

UNIVERSIDAD TÉCNICA DE AMBATO



PORTADA

DIRECCIÓN DE POSGRADO

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO
LENGUA EXTRANJERA**

TEMA: “KINESTHESIA IN SPEAKING SKILL DEVELOPMENT”

Trabajo de Investigación Previo a la Obtención del Grado Académico de Magister en la
Enseñanza del Idioma Inglés Como Lengua Extranjera

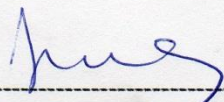
AUTOR: Licenciado William Fernando Muñoz Arboleda

DIRECTORA: Licenciada Lorena Parra Magíster

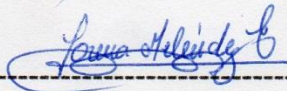
**Ambato – Ecuador
2019**

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 de Tribunal e integrado por las señoras: Licenciada Lorena Monserrath Melendez Escobar Magister, Sarah Jacqueline Iza Pazmiño Magister, Licenciado Manuel Xavier Sulca Guale Magister, Licenciada Judith Alexandra Silva Chavez Magister, suplente. Miembros de Tribunal designadas por la Unidad de Titulación de la Universidad Técnica de Ambato, para receptor el trabajo de Investigación con el tema “ **KINESTHESIA IN SPEAKING SKILL DEVELOPMENT** “ elaborado y presentado por la Licenciado William Fernando Muñoz Arboleda, para optar por el Grado Académico de Magister en La Enseñanza del Idioma Ingles 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 la bibliotecas de la UTA.



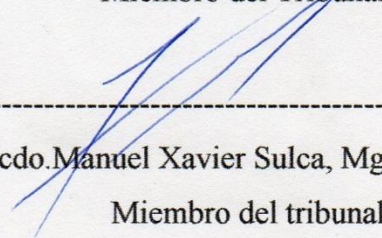
Dr. Héctor Fernando Gómez Alvarado
Presidente del Tribunal



Lcda. Lorena Monserrath Melendez, Mg
Miembro del Tribunal



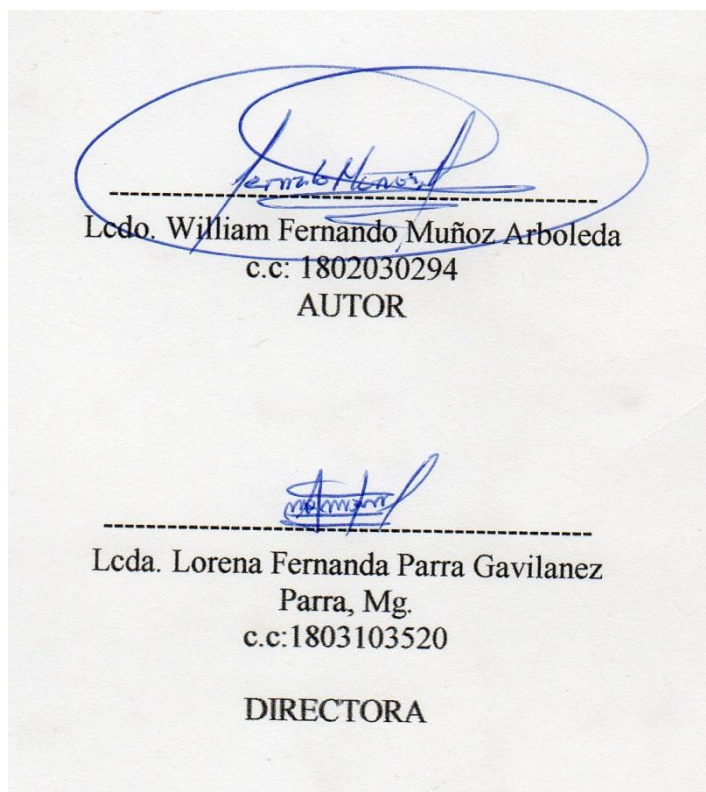
Lcda Sarah Jacqueline Iza, Mg
Miembro del Tribunal



Lcdo. Manuel Xavier Sulca, 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: **“KINESTHESIA IN SPEAKING SKILL DEVELOPMENT”**, le corresponde exclusivamente a: Licenciado William Fernando Muñoz Arboleda, Autor bajo la Dirección de la Licenciada Lorena Parra, Magíster, Director del Trabajo de Investigación; y el patrimonio intelectual a la Universidad Técnica de Ambato.



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 este, dentro de las regulaciones de la Universidad.



Lcdo. Willam Fernando Muñoz Arboleda
C.C: 1802030294
AUTOR

INDEX

PORTADA.....	i
A la Unidad de Titulación de la Universidad Técnica de Ambato	ii
AUTORÍA DEL TRABAJO DE INVESTIGACIÓN	iii
DERECHOS DE AUTOR	iv
INDEX.....	v
AGRADECIMIENTO	x
DEDICATORIA	xi
RESUMEN EJECUTIVO.....	xii
EXECUTIVE SUMMARY	xiii
INTRODUCTION	1
CHAPTER I.....	3
1. PROBLEM STATEMENT.....	3
1.1 Theme of the problem.....	3
1.2 Problem statement.....	3
1.2.1 Contextualization	3
1.2.2 Critical analysis.....	6
1.2.3 Relationship Cause and Effect.....	7
1.2.4 Prognosis.....	7
1.2.5 Problem Formulation	8
1.2.6 Research Questions.....	8
1.2.7 Delimitation	8
1.3 Justification.....	8

1.4 Objectives	10
1.4.1 General Objective	10
1.4.2 Specific Objectives	10
CHAPTER II.....	11
THEORETICAL FRAMEWORK.....	11
2.1 Research Background	11
2.2 Legal Basis.....	13
2.3 Philosophical Foundation	14
2.3.1 Ontological Foundation	14
2.3.2 Epistemological Foundation	15
2.3.3 Axiological Foundation	15
2.4 Key Categories.....	16
2.4.1 Constellation of ideas Independent Variable	17
2.4.2 Constellation of ideas Dependent Variable	18
2.5 Theoretical Framework of the Independent Variable	19
2.5.1 Teaching Learning Language	19
2.5.2 Learning Strategies	20
2.5.3 Multiple Intelligences	21
2.5.4 Kinesthesia.....	23
2.5.5 Advantages of kinesthetic intelligence	24
2.5.6 Fundamental areas in kinesthetic intelligence	25
2.5.7 Kinesthetic intelligence in the classroom	26
2.5.8 Kinesthetic Teaching Resources	28
2.5.8 Kinesthetic learning strategies	29

2.6 Theoretical Framework of the Dependent Variable	31
2.6.1 Nature of communication	31
2.6.2 Language Skills.....	32
2.6.3 Productive skills.....	33
2.6.4 Oral Skill.....	35
2.6.5 Speaking Skill	35
2.6.5 Speaking Skill development	37
2.6.5 Speaking Development strategies	38
2.6.6 Memory Strategies	38
2.6.7 Cognitive Strategies	39
2.6.8 Compensation Strategies.....	39
2.6.9 Indirect strategies Metacognitive strategies.....	40
Affective Strategies.....	41
2.7 Hypothesis	41
2.8. Pointing of hypothesis Variables	41
CHAPTER III	42
METHODOLOGY	42
3.1. Basic method of research	42
3.2. Type of research.....	42
Level or type of research	43
3.3. Population and Sample	44
3.4. Operationalization of Variables	45
3.6. Collection of information.....	49
3.7. Data collection and analysis	50

3.8. Methods and instruments	50
The research instruments covered in this investigation are:	50
Rubric.....	51
Survey	51
CHAPTER IV	53
ANALYSIS AND INTERPRETATION OF RESULTS.....	53
4.1 Analysis of results.....	53
4.2. Data Interpretation	53
4.3. Hypothesis verification	64
Results and hypothesis testing	66
4.4. Findings	66
4.5. Speaking test results.....	66
4.5.1. Speaking pre-test results	67
4.5.2. Speaking post-test results.....	68
CHAPTER V	71
CONCLUSIONS AND RECOMMENDATIONS	71
5.1 Conclusions.....	71
5.2 Recommendations.....	72
CHAPTER VI.....	73
THE PROPOSAL	73
6.1.INFORMATION DATA	73
6.2.PROPOSAL BACKGROUND.....	73
6.3.JUSTIFICATION	74
6.4.OBJECTIVES	74

6.4.1. General objective	74
6.4.2. Specific objectives	74
Notes for Teachers	77
ROLE PLAY	80
Skills Developed and evaluated	80
Step-by-step model for classroom implementation (Kodotchigova, 2002):	80
BODY RESPONSE	84
Skills developed and evaluated	84
How to Use in Class (Model by Muñoz Fernando, 2018)	85
BODY MAPS	86
Skills Developed and evaluated	86
How to Use in Class (Model by Muñoz Fernando, 2018)	86
COMPETITIVE AND COOPERATIVE GAMES	89
Skills Developed and evaluated	89
How to Use in Class (Model by Muñoz Fernando, 2018)	89

AGRADECIMIENTO

Agradesco a Dios por proporcionarme vida, salud y sabiduría para continuar estudiando. A mi bendecida madre, mi familia, especialmente a mis hijas por apoyarme y alentarme durante este proceso de aprendizaje. A mi tutora por ayudarme con sus valiosos consejos para concluir este trabajo y a mis alumnos por permitirme compartir algunos conocimientos con ellos

Fernando Muñoz

DEDICATORIA

Me gustaría dedicar esta investigación a Dios, mis padres, a mis hermanos, a mis hijas por ser mi inspiración para seguir estudiando y esforzándome en cada situación personal y académica; y a mis sobrinos por haberme ayudado en mis momentos más difíciles brindándome su apoyo para levantarme y seguir adelante

Fernando Muñoz

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

TEMA:
“KINESTHESIA IN SPEAKING SKILL DEVELOPMENT”

AUTOR: Licenciado William Fernando Muñoz Arboleda
DIRECTOR: Licenciada Lorena Parra, Magíster
FECHA: Enero 22nd, 2019

RESUMEN EJECUTIVO

Esta investigación se desarrolló con el objetivo de determinar la influencia de las estrategias metodológicas de aprendizaje kinestésico, en el desarrollo de la habilidad de hablar el idioma inglés de los estudiantes. En esta investigación se utilizó un método cualitativo-cuantitativo; cualitativo porque se observó el rendimiento de los alumnos en clase; cuantitativa debido a que se analizó estadísticamente las calificaciones obtenidas en el pre and post test. La población estuvo compuesta por ciento diez estudiantes de la Unidad Educativa Pelileo de 8th nivel, se trabajo con los paralelos A.B-C. Además, se llevó a cabo una investigación cuasi-experimental. Así también, este trabajo se desarrolló a través de una investigación bibliográfica y de campo. Por un lado, bibliográfico porque la información sobre esta investigación se obtuvo de libros ya publicados; por otro lado, la investigación fue de campo ya que todo el grupo fue experimental se observado y sometio a la utilizacion de estrategias metodologicas de kinesthesia. El instrumento utilizado en esta investigación fue la parte oral de un examen proporcionado por el investigador bajo la vadilacion de expertos mismo que se administró antes y después del tratamiento de las srategias antes mencionadas. De igual manera, se llevó a cabo una prueba T para verificar la hipótesis, teniendo como resultado que la hipótesis nula fue rechazada y la hipótesis alternativa fue aceptada. Por lo tanto la utilizacion de estrategias de kinesthesia contribuyó a un mejor rendimiento en la producción oral. Se obtuvo una mejora en los parametros presentados en el pre test Fluency, Vocabulary, Communication ability and pronunciation, establecida en el instrumento de evaluación

Palabras clave: Aprendizaje Kinestesico, estrategias, investigacion, Producción oral, pre-test, post-test, quasi-experimental, hipotesis, mejor rendimiento

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

THEME:

KINESTHESIA IN SPEAKING SKILL DEVELOPMENT"

AUTOR: Licenciado William Fernando Muñoz Arboleda
DIRECTOR: Licenciada Lorena Parra, Magíster
FECHA: Enero 22nd, 2019

EXECUTIVE SUMMARY

This research was developed with the objective of determining the influence of kinesthetic methodological strategies in the development of the students' ability to speak the English language. In this research, a qualitative-quantitative method was used; qualitative because the performance of the students in class was observed; quantitative because the scores obtained in the pre and post test were analyzed statistically. The population was composed of one hundred and ten students and the Pelileo Educational Unit of 8th level, work with parallels A.B-C. In addition, a quasi-experimental research was carried out. Also, this work was developed through a literature and field research. On the one hand, bibliographic because the information about this research was obtained from books already published; On the other hand, the research was field because the whole experimental group was observed and subjected to the use of kinesthesia methodological strategies. The instrument used in this investigation was the oral part of an examination provided by the researcher under the same expert's validation that was administered before and after the treatment of the aforementioned strategies. Likewise, a T test was carried out to verify the hypothesis, with the result that the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore, the use of kinesthesia strategies contributed to a better performance in oral production. An improvement was obtained in the parameters presented in the Fluency, Vocabulary, Communication ability and pronunciation test, established in the evaluation instrument

Key words: Kinesthetic learning, strategies, research, oral production, pre-test, post-test, quasi-experimental, hypothesis, better performance

INTRODUCTION

This research's aim focuses on the influence of Kinesthetic Learning strategies to develop the speaking skill in 8th level of Basic Education. It was necessary to revise bibliographic material which permitted to show that exists a clear relationship among the two variables under investigation. This research was developed due to the identification of students' oral production problems i.e., they presented difficulties to communicate among them through the speaking skill in the English classes. Learners showed constraints on the parameters of Fluency, vocabulary, communicative ability, pronunciation, and interactive communication, these parameters are established on the instrument used to evaluate.

Moreover, this research is considered important because English oral production is necessary for every day interaction as a tool in their future lives. Besides, it was required to know about Kinesthesia in speaking skill development. Hopefully, this research will be helpful because other teachers and institutions could use the theoretical support to carry out future investigations regarding the use of Kinesthesia to deal with oral production problems.

This research consisted of a field quasi-experimental research. This approach was selected because the population was 110 learners. The group was subjected that was carried out attempting to improve students' oral production in both scores and performance. It is important to mention that this research was developed using a qualitative-quantitative approach. Besides, the speaking part Test was the instrument used to carry out a pre and post-test before and after the treatment.

Finally, this research was useful to realize the importance of having an extra material to work to help students in the oral production as well as collaborative and interpersonal skills development.

