

# UNIVERSIDAD TÉCNICA DE AMBATO



## DIRECCIÓN DE POSGRADO MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA COMO LENGUA EXTRANJERA

**TEMA: INTERPERSONAL INTELLIGENCE IN THE ENGLISH  
SPEAKING DEVELOPMENT**

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

Autora: Licenciada Alexandra Marisol Terán Peralta

Directora: Doctora Elsa Mayorie Chimbo Cáceres Magíster

Ambato – Ecuador

2018

## A la Unidad de Titulación de la Universidad Técnica de Ambato

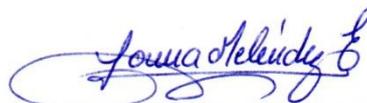
El Tribunal receptor del Trabajo de Investigación presidido por el Doctor Héctor Fernando Gómez Alvarado, Presidente del Tribunal e integrado por las señoras: Licenciada Cristina del Rocío Jordán Buenaño Magíster, Licenciada Lorena Monserrath Meléndez Escobar Magíster, Licenciada Lorena Fernanda Parra Gavilánez Magíster Miembros del Tribunal designados por la Unidad de Titulación de la Universidad Técnica de Ambato, para receptor el Trabajo de Investigación con el tema: “**INTERPERSONAL INTELLIGENCE IN THE ENGLISH SPEAKING DEVELOPMENT**” elaborado y presentado por la señora Licenciada Alexandra Marisol Terán Peralta, para optar por el Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera, una vez escuchada la defensa oral del Trabajo de Investigación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.



.....  
Dr. Héctor Fernando Gómez Alvarado.  
Presidente del Tribunal



.....  
Lic. Cristina del Rocío Jordán Buenaño, Mg.  
Miembro del Tribunal



.....  
Lic. Lorena Monserrath Meléndez Escobar, Mg.  
Miembro del Tribunal



.....  
Lic. Lorena Fernanda Parra Gavilánez, Mg.  
Miembro del Tribunal

## **AUTORÍA DEL TRABAJO DE INVESTIGACIÓN**

La responsabilidad de las opiniones, comentarios y críticas emitidas en el Trabajo de Investigación presentado con el tema: “**INTERPERSONAL INTELLIGENCE IN THE ENGLISH SPEAKING DEVELOPMENT**” le corresponde exclusivamente a: Licenciada Alexandra Marisol Terán Peralta, Autora bajo la Dirección de la Doctora Elsa Mayorie Chimbo Cáceres Magíster. Directora del Trabajo de Investigación, y el patrimonio intelectual a la Universidad Técnica de Ambato.



Lcda Alexandra Marisol Terán Peralta  
Cc:180252176-3  
**AUTORA**



Dra. Elsa Mayorie Chimbo Cáceres, Mg.  
Cc:180269645-8  
**DIRECTORA**

## **DERECHOS DE AUTOR**

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Investigación sirva como un documento disponible para su lectura, consulta y proceso de investigación, según las normas de la Institución. Cedo los derechos de mi trabajo, con fines de difusión pública, además apruebo la reproducción de éste, dentro de las regulaciones de la Universidad.



.....

Lcda. Alexandra Marisol Terán Peralta  
Cc: 180252176-3  
**AUTORA**

## **DEDICATORIA**

Dedico este trabajo con especial cariño primeramente a Dios por darme sabiduría en la elaboración de esta investigación.

A mis hijos: Alejandra y Erick quienes con sus consejos y apoyo, me dieron fortaleza para alcanzar esta meta profesional.

*Alexandra*

## **AGRADECIMIENTO**

Presento mis más sinceros agradecimientos a la Universidad Técnica de Ambato y su programa de post grados por darme la oportunidad de mejorar mi desarrollo profesional.

También quiero expresar mi profundo agradecimiento a la directora de esta tesis Dra. Mayorie Chimbo, Mg. por la dedicación, orientación y apoyo que ha brindado a este trabajo.

Igualmente quiero agradecer a todas aquellas personas quienes me inspiraron a seguir mejorando profesionalmente.

*Alexandra*

## INDICE GENERAL DE CONTENIDOS

PORTADA.....	i
A LA UNIDAD DE TITULACIÓN DE LA UNIVERSIDAD TÉCNICA DE AMBATO .....	ii
AUTORÍA DEL TRABAJO DE INVESTIGACIÓN.....	iii
DERECHOS DE AUTOR .....	iv
DEDICATORIA .....	v
AGRADECIMIENTO .....	vi
INDICE GENERAL DE CONTENIDOS.....	vii
LIST OF FIGURES .....	x
LIST OF TABLES .....	xi
RESUMEN EJECUTIVO .....	xii
EXECUTIVE SUMMARY.....	xiv
INTRODUCTION .....	1
CHAPTER I.....	3
THE PROBLEM.....	3
1.1. Theme.....	3
1.2. Problem setting .....	3
1.2.1 Contextualization of the problem.....	3
1.2.2 Critical analysis.....	7
1.2.3 Prognosis .....	11
1.2.4 Setting of the problem.....	12
1.2.5 Research questions .....	14
1.2.6 Research delimitation.....	14
1.3. Justification .....	14
1.4. Objectives.....	15
1.4.1 General Objective.....	15

1.4.2 Specific Objectives.....	16
CHAPTER II.....	17
THEORETICAL FRAMEWORK.....	17
2.1 Research background.....	17
2.2 Philosophical foundation.....	18
2.3 Legal basis.....	19
2.4. Key categories.....	22
2.4.1 Independent variable.....	25
2.4.2. Dependent variable.....	38
2.5 Hypothesis.....	50
2.6 Marking of variables.....	50
CHAPTER III.....	51
METHODOLOGY.....	51
3.1 Basic method of research.....	51
3.1.1. Documentary – bibliography.....	51
3.1.2 Field research.....	51
3.2 Type of investigation.....	52
3.2.1 Exploratory.....	52
3.2.2 Descriptive.....	52
3.3 Population and sample.....	52
3.4 Operationalization of variables.....	54
3.5 Information collection plan.....	56
3.6 Information processing plan.....	57

CHAPTER IV .....	58
ANALYSIS AND INTERPRETATION OF RESULTS .....	58
4.1 Analysis and interpretation of results.....	58
4.2 Hypothesis verification .....	74
CHAPTER V.....	79
CONCLUSIONS AND RECOMMENDATIONS .....	79
5.1 Conclusions .....	79
5.2 Recommendations .....	81
CHAPTER VI .....	82
PROPOSAL .....	82
6.1 General information .....	82
6.2 Proposal background.....	82
6.4 Objectives.....	83
6.5 Feasibility analysis .....	84
6.6 Foundation .....	84
6.7 Methodology. Operative model .....	87
6.8 Accounting .....	133
6.9 Evaluation prevision.....	133
REFERENCES.....	135
ANNEXES .....	146

## LIST OF FIGURES

Figure 1 Problem mind map.....	7
Figure 2: Key categories .....	22
Figure 3 Independent variable constellation .....	23
Figure 4 Dependent variable constellation.....	24
Figure 5 Howard Gardner’s Multiple Intelligences .....	28
Figure 6 Interactive activities in the classroom.....	58
Figure 7 Motivate students to use facial expressions.....	60
Figure 8 Improve fluency .....	61
Figure 9 Use different student groupings.....	62
Figure 10 Teacher persuades students to use their own expressions .....	63
Figure 11 The teacher promotes grammar, pronunciation and vocabulary .....	64
Figure 12 The student feels confident to express your ideas .....	65
Figure 13 Interactive activities in the classroom.....	67
Figure 14 Motivate students to use facial expressions.....	68
Figure 15 Improve fluency .....	69
Figure 16 Use different student groupings.....	70
Figure 17 Teacher persuades students to use their own expressions .....	71
Figure 18 The teacher promotes grammar, pronunciation and vocabulary .....	72
Figure 19 The student feels confident to express your ideas .....	73
Figure 20 Chi-square calculation .....	78

## LIST OF TABLES

Table 1 Population and Sample.....	53
Table 2 Operationalization of independent variable .....	54
Table 3 Operationalization of dependent variable .....	55
Table 4 Information collection model.....	56
Table 5 Interactive activities in the classroom.....	58
Table 6 Motivate students to use facial expressions .....	60
Table 7 Improve fluency .....	61
Table 8 Use different student groupings .....	62
Table 9 The teacher persuades students to use their own expressions.....	63
Table 10 The teacher promotes grammar, pronunciation and vocabulary.....	64
Table 11 The student feels confident to express your ideas.....	65
Table 12 Interactive activities in the classroom.....	67
Table 13 Motivate students to use facial expressions .....	68
Table 14 Improve fluency .....	69
Table 15 Use different student groupings .....	70
Table 16 The teacher persuades students to use their own expressions.....	71
Table 17 The teacher promotes grammar, pronunciation and vocabulary.....	72
Table 18 The student feels confident to express your ideas.....	73
Table 19 Observed frequencies .....	76
Table 20 Expected frequencies .....	76
Table 21 Chi-square calculation.....	77
Table 22 Operative model.....	87
Table 23 Debate evaluation rubric .....	95
Table 24 Role-play evaluation rubric.....	99
Table 25 Interview evaluation rubric .....	105
Table 26 Proposal validation questionnaire .....	134

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO**  
**LENGUA EXTRANJERA**

**TEMA:**

**INTERPERSONAL INTELLIGENCE IN THE ENGLISH SPEAKING  
DEVELOPMENT.**

**AUTORA:** Licenciada Alexandra Marisol Terán Peralta

**DIRECTORA:** Doctora Elsa Mayorie Chimbo Cacéres Magister

**FECHA:** 19 de junio de 2018

**RESUMEN EJECUTIVO**

La presente investigación tiene como objetivo determinar como la inteligencia interpersonal influye en el desarrollo del habla del idioma ingles en los estudiantes de primer año de educación secundaria en la Unidad Educativa “Doce de Mayo”, provincia de Pastaza, ciudad Puyo, para lo cual se realizó una investigación mediante el uso de artículos científicos y libros que están relacionados a cada variable de este trabajo investigativo y así determinar cómo estas dos variables están interconectadas. Además este trabajo de investigación es de campo ya que con la aplicación de la encuesta dirigida a 56 estudiantes y una encuesta dirigida a 4 docentes de lengua extranjera de la institución educativa. Estas encuestas reconocieron un perspectiva más apropiada de cómo estas dos variables se consideran y se aplican en las clases de lengua extranjera de la Unidad Educativa “Doce de Mayo”. Los resultados de esta encuesta fueron analizados y tabulados los mismos que demostraron que es importante mejorar las rutinas educativas en la enseñanza del idioma, las mismas que se encuentran caracterizadas por el uso de actividades monótonas sin la participación activa de los estudiantes. Además la hipótesis fue verificada mediante el uso del calculo de la chi cuadrada , es importante conocer que se debe utilizar y diseñar estrategias metodológicas viables para que sean desarrolladas dentro del aula con los estudiantes , las mismas que ayuden a mejorar la destreza del habla inglesa y al

mismo tiempo pueda ellos mantener una comunicación interactiva y fluida demostrando así que por medio del uso de la inteligencia interpersonal los estudiantes se sentirán motivados a interactuar entre ellos a través del uso de actividades cooperativas grupales o en pareja y de esta forma impulsar el uso de estrategias basadas en la inteligencia interpersonal que ayuden al desarrollo y mejoramiento de la destreza oral.

**DESCRIPTORES:** Comunicación fluida, comunicación interactiva, chi cuadrada, desarrollo cooperativo, destreza del habla, enseñanza del idioma inglés, estudiantes del colegio, idioma inglés, inteligencia interpersonal, profesores de lengua extranjera, rutinas de enseñanza.

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO**  
**LENGUA EXTRANJERA**

**THEME:**

**INTELLIGENCE IN THE ENGLISH SPEAKING DEVELOPMENT.**

**AUTHOR:** Licenciada Alexandra Marisol Terán Peralta

**DIRECTED BY:** Doctora Elsa Mayorie Chimbo Cáceres, Magíster.

**DATE:** June 19<sup>h</sup>, 2018

**EXECUTIVE SUMMARY**

This research project proposes to determine the application of how interpersonal intelligence influences in the development of the English language applied in the first year of secondary education at Unidad Educativa “Doce de Mayo” in Pastaza province, Puyo city. This research showed that with scientific articles and books are related to each variable of this research work and thus determine how these variables are interconnected. In addition, this research work is a field research because with the application of the survey applied to 56 students and survey applied to 4 teachers of foreign language in the institution. The survey recognized a more appropriate perspective of how these two variables are considered and applied in foreign language classes at Unidad Educativa “Doce de Mayo”. The results of this survey were analyzed and tabulated, showing that it is important to improve the educational routines in language teaching, which are characterized by the use of monotonous activities without the active participation of the students. In addition, the hypothesis was verified by using the chi square calculation, it is important to know that viable methodological strategies should be used and designed, so that they can be developed within the classroom with the students. The same ones that help to improve English speaking skills and at the same time they can maintain and interactive and fluent communication demonstrating that through the use of group or pair activities encouraging the

practice of strategies based on interpersonal intelligence that help students to develop and improve the oral skills

**KEY WORDS:** Cooperative development. English language teaching, English language, foreign language teachers, fluent communication, interactive communication, interpersonal intelligence, speaking skill, students, square chi.

## INTRODUCTION

The use of English as a foreign language has changed from being a privilege to be a necessity in different productive sectors because of the globalization. This phenomenon has been the main reason why English has gained importance worldwide until be considered as a universal language. According to this context, it is important the second language learning, using several types of interactive activities to reach an appropriate speaking handle and logically achieve communication among students.

This research work titled: Interpersonal intelligence in the English speaking development applied in the first year of secondary education at Unidad Educativa “Doce de Mayo” in Pastaza province, Puyo city, plans to solve the problem raised in the institution, following the next steps:

**Chapter I:** It talks about the research problem, establishing the problem tree, research questions, research objective delimitation, justification and objectives to achieve.

**Chapter II:** The theoretical framework, establishing investigative background, philosophical foundation, fundamental categories, variables and hypothesis.

**Chapter III:** It talks about the research methodology, detailing focus, basic modality of research, type of research, studied population and variable operationalization.

**Chapter IV:** Analysis and interpretation of results that includes hypothesis verification.

**Chapter V:** It covers the main conclusions and recommendations according to the research.

**Chapter VI:** Proposed solution to stablish problem, giving a guide about strategies to boost English-speaking, talks about the creation of a didactic guide and a blog.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. Theme**

“Interpersonal intelligence in the English speaking development”

#### **1.2. Problem setting**

Interpersonal intelligence in the English speaking development applied in the first year of secondary education at Unidad Educativa “Doce de Mayo” in Pastaza province, Puyo city.

##### **1.2.1 Contextualization of the problem**

Language is vital for human beings because they use it to express their ideas and opinions in their daily lives. In this globalized age, English is an important language to learn because different people use it as lingua franca. Besides, English as a lingua franca is an essential tool of communication for people from different places around the world and it is the reason why learning English is important (Northrup,2013). Nowadays, it is imperative to learn English in a competitive society because it allows getting greater opportunities in the labor field.

However, there are some problems in the language acquisition due to use of methods, strategies and techniques applied by teachers in the teaching and learning process. Multiple Intelligences (MI) are an important learning tool in which each student is able to learn in different ways, as well as pupils develop new skills when they acquire knowledge. They help learners to get a positive approach.

The English classes must be relevant and participatory in order to develop speaking skills through the interaction of all students and teachers must use multiple intelligences in the teaching process to motivate students to acquire knowledge and create their own awareness (Derakhshan,2015).

Howard Gardner theory proposes different ways of learning which allow people to have certain levels of knowledge, values, culture, as well as customs (Ibnian,2013). Indeed, Gardner divided the intelligence in: “Verbal/Linguistic, Logical/Mathematical Spatial/Visual, Bodily/Kinesthetic, Musical, Interpersonal, Intrapersonal and Naturalist” (Sbai,2015). The development of this research project is to demonstrate that learning and teaching process use students’ interpersonal intelligence to help them improve speaking skills by using cooperative activities in order to promote interaction in class through English as means of communication.

Thus, interpersonal intelligence is the ability to work effectively with other people and it includes “ outcomes at the workplace, self-awareness, emotional control in influencing skills, flexibility and assertiveness”. Moreover, interpersonal intelligence includes particular emotions like empathy knowledge that consists of motivations, moods, temperaments, gestures, facial expressions, as well as interaction with other people (Marzuki,2014). Interpersonal intelligence in the EFL classroom is important because it focuses on language learning through cooperative activities that students do in the classroom (Preeti,2013).

In fact, interpersonal intelligence would allow students of the first year of secondary education in Unidad Educativa “ Doce de Mayo” to manage their emotions and be able to express their ideas and thoughts by using English as a tool of communication. Learners improve their English speaking skills in order to communicate and understand information. Additionally, the students improve pronunciation, intonation, as well as fluency through relevant communicative activities using English as an essential tool of communication in the classroom.

Thus, pupils are able to interchange their own ideas based on interesting and meaningful topics in spite of motivating them to learn English (Tlazalo, 2014).

Ministerio de Educación del Ecuador (MEC) demands the development of a meaningful communication by reinforcing the language skills. MEC mentions that the use of threads of communication such as reading, oral communication, writing, cultural awareness, as well as language through the arts improves the English language in public system education. In addition, a good communication requires the improvement of communication skills learned since the elementary school. In the classroom, the practice of speaking activities will help pupils to develop their speaking skills and the use of interpersonal intelligence in the EFL classroom lets students develop the ability to work with their peers. (Ministerio de Educación 2016).

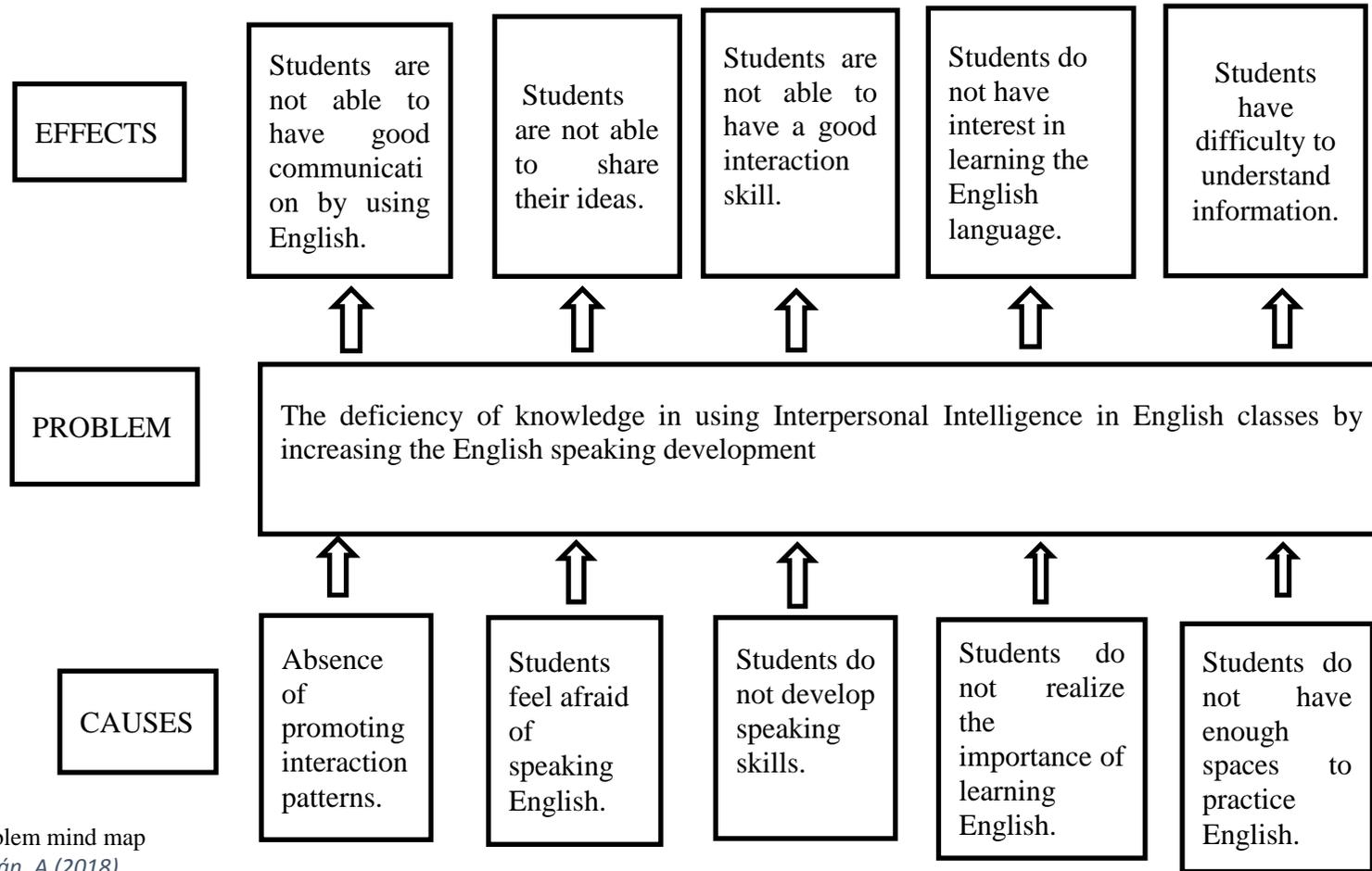
English in Ecuador is a foreign language because the majority of the Ecuadorian population speaks Spanish. In classrooms, English teachers and students in Unidad Educativa “Doce de Mayo” in Pastaza province, specifically in Puyo face several challenges and one of them is developing English-speaking skills. Learners feel shy and uncomfortable when they have to interact with their classmates using English language or even working with their partners in classroom.

The students from first year of secondary education are afraid of not having good English oral skills in the classroom. This is what really happens with students of this educational system because they do not have receptive material, process and understanding information to share their ideas by having a good language production. In fact, there are some students do not like to work in groups or in pairs because they do not want to communicate in English during the class time.

As an alternative, English teachers of Unidad Educativa “Doce de Mayo” would practice relevant strategies and techniques to let students become more

motivated, as well as confident in learning English by having a good oral interaction and fluency. The students could enhance their skills by using the English language as a tool of communication. It is essential to emphasize that the use of appropriate methodological strategies and the correct use of the English language by teachers would improve students teaching and learning process. Furthermore, there are some students who do not have a good oral English skill with receptive information and they have difficulty to share their ideas. This is another reason why students do not use English when they interact or participate with their peers in classes.

### 1.2.2 Critical analysis.



**Figure 1** Problem mind map  
*Made by: Terán, A (2018)*

This current research refers to interpersonal intelligence in English classes in order to improve English speaking skills in the teaching and learning process at first year of secondary education in Unidad Educativa “Doce de Mayo”. There is a deep deficiency of interactive patterns of integration between teachers and students. It is essential to develop interactive activities such as group work, questions, answers, debates, as well as some games to achieve an interactive class in order to motivate pupils to learn the English language (Kharaghani,2013).

The practice of interactive communicative patterns represents an important factor in the learning process because students are able to interact, negotiate, as well as share their ideas while they learn with them. Even though, there are some cases where teachers use the traditional methodology in the learning process with students in the classroom where there is an evident absence of communicating patterns to motivate pupils to learn English in a more relevant and active manner. During the learning process, the students of first year of Unidad Educativa “Doce de Mayo” feel afraid of speaking in English. It is extreme important to know that pupils have good skills in writing, listening and reading, however, it is a challenge when they have to speak in English (Kharaghani,2013).

As a disadvantage in the learning process, students have low self-esteem and they do not have good interaction and communication skills among their classmates during classes (Kharaghani,2013). Learners feel afraid of interacting with others when they participate orally so it affects them in their production and achievement area while they acquire another language because they do not feel motivated to participate in the class. Besides, students feel frightened to make grammar and pronunciation mistakes when they want to express their ideas or thoughts using the English language (Barunilai,2013).

In Unidad Educativa “Doce de Mayo” there is an evident absence of having good communication and interaction not only between teachers and students but among students. Indeed, the use of interaction in the EFL classroom during the learning process is vital because students are able to learn when they

talk with their pairs. In this way, they are actively involved in the learning process by using real examples in order to develop the speaking skills. Teachers must use speaking activities as a part of their classes in spite of encouraging students in the most effective way to learn and communicate (Hurst, 2013).

Additionally, learners must develop their problem-solving skills and critical thinking therefore they are going to be able to have deep analysis, reflections, participation in discussion groups by giving their ideas, viewpoints and experiences in English. Besides, the English language is important in all levels of education because it is a system of words for communication in different places around the world. Consequently, it is essential that pupils recognize the importance of learning English in this globalized world (Zlatanov,2014).

In the learning and teaching process, it is significant that teachers use different active strategies as feedback. In this way, teachers create opportunities for students to reinforce their knowledge. At the same time, pupils are able to interact in a true learning environment. Furthermore, students are able to develop good communication skills which are essential in learning another language (Utenga,2016). In Unidad Educativa “Doce de Mayo” students do not feel confident when they communicate using the English language in the classroom. Therefore, they are not able to develop good communication skills.

On the other hand, there are other reasons why pupils cannot have a good communication or interaction such as the deficiency of expressive skills in feelings and thoughts and the absence of listening skills so they feel afraid of making grammar and pronunciation mistakes. The students need to learn how to communicate and understand what they listen and get the meaning of the message. Likewise, it is vital that teachers and students communicate in English language so learners develop the speaking skills through a real practice to encourage them to participate in the classroom and at the same time, they are able to communicate with their peers (Talley,2014).

