter
• Greets the audience.
• Introduces your news program and yourselves.
• Passes live to correspondents.

Correspondents
• Greet the presenter.
• Deliver the news.
• Pass back to the studio.

Presenter
• Concludes the news.
• Says good bye.

You can use the following expressions
PRESENTER
• Good morning/afternoon/evening, I'm (name of the presenter) and this is (name of the news program) and we're here live with you at the (name of the new company) studios.
• We're going to pass (place) where our live correspondent (name of the correspondent 1) is …

CORRESPONDENT
Hello everyone. I am (name of the presenter) here with (name of an interviewee)
• If you look over here (place of the news)
• It looks like (brief description)
• What's more
(Name of the presenter) passing back, live to you in the studio.
• And that was (name of the presenter) live in (place)

PRESENTER
• This is (name of the presenter), presenting you the latest and most up-to-date news from (place). Good evening.

Source: Ministry of Education (2016)

Task 6. Video record you and your friends presenting your news and share it in class.

ORAL PRESENTATION CHECKLIST

CRITERIA	YES	NO
Presentation was well-prepared.		
The topic is developed in order.		
Speaker is in control of the topic.		
Speaker looks unstressed and confident**.**		
Speaker uses appropriate body language.		
Speaker establishes good eye contact.		
Speaker encourages the audience to participate.		
Speakers' tone of voice was appropriate.		
Speakers' pronunciation and articulation were clear.		
Speaker has grammar accurate.		
The speaker shows visual aids that are legible.		

Lesson 4

LET'S TAKE CARE OF OUR ENVIRONMENT

WORD PLAY STRATEGY

GOALS: At the end of this lesson, students will be able to: - talk about environmental issues **ASSESSMENT TOOL** Checklist	**GROUP CONFIGURATION** Individual and pairs
	MATERIALS Worksheet Lesson 4 Reading text material
	TIME Two class hours

PROCEDURES	**ACTIVITIES**
STAGE 1 INTRODUCTION	- Have students individually solve the word search puzzle(task 1) - Ask students to look for a partner and solve the crossword puzzle (task 2)
STAGE 2 PREPARATION	- Encourage students to predict ideas before reading. (task 3) - Have students read "Acid rain" and encourage them to answer the questions in task 4.
STAGE 3 PRODUCTION	- Ask students to prepare a poster to prevent the production of acid rain. - Encourage students to present their poster to the rest of the class. (task 5)

Lesson 4

LET'S TAKE CARE OF OUR ENVIRONMENT

Acid Rain

**Task 1. Solve the following word search puzzle. Use the words in the box as a cue.**

C	Q	D	O	S	V	G	N	A	D	Y	G	C	S	D
T	O	K	I	T	B	U	T	C	R	A	V	B	D	I
F	N	A	L	C	U	C	R	I	S	W	Y	I	U	C
N	K	R	L	U	H	R	F	D	O	C	C	Y	O	A
Q	O	V	E	P	S	E	Y	R	I	A	D	H	L	C
X	R	I	X	H	Y	G	M	A	C	U	C	Y	C	I
N	O	I	T	A	T	I	P	I	C	E	R	P	N	R
V	Q	Z	H	U	D	A	R	N	C	A	F	I	T	U
J	S	L	G	M	L	T	E	X	F	A	A	C	X	F
X	U	B	A	U	I	L	V	W	F	R	L	E	U	L
Q	F	W	R	N	H	X	O	J	D	L	W	S	C	U
Z	X	U	A	T	M	O	S	P	H	E	R	E	X	S
M	E	L	B	O	R	P	D	Y	R	S	O	I	L	J
C	Z	L	C	W	D	Q	U	E	G	I	R	W	L	C
E	K	B	D	Y	S	M	Z	D	D	H	A	J	P	C

ACID RAIN
AIR POLLUTION
ATMOSPHERE
CHEMICALS
CLOUDS
COAL
GAS
NITRIC ACID
OIL
PRECIPITATION
PROBLEM
RAIN
SOIL
SULFURICACID
WEATHER

Task 2. In pairs, solve this crossword puzzle. Look for the words in the Word bank