This research work is divided into six chapters:

CHAPTER I presents the theme of the problem, its contextualization at macro, meso and micro levels, critical analysis, prognosis, the setting of the problem, research questions, research delimitation, justification, and the objectives to be achieved.

CHAPTER II displays the research background taking into consideration previous studies related to the topic under research which were deeply analyzed, philosophical foundations, legal basis, key categories, theoretical support for independent variable which was called as Kinesthesia as well as the dependent variable which was named speaking skill development variables, the hypothesis, and signaling of hypothesis.

CHAPTER III describes the methodology applied in this study in terms of the basic method of research, the level or type of research, the population, and operationalization of variables, method of data collection and data collection, and analysis.

CHAPTER IV presents the results obtained from the pre and post- test applied to the students before and after the treatment. It also displays the analysis and results, data interpretation, and hypothesis verification in order to evaluate the feasibility of the research.

CHAPTER V addresses the conclusions and recommendations that are established according to the objectives of this research as well as the research questions.

CHAPTER VI displays the proposal which contains information about informative data, proposal background, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment

CHAPTER I

1. PROBLEM STATEMENT

1.1 Theme of the problem

“Kinesthesia in speaking skill development”

1.2 Problem statement

Kinesthetic intelligence influence in the development of the students’ English- speaking skill

1.2.1 Contextualization

English is considered as the official language around the world that is why it is necessary to improve the teaching-learning process through physical bodily movement, gestures or some active techniques which are called Kinesthesia (Lizasoain, Zárate, Véliz, Luci, & Rojas-mora, 2016). The English language contributes as a fundamental tool of universal communication in many areas such as technology, industry, commerce, business, entertainment, sports, and education. English is the world’s lingua franca and it is essential in order to interact and communicate in today’s globalized world to live together and to take a more proactive role as a world citizens. When EFL (English as a Foreign Language) teachers teach pronunciation and oral communication to students, they are confronted with the situation that many students are not able to hold a conversation, however simple it may be, and know very little about pronunciation. In addition, this lack of pronunciation leads to errors in written expression (Gutiérrez & Landeros, 2010).

The process of teaching and learning a foreign language has always been complicated for students and, consequently, teachers must seek solutions to this situation, trying to design meaningful and motivating learning situations through various educational methodologies. The Education is always changing, teachers must be very well prepared to be competent in order to help in a positive way in this field. The actualization of knowledge, training courses is also an important aspect for people who work in educational systems, the use of new methodologies, strategies will improve learners to learn and apply in a spoken interaction through a second language (L2) (Pavesi, Bertocchi, Hofmannová, & Kazianka, 2001).

Kinesthetic intelligence is one of the multiple intelligences that is linked to the ability to control the body in coordinated physical activities such as sports, dance and manual skills, among others. Through the body's kinesthetic intelligence, information can be acquired which, by the effect of movement and experience, becomes learning, the same that can achieve significant learning in the development of the ability to speak (Hoeskstra, 2014).

The Ecuadorian government considers the importance of the English language which equips individuals to understand people and cultures beyond linguistic and geographic boundaries (Ministerio de Educacion del Ecuador, 2017). It is necessary to consider that students need to develop the ability to use their own bodies to perform activities or solve problems. Beginning especially with the control of the automatic movements, voluntary and advancing towards the use of the body in a highly differentiated way, competent in communication, expression of ideas and feelings, knowing concretely that movement is their innate language, from the wide movements of the body, arms and hands to introduce them into speaking, they allow them to learn by doing through movement and multisensory experiences. The educational authorities want to reach Level B1 by The Common European Framework References (CEFR) which means that when the learners finish high school at this level, they will be able to communicate in everyday situations, to solve basic problems, communicate basic needs in situations such as travel, work, providing them future opportunities for finding better jobs, studying abroad, getting a scholarship, access to information and resources through information and communication technologies, but in fact it does not occur, when learners arrive to universities, students can not develop the language in their real lives or speak in context because of the lack of necessities. Our students after studying 3 hours or 5 hours class weekly, 200 hours in a year, and 1200 hours during 6 school years can not interact with this productive skill (Speaking).

In Tungurahua province one of the weakest situations is that some institutions and teachers focus their learning process on teaching Grammar, memorization of verbs, vocabulary, conversations and the worst thing is the Spanish usage in class which doesn't allow pupils to familiarize and practice English in or out of classes. Being more specific in "Unidad Educativa Pelileo" 8th level teachers continue working with old traditional methodologies that cause low grades, lack of motivation, and poor spoken interaction

development.

Finally, in “Unidad Educativa Pelileo” English teachers must be motivated to get better communication between each other and with their learners having a positive attitude, realizing the importance of speaking a second language in a significant manner in the school and in their environment, there is also an English Lab which will be used to facilitate the implementation of this proposal through Kinesthesia in speaking skill development, some difficulties persist because some of the authorities, teachers, students from rural areas do not accept the usage of the new technologies to be developed in the Institution in addition it is not permitted the usage of those devices in class because they are considered as a distractors for the students, Most of the students are from the rural areas and they do not have the necessary prerequisites when they arrive to high school it means that they do not study English as a second language in primary grades or they only take two or three hours of classes weakly with a teacher that is called Special, teachers are not well prepared to work with kids or children, in our Universities the curriculum does not prepare professors to work with them, our major is in Teaching English in Second Levels, but as professionals of the Educational System it is important and necessary to develop some researches, materials, strategies to accompany the Ecuadorian Curriculum, books, methodologies to work in classes with our pupils.

Also Parents in rural areas do not consider learning another language important, they do not help in this teaching-learning process at the time that start classes only in English they protest and do meetings with authorities

It is very important that authorities, teachers, students and parents will take an important role in the program and all together can work with the new methodology, the usage of Kinesthesia in speaking skill development and technology available, there are a few classes that have internet, smartphones, tablets to be used to work with the authentic material, to create a spoken interaction environment through oral production

1.2.2 Critical analysis

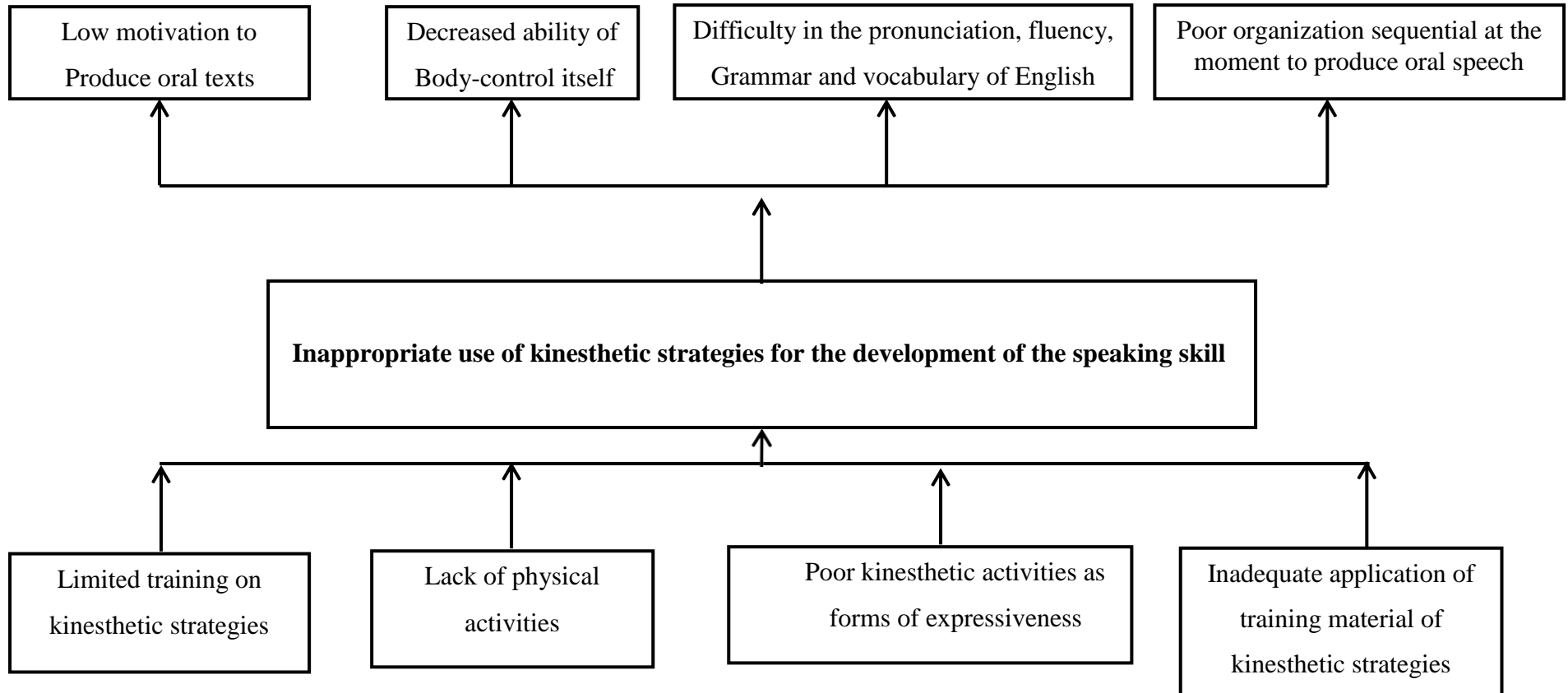


Figure 1 Problem Tree

Elaborated by: Muñoz Fernando, 2018

1.2.3 Relationship Cause and Effect

It is alarming that teachers do not apply methodologies or activities to develop kinesthetic intelligence in young people, which facilitates communication and provides opportunities and experiences to establish a connection between the teaching and learning process. Based on this problem, it is possible to define the different factors that cause it and the consequences that arrive.

Limited Training on Kinesthetic Strategies produce low motivation in oral skill, if some teachers do not use movement or physical activities it can decrease the ability of body control specially with children in some cases it is necessary to work with kinesthetic activities to express ideas, commands to the students in order to be a model to get better understanding, good pronunciation, fluency and vocabulary of English.

Using an adequate application of kinesthetic strategies the production of oral speech could be better. It can also be observed that within the educational curriculum there are no strategies for kinesthetic, consequently this reflected poor sequential organization when producing the language orally, and reflects minimal development language.

Another cause is the lack of training on kinesthetic strategies for teachers, which has led to a lack of training for teachers has hindered the development of sub skills such as pronunciation, fluency, grammar, and English language vocabulary, and the use of traditional methods cause poor motivation to produce oral texts in the classroom.

Finally, the inadequate application of didactic and training material material on kinesthetic strategies, by teachers, has generated unsatisfactory results in the development of oral production and low level of assimilation of the new language.

1.2.4 Prognosis

Research shows that students that don't have the opportunity to produce oral texts, will not improve their ability to use the skills such as: the pronunciation, fluency, grammar and vocabulary in language learning, when applying the kinesthetic strategies instead of traditional methods, with the purpose of to obtain satisfactory results and that the students at the end of the first year of high school will be able to produce the language orally and sequentially.

In this investigation, we will prove that there is a poor motivation to produce spoken

texts, such as poor sequential organization at the time of producing the language, and students will also gain difficulty in vocabulary, the grammar, pronunciation and fluency in English language learning.

The present project research is very important if teachers don't apply Kinesthesia in speaking skill development in 8th level learners of "Educacion General Basica (EGB) in Unidad Educativa "Pelileo" the problem will continue and our future students will get low grades through spoken production. In addition, the new English curriculum and methodologies must be known, socialized and practiced in classes to be used by educators and students to avoid English language fear. To apply learning strategies focused on Kinesthesia will help the learning process to develop a productive linguistic competence (speaking) which is an important skill for future professionals.

1.2.5 Problem Formulation

How do the kinesthetic learning strategies influence in the development of the speaking skill?

1.2.6 Research Questions

- What are the current speaking strategies applied by the teachers in the development of English speaking skill?
- What kinesthetic learning strategies promote the development of the speaking skill?
- What are the effects of applying kinesthetic learning strategies on the student's speaking skill?

1.2.7 Delimitation

The present research has the next characteristics:

Field: Educative

Area: Teaching English as a Foreign Language **Aspect:** Kinesthesia in speaking skill

Temporary: 2018

Place: Unidad Educativa "Pelileo"

1.3 Justification

Specifically, the intention of this work, based on the theme of Kinesthetic learning strategies, seeks to give a new vision to Education. It is **important** because it seeks to overcome the excessive attention that this stage pays to the acquisition of communication so that the horizon is extended and an alternative vision of education is given, which differs greatly from the traditional one.

This research has an important **interest** between authorities, teachers, students and people who are involved in Education in Unidad Educativa “Pelileo”. It will improve the learning process of each student through the application of Kinesthesia strategies in Speaking Skill Development. This methodology will help students to learn a Second Language (L2) in a natural and authentic way instead of using traditional ones

In other words, the practice of communication through the movements of the body will provide a real pleasure for the discovery of the body in movement and the security of its control, is a spontaneous behavior with its own body language through daily practices of body activities, which seeks the interaction of the body intentionally using gestures, looks and body postures as a means to achieve it in an integral way.

Its **impact** pretends to look for and analyses how useful could be this project in class to learn in an active way through physical movements, gestures, body language and mimics, learners need to learn how to solve problems, change, identify and transform concepts, the teacher should be a guide in the classroom, classes should be as learner-centered as possible to be sure that learners’-learning and not teachers’ teaching.

This research project is **feasible** due to the researcher has the necessary resources such as economics, time and the authorities support to work with.

It is original, there is not another similar research project in Universidad Tecnica de Ambato, in class A or B of the Magister program and in Unidad Educativa “Pelileo” school.

In brief, this investigation helps the quality of Education where the main professors role is to set Kinesthesia in speaking skill development in order to have better interaction spoken results in classes and outside of them, the Educational Community will be benefit having pro-active and encouraged learners to use English Language in a variety of ways

through dance, art, body movement, thus increasing vocabulary or experiencing the language in many ways similar to that in which a native speaker of English does, adapting Physical activities increase learner's motivation, interests and indirectly do language acquisition.

1.4 Objectives

1.4.1 General Objective

To determine the influence of kinesthetic learning strategies the development of the speaking skill in 8th level learners of Educación General Básica (EGB) in Unidad Educativa "Pelileo".