There are some students who do not work effectively with others in groups or in pairs and they do not have good social relationships. They do not like to work in groups to perform cooperative activities with their classmates. Likewise, during the classes they cannot share their feelings or emotions in the group. This type of students do not want to interact or participate in groups because they like to work alone in classes, as well as they feel frightened to speak in English (Baines,2015). On the other hand, in EFL classes there are students who cannot work in groups for different reasons like feeling shy when speaking in front of others, nonappearance of self-confidence, deficiency of practice speaking skill, lack of vocabulary and panic of making some grammar and pronunciation mistakes (Lendechy, 2013).

In the same way, learners are afraid of their low level of communicative skills and this is one of the evident problems of developing speaking skills in English classrooms. Moreover, students are not interested in learning the language because they have limited use of essential skills of English. Indeed, there is a low proficiency in English such as negative attitudes and absence of motivation of pupils towards learning English. The key is that students' attitude toward learning English directly influences their learning process and performance (Mat,2014) .

The learners of first year of secondary education in Unidad Educativa “Doce de Mayo” are not motivated to learn English because they do not need it in order to interact or give their points of view in their environment. Furthermore, teachers have to find the way to create the necessity to learn English on pupils because English is an important tool of communication in this globalized era. The success in learning another language is the motivation because it encourages students to have positive attitude while using English in their communicative activities through relevant cooperative activities (Ismail,2017) .

Thus, learn and understand means that students are able to share their thoughts connect meaningful ideas and discuss different topics using English as an important instrument of communication. In this globalized world, it is imperative that pupils learn, understand and use English to engage themselves in active understanding cooperative activities in order to understand and give their points of view and to demonstrate that they are able to communicate with their peers in English (Utenga, 2016).

### **1.2.3 Prognosis**

In this globalized world, if there is no an immediate solution to the problem, the students feel indifference of improving speaking skills. The learning process will be difficult due to the deficiency of techniques and strategies that involve the development of speaking skills and oral interaction. Likewise, teachers in the teaching and learning process should apply the use of multiple intelligences with each student. Specifically, the use of interpersonal intelligence in order to develop speaking skills.

Interpersonal intelligence also means the ability to recognize and understand others by applying empathy. Empathy helps students work with their peers having a meaningful and effective communication in the English classes. Furthermore, teachers must focus on teaching new strategies, new methods or new techniques, which motivate students to learn English rather than demotivates them. In other words, the difficulty is that learners do not want more traditional classes which results in deficiency of interest, as well as discouragement (Ghabanchi, 2014).

Ministerio de Educación promotes English as an important communication tool which students should learn using international standards. It also applies a new curriculum to develop and improve the deficiency of speaking skills in a more fluent way using interpersonal intelligence and cooperative activities developed in the classroom by the students.

However, there are students who do not want to work as a team or as a group, making it difficult to develop speaking skills. On the other hand, there are teachers who do not use relevant or meaningful activities with students. If teachers want to succeed their students for acquiring another language, they should apply group work or pair work activities in such way the students develop oral communication skills in a more fluid way.

In Unidad Educativa “Doce de Mayo”, the English teachers do not practice relevant group activities in order to promote the use of interpersonal intelligence to allow the development of speaking skills. Educators do not allow students to communicate and express their ideas, feelings or emotions in a natural way through oral English communication.

#### **1.2.4 Setting of the problem**

Interpersonal intelligence in the English speaking development of students from the first year of secondary education at Unidad Educativa “Doce de Mayo”. The English speaking development is not an easy mission because students think that it is difficult to work in groups in the classroom. The majority of the students in Unidad Educativa “Doce de Mayo” does not like to work in groups to improve their speaking skills. Moreover, the deficiency of interpersonal intelligence affects their speaking skills development and produces negative consequences on the language learning.

Preceding research specifies that interpersonal intelligence develop English-speaking skills. Students increase their speaking skills when they interact in the class with their peers. The research determines the impact of emotional intelligence in learning productive or oral skills with students of Iran. They improved their speaking skills after cooperative activities. Consequently, it is a clear example of the effectiveness of using interpersonal intelligence in the speaking skills development. In other study, there is evidence that the relationship

between emotional intelligence and critical thinking has an extremely connection with speaking skills (Genç, 2016).

Researchers discovered an interesting theme that focuses on the interpersonal intelligence to promote the ability to work with other people, having different positive aspects such as empathy, social responsibility, flexibility, self-awareness, good relationships with others, as well as critical reflection. This condition allows adolescents to develop speaking skills when they interact with their peers in order to speak fluently in the classroom. interpersonal intelligence helps students work effectively with their classmates, creating positive social interactions and increasing their knowledge at the same time (Gkonou & Mercer, 2017) .

The knowledge of each student about interpersonal intelligence for speaking development is relevant. Nevertheless, most of the students in first year of secondary education in Unidad Educativa “Doce de Mayo” need to develop their social strategy to support language learning. The main reason is that students do not like to work in groups by sharing their ideas in English. Consequently, the absence of interpersonal intelligence affects the English learning development of the adolescents in the classroom. (Hajhashemi, Shakarami, Anderson, Yazdi-Amirkhiz, & Zou, 2013) .

Nowadays, the English speaking development expanded its research area. However, it is necessary to focus the attention in communication because it is essential for having meaningful relationships with others in order to understand their experiences, ideas and emotions through oral interaction (Yildiz & Duy, 2013). The successful results of interpersonal intelligence in English speaking development evidence that the students in first year of secondary education in Unidad Educativa “Doce de Mayo” are the appropriated population for this research because most of them are not able to communicate in a fluently manner in their English classes.

### **1.2.5 Research questions**

The current research focuses on the use of interpersonal intelligence in English speaking development. Consequently, it is important to know relevant information that supports the targets of the project, research variables such as interpersonal intelligence and speaking development and recognize students' abilities to mature in their learning process. It is imperative to determine the impact that this research establishes about the important differences in interpersonal intelligence of students before and after the project application.

Based on the research purposes, this project expects to answer the following questions:

How does interpersonal intelligence improve English-speaking development?

What strategies of interpersonal intelligence would help students develop their speaking skills?

What are the most effective activities to increase oral interaction on students?

How does interpersonal intelligence improve English-speaking development?

### **1.2.6 Research delimitation**

Line of research: Methodology in EFL

Area of research: Reading comprehension

Place: Unidad Educativa "Doce de Mayo" in academic year 2017-2018 Pastaza province, Puyo city.

Time: Academic Year: 2016 – 2017

### **1.3. Justification**

This research project aims that students use multiple intelligences in order to learn the English language through several techniques of learning. Specifically, it desires that students have the opportunity to develop their speaking skills while they do cooperative activities in classrooms.

Furthermore, this research project identifies the students' cultural background knowledge. It is important to consider that the use of interpersonal intelligence allows students to have a more rewarding and motivating learning experience. The activities that promote interaction help students to learn English because every student demands the same opportunities in the educational area and teachers must be the main advocates of using interpersonal intelligence to develop English-speaking skills in EFL classroom.

Additionally, the practice of interpersonal intelligence in the English speaking development highlights the English communication between each student during classes because it means self-esteem, includes the ability to recognize and understand others and promotes the ability to effectively solve problems (Tabatabaei, 2013).

It is important to find solutions to learning problems in foreign language area, where there is a low percentage of learning and the non-application of interpersonal intelligence in the development of speaking skills by teachers in Unidad Educativa "Doce de Mayo". Consequently, this research will help teachers of Unidad Educativa "Doce de Mayo" to use relevant methods and techniques for applying interpersonal intelligence in order to motivate students to speak in English. It is relevant to know that the main beneficiaries of this research will be the educational community in particular students and teachers.

## **1.4. Objectives**

### **1.4.1 General Objective**

To determine the application of interpersonal intelligence for the English speaking development in the first year of secondary education in Unidad Educativa "Doce de Mayo" in Puyo city, Pastaza province.

### **1.4.2 Specific Objectives**

To identify the interpersonal intelligence techniques in the English speaking development in the first year of secondary education in Unidad Educativa “Doce de Mayo”.

To analyze the main strategies for the English speaking development in the first year of secondary education in Unidad Educativa “Doce de Mayo”.

To examine the effect of the application of the interpersonal intelligence strategies in the English speaking development in the first year of secondary education in Unidad Unidad Educativa “Doce de Mayo”.

## CHAPTER II

### THEORICAL FRAMEWORK

#### 2.1 Research background

Once reviewed the repository of Universidad de Cuenca, the undergraduate work of Farfán (2013) titled “Developing the speaking skills through Multiple-Intelligence-Based Activities with Fourth academic year at Verbo Elementary School year 2013”. The author concluded that the fact of development of speaking skills is possible, in most of the cases, since it was found that students become more engaged in academic activities which motivated them to learn, as well as they were able to obtain self-confidence and improve their speaking skills by doing activities in the classroom.

In Universidad Técnica del Norte repository, there is the ungraduated work of Cevallos y Imbaquingo (2014) titled: “Emotional intelligence in the process of teaching the English Language learning in the eighth academic year, students of Educación Básica of the school “UN”, in Ibarra city, during the first quimester of the academic year 2012-2013”. In this research, teachers prefer to put more emphasis on teaching grammar. Teachers encourage students to memorize subjects to learn English and in the classroom, some students do not enjoy to work with their pairs so it is difficult for them to learn English.

In the repository at Pontificia Universidad Católica del Ecuador in Esmeraldas, there is the undergraduate work of Bolaños (2015) titled: “Improving the ability of speaking in second year baccalaureate students from Organizational Secretarial Management at Margarita Cortez Education Institute in Ecuador year 2014-2015”. In this research, learners could not develop communicative skills because they needed more communicative activities in the EFL classrooms in order to improve their speaking skill.

This propose is not motivating students in the learning process so they are not able to communicate using the English language. She thought educators did not know how to apply relevant oral interaction among students for improving the speaking skills.

## **2.2 Philosophical foundation**

This research project focuses on Constructivist Theory, which promotes a meaningful learning based on observation and scientific studies about how students learn to construct their own ideas using their personal experiences, their background knowledge and their beliefs. Teachers should motivate students to learn on a good learning environment in order they can develop the ability to create their own knowledge or solve problems to generate more information (Yacob, 2012).

Teachers are guiders who encourage students to assess and understand activities in English language. Therefore, it is important to help students focus on a new topic or information applying effective techniques to motivate them. In the Constructivist Theory, the most important aspect is how students learn to learn (Yacob, 2012).

Besides, the students are considered as an active part of the learning and teaching process in the Constructivist Theory because they are able to construct their own knowledge based on their previous knowledge or their cultural background, giving them a meaningful and active social interaction. Consequently, students in constructivism classrooms understand information by giving their own ideas, using their own knowledge or skills through relevant activities that teachers present in the classroom to motivate them to learn, as well as to produce their own knowledge or concepts (Roberts,2013).

Constructivist Theory bases on the construction of new knowledge from the students' experiences. It focuses on how students can reinvent and obtain conclusions by themselves. The best strategy for students to learn is creating their own appropriate learning environment in order to contribute for a better learning process in their classes. In the Constructivist Theory, students are able to think, learn and understand rather than memorize new information or knowledge. This helps them have a relevant learning and teaching process. Consequently, it improves knowledge with collaborative assignments, active communication, and interaction between students in the classroom (Olusegun, 2015).

### **2.3 Legal basis**

#### **2.3.1 Plan Nacional del Buen Vivir**

##### **OBJETIVO 2**

##### **MEJORAR LAS CAPACIDADES Y POTENCIALIDADES DE LA CIUDADANÍA**

La educación, entendida como formación y capacitación en distintos niveles y ciclos, es fundamental para fortalecer y diversificar las capacidades y potencialidades individuales y sociales, y promover una ciudadanía participativa y crítica. Es uno de los medios más apropiados para facilitar la consolidación de regímenes democráticos que contribuyan la erradicación de las desigualdades políticas, sociales, económicas y culturales. La educación contribuye a la construcción, transformación y replanteamiento del sistema de creencias y valores sociales y a la revalorización de las culturas del país, a partir del reconocimiento de la importancia de las prácticas sociales y de la memoria colectiva para el logro de los desafíos comunes de una nación (SENPLADES, 2009).

### **2.3.2.- Ley orgánica de educación intercultural**

## **TÍTULO II DE LOS DERECHOS Y OBLIGACIONES CAPÍTULO I DEL DERECHO A LA EDUCACIÓN**

**Art. 4.-** Derecho a la educación.- La educación es un derecho humano fundamental garantizado en la Constitución de la República y condición necesaria para la realización de los otros derechos (Asamblea Nacional del Ecuador, 2015).

Son titulares del derecho a la educación de calidad, laica, libre y gratuita en los niveles inicial, básico y bachillerato, así como a una educación permanente a lo largo de la vida, formal y no formal, todos los y las habitantes del Ecuador.

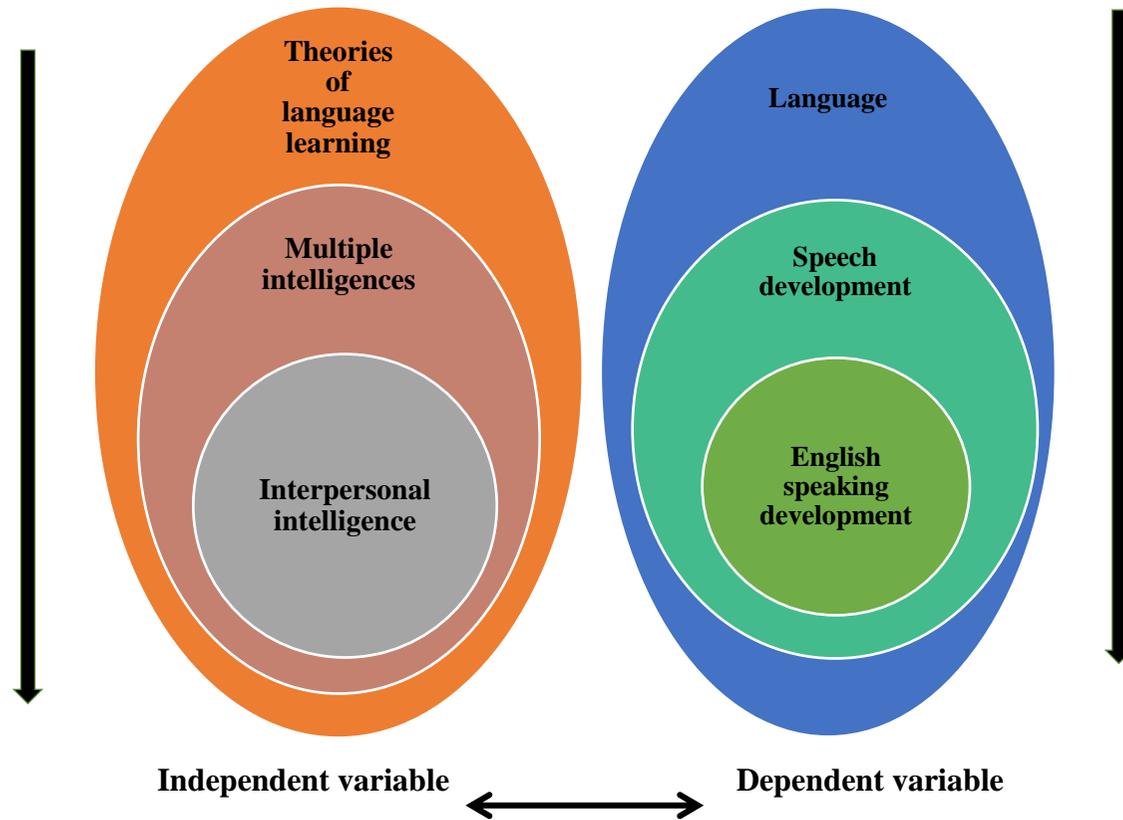
### **2.3.3. English as a foreign language**

#### **How English as a foreign language contributes to the profile of Ecuadorian high school students**

The Ecuadorian high school exit profile proposes to prepare Ecuadorian high school students for a successful academic participation. The EFL curriculum focuses in the development of creative and critical thinking skills, as well as attitudes and values. The skills are within the five curricular threads and encourage learners to act responsibly and respect themselves, as well as other people. The curriculum is for stimulating linguistic, and the comprehension of oral and written texts (Language and Maxom, 2014)

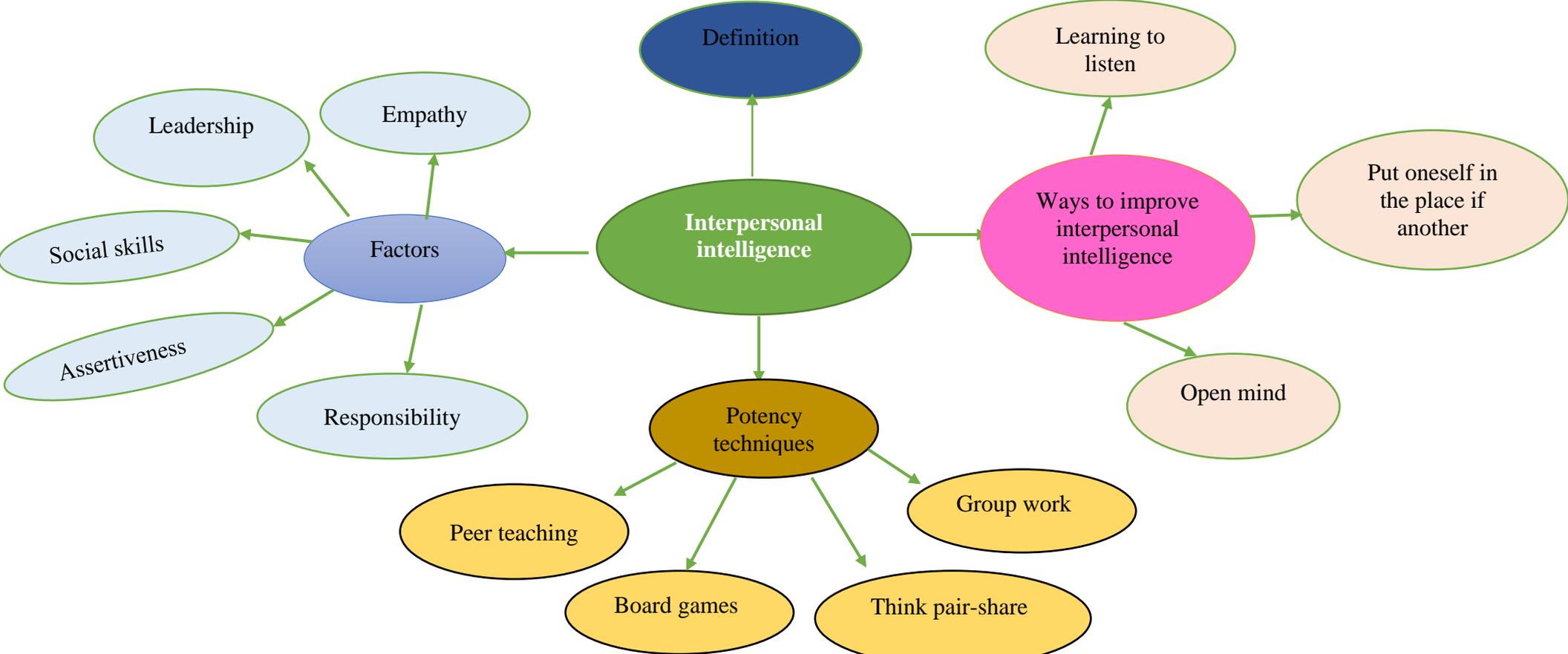
The strong emphasis placed on verbal communication through the group work and the development of problem-solving skills have the purpose of strengthening learners' ability to interact socially in a variety of situations, which is very important to the academic commitment according to the MinEduc. In addition, the oral communication, reading and writing curricular threads comprise specific skills that support and enhance the capacity for oral and written expression. The EFL curriculum includes a thread, the first one is Communication and Cultural Awareness, the second one is Language through the Arts and both contribute to the students' approaching (Language and Maxom, 2014).

## 2.4. Key categories



**Figure 2:** Key categories  
**Made by:** Terán A. (2018)

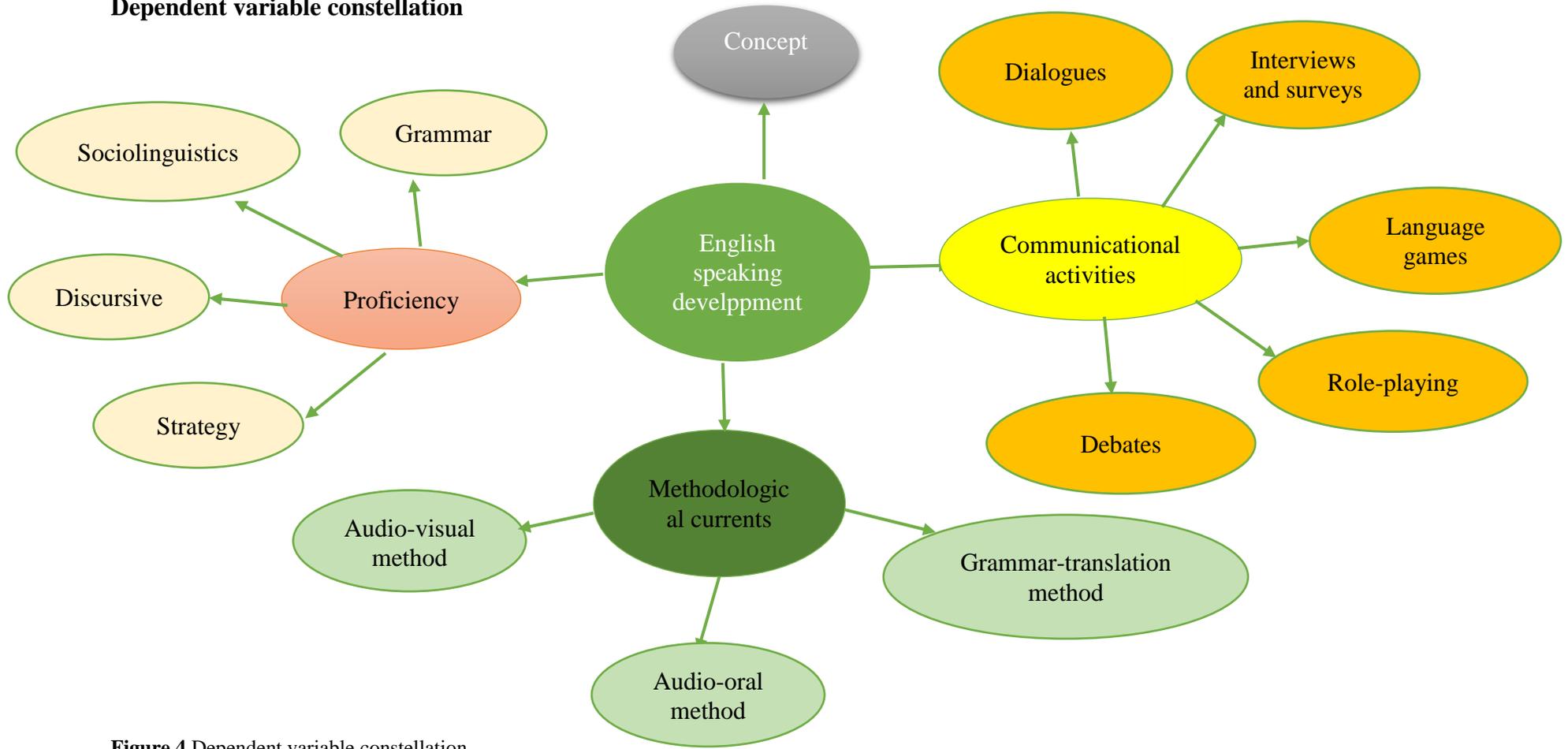
**Independent variable constellation**



**Figure 3** Independent variable constellation

Made by: Terán, A. (2018)

**Dependent variable constellation**



**Figure 4** Dependent variable constellation

Made by: Terán, A. (2018)

## 2.4.1 Independent variable

### Language learning theories

Language is an attribute that differentiates human beings from any other creature, and it puts people together throughout geographic walls. Language can be the instrument to achieve goals in any discipline. It is a challenge to the science to find an explanation for the complex processes that allow human beings, on their first years of life, to dominate an intricate code such as language. Because of this, there are coherent theories formulated to understand the appropriation mechanisms that foreign language learners use in their learning. There are several vital factors for a successful individualization of instruction such as understanding capacities and necessities of every child in order to improve students' skills while they are learning English (Baiju, 2010).