WORD BANK: ASH, CAMPFIRE, CARBONDIOXIDE, FOG, FOSSILFUELS, LAKE, OXYGEN, RAINWATER, SMOKE, SNOW, STREAMS, SUNLIGHT

ACID RAIN
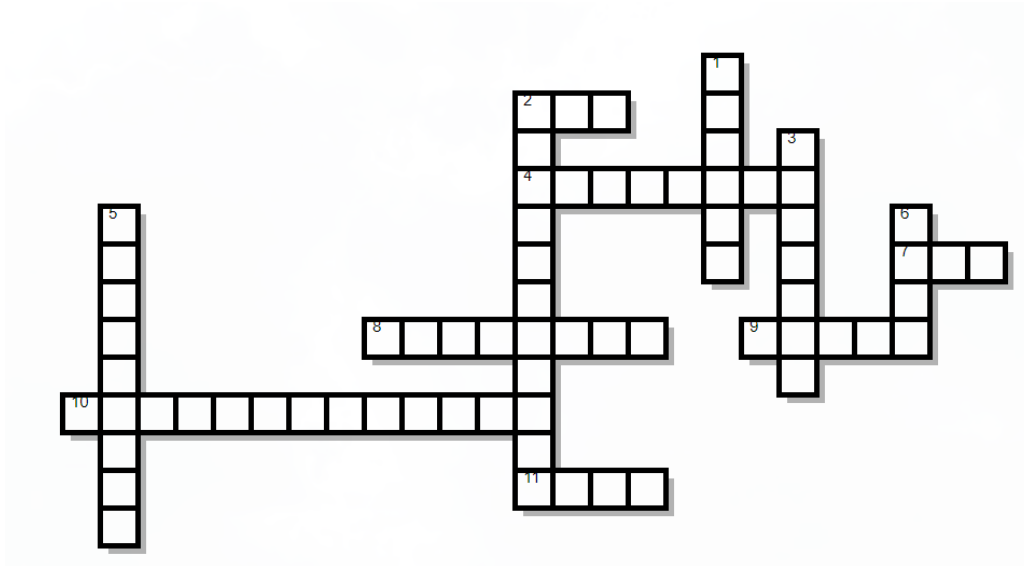
ACROSS

2 A thick cloud of tiny water droplets suspended in the atmosphere at or near the earth's surface which obscures or restricts visibility (to a greater extent than mist; strictly, reducing visibility to below 1 km)

4 The light emitted from the sun.

7 The powdery residue that stays after the burning of something.

8 An open-air fire in the countryside. It is used to cook and as a warm point for social activity.

9 A visible amount of carbon or other particles in the air, typically one emitted from burning something.

10 A colorless, odorless gas produced by burning carbon and organic compounds and by respiration. It is naturally present in air (about 0.03 percent) and is absorbed by plants in photosynthesis.

11 Atmospheric water vapor frozen into ice crystals and falling in light white flakes or lying on the ground as a white layer.

DOWN

1 A reactive gas which is characterized for being colorless and odorless. It is the chemical element of atomic number 8 and the life-supporting component of the air.

2 Natural fuels like coal or gas which are formed in the geological past from the remains of living organisms.

3 A small, narrow river.

5 the water that falls from the rain.

6 A large area of water surrounded by land.

Task 3. Talk to your partner and predict what the reading text is about.

Task 4. Read the text below and answer the questionnaire.