1.4.2 Specific Objectives

- To identify current oral expression strategies applied by teachers in the development of the ability to speak English.
- To establish kinesthetic learning strategies that promote the development of speaking skills.
- To demonstrate the effectiveness of applying kinesthetic learning strategies in the student's ability to speak

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

One of the weakest macro-skills to be developed in teaching English as a Second Language is speaking. The primary classroom provides a favorable environment for fluency-focused, experiential and organic oral skill working with interpersonal interaction and authentic input, the spoken production offers young learners the possibility to act, participate and move (Ridruejo, 2014).

Teachers will encourage pupils' impulse to imitate at this level or age. A good model, good fun, lots of repetitions, physical movement, whole body actions, clapping, and all those activities provide the right conditions for speaking skill development.

After checking some bibliographic research based on the problem, exist some huge projects that will help in my investigation.

There is a research project "Aims to observe the impact caused by the usage of the Total Physical Respond Method (TPR), as strategy to introduce English Language vocabulary to third grade from "Gamma" school in Pereira, Colombia Muñoz Elena (2011). The author said, to achieve the objectives of the study, the participants were observed in traditional English Language teaching lessons where the teacher is the center of the class, afterwards students were taught throught Total Physical Response Method. The results obtained reveal that teaching English Vocabulary through physical response allows children to learn faster and easier, since children find support from physical representation of the facilitator of their peers. On the other hand, a stress-free environment allows learnres to be more receptive and motivated to learn English as a Second Language. This study provides English teachers with relevant information based on the design and implementation of movement activities (Kinesthesia) for students.

Kinesthesia, Empathy, and Related Plesures: an Inquiry into Audience Experiences oof watching dance. Dance is frequently described as being "about" movement "Dance" writes Ann Daly, "although it as avisual component, is fundamentally a kinesthetic art" Daly (1992). Audience experiences of dance can therefore be conceptualized in terms of response to movement, most prominently in terms of what has been described as

“Kinesthetic empathy”, to watch, respond to, or appreciate movement.

Dance, movement can improve learners speaking skill development in terms of motivate active classes, cooperative work by the students in class. To apply Kinesthesia in speaking skill development strengthen, capacities, aptitudes, knowledge and experiences through different games or physical actions.

Reason and Reynolds (2010) conducted a study with the aim of exploring different kinds of kinesthetic, empathetic responses and pleasures (and indeed displeasures) articulated by spectators of live dance across different styles and contexts. Audience experiences of dance can, therefore, be conceptualized in terms of responses to movement, most prominently in terms of what has been described as “kinesthetic empathy”, to watch, respond to, or appreciate movement.

The author mentions that dance, movement can improve learners speaking skill development in terms of motivating active classes, cooperative work by the students’ participation. To apply Kinesthesia in speaking skill development, strengthen, capacities, aptitudes, knowledge, and experiences through different games or physical actions. This article sets out to answer these questions by exploring different kinds of kinesthetic and empathetic responses and pleasures (and indeed displeasures) articulated by spectators of live dance across different styles and contexts. As a result, this paper is structured through discussion of a series of possibilities, mapping the range of pleasures, motivations, and expectations through which spectators engage with the kinesthetic aspects of dance.

The methodology discussed in the research was through a range of qualitative approaches; including interviews, focus groups, and creative techniques that involved in depth engagement with relatively small numbers of individuals in order to gain a nuanced and detailed understanding of their experiences and responses to dance performances. The results demonstrate the variety of attitudes suggests that kinesthetic responses are a key source of pleasure and motivation for many learners.

Another study is the one carried out by Gamboa Mora, Briceño Martínez and Camacho González (2015). The main purpose of their study was to identify characteristics of kinesthetic knowledge in the teaching process of English language that allowed reaching success. The study was included in the field research modality, of a descriptive and bibliographical nature. The research was carried out sharing the facts or phenomena, living their experiences; the socio-educational modality was used through the application

of questionnaires with the purpose of collecting information on the difficulty of teaching the English language, whose data formed the situational diagnosis. Prior to the application of the questionnaire, the pilot test and validation were carried out by means of expert judgment, and then we proceeded to the tabulation, presentation and analysis of the results that allowed us to establish the conclusions and recommendations and to prepare the appropriate proposal for the present study.

Finally, Bautista (2015) executed a study with the aim of the development of a guide with methodological strategies aimed at solving the problems of creative learning of students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón through the development of Bodily Kinesthetic Intelligence the same intelligence that will raise the quality of training and student achievement. The objective should be geared to students, teachers and parents to assimilate through active work the importance of developing Bodily Kinesthetic Intelligence to develop student's creative learning to their daily lives. The methodological guide presented in this project provides tools for teachers to develop an active and participatory educational process based on student welfare.

The type of research methodology is qualitative, quantitative, we used the following researches: applied, descriptive, field and experimental determined as a feasible project. The methods used are: logical method, inductive – deductive method, analytical – synthetic method. Among the instruments used we have the IQ test and surveys for teachers and parents of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón and through these the author obtained the conclusions and recommendations.

2.2 Legal Basis

This research Project has based on the legal field in the teaching-learning process of a second language, here are some legal articles in Ministerio-de-Educación (2011):

Art. 7.- De los derechos.

- a. “Ser actores fundamentales en el proceso educativo.”*
- b. “Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación”.* (pág. 21)

Art. 11.- Obligaciones

b. “Ser actores fundamentales en una educación pertinente, de calidad y calidez con las y los estudiantes a su cargo”.

i. “Dar apoyo y seguimiento pedagógico a las y los estudiantes, para superar el rezago y dificultades en los aprendizajes y en el desarrollo de competencias, capacidades, habilidades y destrezas”. (pág. 26)

Also, in the republic Asamblea-del-Ecuador (2008), some articles are cited according to the rights of students, here are some of them.

Art.- 343 “El Sistema Nacional de Educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población que posibiliten el aprendizaje, generación y utilización de conocimientos mediante las técnicas, estrategias, procesos y dinámicas que sean adecuados y flexibles a dicho procedimiento”. (pág. 106)

Art.- 185 Instrumentación curricular

“Para cumplir los objetivos señalados en el artículo 20 de este reglamento se realizará la instrumentación curricular correspondiente empleando metodologías prácticas tomando en cuenta las características socio-económicas y culturales de los beneficiarios”. (pág. 67)

2.3 Philosophical Foundation

This research Project will use the **criticism and propositive paradigm** this investigation focusses on the analysis, interpretation, and comprehension of the problem. It refers the paradigm as "a set of beliefs and attitudes, a set of beliefs and attitudes, a shared world view by a group of scientists involving methodologies and the other two have been determined. Thus, the use of the different paradigms depends on that their methodologies are justified and validated with the social reality that is going to be the subject of study. The teacher's role is very important if he/she applies Kinesthesia in speaking skill development the student's change must be clear, positive in class and in context (Salcedo Iglesias, 2012).

2.3.1 Ontological Foundation

Narváez-Hernández & Murillo-Rábago (2014) mention that ontology studies being as

being, this interest arises in the history of philosophy since it originates from the need to seek rational explanations to the phenomena of a physical world. Likewise, the kinesthetic learning strategies are tools in which the teaching-learning process can be innovated, seek to guarantee freedom, will so that there is a great variety of educational content that is authentic and up-to-date, leading to the pleasant creation of relationships between teacher and student in an active way and thus promote meaningful, interactive and autonomous learning.

2.3.2 Epistemological Foundation

The epistemological foundation holds that knowledge goes beyond information because it seeks to transform subjects and objects. Therefore, research has as its fundamental basis cognitivist, which is the philosophical current of psychology that considers the human being as a human subject (Plazas, 2006).

To define the path, the kinesthetic learning strategies and the methodology which the present project takes, it is necessary to know the concepts in teaching-learning and why the methodology is inadequate in classroom. The usage of Kinesthesia in speaking skill development with 8th level learners in Unidad Educativa “Pelileo”.

2.3.3 Axiological Foundation

The classroom is one of the best places to help young learners to develop values and character, through physical movement we have the opportunity to model good and bad behavior, physical appearance, gestures that sometimes tells more than a single word, provides pupils to recognize, react to implicit and explicit values and attitudes, strong kinesthesia learners will learn well engaging in activities involving motor skills (hands-on projects, games, total physical response exercises, acting dialogues, and finally movement and gestures stimulate kinesthetic intelligence.

2.4 Key Categories

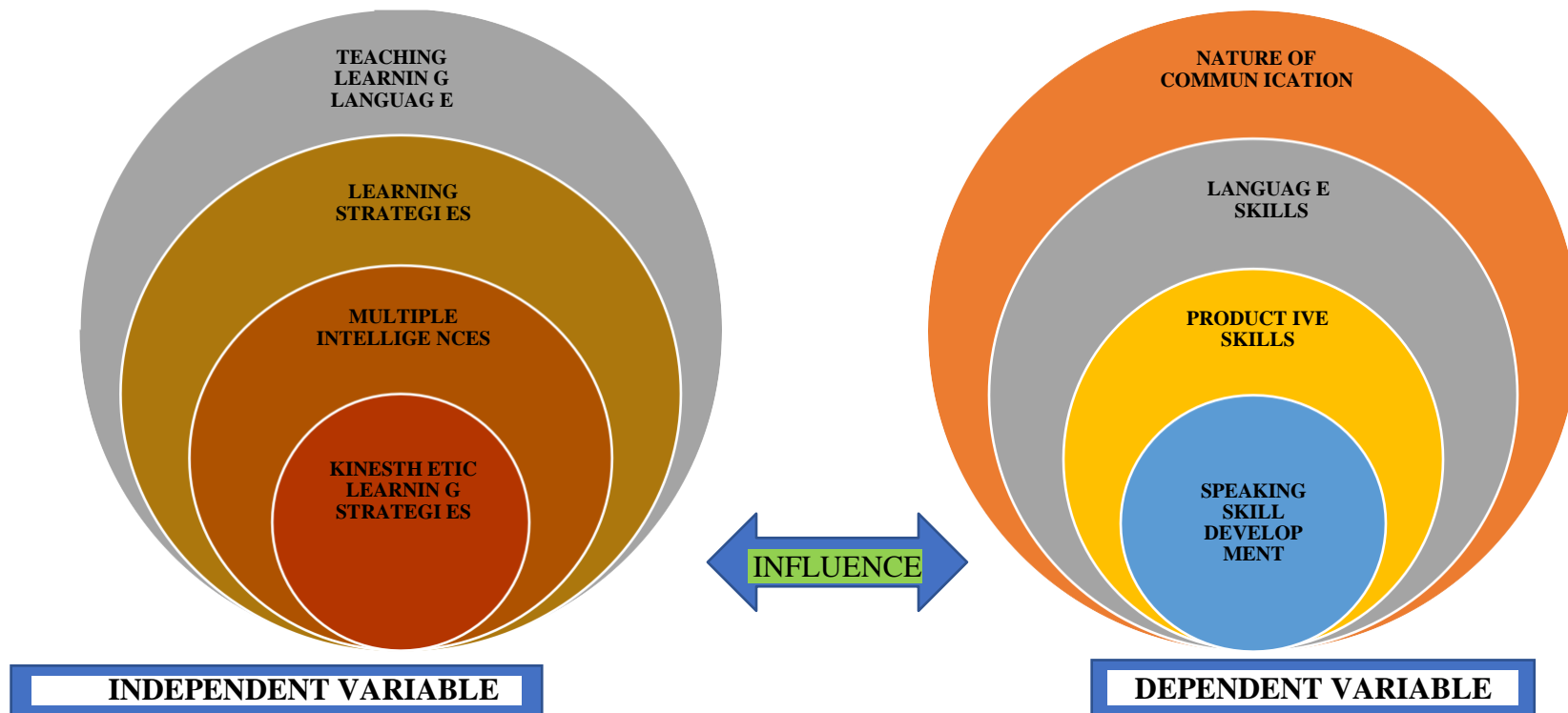


Figure 2 Key Categories

Elaborated by: Muñoz Fernando, 2018

2.4.1 Constellation of ideas Independent Variable

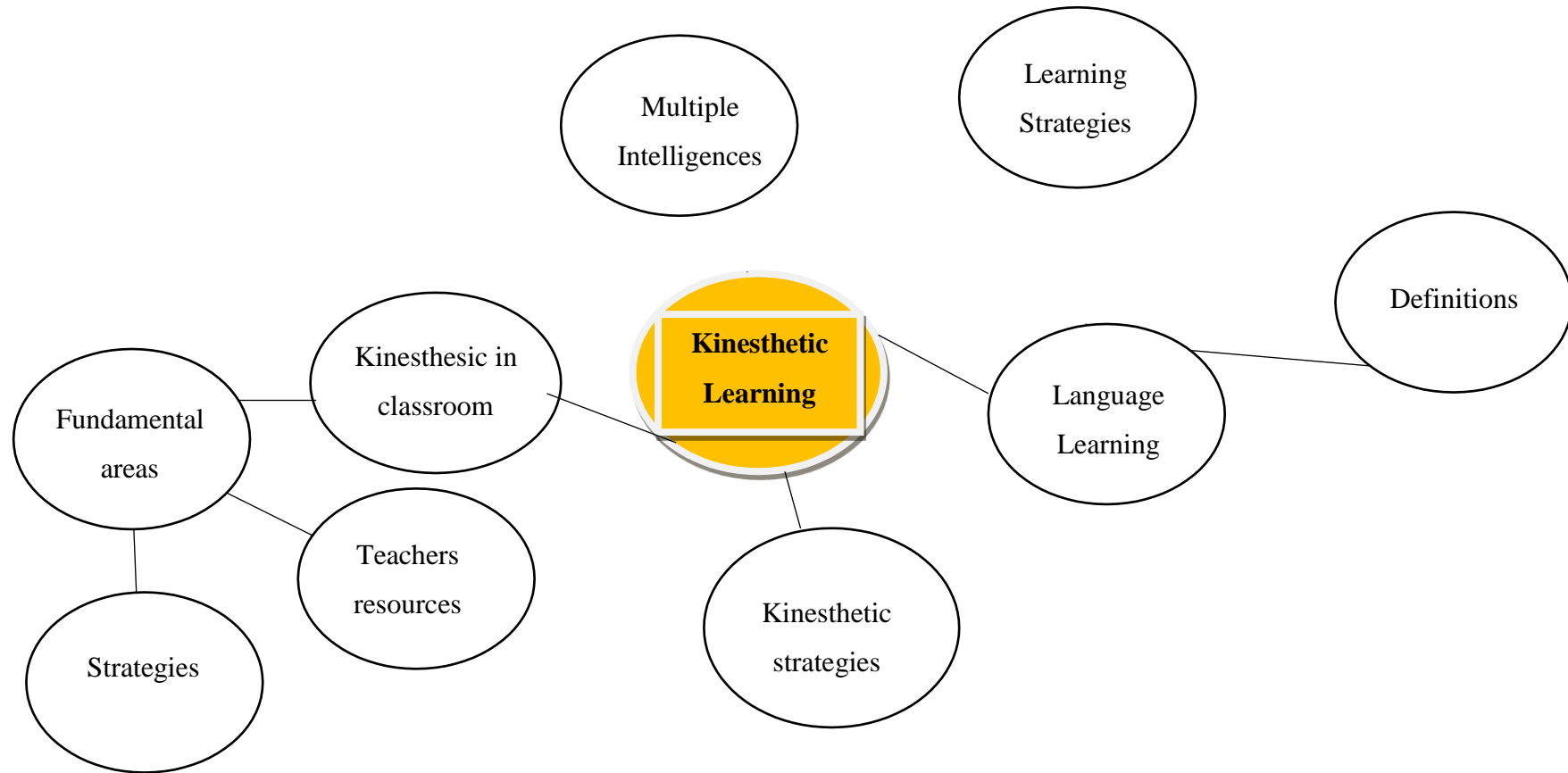


Figure 3 Constellation of ideas Independent Variable
Elaborated by: Muñoz Fernando, 2018