Among the most well-known theory about language learning, there are theories of Piaget, Vygotsky, Chomsky, Skinner, Skemp, and Coleridge, that debate the exact functions of languages, nevertheless, its role as instrument for conceptual thoughtfulness is undesirable. The next paragraphs describe the most important fundamentals of theories mentioned before:

**Avram Noam Chomsky:** Chomsky's vision of competence primarily deals the abstract grammar of knowledge. He argued that linguistic theory refers mainly to an ideal speaker and listener in a completely homogeneous speech community, that knows his language perfectly, and it is not affected by irrelevant grammatical conditions like limitations of memory, distractions, changes of attention and interest, and mistakes while his knowledge in language is applying in real performance. In brief, the focus of Chomsky's linguistic theory was to characterize abilities that speakers have, in order to allow them to produce adequate grammatical results in a language (Moeller, 2015)

**Piaget:** Piaget related the role of language in the development of conceptual and logic understanding. He turned language in an integral part of his

ideas about the intellectual development. According to Piaget, language is intrinsically a social factor due to the conventional nature of words and this is crucial for conceptual development. Piaget offers a way to extend Vygotsky's approach to the game of conceptual and semiotic aspects of intellectual development. Piaget theorized that language was simply one of the ways where children represent their familiar worlds, a reflection of thought, and also that language did not contribute to the development of thought. (Moeller, 2015)

**Lev Vygotsky:** According to Vygotsky, a word that lacks of thought is something death, and a thought that lacks of words is still a shadow. He emphasized the word as a microcosm of human consciousness, holding that thought finds reality and form in speech. The speech structures dominated by children become the basic structure of their thinking. The structure of the language that is used in a habitual way influences the way in which they perceive their environment. At first, a child seems to use language for superficial social interaction, but at some point, this language goes underground to become the structure of the child is thinking (Breedon, 2015).

**Skinner:** According to behaviorism, every behavior is nothing more than a response to external stimuli and there is no innate programming in a human being to learn a language at birth. In his concept, what he called "operant conditioning", language learning emerged from a process of reinforcement, in which individuals are conditioned to say the right thing. For example, if an individual is hungry and he is able to say, "mom I'm hungry", he could obtain food and the behavior will be reinforced since he gets what he wanted (Breedon, 2015).

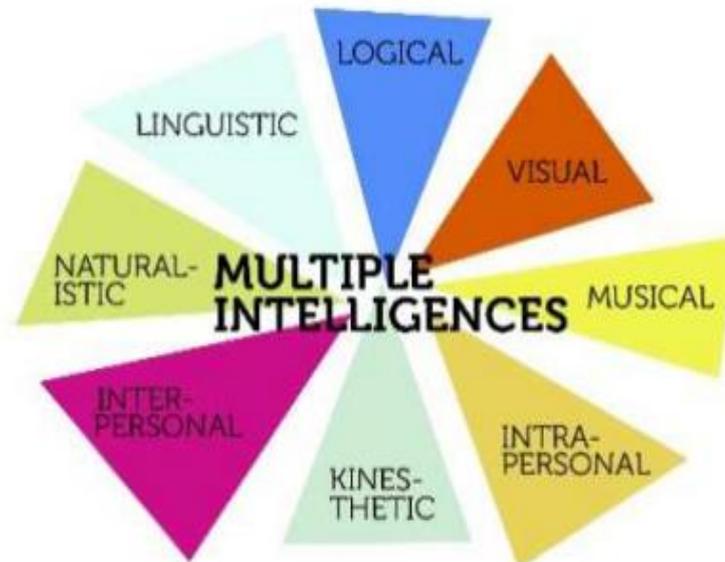
### **Multiple intelligences**

Multiple intelligence is a combination of skills in different areas. Everyone has these skills and uses them in their daily lives. According to Gardner, each person has a different level of intelligence in one or more areas, as well as

learning from their experiences or cultural backgrounds. In order to have a successful learning and teaching process, teachers must identify the type of intelligence that each student possesses so they can learn and draw their own conclusions in their classes (Aydemir and Karah, 2014).

Gardner's Theory of multiple intelligence affirms that each level of intelligence of an individual is established by autonomous powers and capacities. It is the reason for each child or person have potential intelligence in one or more areas of learning (Aydemir and Karah, 2014). Additionally, it is important to consider every skill of students in different areas such as physical, intellectual and social singularities, which are according to the natural and social environment where they grow because non- considering them causes difficulties while teaching and learning process takes place in traditional educational systems.

By focusing on the inadequacies of students to find the cause of failure, it has been considered to criticize other variables of education, ignoring the fact that all people can have skills in different areas, can have unique physical, intellectual and social characteristics thanks to the natural and social environment in where people grow.



**Figure 5** Howard Gardner's Multiple Intelligences  
**Source:** (Rowanne, 2017)  
**Made by:** Terán, A. (2018)

Aydemir & Karah (2014) mention that the theory of multiple intelligence that was presented by Gardner, affirms that each level of intelligence of an individual is confirmed by autonomous powers and capacities, reason for each child has potential intelligence in one or more areas. Denig (2004) takes in consideration what Howard Gardner proposes, there exists at least eight intelligences that should be considered:

**Linguistics:** It is the potential that individuals have to use language; it is the proper construction of sentences, and the use of words according to their meanings and sounds. This intelligence is used in reading, writing, memorizing dates and thinking quickly.

**Logical-mathematical:** The ability of individuals to manage numbers, quantities and perform operations quickly that are used in mathematics, logic, problem solving and pattern recognition. This intelligence is possessed by engineers.

**Space:** It is the potential to represent the spatial world internally in mind, which is used to read maps, tables, draw, solve mazes and puzzles with the use of imagination.

**Kinesthetic:** It is the ability to use the entire body or part of the body in the performance of movements depending on the physical space. It is used in athletics, dance, acting, and others.

**Musical:** It is the potential that an individual possesses for the proper use of melody, rhythm, and tone in the construction and musical appreciation. This intelligence is used in singing to identify sounds and melodies.

**Interpersonal:** It is the ability to work with others; it gives the ability to recognize your world emotions and feelings derived from the relationships between people and their groups. This intelligence allows organizing and directing others, communicating, resolving conflicts, selling, and others.

**Intrapersonal:** It is the potential that is possessed to know someone inner world, it is used to know how to recognize your own and most intimate emotions and feelings, as well as your strengths and weaknesses to set personal goals.

**Naturalist:** It is the ability that is possessed to discriminate and classify living organisms that exist in nature. People who possess this intelligence are recognized as part of the environmental ecosystem, such as biologists. For a long time, the educational system has been dependent on linguistic and logical-mathematical intelligences, leaving aside a significant number of students who really do not learn better with these methods, that is why teaching styles and strategies must be adapted to the diverse students' skills and attitudes (Rile, Catalan, Decenorio, & Tan, 2015).

## **Interpersonal intelligence**

Interpersonal intelligence is the ability to create and maintain human relationships, making sure to consider interests, motivations, perspectives, personal histories, intentions and most of the times predicting decisions, feelings and actions from others. Generally, people who have interpersonal intelligence enjoy talking and learning in groups or in pairs and doing activities with others, turning them into experts in relationship management and conflict negotiation. There are some professions in which people with interpersonal intelligence can fit and they are politics, teachers, therapists, salespeople, social worker, coach, and others (Kelly, 2017).

Interpersonal intelligence is an ability to perceive feelings, emotions, beliefs or values in order to create thoughts, as well as facilitate the specific understanding of knowledge (Ghabanchi, 2014). According to Mohamad (2014), interpersonal intelligence is the talent to communicate well with other people, create positive relationships and resolve conflicts in a group (Mohamad,2014).

Additionally, students who use the interpersonal intelligence concepts are able to understand and deal with others, discerning moods and feelings. This type of students focuses on understanding situations, recognizing the emotions of others and having good relationship with their classmates. The main characteristic of interpersonal intelligence is to have a good social sensitive to interact, communicate and understand others so it refers to the ability to respect and perceive the feelings of others. (Sunindijo,2013).

Furthermore, interpersonal intelligence includes verbal communication, non-verbal communication, listening skill, negotiation, cooperative work or cooperative learning. Therefore, adolescents use them to interchange their knowledge, developing their critical thinking and problem solving. Consequently, teachers must find methods to build tasks that let students interact with the new content in ways that allow them learning styles and strengths (Preeti, 2013).

A factor that influences on interpersonal intelligence is responsibility because it describes a person or a group that confirm that the work is done properly, so that, responsibility is the word that identifies the person or group that "will well done" or in any case will assume the blame for any work that was done improperly (Hooper, 2013).

Likewise, responsibility by definition is associated with someone or something for which a person or organization is responsible. It can lead to the situation of accepting guilt for something that has happened. Additionally, it is also a role that approves a person to make decisions independently (Wright, 2017).

Another factor is the assertiveness that is the ability to express openly people's opinions, feelings and needs being faithful to themselves, as well as respectful of others. This involves defending oneself in a way that encourages conversation rather than defensiveness, so assertiveness is a key feature of all positive and productive relationships and skills that not only learners but also everyone should study and know (Garner, 2012).

In the same way, assertiveness is a healthy and honest way of communication that can eliminate stress associated with keeping things under control. Not being assertive can make people and adolescents feel uncomfortable in social situations, resentful of others and can cause physical symptoms related to stress such as headaches, anxiety and fatigue. Unhealthy alternatives to assertive communication are passivity and aggression. Usually, a person does not get what he or she want by being indirect. (Stein & Book, 2006).

Furthermore, social skills allow students to interact with their pairs, having positive social relationships in a group work. These skills help students express their feelings, ideas or opinions through dynamic group activities in the classroom. Human beings acquire social skills in early years from the simplest such us greet, smile, do favors, ask for favors, make friends and express feelings

to the most complex as express opinions, defend rights, start and end conversations (Gil et al., 2014).

Some of these skills are very important for the success of a child in the classroom such as cooperation, self-control and assertiveness. For this reason, teachers should use cooperative activities in their classrooms to allow students to develop their social skills and at the same time improve their academic success (Gil et al., 2014).

In addition, social skills allow students to have positive social relationships managing effectively all the relationships within the social environment which help students actively, participate in a group accepting the different colleagues' opinions. Social skills involve social competence, which refers to the emotional and intellectual skills that students need to have a successful social adaptation (Szumski et al., 2017).

Leadership is another factor that influences on the interpersonal intelligence. It is a process where a person influences others to achieve an objective and directs the organization to make it more cohesive and coherent. Leadership is a procedure where an individual influences a group of individuals to achieve a common goal. The leaders carry out this process applying their knowledge and leadership skills so they delegate or influence others to act and carry out specified objectives (Manoj & Shilpa, 2013).

Often, the attributes of leaders are the following:

- They have sense of mission.
- They are charismatic.
- They can influence people to work together for a common cause.
- They are decisive.
- They use creative problem solving to promote a better care and positive work.
- They generate a good work environment.

In addition, leaders focus other colleagues' attention on what is important and do not allow them to diverge with initiatives that will have little impact on the work. They have a clear vision of the strengths and weaknesses of others. Consequently, they know how to take advantage of strengths and reduce weaknesses so their clarity of thought, sense of purpose and knowledge of what is happening help “effective leaders” get the best out of their group which is the key for influencing classroom work and raising the standards achieved by students (Day & Sammons, 2014).

Empathy influences interpersonal intelligence because it is the process of understanding a person's subjective experience by sharing that experience indirectly and maintaining an observant attitude. Empathy means recognizing the feelings of others, the causes of these feelings and being able to participate in the emotional experience of an individual without becoming part of it. Empathy is the ability to perceive the feelings of a person while he is transmitting them. It allows approaching of an individual towards others understanding their emotions, their concerns and their behaviors (Ioannidou and Konstantikaki, 2008).

Empathy is the base for building any relationship, understanding and effective communication. It is crucial in the development of ideas and solutions, in the resolution of problems, in effective communication and in the prevention of conflicts. Empathy is an important ability that all people not only students must develop to progress and continue with their lives because the ability to understand, jumble and disconnect from their personal feelings is particularly important to create effective and constructive relationships (Ioannidou and Konstantikaki, 2008).

To promote interpersonal intelligence, it is important to use certain techniques such as peer teaching. Learning in pairs is the acquisition of knowledge and skills through active help and support between partners which involves people from similar social groups to others in the learning process (Topping, 2005). Teaching in pairs promotes the improvement of communication

skills, encourages independent learning and helps develop self-confidence. This technique helps students develop their ability to understand different concepts especially their ability to express their ideas (Lim, 2014).

Learning in couples contributes to the development of students' generic skills for teamwork, time management, organizational skills, presentation and communication (Lim, 2014). Although there is evidence that teaching in pairs is extremely effective to improve learning and strengthen the retention of students, no emphasis has been placed on implementing this methodology because schools maintain traditional learning methods (Burton, 2012).

Students learn a lot by explaining their ideas to others and participating in activities where they can learn from their pairs. Learning in pairs is becoming an increasingly important part of many courses and it is being used in a variety of contexts and disciplines in many countries because it gives them considerably more practice than traditional teaching and learning methods by taking responsibility for their own learning and in more general terms, learning to learn. It is not an additional for teaching activities designed and conducted, but an important aspect is the inventory of teaching and learning activities that can improve the quality of education (Rick, 2012).

Likewise, board games are important tools to provide practical skills and knowledge development to people of all ages and in various subjects. It is because well-designed games not only create an attractive atmosphere, but also provide an environment not threatening and playful. Members are able to learn together, nobody feels individualized or intimidated by not knowing an answer when the games are played in teams (Treher, 2011).

Board games are a teaching strategy suitable for students who possess interpersonal intelligence because they provide an excellent environment for promoting interaction between students, for this reason, teachers can use them as a teaching method to maintain the diversity within the classroom along with other methods (Siguroardittir, 2010).

Board games are good enough because they not only stimulate the interest of the students but also contribute with many factors that are beneficial in the future. In a traditional way, the games have been used as a positive reinforcement in classes to start or end the lessons in a playful and fun way. However, it is important to use the games in such a way that they are able to fill a more substantial part of a lesson and not just use it as a complement (Pasovic, 2014).

In the same way, think-pair-share is a strategy designed to encourage students to think about a given subject where they can formulate individual ideas and share these ideas with other students. This technique is a learning strategy developed by Lyman to encourage student participation in the classroom through cooperative discussion that inspires students to work in groups. When applying this strategy, teacher raises a topic preferably a demanding one of analysis, evaluation, or synthesis and gives the students about a minute to think about an appropriate response (Abdurrahman, 2015).

Students can share the ideas that come to their minds in response to the teacher's questions in the teaching and learning process. Afterward, they can associate and share their answers with others, generally, within a four-person learning team, within a larger group or with a full class during a follow-up discussion (Abdurrahman, 2015).

This technique is the best one to use after presenting students with a new topic because it allows them to verify the level of understanding of the students before searching into the subject. Think pair-share offers a safe opportunity for students to make mistakes or respond incorrectly without fear of losing points because they did not fill knowledge gaps in their learning (Barragato, 2015).

Additionally, group work is a form of student-centered teaching that emphasizes collaboration, cooperation and teamwork. It is also a practice in the classroom where "students work as a team to build knowledge and perform tasks through collaborative interaction." Teachers use this technique work on short

activities in an informal way, however, a more formal structure for group work can provide many benefits for students as well (Morris, 2016).

According to Burke (2011), the advantages of group work are the following:

- Groups have a greater number of resources to take advantage of and more information available due to the variety of backgrounds and experiences.
- Groups stimulate creativity. Referring to problems solving, the well known phrase "two heads think better than one" is applied.
- People have the ability to remember group discussions. Group learning promotes learning and understanding.
- Students who participate in solving group problems are more committed to the solution and are more satisfied with their participation in the group than those who were not involved.
- Group work allows students to get a more accurate picture of how others see them. Students can gain confidence, be more aware of their strengths, and are encouraged to develop their own ideas.

Likewise, Burke (2011) indicates that the disadvantages of group work are the following:

- In-group work, a single individual can dominate the discussion. This leads to the other members not being satisfied in the group because they feel that they do not consider them in the decision-making process.
- Some group members may be too dependent on others to do the work, becoming one of the most salient problems faced by groups.

As a solution to this problem, it is important that each group member be aware of the group's goals and assign specific tasks or responsibilities to each member.

There are several ways to improve interpersonal intelligence. One of them is listening that requires attention and concentration so it is important to pay attention while another person is talking because it is possible to start thinking about something else, looking elsewhere or consulting a mobile. These actions indicate that people are not really listening because active listening means that they are not going to interrupt while the other person is talking and asking questions that show interest (Shannon, 2013). Listening activities improve interpersonal intelligence and develop the ability to give and receive opinions from others and understand the reasons and interests of others.

Another way to improve interpersonal intelligence is to put oneself in the place of another. It consists in imagine oneself in the situation or circumstances of another person in order to understand or empathize with his perspective, opinion or point of view. Before quickly judging someone for his or her actions, a person should always put in the place of another, this is a symbol of empathy with the other person. In other words, someone who has empathy can feel what another person feels or can at least imagine what that person experiences (Free Dictionary, 2015).

According to Sherman (2012), it is necessary to leave one's own, but if one refuses to renounce his authority, privileges and specialties that they have conferred upon themselves, it becomes practically impossible to put oneself in the place of other people. It is because, even though a person is totally unknown, he can have a good idea of how a problem is affecting him or her, and what you should feel and think if you are going through that situation.

Sympathy, that means feeling concern for the other, and empathy that is feeling what the other feels regulate a large part of the human social interaction. People lead to pro-social behaviors such as helping and warding off antisocial behaviors such as aggression (Lee, 2017).

In the same manner, having open mind allows to experiment with new ideas and thoughts, challenging the beliefs that a person currently has,

experiencing changes. Opening mind to new ideas allows the individual to have the opportunity to change what he or she thinks and how to see the world. Opening mind permits to learn about new things and use them to build on old ideas because everything that people experience can add and strengthen what are and what they believe in (Krol, 2016).

#### **2.4.2. Dependent variable**

##### **Language**

Language is a means of communication between members of a society. It is the instrument that transmits traditions and values related to group identity (Batran, 2015). According to Ezhil (2014), language is a system for communication and a means of social transmission of cultural heritage from one generation to another, considered as an important aspect of human growth. In fact, it is an implement of social progress.

Language allows individuals to express their feelings, ideas and concerns and their personal needs to become socially involved not only in the family circle but also in collective circle with a wide network of relationships and experiences. (National Council for Curriculum and Assessment, 2014).

The language is a system of conventional symbols spoken, manual or written that the human beings use to communicate like members of a social group and participants in their culture (Crystal & Robins, 2018). Language functions include communication, identity expression, imaginative expression and emotional release.

Language is social, systematic, vocal, productive, as well as it is a means of communication. It is social because human beings use a set of communicative signals to connect a community. Language is a possession of a social group that includes certain rules to allow its members to interact and cooperate one each other. Although the language is symbolic, its symbols arrange a particular system

because all languages have phonological and grammatical systems. Language is vocal because it has vocal sounds produced by articulatory physiological mechanisms in the human body.

It is an organization of sounds and vocal symbols that transmits some messages. Language is productive because it has creativity and productivity, considering that language changes according to the needs of society. The structural elements of human language produce new locutions according to several contexts so it allows communication. Finally, Language is a means of communication that allows transmitting messages, transfer knowledge and experiences from one person to another, from one place to another place, from one generation to another generation, thus the language links the present, the past, and the future (Farooq, 2015).

In addition, human language has certain attributes that makes it unique. First, it refers to displacement, as well as it allows discussing events, people or things even if they are not present in the environment. Second, the arbitrariness that refers to the relationship between the linguistic form and its meaning that does not match. Third, the productivity that is the possibility of producing a potential number of expressions in any language. Fourth, the discrimination that allows making distinctions between language sounds that are meaningful to illustrate a phenomenon. Fifth, the duality that allows producing separate discrete sounds or others organized or grouped. Finally, the culture that allows acquiring a specific language or other languages (Kusnierek, 2015).

### **Speech development**

An interactive process of meaning construction is talking; it involves producing, receiving and processing information. A necessary skill is speaking, it allows humans to be able to interrelate with others, transmit information, reach agreements, etc. The speaking skill is a system made up of phonological and grammatical systems. It is the ability to speak with receptive and productive participation (Kurniawan, 2012).

There are several meanings of speech. First, speaking is the manifestation of the phonological system, the grammatical system of language or both. Second, speech is active and productive. Finally, it is part of a reciprocal exchange where reception and production play an important role.

The key to communication is speaking; it is an interactive process of meaning construction that involves producing, receiving and processing information. Its form and meaning depend on the context in which it occurs. Speech implies correct vocabulary, rephrasing or emphasizing words, producing sounds, stress patterns, rhythmic structures and intonations of the language, using grammatical structures with precision, as well as including strategies to improve comprehensibility such as the use of gestures or body language (Center for Applied Linguistics, 2013).

In addition to the above, speech includes both macro skills and micro skills. Micro skills include that the speaker must recognize and execute skills according to differences between phonemes, allophonic variants, and fragments of language, stress patterns, positions, rhythmic structures, intonation and reduced forms of words or phrases. Macro skills contain where the speaker has to properly execute communicative functions according to certain situations, participants and goals, using styles, registers, redundancies, pragmatic conventions, rules of conversation, profit the interruption or other situations typical of face-to-face conversation. In addition, the speaker needs to develop the use of strategies such as structuring what he says, emphasizing the key words, reformulating the words for a higher level of understanding. Macro-skills involve larger elements such as structure, clarity, accuracy, discourse, style, cohesion, non-verbal communications and strategic options (Kurniawan, 2012).

In this context, speaking is the vocalized form of language that is fundamental for human communication. This is a linguistic ability that can be formal or informal, the first one that is usually used with relatives, friends or close

people and the second one that is employed in business and academic situations when facing people for the first time (British Council, 2014).

### **English speaking development**

Language is an instrument for communication and communication takes place where there is speech. If speech does not exist, also communication does not exist. The capacity to speak is enormous for students of any language because without speech the language is just writing (Aamer, 2013).

The most important of the four skills in the process of acquiring a second language is talking. However, it is one of the most difficult skills that most of the people face because of the social, cultural and linguistic context does not include the English language to interact or survive in the environment, limiting the capacity to develop that ability (Segura, 2012).

The ability to speak is a challenge for people because normally it cannot be planned or organized; unless a speech or a presentation is prepared. There is not much time to reflect and often, it is full of repetitions, pauses, incomplete sentences, hesitations or fillings and other characteristics of oral discourse such as construction of words and phrases, contraction and reduction of vowels, elision, use of slang and idioms, rhythm, and intonation, need for response from others and attention to gestures (Segura, 2012)

One of the most complicated skills is talking because speakers must interpret the message that other people convey. However, face-to-face interaction includes facial expressions, gestures and body language that contribute to the understanding of that message and allows the communication occurs more easily.

Audiovisual method contributes to the English speaking development. Visual aids are a useful instrument in the classroom of languages that contribute to clarify, establish, correlate and coordinate concepts, interpretations and appreciations. In addition, visual aids contribute to understand an immediate

meaning in the language when clarifying the message because images improve or complement the point of language and they allow learning effectively and significantly (Ramírez, 2012).

Kurniawan (2012) adds that the use of audiovisual methodologies allows greater activity due to a greater participation of senses, captures more attention in students, encourages motivation and interest, greater understanding, contributes towards clarity of participation and accuracy in learning and teaching

Audio-Oral Method is one of the skills to the English speaking development. The audio-lingual approach, also called auditory oral approach, it is based on the structural vision of language and the behavioral theory of language learning. This method objective is an accurate pronunciation and grammar, the ability to respond quickly and the knowledge of a sufficient vocabulary to use with grammar patterns (Mohammed, 2017). The advantages of this method are the development of listening and speaking skills that go beyond translation methods. For that, specific tasks are used such as imitation, memorization and substitution (Ochoa, 2011).

Likewise, the communicative competences that arise in the acquisition of second languages are the following: grammatical, sociolinguistic, discursive and strategic competence. The grammatical domain is the ability to make judgments about acceptability and adequacy of a statement referring to grammatical notions. Grammar intends to build a scientific theory to explain the facts of the language and the rules of use of this (Ezhil, 2014). Grammar implies the knowledge and the use of language considering language rules so they generate combinations of words and sentences. There are three levels to describe grammar that turn around the structure of the sentence as the basic unit of English; these are morphological, syntactic and discursive level (MacFarlane, 2015).

Sociolinguistic competence refers to the knowledge of sociocultural rules of language and discourse. This type of competence requires understanding the social context in which the language is used. Therefore, sociolinguistic

competence means to know “give each one what he or she deserves”, means knowing when to be quiet, when to speak, when to congratulate others and when to apologize. It also means being able to read situations and know what is right to say or do. It results from an infinity of combinations of roles, tasks, contexts and feelings that manage what is appropriate at a given moment. (Muniandy et al., 2010, p.146)

Discursive competence is a textual competence and refers to the ability to combine linguistic forms to produce oral or written texts, as well as the ability to interpret. Discursive competence is the "aptitude to interact linguistically within the framework of an act of communication, to capture or produce coherent and appropriate texts in an explicit action" (Sansoles, 2010, p.351). Therefore, discursive competence implies internal coherence or semantic logic (continuity, unity, thematic coherence, organization and structure) and external cohesion (connectors, times, aspects).

Strategic competence refers to specifications, behaviors, steps, and supports to use language. These become a useful set of tools for active, conscious and determined self-regulation of language learning. The strategic competences involve certain aspects such as cognitive, metacognitive, memory, compensatory, affective and social (Oxford, 2013).

Within the teaching-learning process there are activities focused on improving communication skills. First, dialogue is one of the communicational activities. Dialogues are a useful source for functional language that includes vocabulary, grammar, emphasis on pronunciation and promoting independence (Cakir, 2014).

Sahota (2010) indicated that the advantages of using dialogues in language classes are the following:

- They are useful to provide a context for the language use.
- Important source of grammar and objective vocabulary.

- Trusted boosters.

It is necessary a central theme to direct dialogues, where students adequately involved in the activity and are capable to feel, perceive, engage and use language.