DEFINING ACID RAIN

Acid rain is rain that is more acidic than it should be. Acid rain is a complicated problem affecting soil and water chemistry, as well as the life cycles of plants and animals on land and in the water. In addition, weather conditions contribute to air pollution and cause acid rain to spread vast distances.
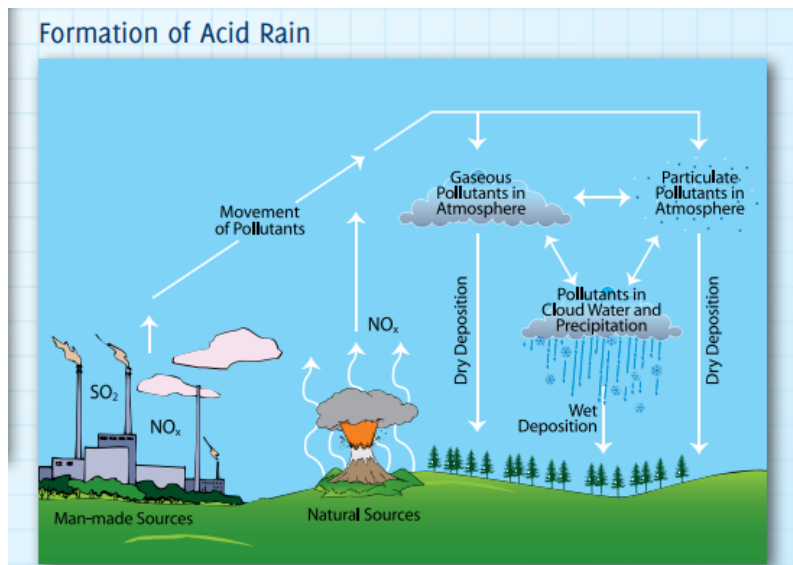
Air Pollution Causes Acid Rain

Scientists have discovered that air pollution from the burning of fossil fuels is the major cause of acid rain. Power plants and factories burn coal, oil, and natural gas to produce the electricity we need to do all kinds of things, like light our homes. Cars, trucks, and airplanes also run on gasoline, a fossil fuel.

When we burn things, they do not disappear. For example, when you burn a log in a campfire, ash is left. But what happened to the rest of the log? Water from the log becomes vapor and enters the air. Burning wood also releases chemicals and particles into the air. The same thing happens when we burn fossil fuels. Burning fossil fuels sends smoke and fumes into the ATMOSPHERE, or the air above the Earth. In the air, these pollutants combine with moisture to form acid rain. The main chemicals in air pollution that create acid rain are sulfur dioxide (SO_2) and nitrogen oxides (NO_x). Acid rain usually forms high in the clouds where SO_2 and NO_x react with water and oxygen. This forms SULFURIC ACID and NITRIC ACID in the atmosphere. Sunlight increases the speed of these reactions, and therefore the amount of acid in the atmosphere. Rainwater, snow, fog, and other forms of PRECIPITATION then mix with the sulfuric and nitric acids in the air and fall to Earth as acid rain.

Acid Precipitation

Water moves through the air, streams, lakes, oceans, and every living plant and animal in the HYDROLOGIC CYCLE, shown in the image to the left. In that cycle, water EVAPORATES from the land and sea and becomes a gas in the atmosphere. Water in the atmosphere then CONDENSES, or becomes liquid again, and forms clouds. Clouds release the water back to the Earth as rain, sleet, hail, snow, or fog. When water droplets form and fall to the Earth they pick up particles like the dust and chemicals that float in the air. Even clean, unpolluted air contains particles such as dust or pollen. Clean air also contains naturally occurring gases such as carbon dioxide (CO_2). The interaction between the water droplets and the CO_2 in the atmosphere gives rain a pH of 5.6, making even clean rain slightly acidic. However, when rain contains pollutants, especially SO_2 and NO_x, the rainwater can become very acidic.

Formation of Acid Rain

Source: https://www.epa.gov/sites/production/files/2017-03/documents/teachersguide.pdf

a) **What is acid rain?**

_____

b) **Is acid rain a problem? If yes, why?**

_____

c) **According to the author, what the major cause of acid rain is?**

_____

d) **How acid rain is produced? Provide an example and draw it.**

_____

Acid rain production

e) **What can you do to prevent this problem?**

_____

5. Prepare a poster about what can you do to stop acid rain production. Share with it with the rest of the class.

ORAL PRESENTATION CHECKLIST

CRITERIA	YES	NO
Presentation was well-prepared.		
The topic is developed in order.		
Speaker is in control of the topic.		
Speaker looks unstressed and confident.		
Speaker uses appropriate body language.		
Speaker establishes good eye contact.		
Speaker encourages the audience to participate.		
Speakers' tone of voice was appropriate.		
Speakers' pronunciation and articulation were clear.		
Speaker has grammar accurate.		
The speaker shows visual aids that are legible.		

Lesson 5

I am a day dreamer!