2.4.2 Constellation of ideas Dependent Variable

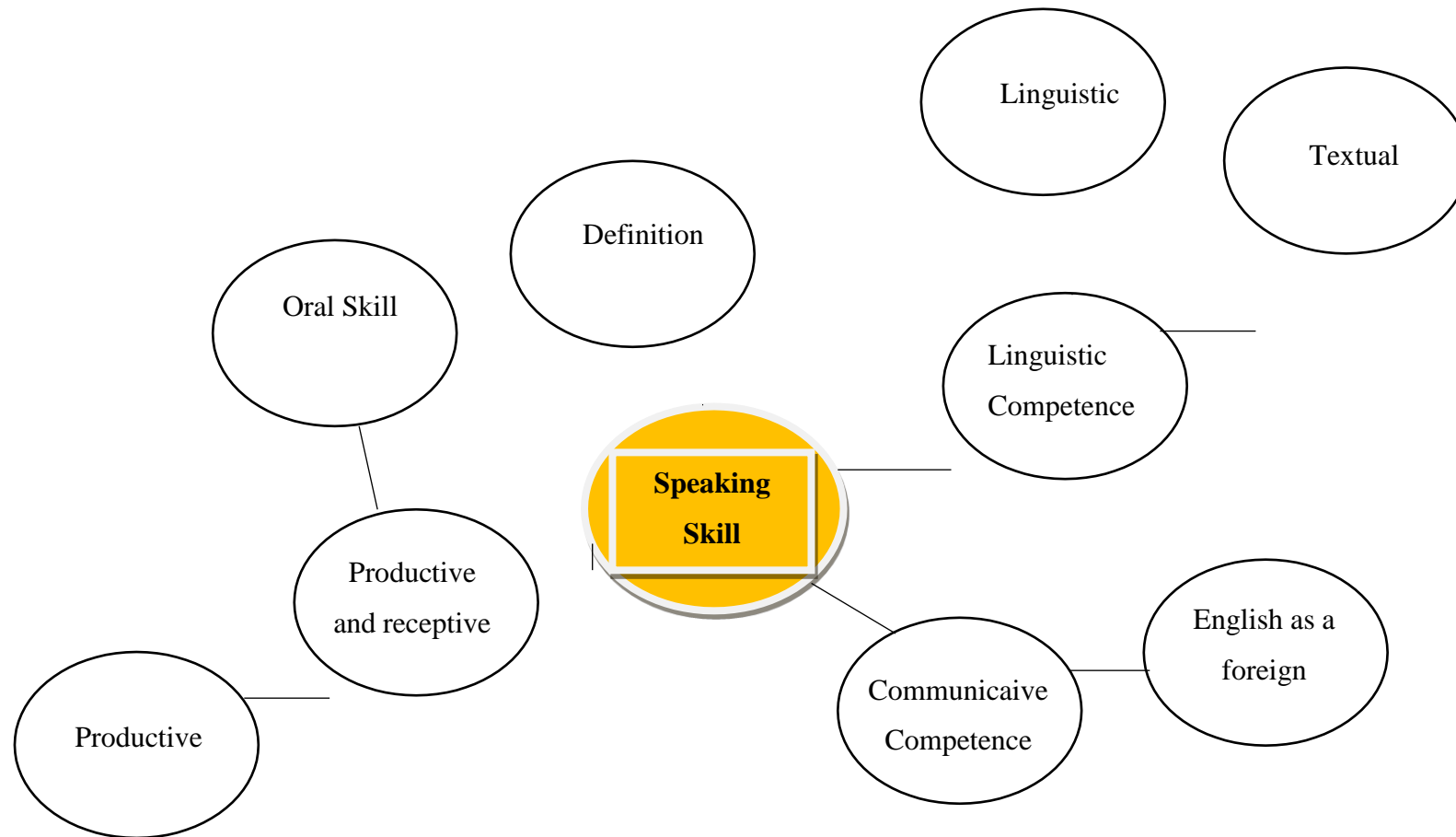


Figure 4 Constellation of ideas Dependent Variable

Elaborated by: Muñoz Fernando, 2018

2.5 Theoretical Framework of the Independent Variable

2.5.1 Teaching Learning Language

(Aguirre et al., 2013) argues that one of the main capacities that human beings have to communicate is language. Its development involves a complicated process and essentially involves the senses of sight and hearing as a tool that first fertilizes the knowledge of teachers, and then the teaching-learning process of reading and writing in the acquisition of another language, phonological awareness.

The ability that enables children to recognize, identify, delimit, deliberately manipulate and act on the sounds or phonemes that make up words. Children do not acquire it spontaneously; it must be learned and its development is essential before the beginning of the graphic teaching of the alphabet. This corroborates that as language reflection increases, anxiety is reduced (Hammond, 2001).

In this regard, Arrieta (2013) states that the development of the first methodologies for the teaching of a second language was not the responsibility of pedagogues, but of intellectuals, diplomats or adventurers with an extensive experiential and cultural background, whose interest in the acquisition of other languages arose from the coexistence in different communities.

According to Krauss & Chiu (1998), the historical evolution of teaching methods shows a relationship between the grammatical and conversational traditions and concludes that the normative knowledge of a language must start from the global description of it, an aspect that traditional teaching of grammar does not take into consideration.

On the other hand, Benítez (2015) argues that there are factors specific to a language that influence its learning. There are languages that are more difficult to learn because they do not belong to the family of our first language; for example, for those of us who are Spanish-speaking, it is easier for us to learn any of the neo-Latin or Romance languages (French, Italian, Portuguese...), but it is difficult for us to learn Latin, Greek or any of the Anglo-Saxon or Germanic languages. All the world's languages have different and specific situations and language patterns, so you have to identify these patterns, practice them and master them to learn the language.

2.5.2 Learning Strategies

With regard to processes, we must think of a series of affective, cognitive, socio-cultural, behavioral, and even biological events that occur during learning. However, the classification of learning processes made by Wang (2016) seems to us to be very useful for the organization of this work.

The teaching-learning process is made up of two fickle variables: on the one hand, teaching can only be understood in relation to learning; and this reality relates not only to the processes related to teaching, but also to those related to which it is also necessary to learn (Player-Koro, 2012).

On the other hand, the learning that has arisen from the conjunction, from the exchange between the actions of the teacher and the student, governed by a specific system and with specific means and strategies, is why the process is taken as the communication system on which it is based by strategies aimed at provoking learning (James-Cook-University, 2016). In this sense teaching can only be understood in relation to learning; and this reality relates not only to the processes linked to teaching, but also to those linked to learning (Young, 2014).

The learning that arises from the conjunction, from the exchange of teacher and student performance in a specific context and with specific means and strategies. It is mentioned that teaching is based on objectives, contents and forms in which the subject is developed, which serve to guide the work of the teachers and at the same time constitute an effective indicator aimed at the student (Curriculum Development Council, 2000).

Learning, on the other hand, is subordinated to the perspective from which it is studied. In the presentation and explanation of different perspectives, a traditional reference point is (Mayer, 1996), according to this author focuses his research on different metaphors such as:

- Learning as an acquisition of response
- Learning as knowledge acquisition
- Learning as a construction of meaning

From this perspective it is mentioned that the teacher is concerned about transmitting the contents exposed, indicated or written in the curricular of the institution which is why it is indicated that learning is the acquisition of knowledge, behaviors and representations.

According to the above, we can consider that the process of teaching is the act by which the teacher shows or arouses educational content (knowledge, habits, skills) to a student, through a means, according to objectives and within a context, the teaching- learning process, which must be covered by the educational group (teachers-pupils) until the solution of the problem is achieved, which is the change of behavior of the student.

2.5.3 Multiple Intelligences

Intelligence can be defined in various ways and from different perspectives; as a complex phenomenon, as it varies depending on the disciplinary approach in which it is used. That is why the definitions of intelligence can be organized into several groups, namely: psychological, biological and operational, taking the particular character of each of these disciplines. The concept of intelligence has changed rapidly as it was perceived as static, innate and influenced by heritage and culture (Schunk, 1996).

In the educational field, this theory provides relevant information on learning styles, helping to perceive students as entities that learn in different ways, which should generate different methodological strategies for the same content, enhancing the student's ability to recognize and use their cognitive abilities to the maximum (Armstrong, 2000).

“Intelligence is the ability to relate knowledge to resolve a given situation in both the personal and educational spheres, in which different cognitive processes are involved in interaction with the environment” (Università di Bologna. Dipartimento di scienze dell’educazione. 2006).

The Theory of Multiple Intelligences was developed by psychologist Howard Gardner as a counterweight to the paradigm of a single intelligence. Gardner proposed that human life requires the development of various types of intelligence. As (Martins, 2011) points out, the theory of multiple intelligences proposed by Howard Gardner has important implications from the didactic point of view within the classroom. It presents a challenge for educators and future educators with regard to how to carry out their teaching work.

Based on this, studies have been carried out on various school experiences to determine how to transfer new ways of understanding types of intelligence to the teaching field.

Cherry, (2018), states that multiple intelligences are like the abilities that become skills to solve problems or elaborate objects, products. Although the individual is born with potentialities, these are not developed unless the environment, one's own experiences, the education received, etc. are favorable. Garcia, (2012) on the contrary, indicates that in this theory it is stated that all human beings possess all intelligence but that each one of them manifests in a different way in each person. In this way, and moving away from the traditional conception, Gardner proposes a new perspective from which to approach intelligence, which is that he conceives it as a physical and biological potential, questioning at the same time the validity of determining intelligence by measuring the performance of an individual in an isolated way in a series of tasks performed in an artificial context.



Figure 5 Multiple Intelligences

Source: (Armstrong, 2017)

In Multiple Intelligence Theory (MI), Gardner establishes intelligence as:

"The ability to solve problems or create products that are Valuable in one or more cultural settings and the biopsychological ability to process information to solve problems or create products that are valuable to a community or culture." (Brualdi, 1996, pp. 6).

The theory proposed by Gardner is an interesting and creative way to achieve this purpose; it proposes the existence of eight or more intelligences: Logical-mathematical intelligence, linguistic intelligence, spatial intelligence, musical intelligence, body-kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence and naturalistic intelligence (Gouws, 2007).

In this sense, (Brualdi, 1996) explains that the substance of this theory consists in recognizing the existence of eight different and independent intelligences, which can interact and reinforce each other.

The evolution of specialized body movements, such as those necessary to use a tool that reveals an obvious relationship to biological nature; physical abilities are appreciated in many different cultures, demonstrating their importance in different societies. Finally, some cognitive aspects of this intelligence can be illustrated in the use of the body to express an emotion in a dance, participation in a sport, or the precision of a part such as athletes, surgeons, among others.

2.5.4 Kinesthesia

Kinesthetic intelligence is important because it allows expressing ideas using the body, so that it has coordination, strength, an activity that helps the development of this intelligence is the dance or the simple fact of breathing exercises or moving your hands or your eyes as it develops the coordination of movement throughout the body which helps you physically and emotionally to be active during your class to their activities that perform (Segarra, 2015).

Kinetic-body intelligence is fundamental elements for the formation and development of the human being, which are promoted and provide sufficient experience to generate cognitive motor, emotional and social learning. Kinesthetic intelligence functions as an essential element for the integral formation of the human being. Intelligence and education cannot exist in an independent way, such an affirmation leads in the first instance to the study and identification of the points of encounter between learning and intelligence, that is to say, it is necessary to take into account how the subject learns and what is the application that he or she gives to this learning (Armstrong, 2000).

Now, learning is a human activity that involves everything from being. In a student, for example, learning is produced in the beginning by movement, recognition of the

Elements of the environment, influenced by processes of perception of those same elements. On the other hand, in the theory of significant learning, (Stern, 2017) states that learning occurs when the individual relates new information to other information already existing in his or her cognitive structure and that it becomes a key antecedent for the material.

For Taylor & Hamdy (2013), learning is essentially about categorization, which occurs to simplify interaction with reality and facilitate action. Teaching Guide for GSIs & for GSIs (2011) projects it as an undifferentiated process that depends fundamentally on the way in which the learner assumes the task from his or her own potential.

The movements are also of great social and cultural importance; communication, the expression of creativity, and feelings are made through movements, since it is through these that the human being relates to the other, learns by his own means, who he is, or what he is capable of doing, and learns about the social environment in which he lives, that is, he becomes increasingly intelligent (De Freitas Bissoli, 2014).

2.5.5 Advantages of kinesthetic intelligence

Kinesthetic intelligence is linked to the ability to control our body in coordinated physical activities such as sports, dance and manual skills, among others. Through the body's kinesthetic intelligence, we acquire information that, through movement and experience, becomes meaningful teaching (Quindi, 2016)

People with this intelligence are excellent in body expression activities and in construction work using various concrete materials with control of the body and awareness of its parts; expression of moods using gestures and movements of the other (Autism Speaks, 2012).

Therefore Mohammad & Abdallah (2008), who mentions that one of the greatest advantages is to motivate the student. By taking into account the kinesthetic intelligence in the development of their classes the teacher can capture the attention of the students in a much more effective way, the same that arouses the interest of the students to have them more active in a natural way. This increases self-esteem, improves the classroom climate and reduces discipline problems.