Similarly, the use of interviews and surveys like communicative activities is relevant in the language class since questions serve as the base of functions fundamentally grouped into three categories: diagnosis, instruction and motivation. The diagnostic ones allow glimpsing the knowledge and criterion on certain subjects, the instruction ones that facilitate students to learn new knowledge in the process of learning. Finally, the motivational ones allow involving effectively the individuals in speeches to incite thinking, structuring sentences, phrases, answers, questions and consequently improving speech and expression (Ma, 2008).

The advantages of this activity are the following:

- Stimulate and maintain interest.
- Encourage thinking and content approach.
- Allow the integration of linguistic elements and vocabulary.
- They allow verifying the understanding.
- Encourage participation.
- Allow bi-directional interaction.

Language games are a truly communicative technique characterized by information, choosing, and feedback (Aamer, 2013). Language games encourage, entertain, instruct and promote verbal fluency. There are two types of language games: linguistic games that focus on precision and communicative games that focus on the exchange of information, both of them should couple to the level of knowledge of the person for meaningful learning. The main advantages of the language games are that they motivate allowing communication and interaction, providing the opportunity to practice the language in different skills (speaking,

listening, reading and writing), consenting to the acquisition of experience, and expanding the use of vocabulary in a simple and practical way (Darfilal, 2015).

Pasovic (2014) adds that language games contribute to maintain attention and concentration, increase-learning motivation, reduce learning anxiety, promote a communicative competence, create a meaningful context for the use of language, integrate language skills, encourage creativity and spontaneous use of the language, contribute to a cooperative environment and promote participatory attitudes.

Therefore, language games lead students to be more confident and achieve better results allowing familiarization with new elements and the consolidation of lexical knowledge of words helping develop communicative competence.

In the same way, role-playing is an activity that contributes to the improvement of interpersonal relationships and it allows feedback and group work (Aamer, 2013). Role-play helps students make sense of ideas such as power, identity and choice. It persuades them about various meanings where they have to use their communication and problem solving skills. In addition, role-play stimulates the imagination, improves social development and fosters cooperation, thus, it contributes to develop the language skills (Sherrin, 2015).

The key feature of role-play is that students can become anyone for a short time. This allows developing the fluency to speak when organizing a wide range of language functions such as: greetings, apologies, formulation of sentences, interaction with various circumstances, search for appropriate meanings and expressions. Meanwhile students are placed in conditions that require discourse in order to communicate and establish social relationships (Kusnierek, 2015).

In the game, role assignment allows adolescence to exercise or rehearse the language of specific situations that require understanding and preparation to respond immediately. This strategy leads to the development of oral

communicative competence and it reinforces the conversation that has a tendency to spontaneity like an informal dialogue without of turn assignments (Kusnierek, 2015).

Finally, debate is a formal method of interactive and representative argument used in classes as a strategy for the practice of language skills in real situations. According to Alasmari and Salahuddin (2013), the debate is an excellent activity for language learning because it engages students in a variety of linguistic forms and providing meaningful practice for listening, speaking and writing. Debate is also highly effective in developing argumentative skills for persuasive speech and writing (p.147). The debate activity in language classes is a valuable instrument for the development of linguistic skills, researching and synthesis of information for meaningful learning (Iberri, 2013).

The debate promotes a variety of skills; the main ones are the following:

- Debate allows the development of critical thinking, as well as language skills; adding analysis, argument and questioning.
- Debate reinforces the four language skills: listening, speaking, reading and writing during the preparation, review and development of the debate.
- Debate promotes the development of public speaking skills and it allows a better language domain by fostering confidence.
- Debate supports research, formulates arguments, promotes organizational skills and contributes to discrimination between primary and secondary information.
- Debate activities promote autonomous and collaborative learning.
- Debate is a means of positive evaluation.

Finally, motivation predisposes students to what the teacher wants to teach. It encourages students to participate actively in scholar work motivating them to endeavor to learn. The fundamental object is adopting an attitude of

necessity to learn how to communicate in other language that will immediately respond to personal tastes, interests or ethnicity (Lagos, 2013).

In English teaching, learning by experimental or error is one of the most effective. Great examples of this technique are role-plays, interviews and any other oral practice. In these communication situations, both transmitter and receiver repeat expressions that were not understood before, but with reflection and conscious practice, they construct a satisfactory response to understand the message.

### **Different student grouping**

Regardless to the place where each student reside in the classroom, they can organize in different ways because they can work as a whole class, in groups, in pairs or individually.

#### **Whole class**

Organize the whole class, as a group is a traditional teaching strategy that allows all students' participation in any kind of activities. The advantage of the whole class activities is the bigger group, the more variety of ideas, opinions and experiences to contribute to the learning process. It generally foments fluency and significant ideas interchange among students and ensures the teacher access to all the students. Particularly, this technique functions when there is the necessity to explain new ideas or concepts (Tanveer, 2008).

If the teacher has decided that the best type of classroom organization is whole class, he must be sure to have the students focus on him and give them a task to accomplish. Whole class is useful for presenting information, repetition and drilling. Frequently, whole class teaching is less effective if the focus is speaking or individual contribution due to the learners' hesitation toward speaking out in front of a whole class (Harmer, 2007).

Additionally, it uses several motivational and animated games, where students can sit down together to develop them, spending a very fun time. It is helpful and efficient in time when used in questions and answers sessions to assess students' understanding of a topic (Tanveer, 2008).

### **Group work and pair work**

Group work is an activity where three or more students work together. In this kind of activity, students practice the foreign language, can speak free, which help to achieve fluency. Working in groups is flexible because students can start running in groups and finishing in pairs or vice versa. (Sintes, Ignacio, & Sánchez, 2008).

The pair work is ideal to practice dialogue models, play games, carry out vocabulary checks and complete worksheets because this methodology gives students a lot of time to speak. If they work together, students can be more confident when they have to develop solo work (Arntsen, 2008).

Students can work in groups or form teams for role-play, carriers, card games and debates. Groups' help students create more dialogues that are complex, explore relationships among characters, gather knowledge together and have a more social learning environment. Additionally, group work creates a greater possibility of self-correction or correction between pairs and a discussion on a wider range of thoughts and opinions with larger groups. It contributes to affirm that group work is more productive when participants realize that they need from others to develop the assignment (Arntsen, 2008).

The group work and pair work advantages are the following:

- They give students more time to talk.
- They allow them to interact with all the group members.
- They give a responsibility sense to achieve a group objective.

- They teach them how to lead and be guided by others, different from their teacher.
- They allow students to monitor, move around the class and listening the language produced (Bertrand, 2011).

Additionally, working in pairs is an activity where two students work together, the teacher gives the general guidelines, then the students develop the activity without supervision or constant correction, which facilitates a more spontaneous participation. There are two types of work in pairs: stable and flexible partners.

**Stable partners:** in this kind of work, the student develops an activity with the same partner.

**Flexible partner:** it is an open work, where students work informally in the classroom, interchanging with different partners (Sintes, Ignacio, & Sánchez, 2008).

### **Solo-work**

Solo-work methodology has several advantages for students, for example: each student can work at his own pace, so it gives them time to think and defend themselves. “It often provides welcome relief from the group-centered nature of much languages teaching. For the time solo-work takes place, students can relax their public faces and go back to considering their own individual needs and progress” (Harmer, 2010)

This lets students have thinking time, relieved from the group-centered learning atmosphere, and consider their own individual needs and progress (Harmer, 2007). The solo work objective is to allow students to work at their own velocity, which helps to think in time, considering their own needs and individual progress (Fac, 2015).

## **Class to class**

This method consists in put two classes together where students can interact between them. When there are different levels, students from higher level generally feel confident and positive to help other class students. On the other hand, students in lower levels feel motivated to interact with students with better level of English.

Class to class interaction are effective to develop surveys, debates, conferences and presentations. Even though it is difficult to organize, it sometimes gives students a great sensation of satisfaction (Harmer, 2010).

Class to class in EFL classroom provides on the students the opportunity to interact and share their ideas English, in the classroom the use of class-to-class work facilitate a deeply reflection, which allows them to have a better learning, and motivation through the application of cooperative and collaborative grouping activities. (Millier,2015).

## **2.5 Hypothesis**

Interpersonal intelligence influences positively on the English speaking development.

## **2.6 Marking of variables.**

**Independent variable:** Interpersonal intelligence

**Dependent variable:** English-speaking development

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Basic method of research**

##### **3.1.1. Documentary – bibliography**

The present project used bibliographic and documentary research to investigate, expand and develop several theoretical approaches, conceptualizations, and criteria, as well as more aspects of interpersonal intelligence in the development of speech. Therefore, they supported and served as reference and guide for the research development. According to Mora (2014), bibliographic research is the first stage of the investigation process which provides knowledge of existing studies in a systematic way, using an extensive research and different techniques on a given subject in order to achieve an objective.

##### **3.1.2 Field research**

The project requires field investigation because it has a direct contact with the place where the problem occurred. It took place in Unidad Educativa "Doce de Mayo" to obtain the greatest amount of information about interpersonal intelligence in the speaking development, considering that field research is the systematic study in the place where they take place. In this modality, the researcher has direct contact with reality in order to obtain information in accordance with the project objectives (Herrera, Medina, & Naranjo, 2004).

## **3.2 Type of investigation**

### **3.2.1 Exploratory**

Exploratory studies engage fields less known where the problem needs to be clarified and delimited. This latter is precisely the objective of this kind of exploratory research. The exploratory research includes wide literature review and consultations with specialists. (Jiménez, 1998). The project required an exploratory investigation considering that there are few previous or similar investigations to the one presented. Therefore, it was necessary to explore and investigate in order to reach the proposed objectives, with the use of specialized bibliography, questionnaires and observation to expand the knowledge about interpersonal intelligence in speaking development.

### **3.2.2 Descriptive**

Descriptive studies are based on a more solid knowledge than the exploratory. In these cases, the scientific problem has reached a certain level of clarity but more information is still needed to establish paths that lead to the clarification of causal relationships (Jiménez, 1998). The project required a descriptive investigation because it highlighted, in a schematic style, the most important characteristics or properties of interpersonal intelligence and how it affects the speaking development to determine needs and difficulties related to the topic.

## **3.3 Population and sample**

For the present investigation, the teachers and students of two classes in Unidad Educativa "Doce de Mayo" are actors. The following table describes the population:

**Table 1** Population and Sample

<b>TABLE OF POPULATION</b>	
<b>POPULATION</b>	<b>NUMBER</b>
Accounting A	27
Accounting B	29
Teachers	4
<b>TOTAL</b>	<b>60</b>

**Made by:** Terán, A. (2018)

Since the population is less than 100, it was not necessary to carry out the sampling, because of that, data collection techniques were applied to all the participants.

### 3.4 Operationalization of variables

**Table 2** Operationalization of independent variable

OPERATIONALIZATION MATRIX					
Independent Variable	Dimensions	Indicators	Item	Tech	Inst
<p>INTERPERSONAL INTELLIGENCE</p> <p>It is a form of intelligence, which includes the ability to relate and <b>interact effectively</b> with other people, listening carefully and being respectful with others. People who use interpersonal intelligence have good relationships and adapt to <b>social functions</b>. In addition, they are able to understand and deal with others, discern moods, feelings, temperaments and motivations of others. This type of intelligence is very important to <b>manage relations</b>, understand situations and <b>negotiate conflicts</b>.</p>	Interact effectively	<ul style="list-style-type: none"> <li>• Listen carefully</li> <li>• Respect</li> </ul>	Can you understand other people?	Poll	Questionnaire
	Social functions	<ul style="list-style-type: none"> <li>• Moods</li> <li>• Discern</li> <li>• Feelings</li> <li>• Temperaments</li> <li>• Motivations</li> </ul>	<p>Do you express your feeling adequately?</p> <p>Are you friendly with your partners?</p>		
	Conflicts negotiation	<ul style="list-style-type: none"> <li>• Handle conflicts</li> <li>• Negotiation</li> <li>• Interaction</li> </ul>	Do you think that interaction with your partners stimulates learning?		
	Manage relations	<ul style="list-style-type: none"> <li>• Understanding situations</li> </ul>	Do you think that an appropriate attitude and behavior enhance interpersonal intelligence?		

Made by: Terán, A (2018)

**Table 3** Operationalization of dependent variable

Dependent Variable	Dimensions	Indicators	Item	Tech	Inst
<p>ENGLISH SPEAKING DEVELOPMENT</p> <p>Characterization</p> <p>It is the ability to <b>express ideas</b> through the combination of <b>functional aspects</b> and <b>structural aspects</b> of language in a fluid manner.</p> <p><b>Made by:</b> Terán, A. (2018)</p>	Express ideas	<ul style="list-style-type: none"> <li>• Debates</li> <li>• Oral Presentations</li> <li>• Conversations</li> </ul>	<p>Are communicative strategies like debates, conversations and oral presentations used for the teaching process in classes?</p> <p>Do you think that the application of new strategies will allow greater effectiveness in the English language expression?</p>	POLL	QUESTIONNAIRE
	Structural aspects	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Pronunciation</li> <li>• Vocabulary</li> </ul>	Do you use the grammatical structures properly when expressing a message in English?		
	Functional aspects	<ul style="list-style-type: none"> <li>• Personal</li> <li>• Directive</li> <li>• Referential</li> </ul>	<p>Do you use the English language to relate with your partners?</p> <p>Do you use the English language to express your ideas or inform about an event in classes?</p>		

### 3.5 Information collection plan

The information collection plan involved:

- Unidad Educativa “Doce de Mayo” authorization: Request for authorization to the development of the project aimed at the Principal of the Institution.
- Signature of informed consent: Explanation to students about the involvement of the project for the subsequent signing of consent and commitment to participate.
- Resolution: Coordinate school activities with project activities, setting schedules that do not impede academic activities.

Subsequently, the collection of data used survey technique, which consisted of a structured questionnaire aimed at students of Unidad Educativa "Doce de Mayo" in order to obtain accurate information about interpersonal intelligence in speaking development, and with this, establish the relevance and necessity of the proposed project.

The following table describes the information collection model:

**Table 4** Information collection model

<b>Basic Questions</b>	<b>Implications</b>
What for?	For achieving the goals.
Which people?	Students of Unidad Educativa “Doce de Mayo”
About what aspect?	Interpersonal intelligence in speaking development.
Who?	Researcher.
When?	Academic year 2015-2016.
Where?	Pastaza province- Puyo city

How many times?	Once.
What kind of collection techniques?	Poll.
With what?	Questionnaire.
Tracing?	Not from the researcher.

**Made by:** Terán, A (2018)

### **3.6 Information processing plan**

The information processing is the following:

- Data collection derived from the application of the information collection instrument.
- Organization and classification of information.
- Data processing and tabulation using SPSS software.
- Preparation of statistical tables and graphs.
- Analysis and interpretation.
- Approach of the results.
- Elaboration of conclusions.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Analysis and interpretation of results

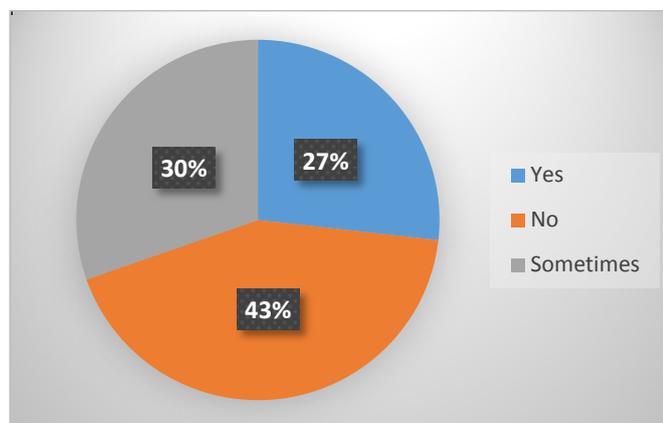
The analysis and interpretation of the surveys applied to 56 students and 4 teachers of Unidad Educativa “Doce de Mayo” to determine the interpersonal intelligence in the English speaking development gave the following results using Microsoft Excel software:

1. Does the teacher use interactive activities in the classroom, so students can listen carefully, respect forms and respond appropriately?

**Table 5** Interactive activities in the classroom

Options	Frequency	Percentage
Yes	15	27%
No	24	43%
Sometimes	17	30%
<b>Total</b>	<b>56</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 6** Interactive activities in the classroom

Made by: Terán, A. (2018)



## Analysis and interpretation

Of 56 students, 43% of them reveals that the teacher does not use interactive activities in the classroom to listen carefully, respect the forms and respond appropriately. The 30% indicates that teachers only use these activities “sometimes” and the last 30% mentions that teacher does not use these activities.

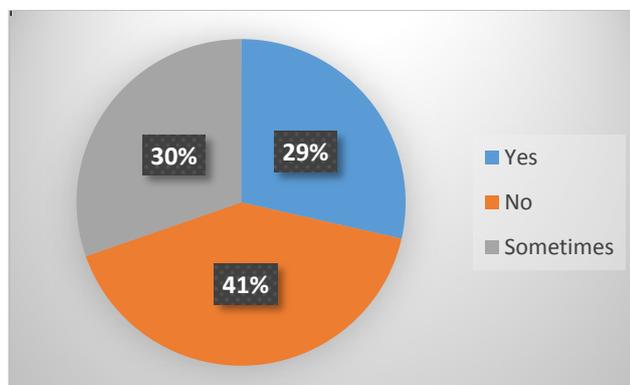
As a result, the majority of students agrees that teacher does not use interactive activities in the classroom to listen carefully, respect forms and respond appropriately. Thus, they cannot develop their communicational abilities efficiently because passive strategies used do not produce effective results in the learning process.

### 2. Does the teacher motivate students to use facial expressions, feelings and moods in interactive activities like role-plays, debates, group work and pair work?

**Table 6** Motivate students to use facial expressions

Options	Frequency	Percentage
Yes	16	29%
No	23	41%
Sometimes	17	30%
<b>Total</b>	<b>56</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 7** Motivate students to use facial expressions  
Made by: Terán, A. (2018)

## Analysis and interpretation

Among the group of students surveyed in Unidad Educativa “Doce de Mayo”, the 41% indicates that the teacher does not motivate students to use facial expressions, feelings and moods in interactive activities like role plays, debates, group work and pair work. The 30% says that it happens just sometimes and the last 29% mentions that their teacher does motivate them in that way.

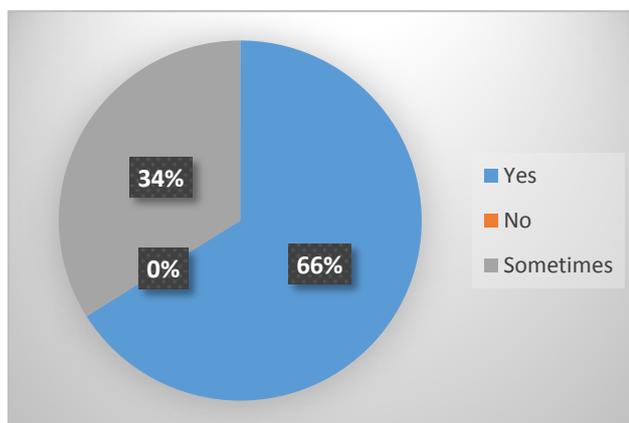
Consequently, the majority of students do not feel motivated by their teachers to use facial expressions, feelings and moods in interactive activities like role-plays, debates, group work and pair work. Because of that, it is important to improve educational routines in language learning process because now they are monotonous without students’ active participation.

### 3. Does the application of interactive activities like role-plays, debates, group work and pair work help students to improve their fluency?

**Table 7** Improve fluency

Options	Frequency	Percentage
Yes	37	66%
No	0	0%
Sometimes	19	34%
<b>Total</b>	<b>56</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 8** Improve fluency  
Made by: Terán, A. (2018)

## Analysis and interpretation

The 66% of students surveyed mentions that the application of interactive activities like role-plays, debates, group and pair work help students to improve their fluency but the other 34% indicates that it only happens sometimes.

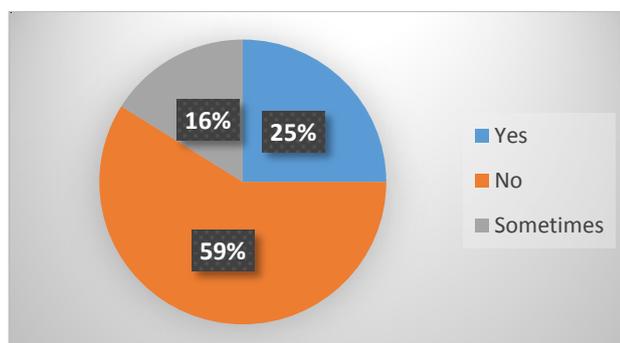
Therefore, the majority of students considers that the application of interactive activities like role-plays, debates, group work and pair work are extremely important within the English proficiency process because those kinds of exercises arouse their interest for learning.

### 4. Does the teacher use different student groupings: whole class, group work and pair work, solo-work, and class-to-class so students can participate actively in interactive activities like debates, role-plays, group work and pair work?

**Table 8** Use different student groupings

Options	Frequency	Percentage
Yes	14	25%
No	33	59%
Sometimes	9	16%
Total	56	100%

Made by: Terán, A. (2018)



**Figure 9** Use different student groupings  
Made by: Terán, A. (2018)

## Analysis and interpretation

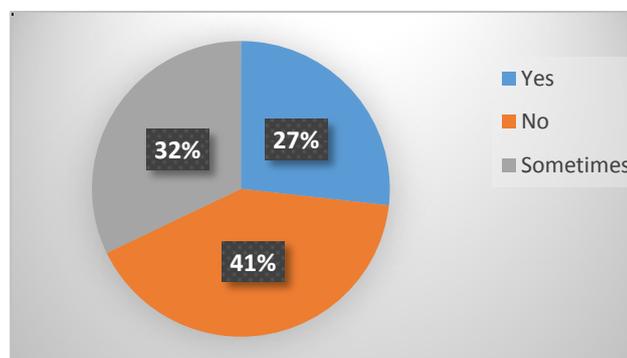
The 59% of students indicate that their teacher does not use different student groupings such as: whole class, group work and pair work, solo-work, and class-to-class. Thus, students can participate actively in interactive activities like debates, role-plays, group work and pair work, the 25% mentions that the teacher uses these kinds of activities and the last 16% says that sometimes they do these activities with the teacher during classes.

The majority of students consider that the teacher does not use groups to promote the students' active participation in interactive activities in the class, in consequence it is difficult to learn. Because of that, it is very important to encourage group work to promote students' sociability and develop their communication skills.

5. Does the teacher persuade students to use their own expressions, vocabulary and grammar to handle conflicts, negotiate and interact (produce ideas, share ideas and discuss) and in this way avoid memorization in oral activities?

**Table 9** The teacher persuade students to use their own expressions

Options	Frequency	Percentage
Yes	15	27%
No	23	41%
Sometimes	18	32%
<b>Total</b>	<b>56</b>	<b>100%</b>



**Figure 10** Teacher persuade students to use their own expressions

Made by: Terán, A. (2018)

## Analysis and interpretation

The 41% of students surveyed in Unidad Educativa “Doce de Mayo” establishes that the teacher does not persuade them to use their own expressions, vocabulary and grammar to handle conflicts, negotiate and interact (produce ideas, share ideas and discuss). In this way avoid memorization in oral activities, the 32% indicates that sometimes it happens and the last 27% indicates that the teacher does motivate his or her students in this way.

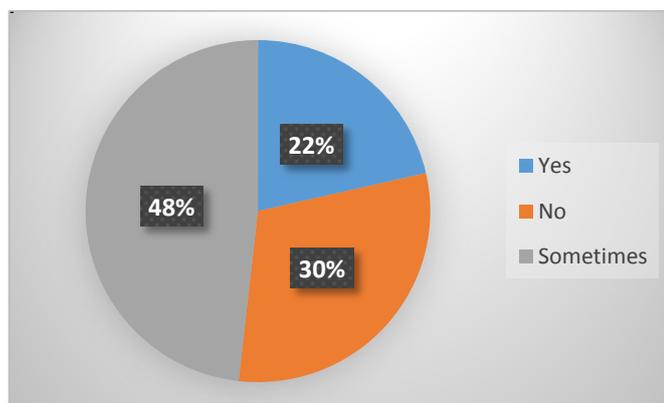
A great part of students declare that teachers do not persuade them to use their own expressions, vocabulary and grammar to handle conflicts, negotiate and interact during classes in order to avoid memorization. It is a big problem while students are learning because traditional methods of repetition and memorization do not help improve their abilities.

### 6. Does the teacher promote grammar, pronunciation and vocabulary study and learning so they can be applied in interactive activities?

**Table 10** The teacher promote grammar, pronunciation and vocabulary

Options	Frequency	Percentage
Yes	12	26%
No	17	15%
Sometimes	27	59%
<b>Total</b>	<b>56</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 11** The teacher promote grammar, pronunciation and vocabulary  
Made by: Terán, A. (2018)

### Analysis and interpretation

The 48% of students surveyed indicated that the teacher sometimes promotes grammar, pronunciation and vocabulary study and learning to apply them in interactive activities, the 30% says that he or she does not do these activities and the last 22% mentions that teachers do.