PLAYS ON WORDS STRATEGY

GOALS: At the end of this lesson, students will be able to:	GROUP CONFIGURATION
- describe imaginary situations	Individual and pairs
ASSESSMENT TOOL	**MATERIALS**
Checklist	Worksheet Lesson 5
	TIME
	Two class hours

PROCEDURES	ACTIVITIES
STAGE 1 INTRODUCTION	- Ask these questions: "Do you play the lottery?" "How much money can you win playing the lottery? - Elicit students' answers.
STAGE 2 PREPARATION	- Encourage students to develop Task 1. - Monitor students' game and provide feedback. - Ask students to listen to a song and complete tasks 2 and 3. https://www.youtube.com/watch?v=0OcydVgmKRE
STAGE 3 PRODUCTION	- Ask students to sing the song in groups of four. (task 4) - Have students create a new verse to the song.

Lesson 5

I am a day dreamer!

Task 1. In pairs, through a dice, complete the sentences with information on the game.

For example: *If I were a cat, I would sleep on a coach.*

start 1. If I were a cat, _____.	2. If I had a million dollars	3. Go forward to number five.	4. If I were a famous movie star _____.
8. **Start again.**	7. If it rains tonight _____.	6. If I fall sick, _____.	5. If my teacher *were my mom* , _____
9. If my friend stole my pencil _____.	10. **Go back to number six**	11. If the whole world were listening to me, _____.	12. If students had their dogs at school _____.
16. If I were a computer, _____.	15. If I could speak 20 languages, _____?	14. If I were the President of Ecuador _____.	13. If there was no food, people _____.
17. If the teacher slept in Class _____.	18. If I didn't pass all my exams, _____.	19. **Start again**	20. If I were a bird, _____. **Finish**

www.esl-galaxy.com

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Task 2. Listen to the song and unscramble the words.

wolud _____   dacen _____   bletem _____

run   _____   tuoech _____   cyr _____

yingcr _____   reho_____   everfor _____

wears _____   crea   _____   nac_____

issk _____   lliw   _____   bthrea _____

Task 3. Sing the song

Task 4. Follow the rhythm of the song and add one more verse for it.

ORAL PRESENTATION CHECKLIST

CRITERIA	YES	NO
The verse was well-prepared.		
The verse is developed in order.		
Speakers are in control of the rhythm.		
Speakers look unstressed and confident.		
Speakers use appropriate body language.		
Speakers establish good eye contact.		
Speakers encourage the audience to participate.		
Speakers' tone of voice was appropriate.		
Speakers' pronunciation and articulation were clear.		
Speakers have grammar accurate.		
The speaker shows visual aids that are legible.		

Lesson 6

My best wishes!

PLAYS ON WORDS STRATEGY

GOALS: At the end of this lesson, students will be able to: - talk about wishes. **ASSESSMENT TOOL** Checklist	**GROUP CONFIGURATION** Individual and pairs.
	MATERIALS Worksheet Lesson 6
	TIME Two class hours
PROCEDURES	**ACTIVITIES**
STAGE 1 INTRODUCTION	- Ask students to look at worksheet 6 task one and brainstorm ideas about the picture.
STAGE 2 PREPARATION	- Have students think about something they would like to have or do. - Ask them to draw 4 of their wishes (task 2). - Have students explain why they drew their pictures.
STAGE 3 PRODUCTION	- Ask students to share their ideas in pairs. - Ask them to discuss about the pictures in task 4 and write a brief explanation about people's thoughts. Ask: Do you agree with these statements even though you know they are impossible?

Lesson 6

My best wishes!

Task 1. Look at the picture and describe it.

What does Mrs Heywood wish?

Source: https://www.off2class.com/how-to-teach-wishes/

Task 2. Draw 4 small pictures to explain what you really want. You must keep it in secret.

Task 3. Look for a partner and share ideas about your pictures. Explain why you drew it.

Task 4. Write a sentence about your wish at the back side of your picture.

Task 4. Look at the pictures and talk about them in pairs.