The main characteristics of the students and in general the people who stand out in this type of intelligence are:

- They are able to explore the environment and objects through touch and movement.
- They have a highly developed sense of rhythm and coordination.
- They show the greater ease of learning through direct experience and participation.
- They enjoy concrete learning experiences, such as field trips, model building or participation in dramatizations and games, object assembly and physical exercise.
- Demonstrate important skills in tasks that require the use of fine or gross motor skills.
- They have special conditions for acting, athletics, dance, sewing, modeling or digitalization.
- They exhibit balance, grace, dexterity, and precision in physical activity.
- It has the ability to adjust and improve its physical performance through the intelligence of the mind and body.

Multiple intelligences and their benefits at school The Theory of Multiple Intelligences have given rise to a new pedagogical paradigm, that is to say, a new form of teaching at school and, also, of relationship with parents. Many schools are already implementing the competency-based learning system, closely related to Multiple Intelligences, and this has many benefits.

2.5.6 Fundamental areas in kinesthetic intelligence

The fundamental areas that constitute the body's kinesthetic intelligence to work on the child's development are those detailed below (Table 1); it should be noted that they are usually associated with the sensitive phases that children go through throughout the different stages, are the so-called conditional capacities and coordination capacities (The College Board, 2012).

Table 1 Fundamental areas in kinesthetic intelligence

Capacity	Description
Coordinative capacities	They are directly related to neuromuscular aspects
Movement-coupling capacity	Ability to integrate into meaningful and coherent Sequences the movements necessary to achieve a goal.
Motor-differentiation capacity	Technical (age-appropriate) recognition of an individual's ability to perform movements
Movement transformation capability	The possibility of altering the direction, strength, and speed of a movement when the situation requires it.
Rhythmizing capability	It is related to the capacity of movement coupling and motor differentiation, according to the fluidity in the Temporal sequence of movements.
Space-time-orientation capability	The possibility of orientation and location in space and Time, with static or moving stimuli.
Responsiveness	Ability to react with appropriate movements to different types of stimuli
Balancing capacity	Ability to keep the body in balance in the face of the Different forces that act on it.
Flexibility capacity	Flexural capacity of large body joints is extremely large and much better in later years
Resistance capacity	Capacity with clear organic predominance accentuated in Cardio-respiratory and circulatory.
Strength capacity	The ability of a muscle to generate tension in the face of physical, static or dynamic resistance

Elaborated by: Muñoz Fernando, 2018

Source: (The College Board, 2012)

2.5.7 Kinesthetic intelligence in the classroom

The kinesthetic intelligence within the classroom is a fundamental pillar in the development of oral communication of students, and to a great extent if applied to the development of a foreign language.

“The ability to invent, create, or solve problems involving the participation of motor behaviors and, in that order of relevance, the act of thinking, feeling, and acting to make man a physically-mentally appropriate being, the kinetic and bodily potential requires states from within and without” (Darbellay, 2013).

In this sense, the inner state is governed by intellectual and emotional function and is assumed to be the way of receiving and processing information through the mediation of body image and language, in order to conceive and carry out activities of a physical, playful, recreational or competitive nature; the outer state is represented by the kinetic and physical potential, which allows problems to be solved through the application of skills and abilities (McGuire, 2001).

On the other hand, it is important to mention that many of the activities and tasks that take place in the English classroom involve several bits of intelligence simultaneously. For example, a theatrical performance will work on kinesthetic intelligence, accompanied by an interpersonal one (Peters, 2015).

Although many of the activities participate in several bits of intelligence at the same time, Coso (2016) catalogs the activities according to the intelligence to which they contribute most directly. Where kinesthetic intelligence contains the following elements.

- Drama and movement
- Role-play
- Mime
- Representation with puppets and shadows
- Movement and contact games
- Rhymes of action
- Building and doing things
- Dance
- Viewing and analyzing gestures in interactions between native speakers.

This learning style is based on movement and sensations. We use this system, naturally, when we learn a sport, but also for many other activities (Martinovic-trejgut, Walker, & Lorenz, 2010).

- Kinesthetic pupils learn with their muscular memory, this means through movement, but this type of memory is weak if not exercised.
- The student records in his memory the contents and through activities that involve movement, these contents will be permanent in his memory.
- While it is true that this learning style is slow, it is a safe learning experience for this type of student.

2.5.8 Kinesthetic Teaching Resources

The person who has this type of kinesthetic learning is the one who best assimilates information when he or she perceives through the senses within them touch, smell, and taste. It is when they experience the information they receive that they grasp. With the ease of learning through gestures, the teacher can use resources such as psychodramas, choreographies, plays, dramatizations of paintings or sports activities (Trainers & Hand-out, 2016)

These resources can be used in topics such as: dramatizing a news item, police novel or a play, gesturing a love poem, making a psychodrama of a report, among others, it is important to understand that kinesthesia goes hand in hand with aromas, flavors and other sensations that can be produced in our body (Mandoki, 2017).

In summary, Kinesthetic Intelligence is a treasure that all individuals possess, some hidden and others demonstrated, but that in the end can be developed and that is of great importance at the time of the physical, intellectual and emotional formation of children (Delors, 2013) it is in us to know how to manage and use it in all its phases of evolution to achieve a complete Being and not isolating some potentialities from others.

The Corporal Kinesthetic Intelligence allows the knowledge, experimentation, mental representation and awareness of its global corporeality and the segments that constitute it, cannot be reduced exclusively to the motor, since the aspects such as sensation, relationship, communication, language or integration, affect the development process, as well as the achievement of knowledge of the external world that implies the interaction with objects and others within the spatial temporal coordinates, that is, the structuring and organization of the specialty and the temporality which is manifested through corporal experiences with: music, objects, or simply in the surrounding space (Suitner, Giacomantonio, & Maass, 2015).

2.5.8 Kinesthetic learning strategies

Some specific activities suggested for this intelligence are:

Table 2 Kinesthetic learning strategies

Learning Strategies	Description
Body Responses	By means of a corporal practice, the body practices form of experience, because with the corporal movement are expressed ways of being of the person, and the perception that this person has of it can generate a certain experience. Repeat a gesture with variations in speed that bring together methods Aimed at developing the ability to speak.
Body maps	This system allows everyone to be expert and approach the body from an academic perspective. Its procedures seek to articulate knowledge in a construction of writing and mainly of oral narrative. The relationship that occurs between the subject that produces the body map and the researcher is dialogic, so that it is recognized in the one who elaborates the Body map.
Theatre in the classroom	The Theatre, which is above all dialogue, is a challenge, a stimulus, a transformation and applause. Classroom theatre is a pedagogical, playful, motivating, transversal and multidisciplinary strategy that starts from the immersion of a complete classroom in a dramatic project that aims to enhance specific traditional qualities, such as body expression, Memory, spatial sense or artistic sensitivity.
Competitive and cooperative games	In competitive board games, the participating players are rivals. Each player must use his own skills to be the sole winner of the game. In cooperative board games, players must work together as a team, so that with the joint effort and the Sum of their skills, everyone can win the game.

Cooking,gardening and.other-activities involving “disorder”	A playful way of using kinesthetic intelligence where the use of tools is useful for learning. A good way to do this is through play and recreational activities, as this way the students incorporate a development almost without realizing it, while Doing something they like and enjoy.
Handicrafts	It's about learning English through various types of easy and simple crafts. These are student crafts translated into English To assist students in their education in another language.
Creative Movement	Its objective is to maintain the attention and motivation of the students, one way of doing this is through activities in which the students move through music or specific actions at the Same time as they learn.
Field trips	Traveling is the funniest way to learn. And if it's fun, besides having fun, you can learn for sure. Excursions can be made according to the theme you want to learn, these can be Museums, forests, among others.
Touch activities of all kinds	The objective of this activity is to know the different textures that we can perceive through touch, through plays, to stimulate the creativity of the students.
Mimes	It is based on saying everything with signs and body movements. The idea is to review the easy words or names of things. This activity will help reinforce the meaning in another language and the mime performance makes it more memorable for students to remember.
Physical-education exercises	The Physical Education area thus becomes the ideal method to facilitate the learning of English through play and movement.

Elaborated by: Muñoz Fernando, 2018

Source: (Mej, Garzuzi, & Mej, 2015)

2.6 Theoretical Framework of the Dependent Variable

2.6.1 Nature of communication

The nature of communication, defined from what and for what of it, is established as an action and not as a thing. In the broad sense, an action is a process, but every end excludes its action, so action and end are different. The nature and identity of communication are the same: action of the subjects for the common conformity of the meaning of things through the message; individual action for the conformity of social action in unity (J. Taylor, 2008). The purpose for which, as an end, is determined by the natural need to put something in common between at least two subjects for the conformity of a unit, consequently, a common unit.

According to the (National Archives, 2013) its nature, communication is the common agreement of the subjects on the message with identity of information established through the common interest to form a good social action. Communicating is the act of communicate, at the same time, it is measured as the action of language that allows the search for the common good. Communication is established as a natural power of the subject that makes it possible for the individual being to naturally shape the social being (Castells, 2007). This process reflects the evolution of society as a natural scenario for the realization of people, where communication becomes the interrelation of the individual for the shaping of society.

On the other hand, communication is a finished action or a final action, which implies a movement from the will and the intelligence to have in common something that is understood by the understanding, and that passes to the level of knowledge of those who interact. In other words, information is passed on to communication (Gottman, 2002).

However, Communication between subjects is one of the structural and reciprocal conditioning factors of society, where the beginning and end of dialogue between subjects allow for coexistence, understanding, respect, solidarity, progress, knowledge; and, individually, the perfection of persons (Jenlink & Banathy, 2005). This perfection is measured by the exercise of communication as a common participation of good and truth, where the subject is perfected and contributes to the perfection of the other members of the community.

2.6.2 Language Skills

As regards linguistic competence, this is the set of knowledge, skills and abilities required for the appropriate, correct, coherent and aesthetic use of both oral and written code (comprehension and expression, analysis and synthesis, identification, comparison, creation, recreation of messages), focusing on listening and speaking, reading and writing in a competent manner.

“In order to communicate effectively, social customs, cultural habits and psychological variations specific to each moment and circumstance must be taken into account”. (Krauss & Chiu, 1998, pp. 24)

Communicative competence often includes linguistic competence, but because it is broader it considers socio-cultural parameters and is essential to underline, negotiate, exchange, reinforce or even deny meanings that the verbal message can correctly but sometimes inappropriately state.

According to (Khatai, 2012) the acquisition and improvement of the child's mother tongue helps him/her to learn English because it does not interfere in this process. When both languages (the first or mother tongue and the second) have affective, cultural and social values, children build their learning and develop comprehension skills in the daily life of the classroom, where they interact and exchange experiences and judgments. The determination of cognitive development, according to this author, comes from the relationship between the student and his thinking.

Language is essentially a skill. It is not a content-based subject like-Science, Social Studies, Commerce, Mathematics, etc., which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well (Bharathidasan University, 2015).

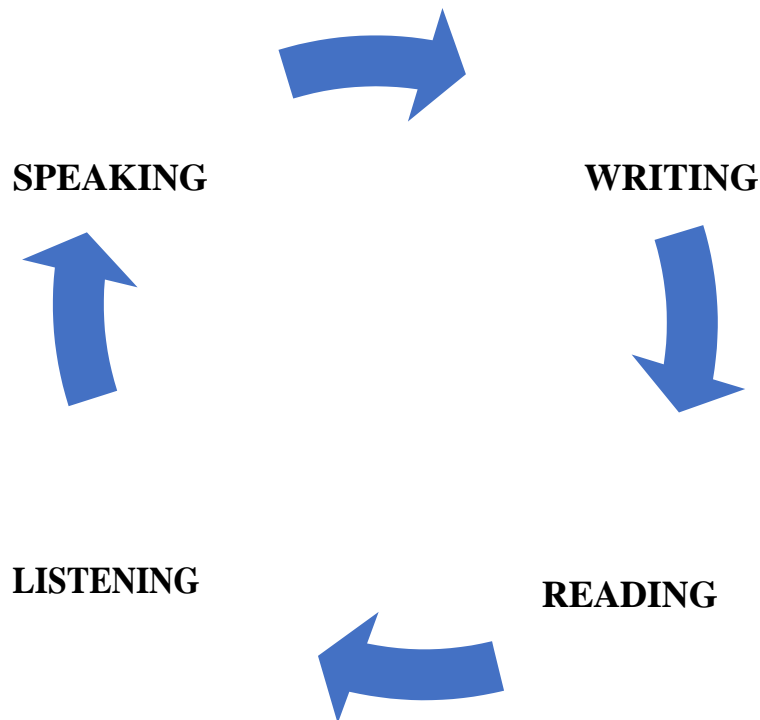


Figure 6 Language Skills

Elaborated by: Muñoz Fernando, 2018

Source: (Bharathidasan University, 2015)

2.6.3 Productive skills

In the context of our country, the English language is defined as a foreign language, since it is not used as a language of communication between its habitants and students do not have immediate access to its use outside the classroom. This represents a major challenge for teaching this language, both in terms of the methodologies applied and in terms of developing the motivation to learn it (Ng & Leong, 2015).

In order to achieve this, it is intended that elementary school students develop all four English language skills (listening, reading, speaking, writing and listening) through authentic and meaningful communicative tasks that will help them gain the confidence necessary to face the English language for the first time in the classroom. It is also intended that students acquire cognitive skills that allow them to organize and internalize the information they access through language.

According to the Communicative Approach, language is no longer considered as a list of grammatical contents to be taught but as a means of communicating meaning and an interaction tool, in which the message and use of language are relevant and the topics are

Meaningful and interesting for the students. In addition, the development of the four English language skills is emphasized so that students can communicate effectively and meaningfully in different situations and for different communicative purposes.

It is also intended that they participate in a variety of meaningful activities and tasks that represent contextualized communicative situations, close to reality, that promote interaction and whose main objective is communication, giving the opportunity to make an original and functional use of language. All elements of language (grammatical structures, functions, pronunciation, vocabulary, strategy development) are important for developing the ability to communicate and are at the service of it.

Sheridan, Edwards, Marvin, & Knoche (2009) states that "The cognitive and social development of the person, in this case of childhood, which is our professional commitment, depends on the teaching and learning of communication skills". Communication skills are the ways in which human beings use language for different purposes such as communicating, learning and thinking. There are basically four of them: listening, speaking, reading and writing.