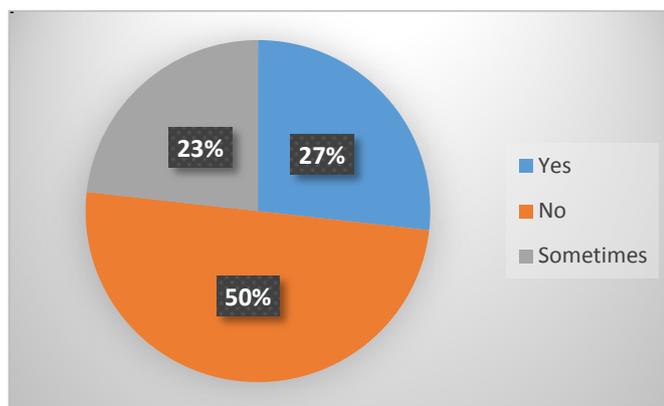
Most of the students agree that the teacher only sometimes promotes grammar, pronunciation and vocabulary study and learning. Therefore, it is important that teachers have the interest to change and incorporate teaching methodologies to keep students interested.

### 7. Do you feel confident to express your ideas, feelings and mood when you are interacting with the teacher and with your classmates in the classroom?

**Table 11** The student feels confident to express your ideas

Options	Frequency	Percentage
Yes	15	27%
No	28	50%
Sometimes	13	23%
Total	56	100%

Made by: Terán, A. (2018)



**Figure 12** The student feels confident to express your ideas

Made by: Terán, A. (2018)

### **Analysis and interpretation**

A half of students surveyed say that they do not feel confident to express their ideas, feelings, and mood when they are interacting with the teacher and with their classmates in the classroom; the 27% indicates that sometimes they feel confident and the other 23% declares that they feel confident to express their ideas with other partners in classes.

Students indicate that they do not feel confident to express their ideas, feelings, and mood when they interact with teachers and partners because teachers have not achieved to create a relaxed, uninhibited and mutually understanding environment.

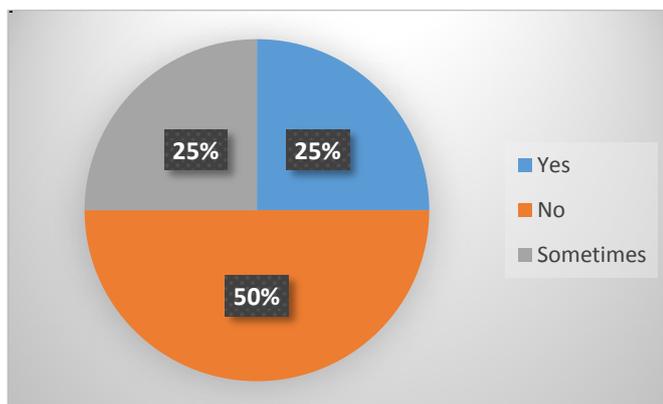
**SURVEY DIRECTED TO ENGLISH TEACHERS OF UNIDAD  
EDUCATIVA “DOCE DE MAYO”**

**1. Do you use interactive activities in the classroom so students can listen carefully, respect forms and respond appropriately?**

**Table 12** Interactive activities in the classroom

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	1	25%
No	2	50%
Sometimes	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 13** Interactive activities in the classroom  
Made by: Terán, A. (2018)

**Analysis and interpretation**

The 50% of teachers' surveyed say that they do not use interactive activities in the classroom so students can listen carefully, respect forms and respond appropriately. The 25% mentions that they use these activities and the last 25% says that sometimes they use interactive activities.

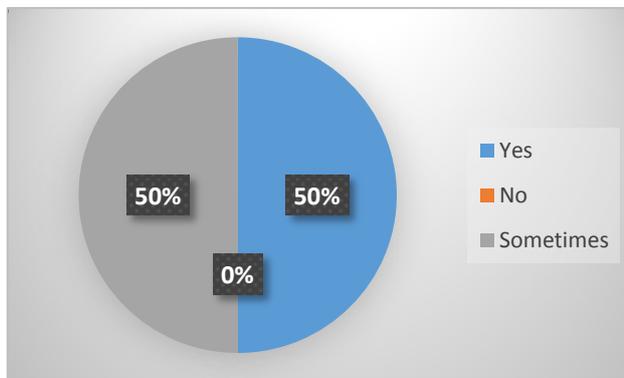
Teachers surveyed indicate that they do not use interactive activities in the classroom in order to students can listen carefully, respect forms and respond properly for the reason they are not included in study guides. Because of that, students do not feel motivated to learn a new language and participate actively in classes.

**2. Do you motivate students to use facial expressions, feelings, moods in interactive activities like role-plays, debates, group work and pair work?**

**Table 13** Motivate students to use facial expressions

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	2	50%
No	0	50%
Sometimes	2	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 14** Motivate students to use facial expressions

Made by: Terán, A. (2018)

**Analysis and interpretation**

A half of teachers surveyed indicated that they motivate students to use facial expressions, feelings, moods in interactive activities like role-plays, debates, group work and pair work, but the other 50% says that they sometimes do these activities.

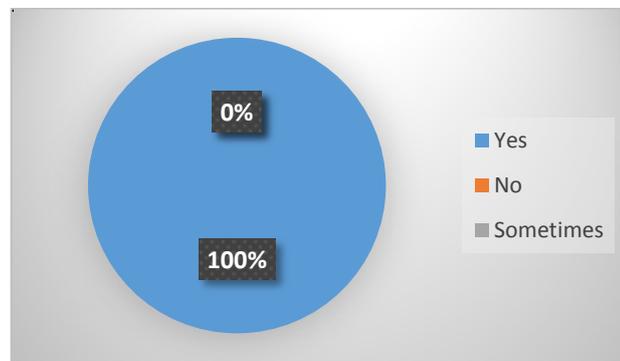
In view of that, teachers motivate to students to use facial expressions, feelings, moods in interactive activities like role-plays, debates, group work and pair work. However, it must be intensified in the institution to favor naturally and spontaneous learning.

**3. Does the application of interactive activities like role-plays, debates, group work and pair work help students improve their fluency?**

**Table 14** Improve fluency

<b>Options</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	4	100%
No	0	0%
Sometimes	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 15** Improve fluency  
Made by: Terán, A. (2018)

**Analysis and interpretation**

The totality of teachers surveyed considers that the application of interactive activities like role-plays, debates, group work and pair work help students improve their fluency.

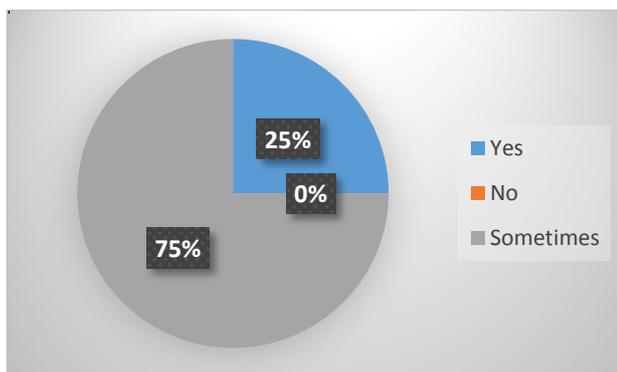
For that reason, it is clear that teachers agree that the application of interactive activities in the classroom creates a positive and dynamic climate that motivates students to learn unconsciously through fun and working together.

4. Do you use different student groupings such as whole class, group work and pair work, solo-work, and class-to-class so students can participate actively in interactive activities like debates, role plays, group work and pair work?

**Table 15** Use different student groupings

Options	Frequency	Percentage
Yes	1	25%
No	0	0%
Sometimes	3	75%
<b>Total</b>	<b>4</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 16** Use different student groupings

Made by: Terán, A. (2018)

### Analysis and interpretation

The 75% of teachers surveyed indicate that sometimes they use different student groupings such as whole class, group work, pair work, solo-work, and class-to-class. Consequently, students can participate actively in interactive activities like debates, role plays, group work and pair work, but the other 25% says that they work in that way.

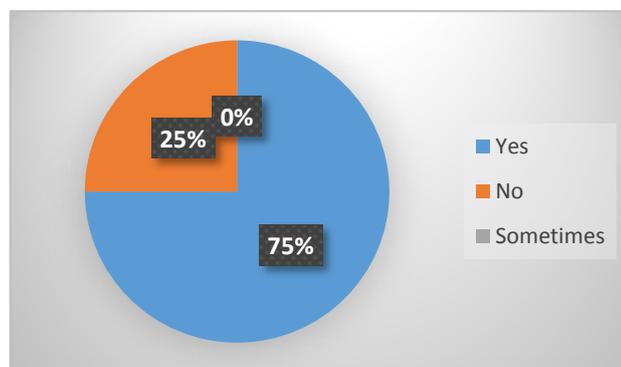
Therefore, it is well defined that the majority of teachers do not use student groupings to participate actively in interactive activities in their daily routine of classes that is why students have not developed their fluidity.

**5. Do you persuade students to use their own expressions, vocabulary and grammar to handle conflicts, negotiate and interact (produce ideas, share ideas, discuss) and, in this way, avoid memorization in oral activities?**

**Table 16** The teacher persuade students to use their own expressions

Options	Frequency	Percentage
Yes	3	75%
No	1	25%
Sometimes	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 17** Teacher persuade students to use their own expressions

Made by: Terán, A. (2018)

**Analysis and interpretation**

The 75% of teacher's surveyed say that they persuade students to use their own expressions, vocabulary and grammar to handle conflicts, negotiate and interact (produce ideas, share ideas, discuss). In this way, they avoid memorization in oral activities, but the other 25% mentions that they do not persuade students to use them.

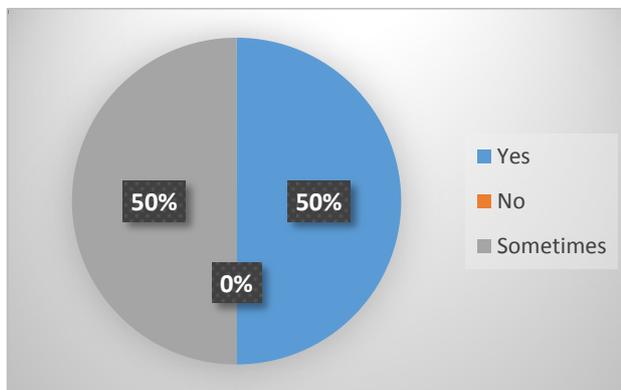
The majority of teachers consider that it is important to incentive their students to use their own expressions, vocabulary, and grammar to interact during classes in order to avoid memorization because it enriches the acquisition of vocabulary clearly and efficiently.

**6. Do you promote grammar, pronunciation and vocabulary study and learning; so they can be applied in interactive activities?**

**Table 17** The teacher promote grammar, pronunciation and vocabulary

Options	Frequency	Percentage
Yes	2	50%
No	0	0%
Sometimes	2	50%
<b>Total</b>	<b>4</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 18** The teacher promote grammar, pronunciation and vocabulary

Made by: Terán, A. (2018)

**Analysis and interpretation**

The 50% of teachers surveyed indicate that they promote grammar, pronunciation and vocabulary study and learning so students can apply them in interactive activities. The other half says that they sometimes promote these kinds of activities.

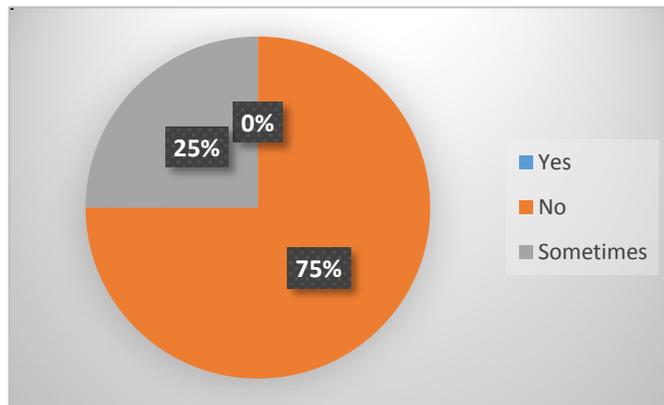
With this result, it is evident that only the half of teachers are conscious of the importance of promoting grammar, pronunciation and vocabulary, study and learning because role plays, debates and many other interactive activities allow students to feel comfortable and safe.

**7. Do students feel confident to express their ideas, feelings and mood when they are interacting with the teacher and with other students in the classroom?**

**Table 18** The student feels confident to express your ideas

Options	Frequency	Percentage
Yes	0	0%
No	3	75%
Sometimes	1	25%
<b>Total</b>	<b>4</b>	<b>100%</b>

Made by: Terán, A. (2018)



**Figure 19** The student feels confident to express your ideas

Made by: Terán, A. (2018)

**Analysis and Interpretation**

The 75% of teacher surveyed agrees that students do not feel confident to express their ideas, feelings and mood when they interact with the teacher and with other students in the classroom, but the other 25% declares that it just happens sometimes.

The greater part of teachers surveyed agrees that students do not feel confident to express their ideas, feeling, and mood when they interact with them and with other students. It provokes tiny students' participation in classes so methodological innovation in language teaching is essential.

## **4.2 Hypothesis verification**

The chi-squared method allows verifying the hypothesis of this research project titled "Interpersonal intelligence in the English speaking development applied in the first year of secondary education at Unidad Educativa "Doce de Mayo" in Pastaza province, Puyo city.

### **Hypothesis proposal**

#### **Null hypothesis (H<sub>0</sub>)**

Interpersonal intelligence has no positive influence on the English speaking development in students of first year of secondary education at Unidad Educativa "Doce de Mayo" in Pastaza province, Puyo city.

#### **Alternative hypothesis (H<sub>1</sub>)**

Interpersonal intelligence has positive influence on the English speaking development in students of first year of secondary education at Unidad Educativa "Doce de Mayo" in Pastaza province, Puyo city.

#### **Selection of significance level**

This research project used the significance level to verify the hypothesis  $\alpha=0,05$  that corresponds to the 95% of reliability.

#### **Statistics specifications**

The data obtained from the population studied helped to the hypothesis verification.  $N=60$ .

#### **Mathematical model**

$H_0: O = E$

$H_1: O \neq E$

### **Statistics model**

$$X^2 = \sum \frac{(O - E)^2}{E}$$

Where:

$X^2$  = Chi-square

$\sum$  = Summation

O = Observed frequency

E = Frequency

### **Acceptance and rejection zone specification**

To define the acceptance and rejection zone, it is necessary to calculate the degrees of freedom and determine the chi-square value in the statistics table.

$$gl = (f-1)(c-1)$$

$$gl = (4-1)(3-1)$$

$$gl = (3)(2)$$

$$gl = 6$$

Where:

gl = degrees of freedom

The  $X^2_{\alpha}$  value for degrees of freedom equal 6 with 0, 05% of reliability is 12, 59.

The  $H_0$  hypothesis is approved if  $X^2_c$  is less than or equals to  $X^2_{\alpha}$ , otherwise that hypothesis is rejected and it is accepted the  $H_1$  hypothesis with  $\alpha = 0, 05$ .

## Data collection and statistical calculations

### Observed frequencies

Table 19 Observed frequencies

Questions/Alternatives	Yes	No	Sometimes	Total
<b>Students:</b> Does the application of interactive activities like role-plays, debates, group work and pair work help students improve their fluency?	37	0	19	56
<b>Students:</b> Do you feel confident to express your ideas, feelings and mood when you are interacting with the teacher and with your classmates in the classroom?	15	28	13	56
<b>Teachers:</b> Does the application of interactive activities like role-plays, debates, group work and pair work help students improve their fluency?	4	0	0	4
<b>Teachers:</b> Do you feel confident to express your ideas, feelings and mood when you are interacting with the teacher and with your classmates in the classroom?	3	1	0	4
<b>Total</b>	<b>59</b>	<b>29</b>	<b>32</b>	<b>120</b>

Made by: Terán, A. (2018)

### Expected frequencies

Table 20 Expected frequencies

Questions/Alternatives	Yes	No	Sometimes	Total
Does the application of interactive activities like role-plays, debates, group work and pair work help students improve their fluency?	27,53	13,54	14,93	56
Do you feel confident to express your ideas, feelings and mood when you are interacting with the teacher and with your classmates in the classroom?	27,53	13,54	14,93	56
Does the application of interactive activities like role-plays, debates, group work and pair work help students	1,97	0,96	1,07	4

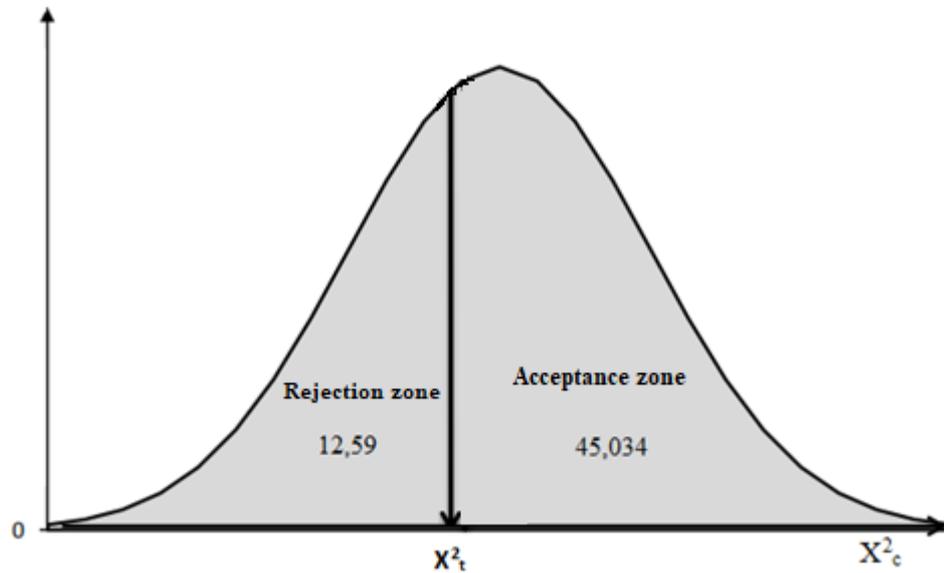
improve their fluency?				
Do you feel confident to express your ideas, feelings and mood when you are interacting with the teacher and with your classmates in the classroom?	1,97	0,96	1,07	4
<b>Total</b>	<b>59</b>	<b>29</b>	<b>32</b>	<b>120</b>

Made by: Terán, A. (2018)

### Chi-square calculation

**Table 21** Chi-square calculation

O	E	O-E	(O-E) <sup>2</sup>	$\frac{(O - E)^2}{E}$
37	27,53	9,47	89,681	3,258
15	27,53	-12,53	157,001	5,703
4	1,97	2,03	4,121	2,092
3	1,97	1,03	1,061	0,539
0	13,54	-13,54	183,332	13,540
28	13,54	14,46	209,092	15,443
0	0,96	-0,96	0,922	0,960
1	0,96	0,04	0,002	0,002
19	14,93	4,07	16,565	1,110
13	14,93	-1,93	3,725	0,249
0	1,07	-1,07	1,145	1,070
0	1,07	-1,07	1,145	1,070
			<b>X<sup>2</sup><sub>c</sub></b>	<b>45,034</b>



**Figure 20** Chi-square calculation  
**Made by:** Terán, A. (2018)

### Decision

For a bilateral contrast, the calculated chi-square value  $X^2_c = 45,034$  is greater than 12, 59 with 4 degrees of freedom and  $\alpha= 0, 05$  so it is **REJECTED** the null hypothesis ( $H_0$ ) and it is **ACCEPTED** the alternative hypothesis ( $H_1$ ):

Interpersonal intelligence has a positive influence on the English speaking development in students of first year of secondary education in Unidad Educativa "Doce de Mayo", Pastaza province, Puyo city.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

Once this research has been developed, there are some conclusions to show:

- Students have developed interpersonal skills ambiguously in Unidad Educativa “Doce de Mayo”, so there are not incorporated facial expressions inside the communication process. These kind of expressions contribute to have a significantly development because they provide students greater possibilities to express an idea in response to a given situation. Therefore, they have not exploit their communication skills.
- Oral development is one of the fundamental objectives in language teaching, which is the main reason why there is a requirement for teachers to internalize the importance of the use of the main techniques that stimulate their progress through the students ‘participation in classes. However, the majority of teachers of Unidad Educativa "Doce de Mayo" have not understood this situation with precision. As proof of this, group activities, work in pairs, solo work and class-to-class are used in remote cases, therefore there are difficulties to develop collaborative learning.
- The students’ oral production improves considerably through the application of oral activities including learning strategies, a careful selection of the activities to apply, and a pleasant work environment. According to this, the use of interactive activities like debates, role-plays, group work and pair work inside the classroom stimulates a positive dynamic climate that motivates students to develop their abilities of

English language speaking unconsciously through fun and working together.

- The concept of intelligence has changed in an expeditious manner because a plural vision of intelligence is considered, recognizing in them various facets. Therefore, each person has different cognitive potentials and even more in the educational field, where students are entities that learn in different ways. This is the reason why it is necessary to generate different methodological strategies for the same content, enhancing the students' ability to recognize and use their cognitive abilities to the fullest.

## **5.2 Recommendations**

- To create a pleasant atmosphere in the classroom is as important as the contents of it. Teacher is the main responsible for the classroom environment; however, the attitudes of the students are equally important. That is why it is considered necessary to work under the premise that within a pleasant and collaborative environment it is easier to learn.
- To recognize that students of the same level have different strengths and personalities. It is important not to expect the same progress in the whole group, so it is necessary to motivate each one of the students with using interactive strategies to achieve greater oral development in students during English class.
- It is necessary, that teachers evaluate students' oral skill through interactive activities like debates, interviews, role-plays, forums, and others, using rubrics focus on evaluation aspects like fluency, pronunciation, intonation and grammar. In order to allow students to express their ideas and thoughts openly and without fear.
- It is important to use strategies based on interpersonal intelligence with collaborative activities that allow students to build their own learning. To do this, teachers must select activities with interesting content, attractive presentation, interesting for students, innovative, oriented to solve problems and include everyday vocabulary.

## CHAPTER VI

### PROPOSAL

**Theme:** Methodological strategies based on the application of interpersonal intelligence in the students' English speaking development in Unidad Educativa "Doce de Mayo".

#### 6.1 General information

**Performing institution:** Unidad Educativa "Doce de Mayo"

**Beneficiaries:** Students and teachers

**Province:** Pastaza

**City:** Puyo

#### 6.2 Proposal background

Nowadays, pedagogy faces a great challenge. This refers to the direction of the teaching learning process so students develop reflective and critical thinking. Thus, from the cognitive point of view, students can apply strategies to learn in groups with other students. This perspective appears because in the past, the learning process was an external procedure where students were passive actors and they had to repeat mechanically the content that each teacher transmitted. On the other hand, today it is an internal process that applies changes in cognitive structures and is influenced by psychological and social aspects.

In Unidad Educativa "Doce de Mayo", teachers do not use an appropriate method to teach English language that allows strengthen the speaking skill, so the learning process is difficult in the academic performance of each student. In this way, it is important to develop methodological strategies based on the application of interpersonal intelligence in the development of oral fluency in order to achieve

significant changes in the teaching and learning process where stimulation and interaction among students increase the desire for learning English.

### **6.3 Justification**

English is one of the most applied and important languages in the world because it is an international means of communication, so it is significant to implement new teaching strategies to teach the language in Ecuadorian institutions.

This proposal is essential because it contributes to the speaking development in the classrooms of Unidad Educativa "Doce de Mayo". It pretends that teachers use new working mechanisms based on interpersonal intelligence, using motivational dynamics during English classes where students feel attraction to learn so they can develop their communicative skills satisfactorily.

The design of methodological strategies based on the application of interpersonal intelligence in the students' English speaking development in Unidad Educativa "Doce de Mayo" is relevant since it focuses on the improvement of teacher-student relationships and student-student relationships because those interactions help students learn quickly.

This proposal is a benefit for the students because it has techniques and programmed activities such as debates, role-plays, group work and pair work in order to attend participative classes where students are the main actors to build their knowledge. It contributes actively to their English speaking development.

### **6.4 Objectives**

#### **General objective**

To design methodological strategies based on the application of interpersonal intelligence in the students' English oral fluency development in Unidad Educativa "Doce de Mayo".

### **Specific objectives**

- To socialize with English teachers about the organization activities and methodological strategies to strengthen the oral interactivity.
- To determine the most effective strategies based on the application of interpersonal intelligence in the students' English speaking development in Unidad Educativa "Doce de Mayo".
- To improve the students' speaking skill through the use of the proposed methodological strategies to strengthen the students' English speaking skill in Unidad Educativa "Doce de Mayo".

### **6.5 Feasibility analysis**

A guide design of methodological strategies based on the application of interpersonal intelligence in the students' English speaking development in Unidad Educativa "Doce de Mayo" is totally feasible because there is teachers' willingness to apply the developed activities in their class plans. It occurs because they know that these kinds of activities help improve dynamically the English speaking skills. According to economic aspect, this proposal is completely practical, too. It does not require high-cost materials and the researcher spends the financing.

### **6.6 Foundation**

#### **Strategies**

Strategies are series of very thoughtful actions directed to specific goals. Nowadays, people mention strategies in business, politics, religion, culture, education and in every single aspect in daily lives. According to Davies (2000), strategies have several options, ways and results. Their designs are complex and their implementation is difficult.

Methodological strategies are educational tools that encourage learning using several educational resources like debates, games and others that allow students to practice. According to that, the present proposal, in order to have an efficient communication, has many interesting activities for students making emphasis in interpersonal abilities to develop oral skills to encourage critical thinking, improve English fluency based on tasks, cooperative strategies and others.

### **Interpersonal skill**

Interpersonal skills include a wide variety of abilities but several of them are focused on communication like listening, questioning and understanding body language. They also include abilities and attributes related to emotional intelligence, or give a person the capacity to understand and manage his own emotions and other's emotions. Because of that, the present research proposal is based on cooperative learning methodology, which looks for the task success of each group member based on the work of others.