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Lesson 7

**Funny moments**

HUMOR STRATEGY

GOALS: At the end of this lesson, students will be able to - create a fun news story. **ASSESSMENT TOOL** Checklist	GROUP CONFIGURATION Small groups
	MATERIALS Worksheet Lesson 7 Video: https://www.youtube.com/watch?v=ZghTLvGm7JQ
	TIME Two class hours

PROCEDURES	ACTIVITIES
STAGE 1 INTRODUCTION	- Have students watch some jokes and elicit students own comments and answers if they need explanation (Watch the video).
STAGE 2 PREPARATION	- Have students read some jokes from Task 1 and comment. - Ask students to create their own jokes and write them down to the rest of the class. - Make students tell their jokes to the rest of the class. - Ask them to prepare a funny sketch. In groups of four: the aim is to make the audience laugh.
STAGE 3 PRODUCTION	- Make students develop a sketch and present it to the class. - Assign some roles

Lesson 7

Jokes

Task 1. Read the following jokes and comment about them with your teacher.

Source: https://www.rd.com/jokes/
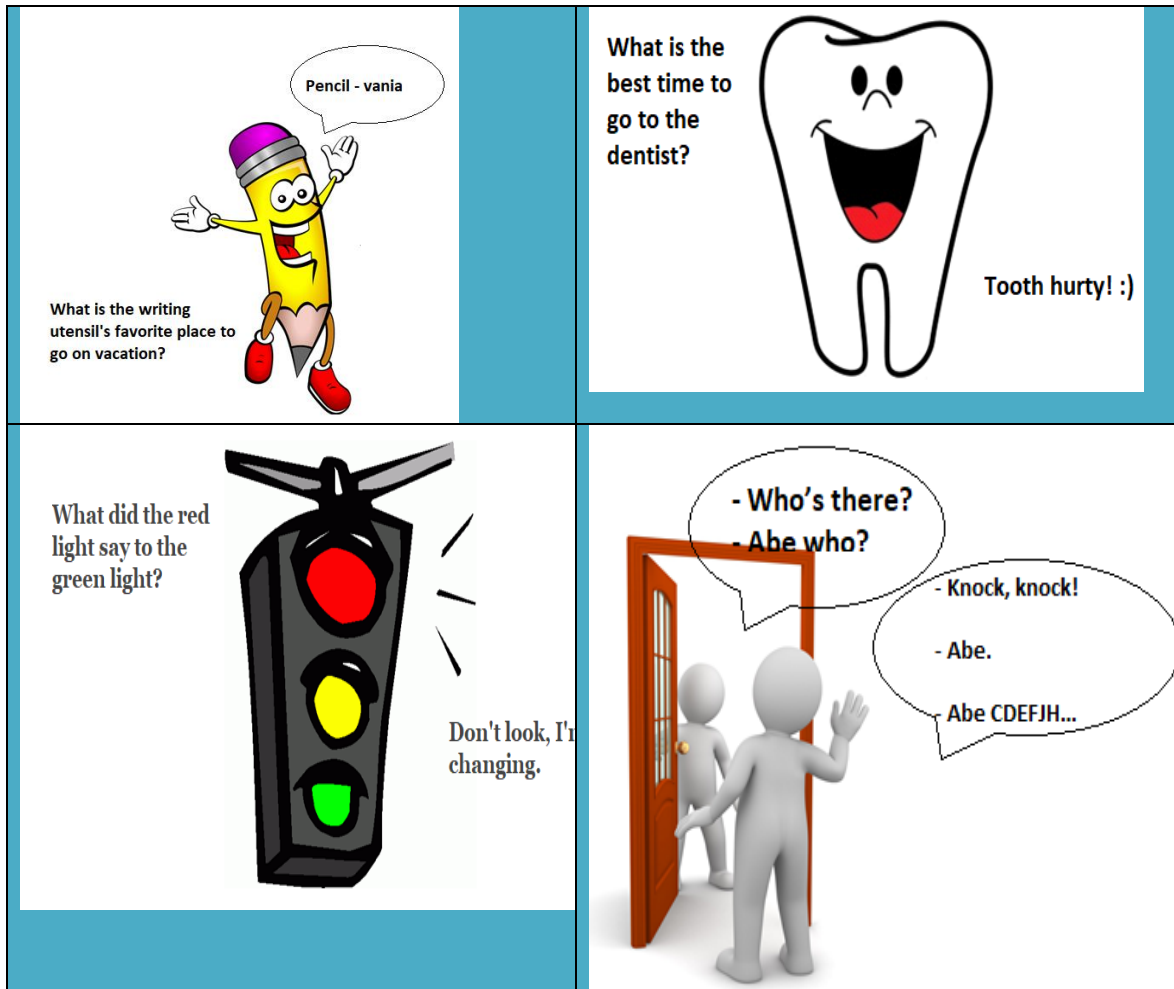
Task 2. Write down your best jokes with your friends; translate them from Spanish to English.