Listening and speaking skills correspond to the oral level of a language and reading and writing skills belong to the written level, which can be classified into receptive (listening and reading) and productive (speaking and writing) skills. This is what (Schmitt, 2017), the researchers of the lexicon, say, who have applied this distinction to lexical knowledge, distinguishing between receptive (passive) and productive (active) knowledge of one or more words.

Generally, the teaching of foreign languages, in this case English, should be organized into what one expects the student to achieve in the target language. The levels in didactics that incorporate the specific function that is intended to be taught in English would be the relationship between "proficiency" which refers to being able to use the target language fluently. "Competence" refers to being able to use the target language fluently in a given situational context and "function" refers to using the language for communicative purposes in a given situation.

In the field of education, students may encounter different barriers that prevent them from speaking in a foreign language, including problems with pronunciation, fear of making mistakes in public or the more common barrier of not participating due to ignorance. To avoid all this, strategies can be created to make learning more interactive

and to help develop communicative competence and thus the development of oral skills in a successful way that helps the individual to express ideas in real and everyday situations.

The Teaching and Learning process is part of a single process whose main objective is the training of the student. The etymological reference of the word to teach is to point something out to someone, this implies that there is a subject who knows (who can teach), and the one who does not know (who can learn). He who can teach; he wants and knows how to teach (the teacher), he who can learn, wants and learns (the student).

Although there is no universally accepted definition of what is to be understood by language, almost all attempts to define it coincide in admitting that language is an arbitrary system of verbal signs that allows all members of a given community to communicate with each other.

However, there are those who take a different view, such as (von Humboldt, 1999), that what language really serves to hide our thoughts is, therefore, a faculty proper to human beings, based on the activity of the organs of articulation that produce articulated sounds that carry meaning.

2.6.4 Oral Skill

This confirms that speaking is a process of construction of meaning that involves the production, reception and processing of information (Torky, 2006). It is clear that this skill is about producing words in an appropriate way so that there is adequate reception of information. It includes a process for participants to create their own environment by taking into account their own or collective experiences to be used in speaking. The productive skill in English is known as Speaking which is used to provide information. The most important step in making the sounds in the content meaningful is to use a selection of clear sounds (Segura, 2012).

2.6.5 Speaking Skill

(Ministry-of-Higher-Education-and-Scientific-Research, 2015) states that Speaking is a productive skill that combines the use of language to communicate with others. Once again it is manifested that speaking is one of the language skills that arises from the process of interaction of individuals or some oral intervention showing that the individual has acquired skills in the development of a language.

In order to define speaking it is very important to take into consideration that this skill is a productive one. According to Anonymous (1998), speaking is a skill which deserves attention in foreign language learning. It is important to have in mind that this skill is more challenging than it seems, since it is more than just pronouncing words. It also involves interactive situations in which one listens and speaks having the chance to ask for clarification or repetition.

Among the important aspects to consider for an effective oral intervention is articulation and intonation. It emphasizes phrases and sentences to make understanding safe. There must also be a high degree of participation as this includes the way in which oral intervention is conducted, taking turns asking questions and responding appropriately (Kuśnierek, 2015). Depending on the context, the individual must use a record according to the situation presented. In short, the intonation, the turns in the conversation and the way in which information is requested are essential for the conversation between individuals to be clear, concise and above all effective (AgriSETA, 2006). In oral communication (speaking) there are two forms of interrelation that are body language and oral. The body language involves movements of the body with the communicative purpose between some movements are the gestures and mimics that are made at the time of communicating between individuals.

When an oral communication takes place, many expressions come into view, which are: eye contact, facial expressions, questions asked where the doubts or assumptions we have are transmitted. Without forgetting the rhythm, the intonation and the fluency. Fluency is defined as the ease with which an individual expresses him/herself in a clear and concise manner (Segura, 2012).

In this subject, rhythm and music is why it is essential that activities such as songs, dialogues, conversations and oral presentations are developed in which an interaction is involved so that there is an appropriate pronunciation.

An important key for students to develop their oral skills and interact more actively in the classroom is undoubtedly taking into account the following activities by the teacher:

- To select according to the interest of the students, these will be the ones that will motivate them so that their presentation is better.
- To have visual contact with the student at the time of the intervention.

- To correct it or give feedback at the end of the presentation and not in the middle of it, so students will feel freer and more motivated.
- To look for strategies to motivate the student to participate if they are starting with these types of oral activities.
- Through creativity and motivation, the teacher must form an environment where the student feels motivated to learn and in this way the teaching-learning process is pleasant (Maroto, 2008).

2.6.5 Speaking Skill development

In the learning of the mother tongue, the child begins by listening to the people around him, who provide him with the models that he will later imitate orally, as Bordón points out. For a student to reach language production, he or she must first have received models and mediation tasks to facilitate production (Segovia et al., 2010).

Once the knowledge has been updated and improved it can be applied in the different situations of everyday life in order to resolve any difficulties. Learning a foreign language does not only involve memorizing information, but processing it, and during this process other cognitive functions are required such as: knowing, understanding, synthesizing, analyzing and evaluating (Dunlosky, Rawson, Marsh, Nathan, & Willingham, 2013).

Motivation is an activity that must be worked on by the teacher, an action that reaches the student to stimulate the "desire to learn" which is fundamental because without it any activity will not be completely satisfactory and therefore the established goals will not be met (Zhao, 2015).

The processes of teaching and learning are constantly changing due to the different ways in which innovation is presented, which require a renewal in the way of thinking of teachers.

Language is the instrument of thought and learning. Through language skills (listening and speaking), we receive information, process it and express our thoughts. Therefore, our language skills have a decisive influence on the quality and accuracy of the information we receive. In turn, this information is the raw material for the elaboration of our thoughts. It is not possible to have clear thoughts from diffuse information. In this sense, attention to language problems through rigorous analysis of language skills is vital to the learning process.

The development of oral communication in English is now a priority in all higher education systems, as it is the necessary complement to the training and development of professional skills that cover not only aspects related to the knowledge of the professional in their specific specialty, but also those related in some way to the training of his or her personality, in such a way that all this implies facing new scientific-technological challenges in a more flexible and autonomous way.

2.6.5 Speaking Development strategies

Chilkiewicz (2015), classifies learning strategies into two groups; Direct Strategies, which directly influence language, require mental processing and are used to develop the four language skills and Indirect Strategies that do not directly involve language, but are useful for supporting, organizing, monitoring and evaluating learning such as being able to control the production of errors and psychological and emotional aspects that may interfere with learning such as anxiety and self-confidence.

2.6.6 Memory Strategies

Memory strategies help the student store all new information and retrieve it when needed. These help the student learn more vocabulary.

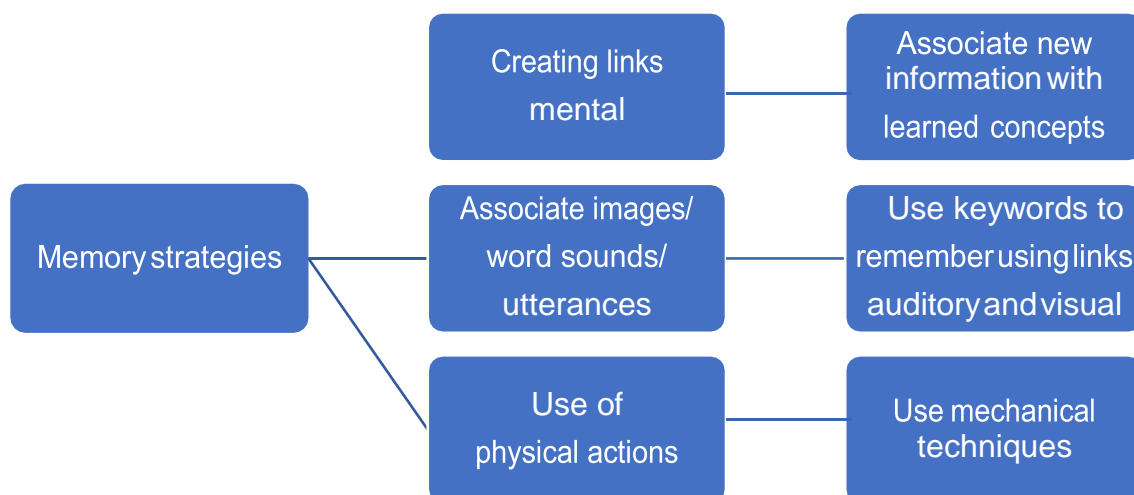


Figure 7 Memory strategies

Elaborated by: Muñoz Fernando, 2018

2.6.7 Cognitive Strategies

Cognitive strategies allow the student to understand, manipulate and create new information in different ways and always in a meaningful way. They strengthen production and allow, through linguistic resources, the development of communicative and expressive skills.

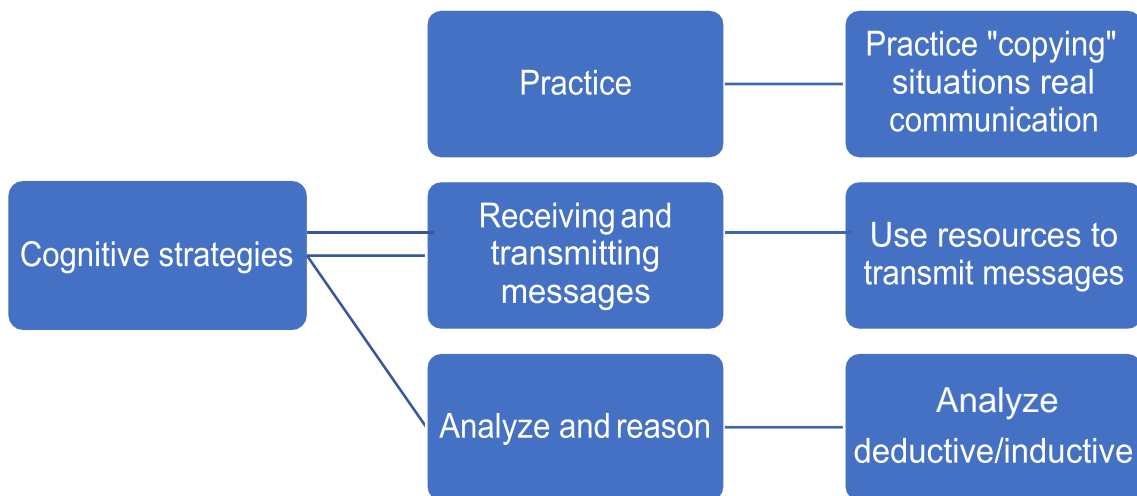


Figure 8 Cognitive strategies

Elaborated by: Muñoz Fernando, 2018

2.6.8 Compensation Strategies

Compensation strategies allow the student to use the language to understand or produce a message despite difficulties, limitations or gaps in the knowledge of the language, such as poor vocabulary or grammatical structures.

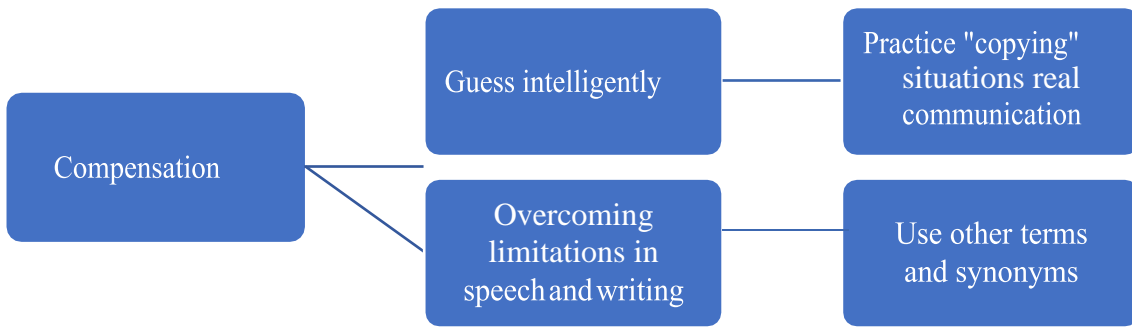


Figure 9 Compensation strategies

Elaborated by: Muñoz Fernando, 2018

2.6.9 Indirect strategies Metacognitive strategies

Metacognitive strategies allow learners to control and regulate their own learning process by enabling them to focus, group, plan and evaluate learning.

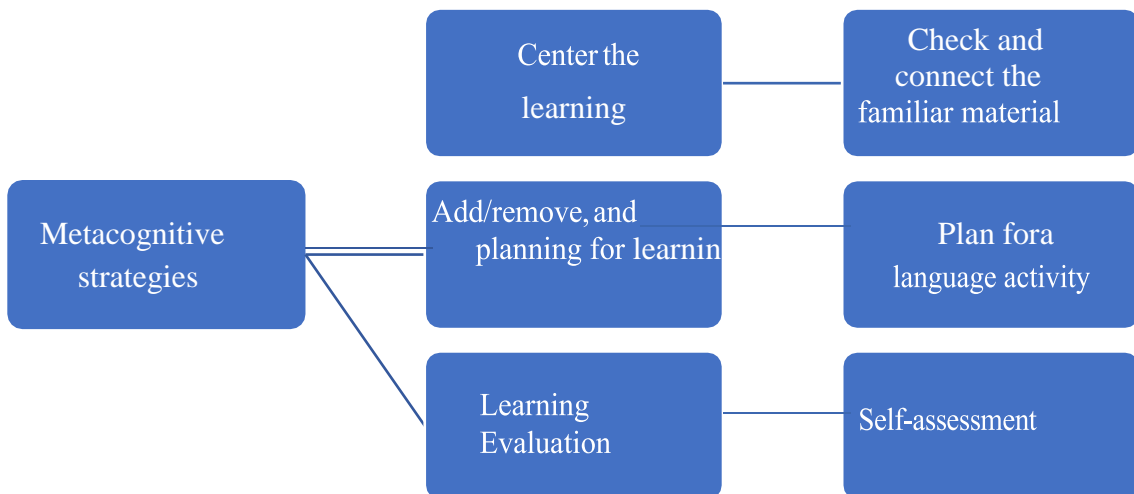


Figure 10 Metacognitive strategies

Elaborated by: Muñoz Fernando, 2018

Affective Strategies

Affective strategies help students to regulate their emotions, attitudes, motivation and values. With these affective strategies the student will be able to control and change factors that affect learning such as low self-esteem and anxiety.