According to this approach, the present guide has activities based on interpersonal intelligence to develop students' English oral fluency, completely described in different graphics. Each table explains the language function focused the stage where it can be used, the time of lasting of each activity, resources needed and the process to follow. Lately, there is the detail of tasks that students should follow with teachers in order to achieve English fluency and expected objectives.

### **Approach**

The present proposal bases on communicative approach, which is a methodological current consistent with the changes experienced in the language sciences in the preceding years and that proposes overcoming the concept of language as a system of rules to focus attention on the communication. In this approach, a type of teaching focused on communicative and learning students'

needs, is promulgated. It supposes a loss of teacher and programs' guidance, giving a greater autonomy to students; and a greater responsibility in making decisions about their own learning process. According to this, is it constituted the necessities' analysis and negotiation with students, thus, in the axis where teachers' action is articulated.

From the communicative approach, the objective of the teaching-learning process of a foreign language is that students reach a certain level of communicative competence in that language. Teachers and students be a part of this objective, but the students are the real agents of the process. They are the ones who learn, with the help of teachers, so teachers have a very important role, but subsidiary. (Luzón & Soria, 2012).

Additionally, the proposal focuses on language teaching based on tasks, taking the language learning needs as a starting point to determine what the students may be able to do with that language, what are the essential tasks in relevant situations for students, and which is the performance level to achieve in order to develop these tasks appropriately.

Based on these parameters, learning a foreign language develops fundamentally through communicative interaction. This interactionist perspective warns that linguistic learning must be set in an interactive environment. For this reason, it is necessary not to ignore the function or social character of the language, because language gives off a purely social activity. Absolutely, interaction is a key value for the linguistic learning process, so the nature of these interactions will significantly influence the quality of that learning. (Martínez, 2003). For this reason, the present guide gives diverse activities: interactive, motivational, based on context, focused on communicative function development, sometimes even playful, and others. In order to expose a natural form of the language based on daily communication, giving the right importance to the grammatical, lexical and phonological aspects that form the communicative process.

## 6.7 Methodology. Operative model

Table 22 Operative model

PHASE	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLES	TIMES
<b>Socialization</b>	To socialize with language teachers about the organization activities and methodological strategies to strengthen the English language.	Socializing with teachers and students about the proposed activities to develop in classes. Preparing with the group these activities.	<b>Human beings</b> Researcher Teachers Students <b>Materials:</b> Printouts Copies worksheets <b>Technology</b> Computer Projector	Authorities  Researcher  Teachers	<b>Month:</b> September 2018 <b>Days:</b> From Wednesday 04 to Thursday 05 <b>Hour:</b> 8 am to 10 am
<b>Development</b>	To apply the proposed methodological strategies to strengthen the students' English speaking skill in Unidad Educativa "Doce de Mayo"	Applying proposed activities: <ul style="list-style-type: none"> <li>• Debate</li> <li>• Role play</li> <li>• News</li> </ul>	<b>Human beings</b> Teachers Students <b>Materials:</b> Printouts Copies Worksheets	Researcher	<b>Month:</b> September 2018 <b>Days:</b> From Wednesday 11 to Thursday 12 From Wednesday 18 to Thursday 19 <b>Hour:</b> 8 am to 10 am

<b>Evaluation</b>	To determine the interest and participation level to apply the proposed strategies.	Class's observation to monitor the proposal progress.	Observation sheet	Researcher	<b>Month:</b> September 2018 <b>Days:</b> From Wednesday 11 to Thursday 12 From Wednesday 18 to Thursday 19 <b>Hour:</b> 8 am to 10 am
-------------------	---	---	-------------------	------------	--

**Made by:** Terán, A (2018)

# **SPEAK ENGLISH WITH THE FRIENDS**



**METHODOLOGICAL STRATEGIES BASED ON THE APPLICATION  
OF INTERPERSONAL INTELLIGENCE IN THE STUDENTS' ENGLISH  
SPEAKING DEVELOPMENT**

**AUTHOR:** ALEXANDRA MARISOL TERÁN PERALTA

## Introduction

Learning a foreign language is a complex process. For several people, this process does not have big troubles; however, others do not have a good performance and their learning faces multiple difficulties. This problem relates classroom discipline or methodologies because written vocabulary and grammar exercises replace the activities to develop student's speaking and listening skills.

For this reason, the following didactic guide based on interpersonal intelligence is a tool for supporting the teaching-learning process. It has several useful activities to teach English and to develop speaking and listening skills in students of first year.

The guide has six activities based on interpersonal intelligence to develop students' English oral fluency, completely described in different graphics. Each table explains the language function focused the stage where it can be used, the time of lasting of each activity, resources needed and the process to follow. Additionally, there is a practical part of the research project. It is a blog, where students can express opinions, look for information, receive and make news and material to help them reinforce the knowledge learned in classes. This is a methodological, interactive and original tool to teach other languages.

The present booklet has three kind of activities, and each of them has at least one punctual activity to develop the speaking skill. In fact, it is divided into three main sections:

The first part consists of the introduction, a brief description of the activities and the objectives, the duration, the resources used, the procedures and the evaluation.

The second part has the development of activities, in this case, a role-play, a debate, and an interview) as well as worksheets to use with students while performing the oral interactive activities in classes.

The final part has the booklet bibliography and extra handouts used in the development of each one of them.

# Contents

## SECTION 1

Cover Page

Introduction

Contents

Activity description	Grammar	Vocabulary
----------------------	---------	------------

**Activity 1:**  
My last vacations

Simple past

Climb  
Swim  
Travel

**Activity 2:**  
My profession

Simple future  
“a” and “an” articles.

Professions names

**Activity 3:**  
At the restaurant

Would structure

Appetizer  
Disserts  
Drinks

**Activity 4:**  
My town

Prepositions of place

Prepositions  
Places

**Activity 5:**  
Tell me about

“Wh” questions

Interrogative words  
Family member

**Activity 6:**  
My favorite food

Like and dislike

food

## **SECTION 2**

### **Activities development**

**Activity 1:** My last vacations

**Activity 2:** My profession

**Activity 3:** At the restaurant

**Activity 4:** My town

**Activity 5:** Tell me about your family

**Activity 6:** My favorite food

## **SECTION 3**

Bibliography

Annexes

## SECTION 1: ACTIVITY DESCRIPTION

### Activity 1: **My last vacations**



Source: <http://www.grupoidiomas.com/generales/>

### DEBATE

The debate is a dynamic group technique that consists of interaction and verbal participation of students in groups to give their own opinions about a theme established before. This technique is motivational and social because it allows cooperation, respect, tolerance, reflection and critical analysis among students' ideas in order to accept or discuss them with logical reason.

<b>Objective:</b> Express student opinions about the best form to use simple past	
<b>Time:</b> The activity takes 40 minutes.	<b>Resources</b> - Board - Sheets of paper - Pencil - Eraser
<b>Procedure</b>	<ul style="list-style-type: none"><li>• Organize students in such a way where each one of them can participate.</li><li>• Review the proposed reading.</li><li>• Ask questions about what has been reviewed in the reading.</li><li>• Complete the proposed activities.</li><li>• Present the ideas in front of the class.</li><li>• Develop final conclusions.</li></ul>
<b>Participants:</b>	<ul style="list-style-type: none"><li>• Students</li><li>• Teacher</li></ul>

## Activity 2:

## My profession



**Source:** <https://es.dreamstime.com/stock-de-ilustraci%C3%B3n-profesiones-conjunto-de-personajes-de-dibujos-animados-image95523011>

**Objective:** Students describe the profession using simple future and “a” and “an” articles.

### Time:

The activity takes 40 minutes.

### Resources

- Board
- Pencil
- Sheets of paper
- Eraser

### Procedure

1. Explain to students about grammar and vocabulary to use.
2. Develop the proposed activities during the exercise.
3. Choose a sheet of paper with a profession.
4. Describe the profession he took before in the draw.
5. Expose about the profession he likes the most and what he would like to do in the future establishing a debate about the topic.

### Participants:

- Students
- Teacher

## Evaluation

**Table 23** Debate evaluation rubric

<b>UNIDAD EDUCATIVA “DOCE DE MAYO” DEBATE EVALUATION RUBRIC</b>					
<b>Student name:</b> ..... <b>Course:</b> ..... <b>Date:</b> .....				<b>Final Score:</b> ...../10	
<b>EVALUATED ITEM</b>	<b>BAD 4</b>	<b>REGULAR 3</b>	<b>GOOD 2</b>	<b>EXCELLENT 1</b>	<b>TOP SCORE</b>
<b>Fluency</b>	The student manages only very short, isolated sentences and fragment speech. Utterances are mainly pre-packaged, with a lot of pausing to search for expressions. Speech is slow and hesitant.	The student can make himself/herself understood in very short utterances, even though pauses, false starts and reformulation are evident. Speech is slow and hesitant and it takes time to complete sentences with appropriate fluency.	The student has enough language to keep going comprehensively, even though pauses of grammatical and lexical planning. Repair is evident, especially in longer stretches of production. However, this does not greatly affect communication.	The student has an outstanding language command to keep going comprehensively, even though occasionally pauses of grammatical and lexical planning.	
<b>Interaction</b>	The student has a great difficult asking or responding to simple statements. He or she finds it hard to begin and hold a face-to-face conversation. In spite of repetition and	The student can, with a lot of effort, ask or respond to simple statements. Hardly begins, maintains, and closes a face-to-face conversation. Rarely	The student can, with some hesitation, ask or respond to simple statements. Also, can begin, maintain and close a face-to-face conversation. Responses are adequate in the ongoing	Can successfully ask and respond to simple statement and can begin, maintain and classes a face-to-face conversation. He or she is able to provide extra	

	paraphrasing by the other speaker. Lack of comprehension causes communication failure.	understand enough to keep a conversation going of his/her own accord. Repetition on part of the other speakers is required.	conversation most of the time.	details spontaneously in the ongoing conversation. Elicits information and monitors himself/herself.	
<b>Grammar</b>	Inappropriate use of grammar structure, patterns and wrong use of grammar. Problems of coherence between subjects and misunderstanding, hence the message is not conveyed.	Incorrect use of grammar structure, mistakes in the use of grammar can cause misunderstandings of the information provided.	Appropriate use of grammar structure a few mistakes of grammar. Other grammatical mistakes present do not greatly obscure the message.	Correct use of grammar structures. A good use of grammar leads to a successful accomplishment of the task.	
<b>Vocabulary</b>	The range of vocabulary to write about technology. Excessive use of inappropriate words impedes communication.	Limited range of vocabulary to write about technology. Lexical limitations may obscure communication.	The student shows control of a narrow range of vocabulary to write about technology. Some circumlocutions might be present, but they do not greatly impede communication.	The student shows sufficient range and accurate control of words to write about the topic.	
<b>Group work</b>	There is no group coordination and participation.	Non-efficient group, they do not contribute anything.	Almost all the group members seek arguments.	All the group members seek arguments. There is good coordination.	
<b>TOTAL SCORE /20</b>					

Made by: Terán, A (2018)

### Activity 3:

## At the restaurant



Source: <https://www.freepik.com/free-photos-vectors/people-eating-in-restaurant>

### ROLE PLAY

Role-play is a group dynamic technique to simulate a daily life situation. While applying this technique, students have to adopt a role of a specific person and create situations like in real life. Through the role-play, students explore feelings, attitudes, values and perceptions that influence their behavior. Additionally, they feel forced to discover and accept the others' role.

**Objective:** The student will learn to make an order food in a restaurant by using the new phrases.

#### Time:

The activity takes 30 minutes.

#### Resources:

- Desks
- Chairs
- Computer
- Dishes
- Menu
- in-focus

#### Procedure

- Watch the video
- Take notes about the most important phrases of the video.
- Divide the students into groups of three.
- Work in groups to solve established activities.
- Give each group a copy of the restaurant menu.
- Explain that they are going to practice ordering food and drink in a restaurant using the menu.

#### Participants:

- Customers
- Waiter

## Activity 4:

# My town



Source: <http://inglesrabadeira.blogspot.com/2009/05/town.html>

**Objective:** Students can produce dialogues about places in the city, using prepositions of place.

### Time:

The activity takes 40 minutes.

### Resources

- Board
- Sheets of paper

### Procedure

1. Gives students copies above a city.
2. Solve the proposed activities in the exercise.
3. Organize groups of four students in the classroom.
4. Create a draw of a city.
5. Make a dialogue where they will simulate a foreign lost in the city.
6. Present the role play

### Participants:

- Students
- Teacher

## Evaluation Rubric

**Table 24** Role-play evaluation rubric

<b>UNIDAD EDUCATIVA “DOCE DE MAYO”</b>					
<b>ROLE PLAY EVALUATION RUBRIC</b>					
<b>Student name:</b> .....					<b>Final Score:</b> ...../10
<b>Course:</b> .....					
<b>Date:</b> .....					
<b>Criteria</b>	<b>Excellent 4</b>	<b>Good 3</b>	<b>Sufficient 2</b>	<b>Insufficient 1</b>	<b>Score</b>
<b>Vocabulary</b>	In the role-play script, the English language vocabulary acquired in the classroom and it is identified and applied in an excellent way in parameters from 90% to 100% of the text.	In the role-play script, the English language vocabulary acquired in the classroom and it is identified and applied in an acceptable way in parameters from 75% to 85% of the text.	In the role-play script, the English language vocabulary acquired in the classroom is identified and applied with certain limitations but is understandable in parameters from 60% to 70% of the text.	In the role-play script, the English language vocabulary acquired in the classroom and it is not identified and applied.	

<b>Oral expression</b>	The student interprets (reads / memorizes) his part of the script with fluency and natural pronunciation like a native English speaking person. His voice is clear and strong enough to listen him by the other students in the classroom.	The student interprets (reads / memorizes) his part of the script with fluency and acceptable pronunciation, however he has troubles to express himself.	The student interprets (reads / memorizes) his part of the script with poor fluency, his pronunciation is limited and it takes time to express himself.	The student interprets (reads / memorizes) his part of the script without fluency, his pronunciation is scarce or null and it takes too long to express himself.	
<b>Fluency</b>	The student has an outstanding language command to keep going comprehensively, even though occasionally he makes pauses of grammatical and lexical planning.	The student has enough language to keep going comprehensively, even though he makes pauses of grammatical and lexical planning. Repair is evident, especially in longer stretches of production. However, this does not greatly affect communication.	The student 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 appropriate fluency.	The student manages only very short, isolated sentences and fragment speech. Utterances are mainly pre-packaged, with a lot of pausing to search for expressions. Speech is slow and hesitant.	

<b>Coherence</b>	The student is able to organize his/her ideas successfully when talking about the topic. The message is clear and concrete and task input is fully used.	The student can organize, with some sufficiency, his/her ideas when taking about and imaginary natural disaster: The message is clear although there are some hesitant sentences. Task input is used to a certain extent.	The student connects ideas inappropriately, especially when asking or answering specific questions. Task input is inadequately covered or omitted and the meaning usually gets lost.	The student does not organize his/her ideas, especially when asking or answering specific questions. Totally or notable omission of task input. Meaning is not conveyed.	
<b>Collaborative work</b>	Student's classmates evaluate him "excellent" in the co evaluation.	Student's classmates evaluate him "good" in the co evaluation.	Student's classmates evaluate him "sufficient" in the co evaluation.	Student's classmates evaluate him "insufficient" in the co evaluation.	
<b>TOTAL SCORE/20</b>					

Made by: Terán, A (2018)

**Activity 5:** **Tell me about your family**



Source: <http://yeraldidgarcia.com/2016/>

### INTERVIEW

This technique involves the students' participation in pairs to give answers to questions established before.

<b>Objective:</b> To work in pairs to make and answer questions about their partner's life.	
<b>Time:</b> The activity takes 30 minutes.	<b>Resources:</b> Questionnaire Journals Paper
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Presents a record about Francisco's family.</li><li>2. Organize the students in pairs.</li><li>3. Solve proposed exercises.</li><li>4. Prepare the list of questions.</li><li>5. Develop the interview</li><li>6. Write the answers of each one.</li><li>7. Explain about the partner's family.</li></ol>
<b>Participants:</b>	<ul style="list-style-type: none"><li>• Students</li><li>• Teacher</li></ul>

## Activity 6:

# My favourite food



**Source:** <https://www.canstockphoto.com/the-boy-like-fast-food-42371880.html>

<b>Objective:</b> Students can express ideas about food they like and dislike.	
<b>Time:</b> The activity takes 40 minutes.	<b>Resources</b> <ul style="list-style-type: none"><li>- Board</li><li>- Sheets of paper</li><li>- Computer</li><li>- In-focus</li></ul>
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Make an introduction of grammar and vocabulary to use about the use of “like” and “dislike.</li><li>2. Present a video to reinforce the structure taught.</li><li>3. Solve proposed exercises.</li><li>4. Make an interview about the food they like and dislike.</li><li>5. Present the results in front of the class.</li></ol>
<b>Participants:</b>	<ul style="list-style-type: none"><li>• Students</li><li>• Teacher</li></ul>



**Evaluation**

**Table 25** Interview evaluation rubric

<b>UNIDAD EDUCATIVA “DOCE DE MAYO”</b> <b>INTERVIEW EVALUATION RUBRIC</b>					
<b>Student name:</b> .....			<b>Final Score:</b> ...../10		
<b>Course:</b> .....					
<b>Date:</b> .....					
CATEGORIES	<b>Excellent</b> <b>4</b>	<b>Good</b> <b>3</b>	<b>Sufficient</b> <b>2</b>	<b>Insufficient</b> <b>1</b>	Score
<b>Preparing the interview</b>	The student presents and explains the reasons to interview that person and he asks for permission to establish a meeting.	The student presents and asks for permission to establish a meeting, but he needs a reminder to explain the reasons to interview that person.	The student asks for the meeting, but he needs a reminder to presents him and explains the reasons to interview that person.	The student needs help in all the aspects for preparing an interview.	
<b>Planning</b>	Before the interview, the student has prepared several deep questions and questions based on facts.	Before the interview, the student has prepared some deep questions and many questions based on facts.	Before the interview, the student has prepared many questions based on facts.	The student has not prepared questions before the interview.	

<b>Grammar</b>	Correct use of grammar structures. A good use of grammar leads to a successful accomplishment of the task.	Appropriate use of grammar structure, few grammar mistakes. Other grammatical mistakes present do not greatly obscure the message.	Incorrect use of grammar structure. Mistakes in the use grammar can cause misunderstandings through most of the information provided.	Inappropriate use of grammar structure, patterns and wrong use of grammar. Problems of coherence between subjects and misunderstanding, hens the message is no converted.	
<b>Fluency</b>	The student has an outstanding language command to keep going comprehensively, even though occasionally he makes pauses of grammatical and lexical planning.	The student has enough language to keep going comprehensively, even though he makes pauses of grammatical and lexical planning. Repair is evident, especially in longer stretches of production. However, this does not greatly affect communication.	The student 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 appropriate fluency.	The student manages only very short, isolated sentences and fragment speech. Utterances are mainly pre-packaged, with a lot of pausing to search for expressions. Speech is slow and hesitant.	
<b>Interaction</b>	The student can successfully ask and respond to simple statement and can begin, maintain and classes a face-to-face conversation. He or she is able to provide extra details spontaneously in the ongoing conversation. Elicits information and monitors himself/herself.	The student can, with some hesitation, ask or respond to simple statements. Also, can begin, maintain and close a face-to-face conversation. Responses are adequate in the ongoing conversation most of the time.	The student can, with a lot of effort, ask or respond to simple statements. Hardly begins, maintains, and closes a face-to-face conversation. Rarely understands enough to keep a conversation going of his/her own accord. Repetition on part of the other speakers is required	The student has a great difficult asking or responding to simple statements. Finds it hard to begin and hold a face-to-face conversation. In spite of repetition and paraphrasing by the other speaker. Lack of comprehension causes communication failure.	
<b>TOTAL SCORE/20</b>					

Made by: Terán, A (2018)

## DEBATE GUIDE

# My last vacations

### 1. *Presenta tion*

Read the article about the last vacations.

#### My last vacations

(Sent by Lucy Bautista )

My vacations were really wonderful because I had good time with my family and my best friends. I could also rest a lot and this was the best thing because I needed it.

Beginning my vacations, I was at home helping my aunt in the house chores home, so I could play great time with my nephew Sam, with my cousins Frank and Sara and my beautiful pet Rin Tin Tin, a dog.

I also went out many times with my boyfriend to dance and also to eat ice cream, pizza etc.

I went to the beach twice. **First** I went to the beach of "**Caño Dulce**" with most of my family this was a walk of the church where I go. I was happy because I was with my family, and my boyfriend. **Then** like in two weeks I went to Santa Marta's city, but my family wasn't in this walk. I went with my boyfriend's family. This walk was grand because I shared a lot of time with my in-laws, jijiji and I could meet the rest of the family. When we arrived to Santa Marta's city, we went to "Playa Blanca" it is a clean beautiful sea, without waves and blue. I had a good time there, we took a bath in the beach and ate shrimps. My boyfriend game me a pretty necklace that Santa Marta's people make. After that, two days later we visited the beach we went to the "Rio Frio". It is very beautiful GOD.... we were here from 3:00 pm to 5:00 pm. I cannot complain about it. I had a great day!!!!



Source: <http://yeseca-12.blogspot.com/2009/07/my-last-vacations.html>

### 2. *Practice*

a) **Answer the following questions according to the reading.**

1) How was Lucy's vacations?

.....

2) Who traveled with Lucy?

.....

3. What places did Lucy visit?

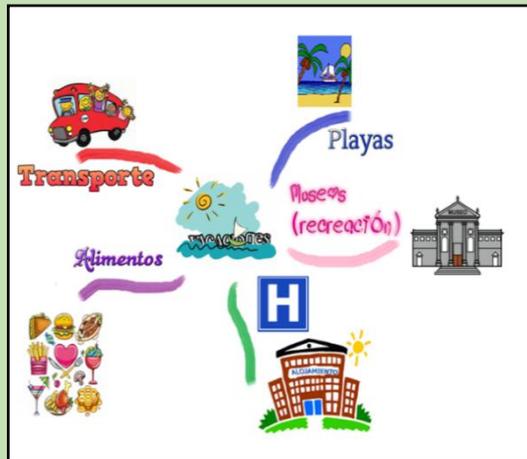
.....

4. What did Lucy and her boyfriend eat?

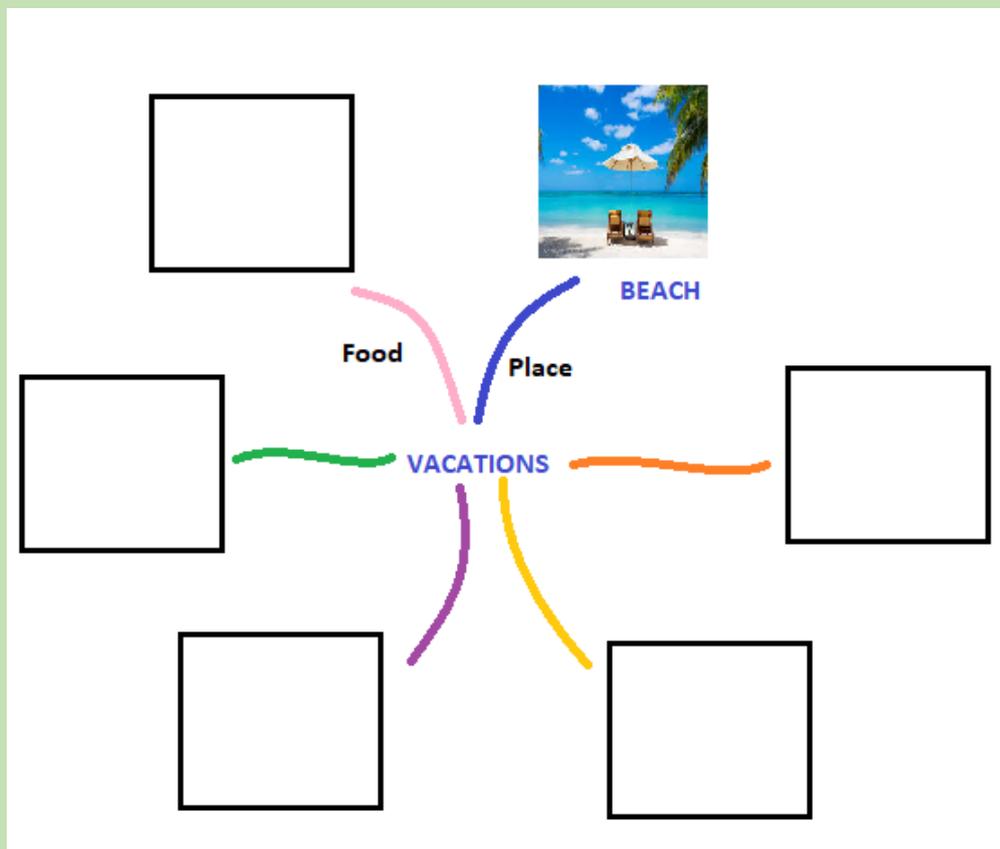
.....