Task 3. Prepare a funny sketch to the rest of the class.

Outline your fake news here.

Place:

Clothes:

Characters:

Characters are going to say:

ORAL PRESENTATION CHECKLIST

CRITERIA	YES	NO
The sketch was well-prepared.		
The sketch is developed in order.		
Speakers are in control of the sketch.		
Speakers look unstressed and confident.		
Speakers use appropriate body language.		
Speakers establish good eye contact.		
Speakers encourage the audience to laugh.		
Speakers' tone of voice was appropriate.		
Speakers' pronunciation and articulation were clear.		
Speakers have grammar accurate.		
Speakers show visual aids that are legible.		

FOR TEACHER'S USE

<div style="border: 2px solid #c0504d; text-align: center;">

Lesson 8

My imaginary friend

HUMOR STRATEGY

</div>

GOALS: At the end of this lesson, students will be able to:	GROUP CONFIGURATION
Write and play a comedy sketch	Individual and Pairs
ASSESSMENT TOOL	**MATERIALS**
Checklist	Worksheet Lesson 8
	Video:
	https://www.youtube.com/watch?v=x5yGOAlbAbY
	TIME
	Two class hours

PROCEDURES	ACTIVITIES
STAGE 1 INTRODUCTION	- Provide students worksheet lesson 8 and ask them to match phrases to complete the jokes in task 1. - Have students read and comment those jokes.
STAGE 2 PREPARATION	- Have the students watch a video: https://www.youtube.com/watch?v=x5yGOAlbAbY - Encourage students to comment about the video (Task 2)
STAGE 3 PRODUCTION	- Ask students to role play what they have watched in the video by writing dialogs to the characters and video recording it to share with the rest of the class. (Task 3) - Provide feedback

FOR STUDENTS' USE

Lesson 8

My imaginary friend

Task 1. Read in pairs and match the halves to complete the jokes. Then, ask and answer the questions in the column A.

COLUMN A

COLUMN B

What do you call a boomerang that doesn't work?

Why couldn't the skeleton go to the dance?

Where do you find a dog with two legs?

How do you get four elephants into a car?

Because he had no body to go with

Where you left it

Two in the front and two in the back

A stick

Source: https://busyteacher.org/17204-jokes-matching-game.html

Task 2. Talk to your partner to answer the following questions.

a. Did you get the joke in the sketch?
b. How many characters did you find in it?
c. What could the psychologist do with her patients?

Task 3. Write about your imaginary friend and introduce him or her in front of the class.

ORAL PRESENTATION CHECKLIST

CRITERIA	YES	NO
The description was well-prepared.		
Speaker is in control of the information.		
Speaker looks unstressed and confident.		
Speaker uses appropriate body language.		
Speaker establishes good eye contact.		
Speaker makes the audience to laugh.		
Speaker's tone of voice was appropriate.		
Speaker's pronunciation and articulation were clear.		
Speaker has grammar accurate.		
Speaker shows visual aids.		