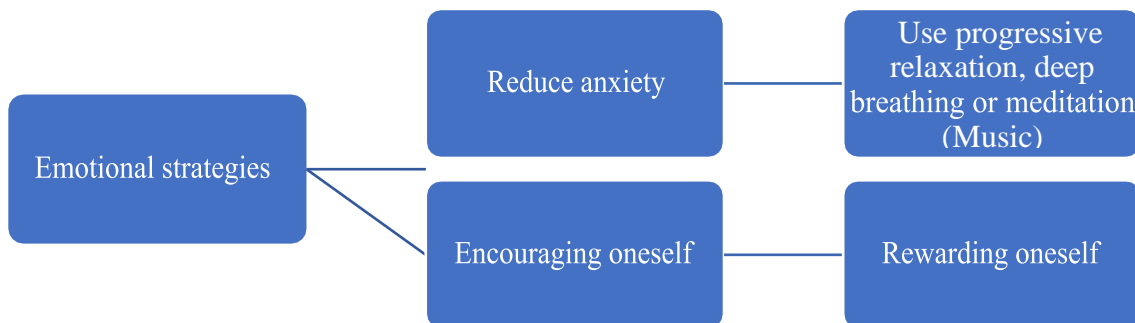


Figure 11 Emotional strategies

Elaborated by: Muñoz Fernando, 2018

2.7 Hypothesis

H1: The use of kinesthesia learning strategies improve the development of the speaking skill in 8th level learners of Educacion General Basica (EGB) in Unidad Educativa Pelileo.

HO: The use of kinesthesia learning strategies does not improve the development of the speaking skill in 8th level learners of Educacion General Basica (EGB) in Unidad Educativa Pelileo.

2.8. Pointing of hypothesis Variables

- **Independent Variable:** Kinesthesia Learning Strategies
- **Dependent Variable:** Speaking Skill Development.

CHAPTER III

METHODOLOGY

3.1. Basic method of research

This present research used the mix-method that concern the development of both, a quantitative approach, because we did the descriptive statistical to show the results of the present investigation project. The first five questions could be considered qualitative and the last five questions quantitative, trying to focus in the principal problem, based on the stadistical data using collected instruments, looking for the comprehension of the social phenomena, checking some reasons and causes that produce those changes. Through the data this process was analyzed in individad way and finally the results were shown in the conclusions section. Critical-positive paradigm with a focus on the social, economic, social and cultural rights of the population are of a quantitative nature, because statistical and qualitative data are analyzed, since critical analyses of the results obtained are carried out and are also based on the information developed in the Theoretical Framework, all of which relates to the strategies kinesthetic and oral production (Asghar, 2013).

The research is qualitative, given that through the survey are evaluated subjective traits about learning kinesthetic students of 8 EGB in Unidad Educativa Pelileo, in addition to the search of strategies for the development of language skills through the technique. The quantitative approach are applied in the statistical analysis of the survey.

The research design is quasi-experimental since it focuses on the identification of a group of comparison or the most similar to the treatment group, related to the characteristics of the base study (White & Sabarwal, 2014). It is applied because that is not a complete the variable speech skills development control, since that depends on the response of the students. You have a better management of the variable, the kinesthetic learning strategies. Annex 1

3.2. Type of research

This research used the following modalities:

In the field: in la Unidad Educativa “Pelileo” where is the place that the investigation

take place in 8th levels, authorities, teachers are very important to have data according to the objectives of the present investigation

Bibliography: the purpose was detected, analyze, and study different approaches, theories, concepts and different authors' point of view, books, newspapers, magazines that allow us to compile the necessary material related to the research project.

The Relevance of the information provided by services of journals and scientific articles such as OCLC, Elsevier, SCielo and other institutions, means to have reliable scientific methods to conduct documentary research (Radford & Connaway, 2005)

Level or type of research

Exploratory: Apply this type of investigative level since researchers are looking for a first approach on the issue of research (Gómez-Peresmitré & Reidl, 2010). This is because it is a pioneer in the application of method of kinesthetic learning for the development of language in terms of skills to study English.

Descriptive: This research is based on defining characteristics and features of study situation, allowing a selection of the most important (Sierra, 2012). It analyzes the current situation of foreign language teaching and the advantages that may provide the application of kinesthetic techniques in the development of the language skills of students of 8th level of EGB de la Unidad Educativa Pelileo

Explicative: Begins with the full identification of the problem for which it is necessary to use the relation cause-effect, in addition to reaching a hypothesis to be confirmed within the study (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2014). The problem dates back to about the development little agile students in terms of their abilities to express themselves or understand the foreign language, for which is necessary to conduct a study of the situation, then with the field study to define how correlate learning these skills and the introduction of technical kinesthetic within the teaching-learning process, allowing you to verify or discredit the hypothesis if kinesthetic strategies help the development of speaking skill.

Variables Association: It was a relation between the variables (Independent Variable: Kinesthesia and Dependent variable: Speaking skill Development

3.3. Population and Sample

The research will be applied to eight graders EGB of Unidad Educativa “Pelileo” The population involved in the problem will be 110 students and the current research project is going to apply a questionnaire to the entire population, due to the fact that the Population is not too big to apply the respective formula, as it is stated in the following chart:

Table 3 Population

CLASS	MEN	%		F	WOMEN	%		F	TOTAL	%
8 “A”	17	43	0,744878957169	11	20	57	0,744878957169	15	37	100
8 “B”	20	49	0,744878957169	13	20	51	0,744878957169	14	40	100
8 “C”	17	47	0,744878957169	13	16	53	0,744878957169	14	33	100
	54			48	56			55	110	

Elaborated by: Muñoz Fernando, 2018.

3.4. Operationalization of Variables

Table 4 Matrix of Operationalization of Variables

UNIVERSIDAD TECNICA DE AMBATO					
Independent Variable	Dimensions	Indicators	Item	Tech.	Inst.
<p>Kinesthetic Learning Strategies</p> <p>Characterization</p> <p>The kinesthetic strategies are playful activities that facilitate the transmission of ideas through the body expression, giving rise to the concentration, the creativity and the development of language.</p>	Transmission of ideas	<ul style="list-style-type: none"> • Concentration 	KINESTHETIC LEARNING STRATEGIES	GUIDED PRACTICE	LESSON PLAN AND SPEAKING ACTIVITIES
	Ludic activities	<ul style="list-style-type: none"> • Body Languages • Gestures • Parts of the body movement 			
	Corporal Expression	<ul style="list-style-type: none"> • Gestures • Hands • Movements 			

Dependent Variable	Dimensions	Indicators	Item	Tech.	Inst.
<p>Speaking skill development</p> <p>Characterization</p> <p>Speaking is one of the language skills where the uses the language to the improvement of fluidity, coherence and pronunciation, with the objective of reach out effectively.</p>	Fluency	<ul style="list-style-type: none"> • Intonation • Rhythm • Role-plays • Conversations 	SPEAKING PRE – POST TEST	PRE TEST AND POST TEST	RUBRIC
	Grammar Vocabulary	<ul style="list-style-type: none"> • Grammar Connector • Listening comprehension • Understanding 			
	Pronunciation	<ul style="list-style-type: none"> • Sound suitable each block • Spell 			

Elaborated by: Muñoz Fernando, 2018

Table 1 Matrix of Operationalization of Independent and Dependent Variable

Independent Variable	Dimensions	Indicators	Item
<p>KINESTHESIA Characterizations</p> <p>Physical bodily movement like a heartbeat pulse and breathing that is used in poetry and prose which describe the vivid characters and objects taking graphic and vibrant techniques of scenes emotion imagination creativeness parts of the body perceived through nerve-end organs in muscles tendons and joints</p>	<ul style="list-style-type: none"> • Physical bodily movement • Scenes Techniques 	<ul style="list-style-type: none"> • action • heartbeat • pulse • breathing • Emotions • Imagination • Creativeness 	<p style="text-align: center;">ENCUESTA</p> <ol style="list-style-type: none"> 1. El maestro desarrolla la produccion oral del idioma extranjero? ----- yes ----- no 2. Conoce ud sobre rol plays, charadas o cantar para desarrollar el idioma Ingles? ----- yes ----- no 3. Considera que el desarrollo de habilidades de produccion oral se ha hecho por medio de ejemplo didactico Como el rol play? ----- yes ----- no 4. El prfesor ha aplicado rol plays, Pictionary, o cantar para mejorar la produccion oral? ----- yes ----- no 5. Cree que su aprendizaje en cuato al hablar el idioma extranjero mejorara con la implementacion de charadas, cantar, collages, etc? ----- yes ----- no 6. Con que frecuencia el alumno participa en clases de Ingles? -----Nunca ----- Casi Nunca -----Ocacionalmente ----- Casi siempre-----Siempre 7. Con que frecuencia se hace uso de rol plays? -----Nunca ----- Casi Nunca -----Ocacionalmente ----- Casi siempre-----Siempre

Dependent Variable	Dimensions	Indicators	Item
<p>SPEAKING SKILL Characterizations</p> <p>A linguistic productive competence that makes an important role in the nature of communication using the speaker the listener the message and the feedback which involves future of connected speech focusing on particular oral interaction aspects</p>	<ul style="list-style-type: none"> • linguistic competence • nature of communication • Connected Speech • Oral interaction 	<ul style="list-style-type: none"> • Productive skill • Speaker • Listener • Message • Feedback • Pronunciation • Fluency • Accuracy • Appropriacy • Body Language 	<p>8. Con que frecuencia se desarrolla la produccion oral del idioma Ingles en clase? -----Nunca ----- Casi Nunca -----Ocasionalmente ----- Casi siempre-----Siempre</p> <p>9. Con que frecuencia se implementan actividades para contribuir a la mejora de la produccion oral de Ingles? -----Nunca ----- Casi Nunca -----Ocasionalmente ----- Casi siempre-----Siempre</p> <p>10. Con que frecuencia el prfesor aplica la mimica, gestos y movimiento corporal para dar clases? -----Nunca ----- Casi Nunca -----Ocasionalmente ----- Casi siempre-----Siempre</p>

Elaborated by: Muñoz Fernando, 2018

3.6. Collection of information

For the collection of data the test for evaluation of the current situation of the linguistic skills of the foreign language, apply both to then through surveys, define the influence that can be implement learning strategies through intelligence kinesthetic (Hernandez Sampieri, Fernandez Collado, & Baptista Lucio, 2010)

Information is collected from the initial test applied to students, then questionnaires, one for students and other teachers that taught the English language. This data are obtained to correlate to check theoretically if the techniques applied kinesthetic imply an improvement in terms of the development of the skills of the domain of the foreign language, as well as the real test through the test of applied technique, thus contrasting with the test performed at the beginning of the study.

Table 5 Data collection

Number	Variable	Detail
1	For what?	To achieve the objective of the research
2	To what people?	Eight graders EGB of Unidad Educativa “Pelileo”
3	On what aspects?	Bodily-Kinesthetic activities
4	¿Who?	Researcher
5	¿When?	2018

7 ¿Which techniques the investigator will use?

Survey
Pre and Post Speaking Test
Lesson Plans

Elaborated by: Muñoz Fernando, 2018

3.7. Data collection and analysis

The validation of the rubrics makes them by means of the method of Evaluation Instrument Development and Construct Validation (IDCV), which consists of: define the construct; Identify and describe the basic behavior of the same; Develop an initial Grill; Pilot's Grill and a design and test and field of the revised grille.

Using the software SPSS validation is performed of surveys through the Alpha of Cronbach methodology, since values of 0 and 1 are produced by means of a single administration of the measurement instrument. Itself is a technique that is easy to learn since knowing applied software, is an agile method but great reliability. The tabulation of the polls makes it is in SPSS to analyze data generated by students and teachers participating. According to the frequencies identified in the surveys, you can reach a degree of correlation between the kinesthetic learning strategies.

3.8. Methods and instruments

It is essential to keep proper order in research bases, rules and procedures required. So, it could achieve a particular purpose which can be conceptual material on variables that are handled. So, the methods covered in this investigation are:

The research instruments covered in this investigation are:

The instruments that will be used in this project in order to gather data are surveys and a Speaking test. Based on the importance of conducting an analysis of the current situation of what happens with a group of students in Unidad Educativa “Pelileo” proceeded to develop surveys and a pre-test and post-test.

Rubric

It is a suitable instrument for the systematic evaluation of rating or performance in different competitions, by means of a qualitative and/or quantitative scale based on preset criteria, by measuring actions of involved persons over the aspects of the task or activity that will be evaluated (Centro Nacional de Información de Ciencias Médicas., Instituto Superior de Ciencias Médicas de La Habana., Ponce-González, & Guerra-Martín, 2014). Through this instrument, you can validate the rubric applied to teachers and teachers, in addition to the tests to be applied to the students. This rubric was used to evaluate the students speaking in the Pre test and the Post. This instrument was validated by three experts of the English Area by using validation cards Annex 3

Survey

It is a simple technique and agile, which enables you to collect information about the sample taken for the relevant study through standardized investigative procedures (Sociedad Española de Medicina de Familia y Comunitaria., Repullo Labrador, & Donado Campos, n.d.). An instrument of 3 questions was used in this technique, which will be provided to teachers and also 3 questions to students in order to establish the factors that are affecting this problem. The questionnaire was applied to the students of 8th level, this instrument was validated by three experts. It helps to measure the dependent variable Speaking skill development and the independent variable Kinesthesia learning strategies. Annex 4

The Pre-Speaking test was applied to the students which was elaborated by the teacher of the class and validated by three experts, the test is structured by three questions the first question refers to the description of a picture where the students use the vocabulary learnt in class through the Kinesthetic strategies at the same time this instrument makes reference to four open questions which students have to answer and finally a last question student express their personal opinion about the shown picture. The same instrument was taken in the Post test to check the difference in the results before and after of this methodological strategy of Kinesthesia taken to the students

The students will be evaluated two times, one was taken at the beginning according to the research to know their level of English knowledge, and the other was applied after the strategies designed by the researcher. The time of the test lasted between 4 to 6 minutes approximately per student. It should be noted that this test took time to evaluate the total

number of students. It should be taken into account to be applied within the preliminary study and then use kinesthetic techniques to evaluate the development of linguistic skills in the foreign language. In addition, teachers must answer questions about how are English classes and the strategies employed, looking for a focus on the technical kinesthetic learning.