- b) Use mental organizers to represent main characteristics of the place of your last vacation such us: activities to do, typical food, lodging, transportation.  
(See Annex 1)

Example:



Source: <https://www.pinterest.es/pin/523121312948353531/>



### ***3. Production***

1. Each group of students exposes ideas in front of classmates, using graphic organizers.

**Students can use phrases like the following:**

I went to beach
-----------------

I went to climb
-----------------

I went to swim
----------------

My family came to visit me
----------------------------

I traveled by.....
--------------------

2. They share their agreements and disagreements about the indicated places.

# My Profession

## 1. Presentation

- ✚ Teacher makes an introduction of grammar and vocabulary to use about simple past and use of “a” and “an” articles.



Source: <https://www.pinterest.es/pin/231442868328816621/?lp=true>

- I **will** be a doctor
- She **will** be a lawyer
- He **will** be a nurse
- He **will** be an artist

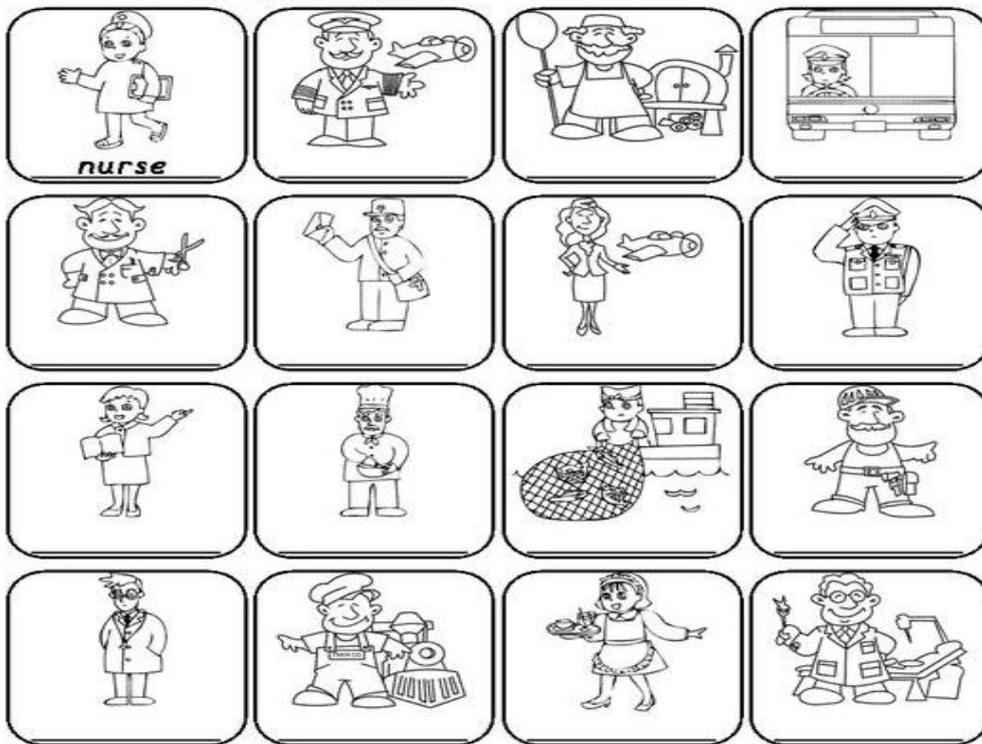
A y An en inglés	
Estas dos palabras significan lo mismo: UN o UNA. Sin embargo, hay una diferencia en su uso:	
<b>a + consonante</b> Usamos A antes de una palabra que comience con una consonante. Ejemplos:	<b>an + vocal</b> Usamos AN antes de una palabra que comience con una vocal. Ejemplos:
» I need a favor (Necesito un favor)	» I bought an apple (Compré una manzana)
» I have a lamp (Tengo una lámpara)	» I ate an egg (Comí un huevo)

Source: <https://www.aprenderinglesrapidoysencillo.com/2012/08/17/articulo-indefinido-a-y-an-en-ingles/>

## 2. Practice

Fill the blanks with the profession that corresponds according to the picture and write a sentence using “a” and “an” correctly.

What does he / she do?  
He's/She's a/an \_\_\_\_\_.



teacher    dentist    bus driver    doctor    mailman    pilot  
 police officer    fisherman    baker    waitress    construction worker  
~~nurse~~    train driver    flight attendant    chef    barber

Fuente: <https://www.pinterest.es/pin/385128205613275019/>

6. She is a.....
7. He is.....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....
16. ....
17. ....
18. ....
19. ....

20. ....

21. ....

### 3. *Production*

- a) All students choose a piece of paper with professions names.



**Source:** <http://www.panorama.com.ve/facetas/Crea-tu-propia-caja-de-las-preocupaciones-20171030-0048.html>

- b) Each one is going to describe characteristics of the profession chosen, using adjectives. For example: A police officer's job is dangerous or an actor's Job is interesting.



**Source:** [https://es.123rf.com/photo\\_71648795\\_personajes-de-arte-de-p%C3%ADeles-conjunto-diferentes-profesiones-personas-aisladas-grupo-de-dise%C3%B1o-chef-poli.html](https://es.123rf.com/photo_71648795_personajes-de-arte-de-p%C3%ADeles-conjunto-diferentes-profesiones-personas-aisladas-grupo-de-dise%C3%B1o-chef-poli.html)

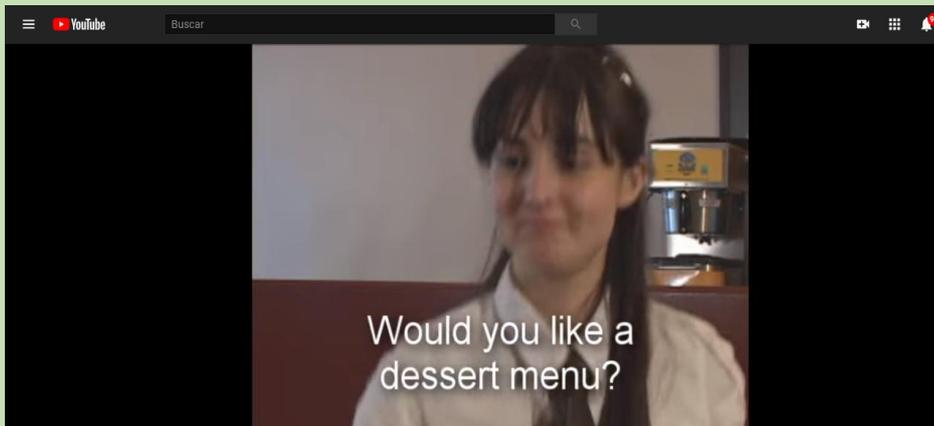
- c) Finally, students interchange ideas among them and share thoughts about the profession that they like the most as well as what they want to do in the future. Use simple future structure.

## ROLE PLAY GUIDE

# At the restaurant

### 1. *Presentation*

Watch the example video “Restaurant Conversation”



Source: <https://www.youtube.com/watch?v=Gxd6LshVU8A>

## 2. Practice

Take note of the most important phrases of the video watched.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

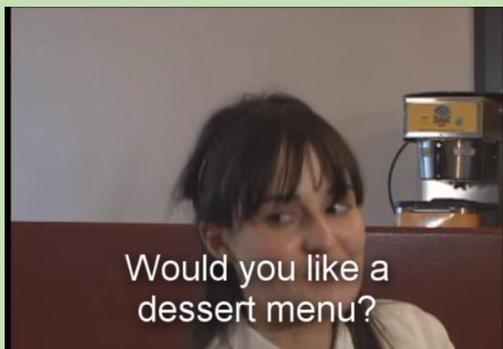
.....

.....

.....

.....

✚ Sort the scenes according to the video.



### 3. *Production*

At the end of the class, students will order food and beverage using the would structure. The student can use the following menu to choose his food.

WELCOME TO.....

## *Menu*



### APPETIZERS

- Garlic bread.....
- Green Salad.....
- Vegetable soup.....
- Onions rings.....
- Pasta salad.....
- Chicken wings.....



### MAIN COURSES

- Spaghetti..... \$4,00
- Grilled chicken.....\$4,50
- Rooster chicken.....\$4,00
- Lamb chops.....\$5,50
- Pork chops.....\$5,50
- Breaded meat.....\$4,50
- Fried trout.....\$6,50



### DISSERTS

- Apple pie.....
- Blackberry pie.....
- Chocolate cake.....
- Ice cream.....
- Fruit salad.....



### DRINKS

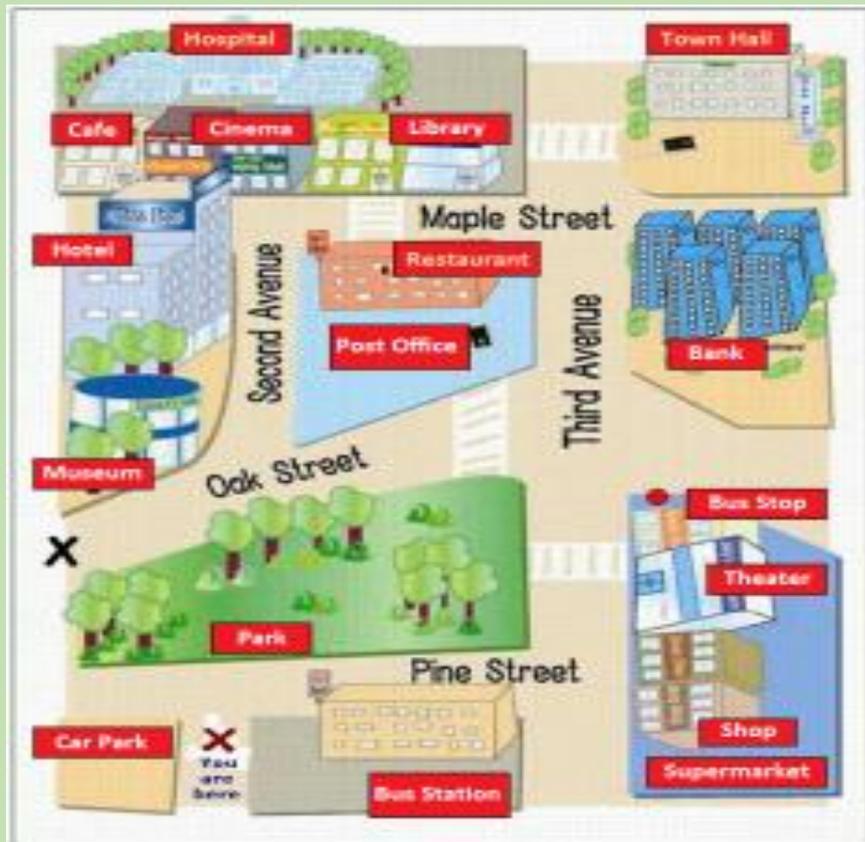
- Mineral water..... \$0,75
- Soda.....\$1,00
- Juice (orange, lemon, pineapple, tomato) .....\$1,50
- Tea.....\$1,00
- Coffee.....\$1,50
- Beer.....\$2,00

*Present the role-play in front of the class.*

# My town

## 1. Presentation

✚ Observe the image carefully.



Source: <https://trucoslondres.com/preposiciones-lugar-ingles/>

## 2. Practice

✚ According to the image, complete the blanks using the prepositions in the rectangle.

In, on, in front of, behind, next to, near, opposite, between

- a) The bank is  Third Avenue
- b) The library is  the cinema
- c) The hospital is  the cafe



- ✚ After finishing the city draw, students create a dialogue where they simulate a foreigner lost in the city. Therefore, they have to take roles of police, foreigner, taxi driver and a neighbor to guide the foreigner lost to his destination.



Source: <https://diariolaregion.com/web/wp-content/uploads/2014/09/Turismo-15.jpg>



Source: <http://misdibujos.de/dibujos-de-policia/>



Source: <https://mx.depositphotos.com/3690211/stock-illustration-cartoon-taxi-driver.html>



Source: <https://sp.depositphotos.com/185002616/stock-illustration-happy-family-walking-in-city.html>

## INTERVIEW GUIDE

# Tell me about your family

### 1. Presentation

- ✚ Listen carefully the audio presented in the following link about Francisco's family.

<http://www.esl-lab.com/family1/fam1.htm>



Source: <https://www.istockphoto.com/mx/vector/trabajador-de-oficina-gm467282580-60900658>

### Informative question

*Wh- questions* is the name for this kind of question because all the interrogative words star with Wh.

**Student use: who, what, when, where, why, how, which, whose**

### 2. Practice

- ✚ According to what you listened, answer the following questions:

#### 1. Where is Pancho from?

- A. Panamá
- B. Brasil
- C. Perú

2. How many brothers does Pancho have?

- A. One
- B. Four
- C. Seven

3. How many sisters does Pancho have?

- A. Two
- B. Six
- C. Nine

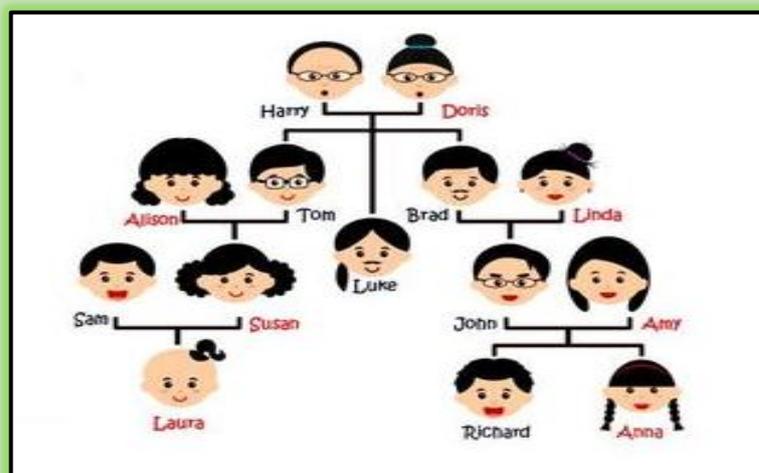
4. What is his father Job?

- A. Carpenter
- B. Taxi driver
- C. Architect

5. What does his mother do?

- A. She runs a small family store
- B. She runs a hairdressing salon
- C. She works in a coffee shop

✚ Complete the following sentences according to the family tree:



Source: <https://www.pinterest.nz/pin/485122191086560599/?autologin=true>

1. Amy is Anna's .....
2. Susan is Doris's.....
3. Harry and Doris are Susana's.....
4. Sam is Susan's.....
5. John and Amy are Richard's.....
6. Laura is Sam and Susan's.....
7. John is Tom's.....
8. Anna is Richard's.....
9. John is Richard and Anna's.....
10. Sam and Susan are Laura's.....

### 3. *Production*

- ✚ Organize students in pairs and they have to register similar questions to the following guide above life and family of his or her partner.

<b>INTERVIEW GUIDE</b>	
1. Hi, how are you?	
2. What's your name?	
3. Where are you from?	
4. Where did you born?	
5. How old are you?	
6. What are your parents' names?	
7. How many brothers and sisters do you have?	
8. What is your grandpa name?	
9. What is your grandma name?	
10. Where does your father work?	
11. Where does your mother work?	

- + The students' pairs present the interview in front of the classmates.
- + Each student makes a diagram of his partner's family and presents it using sentences like the last exercise.



**Source:** <http://guisse11nutricion.blogspot.com/2015/07/exposicion-en-grupo.html>



✚ Write sentences according to results.

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....
- f) .....
- g) .....
- h) .....

✚ Use like or do not like where it corresponds.

 <p>I <input type="checkbox"/> chips. I <input type="checkbox"/> rice.</p>	 <p>I <input type="checkbox"/> milk. I <input type="checkbox"/> fish.</p>
 <p>I <input type="checkbox"/> chicken. I <input type="checkbox"/> soup.</p>	 <p>I <input type="checkbox"/> spaghetti. I <input type="checkbox"/> salad.</p>
 <p>I <input type="checkbox"/> salad. I <input type="checkbox"/> milk.</p>	 <p>I <input type="checkbox"/> fish. I <input type="checkbox"/> chicken.</p>

Source: <http://recycleroughly.com/>

### 3. *Production*

- ✚ In pairs, students interview people about food they like and dislike, using the following phrases:

What is your favorite food?

What foods do you love? Why?

What kind of deserts do you like to eat?

I like chocolate but do not like pasta.

## BIBLIOGRAPHY

- Instituto Estatal Electoral de Aguascalientes. (2017). *Rúbrica para evaluación del debate*. México.
- López, A. (2012). *Rubrica para Role Play*. Zapopán, México: UTEG.
- ENGLISH BOOK LEVEL A2.2-UNIT 4 “TRAVELING THE WORLD”  
Págs: 47-60
- <https://www.youtube.com/watch?v=Gxd6LshVU8A>
- <http://guisse11nutricion.blogspot.com/2015/07/exposicion-en-grupo.html>
- <https://www.pinterest.es/pin/523121312948353531/>
- <http://blog.lasleyesdelexito.com/aquamapa-mental/>

Supporting material

ANNEX 1

Activity 1. Support material





## ANNEX 2

**LIKES AND DISLIKES**

### TALKING ABOUT LIKES AND DISLIKES

✘ If you like something:

- ♦ I like cooking.
- ♦ I love eating ice-cream."
- ♦ I adore sun-bathing."
- ♦ I'm fond of chocolate
- ♦ I like swimming very much.

✘ If someone likes something:

- ♦ She likes salsa music.
- ♦ He loves butterflies.
- ♦ The cat adores walking at night.
- ♦ She is fond of cookies.
- ♦ He likes studying English at the National University.

✘ If you don't like something:

- ♦ I don't like sport at all.
- ♦ I dislike wasting time.
- ♦ I can't stand spiders.
- ♦ I can't bear cooking in a dirty kitchen.
- ♦ I hate crowded supermarkets
- ♦ I detest being late.
- ♦ I loath celery.

✘ If somebody doesn't like something:

- ♦ She doesn't like Dutch.
- ♦ He dislikes going to the beach.
- ♦ She can't stand onion.
- ♦ She can't bear writing essays.
- ♦ Samuel hates tomatoes.
- ♦ Caro detests going to the dentist.
- ♦ Ruben loathes garlic.

### Questions and Answers

Do you like ...?	Does she/he like...?
Q: Do you like ice cream? A: Yes, I do. No, I do not / No, I don't.	Q: Does she like reading? A: Yes, she does. No, she does not / No, she doesn't.
Q: Do they like animals? A: Yes, they do. No, they do not / No, they don't.	Q: Does he like working? A: Yes, he does. No, he does not / No, he doesn't.
Q: Do Julian and Vero love writing poems? A: Yes, we do. No, we do not / No, we don't.	Q: Does Isaac like studying English? A: Yes, he does. No, he does not / No, he doesn't.

### Things to remember

**Grammar Note ...**

- ♦ To talk about your general likes or dislikes, follow this pattern: **like** something or **like doing** something.

**Common mistake ...**

- ♦ Be careful where you put **very much** or **a lot**. These words should go **after** the thing that you like.

For example, "I like reading very much." NOT "I like very much reading."

## ANNEX 3

### Answers key

#### Activity 1: The last vacation

##### Practice

✚ Answer the following questions according to the reading.

1. Lucy's vacations was really wonderful
2. She traveled with her family and her boyfriend.
3. Lucy visited the beach of Caño Dulce and Santa Marta's city.
4. Lucy and her boyfriend ate ice cream, pizza, etc.

#### Activity 2: The profession

##### Practice

✚ Fill the blanks with the profession that corresponds according to the picture and write a sentence using "a" and "an" correctly.

1. She's a nurse
2. He's a pilot
3. He's a baker
4. She's a bus driver
5. He's a barber
6. He's a mailman
7. She's flight attendant
8. He's a policeman
9. He's a teacher
10. He's a chef
11. He's a fisherman
12. He's a construction worker
13. He's a doctor
14. He's a train driver
15. She's a waitress

16. He's a dentist

### Activity 3: At the restaurant

#### Practice

✚ Sort the scenes according to the video.

4 - 2 - 3 - 1

### Activity 4: My town

#### Practice

✚ According to the image, complete the blanks using the prepositions in the rectangle

- a) The bank is **on** Third Avenue
- b) The library is **near** the cinema
- c) The hospital is **behind** the cafe
- d) The cinema is **between** the cafe and the library
- e) The park is **in front of** the theater and the bus stop
- f) The theater is **next to** the shop supermarket
- g) The library is **opposite** the restaurant

### Activity 5: Tell me about your family

#### Practice

✚ According to what you listened, answer the following questions:

1. C 2. C 3. B 4. B 5. A

✚ Complete the following sentences according to the family tree:

1. Amy is Anna's **mother**
2. Susan is Doris's **granddaughter**

3. Harry and Doris are Susana's **grandparents**
4. Sam is Susan's **husband**
5. John and Amy are Richard's **parents**
6. Laura is Sam and Susan's **daughter**
7. John is Tom's **nephew**
8. Anna is Richard's **sister**
9. John is Richard and Anna's **father**
10. Susan is John's **cousin**

### Activity 6: My favorite food

✚ Use like or don't like where it corresponds.

I **like** chips

I **like** milk

I **don't like** rice

I **don't like** fish

I **like** chicken

I **like** spaghetti

I **don't like** soup

I **don't like** salad

I **like** salad

I **like** fish

I **don't like** milk

I **don't like** chicken

## 6.8 Accounting

English teachers will apply the present proposal orderly in Unidad Educativa “Doce de Mayo” and it will carry out within the operative plan mentioned before.

The authorities in Unidad Educativa “Doce de Mayo” gave the researcher the opportunity to work in the proposal development so the following activities were developed:

1. Authorities and English Teachers in Unidad Educativa “Doce de Mayo” reviewed and approved the proposal.
2. The proposal author is responsible for compliance with the training and the development of the schedule.

## 6.9 Evaluation prevision

### Didactic guide validation questionnaire

The purpose of the present document is to know if the didactic guide based on interpersonal intelligence helps to develop English speaking in students of Unidad Educativa “Doce de Mayo”, qualifying according to the following criteria:

**Understanding.** - Consider if the redaction is easy to understand.

**Feasibility.** – Consider if it is affordable to use.

**Contribution.** – Consider if the guide contributes to the students’ English understanding.

According to your criteria, mark with X in the box that corresponds.

**Table 26** Proposal validation questionnaire

<b>Criteria \ Scale</b>	<b>5 Excellent</b>	<b>4 Very good</b>	<b>3 Good</b>	<b>2 Regular</b>	<b>1 Poor</b>
The didactic guide writing is easy to understand for readers.					
The didactic guide with interactive activities is feasible to apply.					
The didactic guide with interactive activities will contribute to the development of students English speaking skills.					

**Produced by:** Terán, A. (2018)

## REFERENCES

- Aamer, I. (2013). *The importance of speaking skills for EFL learners*. Pakistan: Department of English, Alama Iqbal Open University. Retrieved January, 2018, from [https://upload.wikimedia.org/wikipedia/commons/e/e3/Speaking\\_Skills.pdf](https://upload.wikimedia.org/wikipedia/commons/e/e3/Speaking_Skills.pdf)
- Abdurrahman, H. (2015). Using the Think-Pair-Share Strategy to Improve Students. *Journal of Education and Practice*, 6(10). Retrieved february, 2018, from <https://files.eric.ed.gov/fulltext/EJ1081679.pdf>
- Alasmari, A., & Salahuddin, S. (2013). Using Debate in EFL Classes. *Published by Canadian Center of Science and Education*, 147. Retrieved February, 2018, from <https://files.eric.ed.gov/fulltext/EJ1076807.pdf>
- Aydemir, H., & Karah, Y. (2014). Study of secondary school students' multiple intelligence areas (Malatya case). *Procedia - Social and Behavioral Sciences*, 152, 167-172. Retrieved february, 2018, from [https://ac.els-cdn.com/S1877042814052422/1-s2.0-S1877042814052422-main.pdf?\\_tid=ada1fe04-0d9d-11e8-8c85-00000aacb362&acdnat=1518183331\\_53a0cbbc7fe506f0f9d9a233513ea8e8](https://ac.els-cdn.com/S1877042814052422/1-s2.0-S1877042814052422-main.pdf?_tid=ada1fe04-0d9d-11e8-8c85-00000aacb362&acdnat=1518183331_53a0cbbc7fe506f0f9d9a233513ea8e8)
- Baiju, N. (2010). *Major Language Theorists influencing Learning of Mathematics*. Kerala: University of Calicut. Retrieved february, 2018, from <https://files.eric.ed.gov/fulltext/ED512896.pdf>
- Baines, E., Blatchford, P., & Webster, R. (2015). The challenges of implementing group work in primary school classrooms and including pupils with special educational needs. *Education 3-13*, 43(1), 15–29. <https://doi.org/10.1080/03004279.2015.961689>
- Barunilai, B., Sembilan, N., Barunilai, B., Sembilan, N., Barunilai, B., & Sembilan, N. (2013). International Journal of Asian Social Science ANXIETY LEVELS OF FOREIGN LANGUAGE LEARNERS IN THE IEP CLASSROOM : A FOCUS ON NILAI UNIVERSITY ' S

INTENSIVE ENGLISH PROGRAMME ( IEP ) Subashini Rajanthran  
Rekha Prakash Ainawati Husin, 3(9), 2041–2051.