FOR TEACHER'S USE

Lesson 9
My next vacations!
ROLE PLAY STRATEGY

GOALS: At the end of this lesson, students will be able to: - design a touristic brochure - role play as a tourist guide **ASSESSMENT TOOL** Checklist	**GROUP CONFIGURATION:** Small groups of four students
	MATERIALS Computer Laboratory, worksheet Lesson 9 Travel brochure: a) https://www.apex-expeditions.com/expeditions/bolivia-travel-adventure/apex-expeditions-bolivia-travel-brochure.pdf b) https://www.southamerica.travel/pdfs/5-Travel-Guide.pdf c) https://www.southamerica.travel/pdfs/7-Travel-Guide.pdf d) https://www.southamerica.travel/pdfs/4-Travel-Guide.pdf e) https://www.southamerica.travel/pdfs/6-Travel-Guide.pdf f) https://www.southamerica.travel/pdfs/2-Travel-Guide.pdf
	TIME: Two class hours
PROCEDURES	**ACTIVITIES**
STAGE 1 INTRODUCTION	- Group students into groups of four. Then, assign roles for each member of the group (the presenter, the summarizer, the illustrator, and the reporter). - Have students surf the net and look for information about touristic places (brochures) and share ideas about those places. - Provide enough feedback.
STAGE 2 PREPARATION	- Have students read the brochures and share ideas in the group. - The students make a Power point presentation based on information of their brochure. - Students prepare their presentation to play a role of "travel agents"
STAGE 3 PRODUCTION	- Students make a "travel fair" and the groups take turns to present their information. - Students are tourists (ask questions) and travel agents (answer). - Students individually make a brochure in the worksheet lesson 9 and decide about their future vacation and explain their reasons.

FOR STUDENTS' USE

Lesson 9

My next vacation!

Task 1. Write notes about your own next vacation and explain your teacher your reasons.

Destination	Accommodation (hotel / hostel / camping):
Food	
Tourist Attractions	
Customs:	
Other information	

ORAL PRESENTATION CHECKLIST

CRITERIA	YES	NO
The power point presentation was well-prepared.		
The power point is written in order.		
Speakers are in control of the information.		
Speakers look unstressed and confident.		
Speakers use appropriate body language.		
Speakers establish good eye contact.		
Speakers make the audience to ask.		
Speakers' tone of voice was appropriate.		
Speakers' pronunciation and articulation were clear.		
Speakers have grammar accurate.		
Speakers show visual aids.		

Lesson 10
Going to the university!
DEBATE STRATEGY

GOALS: At the end of this lesson, students will be able to: - Debate about a controversial issue **ASSESSMENT TOOL** Checklist	GROUP CONFIGURATION Groups of four
	MATERIALS **Video:** https://www.youtube.com/watch?v=yi6Im-Sb6Vw **Video:**https://www.youtube.com/watch?v=lwXZisYEQZs Worksheet lesson 10
	TIME Two class hours

PROCEDURES	ACTIVITIES
STAGE 1 INTRODUCTION	- Provide students worksheet lesson 10. - Make students think about the questions in worksheet 10. - Elicit students' ideas.
STAGE 2 PREPARATION	- Explain about the goal of the lesson: debate - Let the students watch the first video to explain what a debate is: https://www.youtube.com/watch?v=yi6Im-Sb6Vw - Answer students' question for clarification. - Provide an example of a school debate on https://www.youtube.com/watch?v=lwXZisYEQZs - Let students think. Form groups of four.
STAGE 3 PRODUCTION	- Ask students to prepare their point of view and start the debate. - The teacher will be the time keeper and the monitor - Provide feedback after each debate

Lesson 10

Going to the university!

Task 1. Analyze on these questions

1. Should students have homework after school?
2. Are single-sex schools better for students?

3. Should schools punish cyberbullying that occurs outside of school?
4. Students should not be graded on their handwriting.
5. Should students go to the university?

Task 2. In groups of four, answer one of the questions above in just one way: affirmatively or negatively.

Task 3. Take turns to perform the debate.

DEBATE CHECKLIST

CRITERIA	YES	NO
The group point of view has good argument.		
The arguments are displayed in order.		
Speakers are in control of their rebuttal.		
Speakers look unstressed and confident.		
Speakers use appropriate body language.		
Speakers establish good eye contact.		
Speakers' tone of voice was appropriate.		
Speakers' pronunciation and articulation were clear.		
Speakers have grammar accurate.		
Speakers show visual aids.		

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ANNEX 1

PRE-TEST: KET exam

Part 1: A short personal information questions and answers exchanged between you and the examiner.

Questions

1. What is your name?
   What's you sir name? (family name)
   How do you spell your sir name?
2. How old are you?
3. What nationality are you?
4. Where do you live?
5. Are you a student?
6. Are you married? Have you got a boyfriend/girlfriend?
7. Can you spell your family name?
8. Do you enjoy studying English? Why? Why not?
9. Do you think that English will be useful for you in the future?
10. Have you got any brothers or sisters?
11. Have you got any children?
12. How do you get to school?
13. How long does it take to come to school?
14. Tell me about your day at school.
15. Tell me about your family.
16. What are your favorite foods?
17. What are your hobbies?
18. What are your plans after school?
19. What did you do yesterday/ last weekend?
20. What do you do in your spare time?
21. What do you study? What are your favorite subjects?
22. What's your job? What do you do?