Barragato, A. (2015). An Effective Implementation Guide for Active Learning and Assessment. *Faculty Center for Innovative Teaching*. Retrieved, february, 2018, from [https://www.cmich.edu/office\\_provost/academic\\_development/CETL/Documents/Teaching%20and%20Instructional%20Design/Think%20Pair%20Share-2015-Adam%20Barragato.pdf](https://www.cmich.edu/office_provost/academic_development/CETL/Documents/Teaching%20and%20Instructional%20Design/Think%20Pair%20Share-2015-Adam%20Barragato.pdf)

Batran, M. (2015). *The significance of languages as a tool of communication*. PROQUEST Advanced Technologies & Aerospace. Recuperado el January de 2018, de [https://www.anmb.ro/buletinstiintific/buletine/2015\\_Issue2/FCS/405-406.pdf](https://www.anmb.ro/buletinstiintific/buletine/2015_Issue2/FCS/405-406.pdf)

Bowen, T. (2017). *Teaching approaches: the grammar-translation method*. Macmillan Publishers. Retrieved January, 2018, from <http://www.onestopenglish.com/methodology/methodology/teaching-approaches/teaching-approaches-the-grammar-translation-method/146493.article>

British Council. (2014). *Teaching speaking skills 2 - overcoming classroom problems*. Teaching English. Retrieved January, 2018, from <https://www.teachingenglish.org.uk/article/teaching-speaking-skills-2-overcoming-classroom-problems>

Burke, A. (2011). Group Work: How to Use Groups Effectively. *The Journal of Effective Teaching*, 11(2), 87-95.

Burton, B. (2012). Peer teaching as a strategy for conflict management and student re-engagement in schools. *Griffith University*. Retrieved from [https://research-repository.griffith.edu.au/bitstream/handle/10072/43363/74878\\_1.pdf%3Bsequence=1](https://research-repository.griffith.edu.au/bitstream/handle/10072/43363/74878_1.pdf%3Bsequence=1)

Cagri, M. (2013). The Direct-Method: A Good Start to Teach Oral language. *International Journal of Academic Research in Business and Social*

- Sciences*, 1-3. Retrieved from [http://hrmars.com/hrmars\\_papers/The\\_Direct-Method\\_A\\_Good\\_Start\\_to\\_Teach\\_Oral\\_Language.pdf](http://hrmars.com/hrmars_papers/The_Direct-Method_A_Good_Start_to_Teach_Oral_Language.pdf)
- Cagri, M. (2013). The Grammar-Translation Method and the Use of Translation to Facilitate Learning in ESL Classes. *Journal of Advances in English Language Teaching*, 104. Retrieved February, 2018, from <http://european-science.com/jaelt/article/view/281>
- Cakir, I. (2014). *Bringing External Situations into the ELT Classrooms Through Dialogues*. Turquía: University Kayseri. Retrieved February, 2018, from <http://www.hltmag.co.uk/feb09/less01.htm>
- Center for Applied Linguistics. (2013). *What speaking is*. Washington: Office of Vocational and Adult Education (OVAE). Retrieved February, 2018, from <http://area.dge.mec.pt/gramatica/whatspeakingis.htm>
- Crystal, D., & Robins, R. (2018). *Language*. Encyclopaedia Britannica. Retrieved February, 2018
- Darfilal, I. (2015). *The Effectiveness of Using Language Games in Teaching Vocabulary The Case of Third Year Middle School Learners*. Argelia: University of Tlemcen. Retrieved February, 2018, from <http://dspace.univ-tlemcen.dz/bitstream/112/7872/1/darf.pdf>
- Day, C., & Sammons, P. (2014). *Successful school leadership*. Education Development Trust. Retrieved february, 2018, from [https://www.educationdevelopmenttrust.com/~/\\_media/EDT/Reports/Research/2015/r-successful-school-leadership.pdf](https://www.educationdevelopmenttrust.com/~/_media/EDT/Reports/Research/2015/r-successful-school-leadership.pdf)
- Denig, S. (2004). Multiple Intelligence and Learning Styles: Two Complementary Dimensions. *Teachers College Record*, 106, 96-111. Retrieved january, 2018, from [http://projects.cbe.ab.ca/central/altudl/FILES/Multiple\\_Intellegences\\_Learning\\_styles.pdf](http://projects.cbe.ab.ca/central/altudl/FILES/Multiple_Intellegences_Learning_styles.pdf)
- Derakhshan, A., & Faribi, M. (2015). Multiple Intelligences: Language Learning and Teaching. *International Journal of English Linguistics*, 5(4), 63–72. <https://doi.org/10.5539/ijel.v5n4p63>

- Ezhil, R. (2014). English Grammar Proficiency of Secondary Level Student Teachers Of Puducherry Region. *Indian Journal of Education Research Experimentation and Innovation*. Retrieved February, 2018, from [https://www.researchgate.net/publication/266023670\\_English\\_Grammar\\_Proficiency\\_of\\_secondary\\_level\\_student\\_teachers\\_of\\_puducherry\\_region](https://www.researchgate.net/publication/266023670_English_Grammar_Proficiency_of_secondary_level_student_teachers_of_puducherry_region)
- Farooq, U. (2015). *Language Definition Characteristics & Importance in Communication*. Education M.Ed&B.Ed. Retrieved February, 2018, from <http://www.studylecturenates.com/journalism-mass-communication/language-definition-characteristics-importance-in-communication>
- Free Dictionary. (2015). *Put (oneself) in (someone's) place*. Farlex, Inc. Retrieved february, 2018, from <https://idioms.thefreedictionary.com/put+yourself+in+someone+else%27s+place>
- Garner, E. (2012). *Assertiveness: Re-claim your assertive birthright*. London Business School. Retrieved from <https://www.getselfhelp.co.uk/docs/Assertiveness.pdf>
- Genç, G. (2016). The Relationship between Emotional Intelligence and Productive Language Skills, *16*(1), 91–105.
- Ghabanchi, Z., & Rastegar, R. (2014). The correlation of IQ and emotional intelligence with reading comprehension. *Reading Matrix: An International Online Journal*, *14*(2), 135–144. Retrieved from <http://proxy1.ncu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ejh&AN=99810568&site=eds-live>
- Gkonou, C., & Mercer, S. (2017). *Understanding emotional and social intelligence among English language teachers*.
- Gil, P., Samalot, A., Gutiérrez, E., Rodenas, J., & Rodenas, L. (november de 2014). Improving Social Skills through Physical Education in Elementary 4th Year. *American Journal of Sports Science and Medicine*, *2*(64), 5-8. Recuperado el february de 2018, de [https://www.researchgate.net/publication/270541734\\_Improving\\_Social\\_S](https://www.researchgate.net/publication/270541734_Improving_Social_S)

kills\_through\_Physical\_Education\_in\_Elementary\_4th\_Year\_Cite\_This\_Article

- Hajhashemi, K., Shakarami, A., Anderson, N., Yazdi-Amirkhiz, S. Y., & Zou, W. (2013). Relations between language learning strategies, language proficiency and multiple intelligences. *Academic Research International*, 4(6), 418–429.
- Hooper, D. (december de 2013). The Difference between “Responsibility” and “Accountability”. *Savannah Business Journal on Mon*. Retrieved february, 2018, from [http://www.buildingfutureleaders.com/uploads/4/1/1/4/411493/the\\_difference\\_between\\_responsibility\\_and\\_accountability.pdf](http://www.buildingfutureleaders.com/uploads/4/1/1/4/411493/the_difference_between_responsibility_and_accountability.pdf)
- Hurst, B., Wallace, R., & Nixon, S. B. (2013). The Impact of Social Interaction on Student Learning, 52(4). Retrieved from [http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3105&context=reading\\_horizons](http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3105&context=reading_horizons)
- Iberri, G. (2013). *Teaching english through debate in classroom contexts*. Retrieved February, 2018, from United States Air Force Academy, USA: <http://d2ivco2mxiw5i2.cloudfront.net/app/media/5223>
- Ibnian, S., & Hadban, A. (2013). Implications of Multiple Intelligences Theory in ELT Field. *Journal of Humanities and Social Science*, 3(4), 292–297. Retrieved from [http://www.ijhssnet.com/journals/Vol\\_3\\_No\\_4\\_Special\\_Issue\\_February\\_2013/30.pdf](http://www.ijhssnet.com/journals/Vol_3_No_4_Special_Issue_February_2013/30.pdf)
- Ioannidou, F., & Konstantikaki, V. (december de 2008). Empathy and emotional intelligence: What is it really about? *International Journal of Caring Sciences*, 1(3), 118-123. Retrieved february, 2018, from [http://internationaljournalofcaringsciences.org/docs/vol1\\_issue3\\_03\\_ioannidou.pdf](http://internationaljournalofcaringsciences.org/docs/vol1_issue3_03_ioannidou.pdf)
- Ismaiel, N. M. (2017). Native and Non-native English Speaking Teachers’ Teaching Styles and Their Effect on Their EFL Saudi Students’ Achievement and Enjoyment of Learning English at Taif University.

- International Journal of English Linguistics*, 7(6), 148.  
<https://doi.org/10.5539/ijel.v7n6p148>
- Kharaghani, N. (2013). Patterns of interaction in efl classrooms. *The Global Summit on Education, 2013*(March), 859–864.
- Kelly, M. (13 de september de 2017). *Thoughtco*. Obtenido de Teaching Students Identified with Interpersonal Intelligence: The Ability to Relate to and Interact With Others: <https://www.thoughtco.com/interpersonal-intelligence-8091>
- Krol, A. (2016). What does it really mean “to have an open mind”? *IMPRIFIC*. Recuperado el february de 2018, de <https://imprific.com/artur-krol/what-does-it-really-mean-to-have-an-open-mind/>
- Kurniawan, F. (2012). *The use of audio visual media in teaching speaking*. Indonesia: University of Syiah Kuala. Recuperado el February de 2018, de <http://download.portalgaruda.org/article.php?article=428679&val=3924&title=THE%20USE%20OF%20AUDIO%20VISUAL%20MEDIA%20IN%20TEACHING%20SPEAKING>
- Kusnierek, A. (2015). Developing students’ speaking skills through role-play. *World Scientific News*. Retrieved, February, 2018, from <http://www.worldscientificnews.com/wp-content/uploads/2012/11/WSN-1-2015-73-1112.pdf>
- Lagos, J. (2013). The role of multiculturalism in Teaching English. *Aletheia Review*, 308-320.
- Lee, H. (2017). *Put Yourself in Another Person’s Place*. MBA Research and Curriculum Center. Retrieved february, 2018, from [https://www.mbaresearch.org/newlaps/EI\\_12/EI12s\\_PDF.pdf](https://www.mbaresearch.org/newlaps/EI_12/EI12s_PDF.pdf)
- Lena, M. (2011). *Direct Method as One of Language Teaching Approaches*. Novaekasari. Retrieved February, 2018, from <https://novaekasari09.wordpress.com/2011/06/12/direct-method-as-one-of-language-teaching-approaches/>

- Lim, L. L. (2014). A Case Study on Peer-Teaching. *Open Journal of Social Sciences*, 2, 35-40. Retrieved february, 2018, from [http://file.scirp.org/pdf/JSS\\_2014082217073688.pdf](http://file.scirp.org/pdf/JSS_2014082217073688.pdf)
- Ma, X. (2008). The Skills of Teacher's Questioning in English Classes. *International Education Studies*, 93-94. Retrieved February, 2018, from <https://files.eric.ed.gov/fulltext/EJ1065462.pdf>
- MacFarlane, G. (2015). *Investigation into english grammar proficiency of teachers of english language*. Australia: University of Tasmania. Retrieved February, 2018, from <https://eprints.utas.edu.au/23217/>
- Manoj, K., & Shilpa, J. (2013). Leadership Management: Principles, Models and Theories. *Global Journal of Management and Business Studies*., 3(3). Retrieved february, 2018, from [https://www.ripublication.com/gjmbs\\_spl/gjmbsv3n3spl\\_14.pdf](https://www.ripublication.com/gjmbs_spl/gjmbsv3n3spl_14.pdf)
- Marzuki, N. A., & Manaf, H. A. (2014). Enhancing interpersonal intelligence for management educators. *Review of European Studies*, 6(2), 104–109. <https://doi.org/10.5539/res.v6n2p104>
- Mat, S. S. C., & Yunus, M. M. (2014). Attitudes and Motivation Towards Learning English among FELDA School Students. *Australian Journal of Basic and Applied Sciences*, 8(5), 1–8. Retrieved from <http://ajbasweb.com/old/ajbas/2014/Special 2/1-8.pdf>
- Mohammed, R. (2017). *The Audiolingual Method*. Canadá. Retrieved February, 2018, from <http://www.myenglishpages.com/blog/the-audiolingual-approach/>
- Morris, J. (2016). *Introduction: Group Work*. University of Oregon. Retrieved february, 2018, from <https://mrsdkrebs.edublogs.org/files/2016/05/M2-Introduction-Group-Work-1-1062tth.pdf>
- Muniandy, M., Sekharan, N., Krishnan, S., Ahmad, I., & Mohamed, N. (2010). Sociolinguistic Competence and Malaysian Students' English Language Proficiency. *Canadian Center of Science and Education*, 146. Retrieved February, 2018, from <https://files.eric.ed.gov/fulltext/EJ1081831.pdf>

- National Council for Curriculum and Assessment. (2014). *Communication and Language*. Retrieved February, 2018, from [http://cat.sess.ie/uploads/P\\_Mild\\_Comm\\_Lang\\_NCCA.pdf](http://cat.sess.ie/uploads/P_Mild_Comm_Lang_NCCA.pdf)
- Ochoa, G. (2011). *The audiolingual method and meaningful activities to improve the productive skills*. Cuenca: Universidad de Cuenca. Retrieved February, 2018, from <http://dspace.ucuenca.edu.ec/bitstream/123456789/2100/1/tli298.pdf>
- Oxford, R. (2013). Language learning styles and strategies an overview. *Magazine GALA*, 2. Retrieved February, 2018, from <http://web.ntpu.edu.tw/~language/workshop/read2.pdf>
- Pasovic, E. (2014). *Games in the language classroom to play is to learn*. Malmö Högskola. Retrieved February, 2018, from <https://muep.mau.se/bitstream/handle/2043/17961/Ema%20EX%202014%20PDF.pdf>
- Pasovic, E. (2014). *Games in the Language Classroom-To Play is to Learn*. Malmö Högskola. Retrieved february, 2018, from <https://muep.mau.se/bitstream/handle/2043/17961/Ema%20EX%202014%20PDF.pdf>
- Preeti, B. (2013). Role of Emotional Intelligence for Academic Achievement for Students, *I(2)*, 8–12.
- Ramírez, M. (2012). *Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majadahonda)*. Madrid: Universidad Complutense. Retrieved February, 2018, from <https://www.ucm.es/data/cont/docs/119-2015-03-17-11.MariaRamirezGarcia2013.pdf>
- Rick, R. (2012). At a time when university resources are stretched and demands upon staff are increasing, it [peer learning] offers students the opportunity to learn from each other. *American Association for Higher Education (AAHE)*. Retrieved february, 2018, from <https://web.stanford.edu/dept/CTL/Tomprof/postings/418.html>

- Rile, L., Catalan, M., Decenorio, N., & Tan, N. (2015). Multiple intelligences of students with Learning Disabilities: Its Implication for Business Curriculum Development in United Arab Emirates. *Procedia Economics and Finance*, 23, Czech Republic. Retrieved february, 2018, from [https://www.researchgate.net/publication/282555341\\_Multiple\\_Intelligences\\_of\\_Students\\_with\\_Learning\\_Disabilities\\_Its\\_Implication\\_for\\_Business\\_Curriculum\\_Development\\_in\\_United\\_Arab\\_Emirates](https://www.researchgate.net/publication/282555341_Multiple_Intelligences_of_Students_with_Learning_Disabilities_Its_Implication_for_Business_Curriculum_Development_in_United_Arab_Emirates)
- Roos, A. (2013). *Indigenous people will learn English from their context*. Costa Rica: The Nation.
- Rowanne, M. (2017). Learning Styles and Multiple Intelligences of Selected Business Administration Students. *International Journal of Education, Culture and Society*, 1(3), 95-100. Retrieved february, 2018, from <http://article.sciencepublishinggroup.com/pdf/10.11648.j.ijecs.20160103.16.pdf>
- Sbai, A. A. (2015). The Theory of Multiple Intelligences and Its Applications in Science Classroom. *Learning Science & Mathematics*, (1), 1–12.
- Sahota, M. (2010). *Better use of Dialogues*. Recuperado el February de 2018, de ELT Rants, Reviews and Reflections: <https://eltrantsreviewsreflections.wordpress.com/better-use-of-dialogues/>
- Sansoles, M. (2010). *The discursive competence*. Retrieved February, 2018, de Official school of languages of Madrid: <http://marcoele.com/descargas/navas/18.fernandez.pdf>
- Segura, R. (2012). *The importance of teaching listening and speaking skills*. Madrid: Universidad Complutense. Retrieved February, 2018, from <https://www.ucm.es/data/cont/docs/119-2015-03-17-12.RocioSeguraAlonso2013.pdf>
- Shannon, M. (2013). *The theory of multiple intelligences in teaching Spanish*. Spain: University of Salamanca. Retrieved february, 2018, from <http://www3.gobiernodecanarias.org/medusa/ecoblog/yrodmar/files/2015/05/inteligencias-multiples-AliciaMarieShannon.pdf>

- Sherman, J. (2009). Empathic Intelligence: To put yourself in their shoes, unlace yours. *Psychology Today*. Retrieved february, 2018, from <https://www.psychologytoday.com/blog/ambigamy/200905/empathic-intelligence-put-yourself-in-their-shoes-unlace-yours>
- Sherrin, D. (03 de December de 2015). *Role-playing brings learning to life*. February de 2018, from UFT: <http://www.uft.org/teacher-teacher/role-playing-brings-learning-life>
- Stein, S., & Book, H. (2006). *The EQi Edge: Emotional Intelligence and Your Success*. Mississauga: John Wiley & Sons Canada. Ltd.
- Szumski, G., Smogorzewska, J., Grygiel, P., & Orlando, A.-M. (20 de november de 2017). Examining the Effectiveness of Naturalistic Social Skills Training in Developing Social Skills and Theory of Mind in Preschoolers with ASD. *Springer*. Retrieved february, 2018, from <https://link.springer.com/content/pdf/10.1007%2Fs10803-017-3377-9.pdf>
- Tabatabaei, O., & Jamshidifar, M. (2013). The Relationship between Emotional Intelligence and Willingness to Communicate among EFL Learners. *International Journal of English Language Education*, 2(1), 90. <https://doi.org/10.5296/ijele.v2i1.4650>
- Talley, P. C., & Tu, H.-L. (2014). Implicit and Explicit Teaching of English Speaking in the EFL Classroom. *International Journal of Humanities and Social Science*, 4(6), 38–46.
- Tlazalo Tejada, A. C., & Basurto Santos, N. M. (2014). Pronunciation Instruction and Students' Practice to Develop Their Confidence in EFL Oral Skills. *Profile*, 16(2), 151–170. <https://doi.org/10.15446/profile.v16n2.46146>
- Thomson, N. (2012). *Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tounge*. Kongsberg International School .
- Topping, K. (2005). Trends in Peer Learning. *Educational Psychology*, 25(6), 631–645. Retrieved february, 2018, from <http://www.jesexpertise.be/bibb/bijlagen/trends.pdf>

- Treher, E. (2011). *Learning with Board Games*. The Learning Key, Inc. Retrieved february, 2018, from [https://www.thelearningkey.com/pdf/Board\\_Games\\_TLKWhitePaper\\_May16\\_2011.pdf](https://www.thelearningkey.com/pdf/Board_Games_TLKWhitePaper_May16_2011.pdf)
- Utenga, A. (2016). The Role of Input Simplification and Interactional Modification Strategies in the Tanzanian English-Language Classroom, 7(1).
- Wright, B. (2017). *The meaning of responsibility*. Florida Fire Marshals and Inspectors Association. Retrieved february, 2018, from <http://www.imsasafety.org/journal/mj08/20.pdf>
- Yildiz, M. A., & Duy, B. (2013). Improving empathy and communication skills of visually impaired early adolescents through a psychoeducation program. *Kuram ve Uygulamada Egitim Bilimleri*, 13(3), 1470–1476. <https://doi.org/10.12738/estp.2013.3.1607>

## ANNEXES

### Annex1. Survey



## UNIVERSIDAD TÉCNICA DE AMBATO DIRECCIÓN DE POSTGRADO MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRAJERA

### Survey directed to the students of Unidad Educativa “Doce de Mayo”

**Objective:** Determine the effectiveness of interpersonal intelligence in the English speaking development of students from secondary education in “Unidad Educativa Doce de Mayo” in Puyo city, Pastaza province.

#### Instructions:

Below is a series of statements related to the use of interpersonal intelligence in the English speaking development? Use a check mark to indicate your level of agreement or disagreement with each of the following statements:

#### Questionnaire:

1. Does the teacher use interactive activities in the classroom, so students can listen carefully, respect forms and respond appropriately?

a) Yes	
b) No	
c) Sometimes	

2. Does the teacher motivate students to use facial expressions, feelings and moods in interactive activities, like role-plays, debates, group work and pair work?

a) Yes	
b) No	
c) Sometimes	

3. Does the application of interactive activities, like role-plays, debates, group work and pair work help students to improve their fluency?

a) Yes	
b) No	
c) Sometimes	

4. Does the teacher use different student groupings: whole class, group work and pair work, solo-work, and class-to-class; so students can participate actively in interactive activities, like debates, role-plays, group work and pair work?

a) Yes	
b) No	
c) Sometimes	

5. Does the teacher persuade students to use their own expressions, vocabulary and grammar to handle conflicts, negotiate, and interact (produce ideas, share ideas and discuss); and in this way avoid memorization in oral activities?

a) Yes	
b) No	
c) Sometimes	

6. Does the teacher promote grammar, pronunciation and vocabulary study and learning; so they can be applied in interactive activities?

a) Yes	
b) No	
c) Sometimes	

7. Do you feel confident to express your ideas, feelings and mood when you are interacting with the teacher and with your classmates in the classroom?

a) Yes	
b) No	
c) Sometimes	

**THANK YOU FOR YOUR ANSWERS**



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSTGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS**  
**COMO LENGUA EXTRAJERA**

**Survey directed to English teachers of Unidad Educativa “Doce de Mayo”**

**Objective:** Determine the effectiveness of interpersonal intelligence in the English speaking development of students from secondary education in “Unidad Educativa Doce de Mayo” in Puyo city, Pastaza province.

**Instructions:**

Below is a series of statements related to the use of interpersonal intelligence in the English speaking development. Use a check mark to indicate your level of agreement or disagreement with each of the following statements:

**Questionnaire:**

1. Do you use interactive activities in the classroom, so students can listen carefully, respect forms and respond appropriately?

a) Yes	
b) No	
c) Sometimes	

2. Do you motivate students to use facial expressions, feelings, moods in interactive activities, like role-plays, debates, group work and pair work?

a) Yes	
b) No	
c) Sometimes	

3. Does the application of interactive activities, like role-plays, debates, group work and pair work help students to their improve fluency?

a) Yes	
b) No	
c) Sometimes	

4. Do you use different student groupings: whole class, group work and pair work, solo-work, and class-to-class; so students can participate actively in interactive activities, like debates, role-plays, group work and pair work?

a) Yes	
b) No	
c) Sometimes	

5. Do you persuade students to use their own expressions, vocabulary and grammar to handle conflicts, negotiate, and interact (produce ideas, share ideas, discuss); and in this way avoid memorization in oral activities?

a) Yes	
b) No	
c) Sometimes	

6. Do you promote grammar, pronunciation and vocabulary study and learning; so they can be applied in interactive activities?

a) Yes	
b) No	
c) Sometimes	

7. Do students feel confident to express their ideas, feelings and mood when they are interacting with the teacher and with other students in the classroom?

a) Yes	
b) No	
c) Sometimes	

**THANK YOU FOR YOUR ANSWERS**



Annex 3. Validation

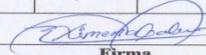


**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSTGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRAJERA**  
**INSTRUMENTO DE VALIDACIÓN (Encuesta a estudiantes)**

Item	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representativa				Observaciones	C. Language		Observaciones
	Pertenencia (P)	No Pertenencia (NP)		Optima (O)	Buena (B)	Regular (R)	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	✓				✓				✓		
2	✓				✓				✓		
3	✓				✓				✓		
4	✓				✓				✓		
5	✓				✓				✓		
6	✓				✓				✓		
7											
<b>Datos del validador</b>			Suárez Mosquera Wilma E.		1802859841						
			Apellidos y Nombres		No.- Cédula						Firma
			Docente de Inglés		Docente		04/04/2018		0999229183		
			Profesión		Cargo		Fecha		Teléfono		



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**DIRECCIÓN DE POSTGRADO**  
**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRAJERA**  
**INSTRUMENTO DE VALIDACIÓN (Encuesta a estudiantes)**

Item	A. Correspondencia de las preguntas del instrumento con los objetivos, variables y enunciados		Observaciones	B. Calidad técnica y representativa				Observaciones	C. Language		Observaciones
	Pertenencia (P)	No Pertenencia (NP)		Optima (O)	Buena (B)	Regular (R)	Deficiente (D)		Adecuado (A)	Inadecuado (I)	
1	✓			✓					✓		
2	✓			✓					✓		
3	✓			✓					✓		
4	✓			✓					✓		
5	✓			✓					✓		
6	✓			✓					✓		
7	✓			✓					✓		
<b>Datos del validador</b>			Calero Sánchez Ximena A		1302884062		 <b>Firma</b>				
			<b>Apellidos y Nombres</b>		<b>No.- Cédula</b>						
			Docente de Inglés		Docente UTA		04/04/13		2847362		
			<b>Profesión</b>		<b>Cargo</b>		<b>Fecha</b>		<b>Teléfono</b>		