Speaking part 2: You will be given some cards with images/ideas or information on them: a card with some ideas for questions. After you will have to talk with the other candidate and ask or answer questions.

KET Speaking Task 2

Try to answer the questions on the left in complete sentences

Ninja Books	Bookstore
113 Main St.	
	What is the address?
Best bookstore in the country!	Is it big/small?
Get your Exam Books here	Is it close/ Sunday?
Mon-Fri 9:00am - 5:00pm	Do they sell travel books?
Sat -Sun 11:00am -4:00pm	
Tel: 56342	What is the telephone phone?

RUBRIC FOR SPEAKING

Grading Scale	0.5	1.0	1.5	2.0
Vocabulary range	Has an insufficient repertoire of words and expressions to be part of a debate about two important inventions for humans.	Has a basic repertoire of words and expressions to be part of a debate about two important inventions for humans.	Has a good repertoire of words and expressions to be part of a debate about two important inventions for humans.	Has an outstanding repertoire of words and expressions to be part of a debate about two important inventions for humans.
Accuracy	Shows very limited control of grammatical structures and patterns to provide arguments and stand up for his / her ideas. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, grammatical structures and patterns to provide arguments and stand up for his / her ideas. Confuses these structures and patterns systematically, which causes communication failure.	Uses grammatical structures and patterns to provide arguments and stand up for his / her ideas. Sometimes confuses these structures and patterns, but communication is not greatly affected.	Successfully uses grammatical structures and patterns to provide arguments and stand up for his / her ideas. The appropriate use of these structures and patterns facilitates communication.
Fluency	Manages only very short, isolated sentences and fragmented speech. Utterances are mainly pre-packaged, with a lot of pausing to search for expressions. Speech is slow and hesitant.	Can make himself / herself understood in very short utterances, even though pauses, false starts and reformulation are evident. Speech is slow and hesitant and takes time to complete sentences with fluency.	Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production. However, this does not greatly affect communication.	Has an outstanding language command to keep going comprehensively, even though occasionally pauses for grammatical and lexical planning.
Interaction	His/Her ability to ask and answer questions, initiate, maintain and close a face-to-face debate about two important inventions for humans is very limited. Communication is totally dependent on the repetition of pre-fabricated patterns.	Can, with a lot of effort, ask and answer questions, initiate, maintain and close a face-to-face debate about two important inventions for humans. Rarely understands enough to keep the debate going of his / her own accord.	Can, with some hesitation, ask and answer questions, and initiate, maintain and close a face-to-face debate about two important inventions for humans. Responses are adequate in the ongoing debate most of the time.	Can successfully ask and answer questions, and initiate, maintain and close a face-to-face debate about two important inventions for humans. Is able to provide extra details spontaneously in the ongoing debate.

Source: Ministerio de Educación del Ecuador (2016)

ANNEX 2

Project execution permission

MINISTERIO
DE EDUCACIÓN

Of. N° 007 06-D-01-AD
Riobamba, enero 17 del 2019

Licenciada
Sandra Paulina Amaguaya Vizuete
DOCENTE DE LA U.E. "COMBATIENTES DE TAPI"
Ciudad.

De mi consideración:

Reciba un cordial saludo, en atención al oficio de fecha 04 de enero del 2019, emitido por su persona, en el cual solicita autorización para realizar el trabajo de investigación con el tema "Verbal linguistic intelligence strategies for english language speaking skills development"; me permito poner en su conocimiento que este Distrito Educativo **AUTORIZA** la aplicación de la investigación en la institución requerida, para lo cual es necesario coordinar con la autoridad institucional a fin de que le brinde las facilidades y no se interrumpa la jornada académica.

La atención al presente, compromete mi agradecimiento.

Atentamente,

Hugo Patricio Chávez Chávez Msc.
DIRECTOR DISTRITAL 06D01
CHAMBO-RIOBAMBA-EDUCACIÓN

H.Ch.