Validation card were used by experts who gave their value judgment to the applied instruments to collect data information as mention before

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

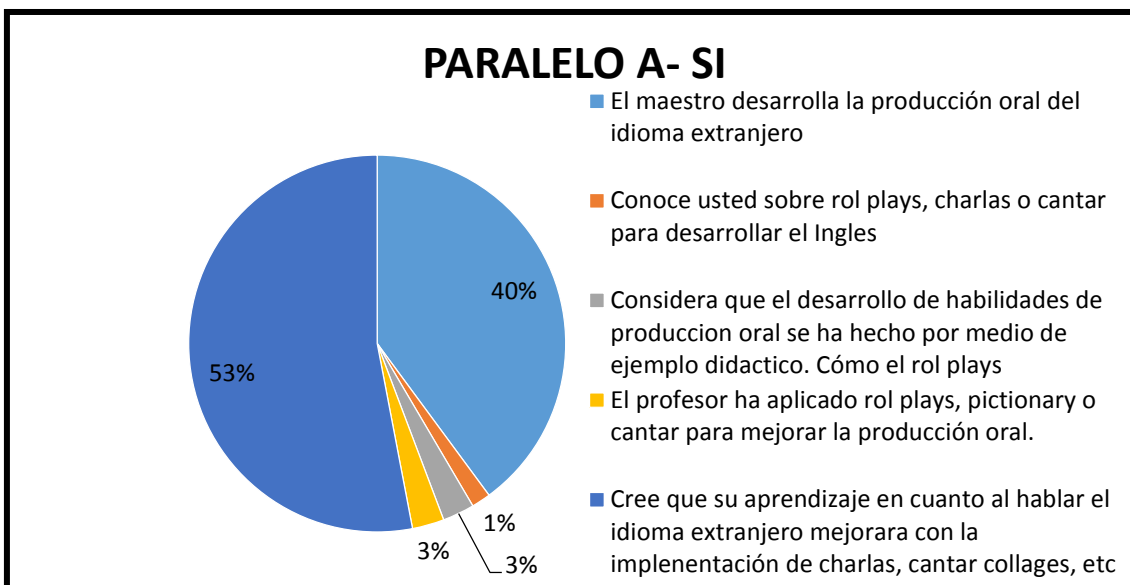
4.1 Analysis of results

The present results are taken from the investigation done in three groups of students from different clases in 8th levels of EGB in Unidad Educativa Pelileo (classes A- B- C) which were in total 110 students, it is also important to mention that most of these students were in ages between 11, 12 and 13 years old, those pupils did the questionnaire given by their teacher in a complete in a free way, answering the following questions (5 Eleccion unica dicotomica) and 5 questions (escala numerica where 1 means Frequency and 5 more Frequency, those instruments are presented in the Annexes Section

4.2. Data Interpretation

PARALELO A

PREGUNTAS		PARALELO A	
		SI	NO
1	El maestro desarrolla la producción oral del idioma extranjero	73%	27%
2	Conoce usted sobre rol plays, charlas o cantar para desarrollar el Ingles	3%	97%
3	Considera que el desarrollo de habilidades de produccion oral se ha hecho por medio de ejemplo didactico. Cómo el rol plays	5%	95%
4	El profesor ha aplicado rol plays, pictionary o cantar para mejorar la producción oral.	5%	95%
5	Cree que su aprendizaje en cuanto al hablar el idioma extranjero mejorara con la implementación de charlas, cantar collages, etc	97%	3%



1. **El maestro desarrolla la producción oral del idioma extranjero?**

As shown in the graph we can mention that 73% indicates that if the teacher uses the oral while 27% said do not used oral production in classes.

2. **Conoce usted sobre role play, charadas o cantar para desarrollar el idioma Inglés?**

From the results obtained through the analysis we can state that 2.7% mention that they know the role play charades for the development of the English language while 97.3% mentions that they do not know.

3. **Considera que el desarrollo de habilidades de producción oral se ha hecho por medio de ejemplo didáctico como el role play?**

Of the total of the surveys, 5.4% indicates that if didactic examples such as role play have been made for the development of oral production skills, 94.6% indicate that no skills have been carried out to learn more the English language.

4. **El profesor ha aplicado role play, pictionary, cantar, para mejorar la producción oral?**

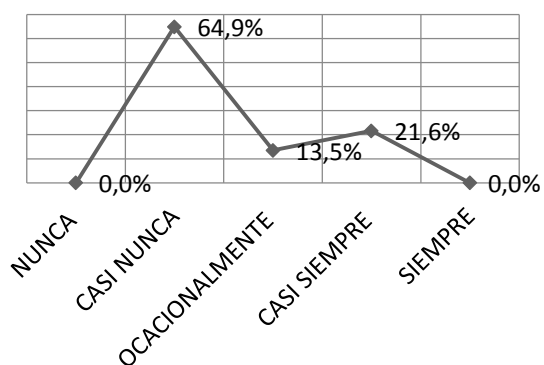
From the results presented, we can interpret that 5.4% state that the teacher has applied role play to improve the oral and written expression of the English language while 94.6% state that it isn't done to improve the production oral.

5. **Cree que su aprendizaje en cuanto al hablar el idioma extranjero mejorará con la implementación charadas, cantar collages, etc.?**

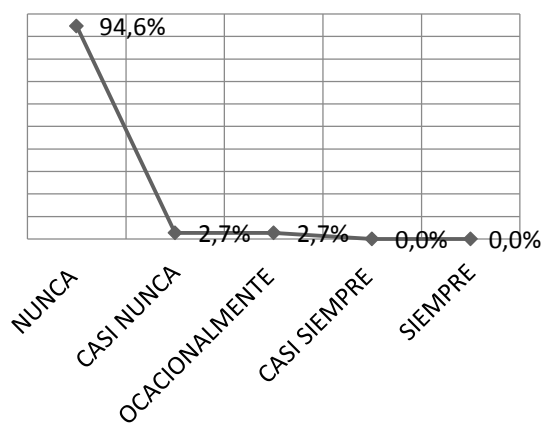
The total of respondents 97.3% said that they will never be able to speak the English language even with the implementation of charades, collages, while 2.7% indicate that they will almost never be able to understand this language. Which is very difficult for students to learn.

PREGUNTAS		PARALELO A				
		NUNCA	CASI NUNCA	OCACIONALMENTE	CASI SIEMPRE	SIEMPRE
6	Con qué frecuencia el alumno participa en clases de Inglés	-	64,9%	13,5%	21,6%	-
7	Con qué frecuencia se hace un rol plays?	94,6%	2,7%	2,7%	-	-
8	Con que frecuencia se desarrolla la pruduccion oral del idioma Ingles en clases?	2,7%	8,1%	89,2%	-	-
9	Con qué frecuencia se implementan actividades para contribuir a la mejora de la producción oral de Ingles?	89,2%	8,1%	89,2%	-	-
10	Con qué frecuencia el profesor aplica la mimica, gestos y movimientos corporal para dar clases	89,2%	8,1%	2,7%	-	-

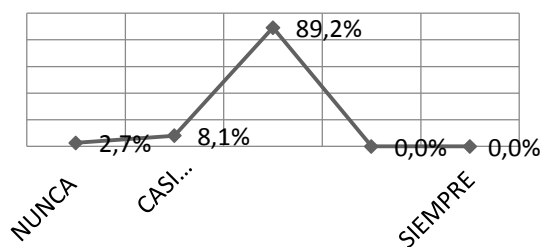
Con qué frecuencia el alumno participa en clases de Inglés



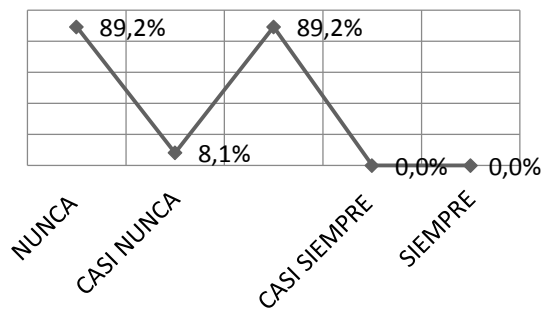
Con qué frecuencia se hace un rol plays?



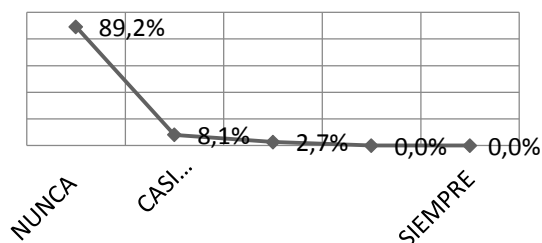
Con que frecuencia se desarrolla la pruduccion oral del idioma Ingles en clases?



Con qué frecuencia se implementan actividades para contribuir a la mejora de la producción oral de Ingles?



Con qué frecuencia el profesor aplica la mimica, gestos y movimientos corporal para dar...



6. Con qué frecuencia el alumno participa en clases de inglés?

The criteria obtained by the respondents indicate that 64.9% mention that the student almost never participates in English classes, while 13.5% indicate that occasionally, while 21.6% indicate that almost always they participate in English classes where the factor almost never is the highest of the applied survey.

7. Con qué frecuencia se hace uso de role play y demás técnicas de movimiento corporal en el aprendizaje?

The total respondents 94.6% answered that role plays have never been used as a body movement technique, while 2.7% indicate that they almost never use it, so 2.7% say that Occasionally, this type of learning is being used in schools, where the highest percentage is that this type of learning has never been used.

8. Con qué frecuencia se desarrolla la producción oral en el idioma Inglés?

The total of the surveys 2.7% indicates that the oral production of the English language has never been developed, while 8.1% indicated that almost never and 89.2% indicate that the English language is occasionally developed.

9. Con qué frecuencia se implementan actividades para contribuir a la mejora de la pronunciación en Inglés?

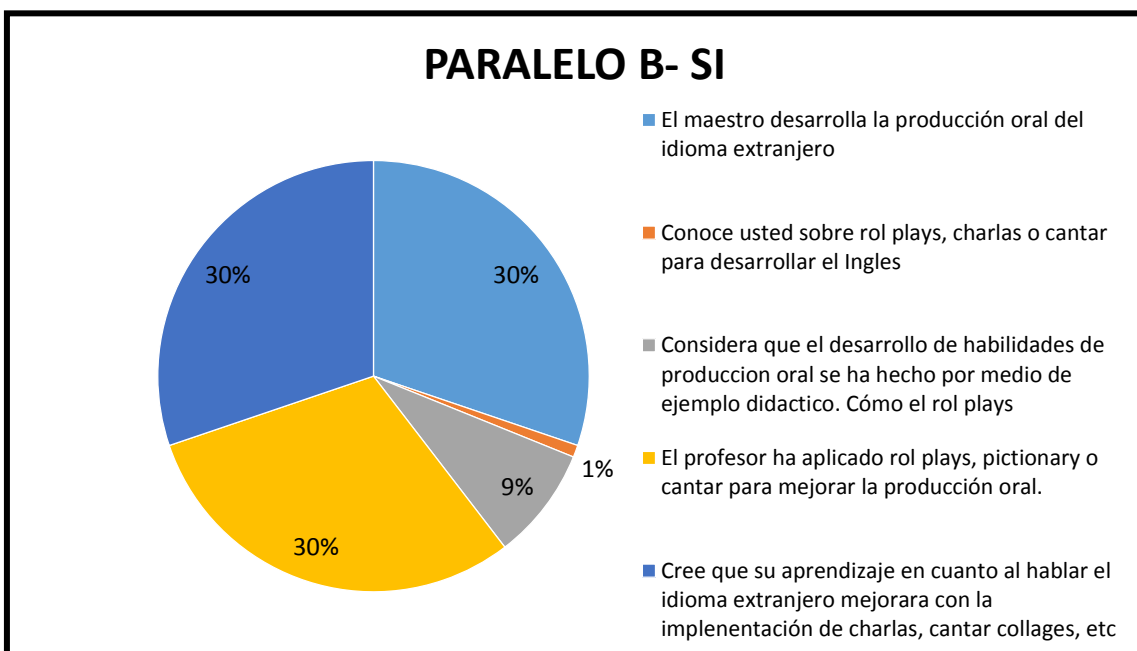
Of the surveys carried out, 89.2% indicate that activities are never implemented to contribute to the improvement of the English pronunciation, while 8.1% indicate that 2.7% said they are almost always used in the same way. That ways are occasionally implemented so that students improve their pronunciation in English.

10. Con qué frecuencia el profesor aplica la mímica y gestos para dar clases?

The criteria obtained by the polls mentioned that 91.9% of the teachers applied mime and gestures to teach, while 5.4% indicated that this was almost never used, while 2.7% indicated that occasionally they used this type of medium for students to understand English classes.

PARALELO B

PRENGUNTAS		PARALELO B	
		SI	NO
1	El maestro desarrolla la producción oral del idioma extranjero	100%	-
2	Conoce usted sobre rol plays, charlas o cantar para desarrollar el Ingles	3%	97%
3	Considera que el desarrollo de habilidades de produccion oral se ha hecho por medio de ejemplo didactico. Cómo el rol plays	28%	72%
4	El profesor ha aplicado rol plays, pictionary o cantar para mejorar la producción oral.	100%	-
5	Cree que su aprendizaje en cuanto al hablar el idioma extranjero mejorara con la implenentación de charlas, cantar collages, etc	100%	-



According to the analysis obtained from the surveys that were applied to the students of 11 years of age with 42.5%, with the ages 12 years with the percentage of 47.5% with the age of 13 years with the percentage of 10% for the respective investigation.

1. El maestro desarrolla la produccion oral del idioma extranjero?

Of the total number of people surveyed, 40% indicated that the teacher uses oral production in the classroom where all students can understand this language but some consider difficult to understand.

2. Conoce usted sobre role play, charadas o cantar para desarrollar el idioma Inglés?

Of the results obtained from the surveys through the analysis we can state that 2.5% mentions that they know the role play charades for the development of the English language while 97.5% mention that they do not know or they have not even heard of this type of teaching

3. Considera que el desarrollo de habilidades de produccion oral se ha hecho por medio de ejemplo didáctico como el role play?

Of the total of the surveys, 27.5% indicate that if didactic examples such as role play have been made for the development of oral production skills, 72.5% indicate that they have not done any kind of skills to learn more of English language.

4. El profesor ha aplicado role play, pictionary, cantar, para mejorar la produccion oral?

With regard to the analysis of the surveys, 100% indicates that no type of role play, pictionary, and singing have been applied to improve oral production both in the writing and in the pronunciation of the English language for the students.

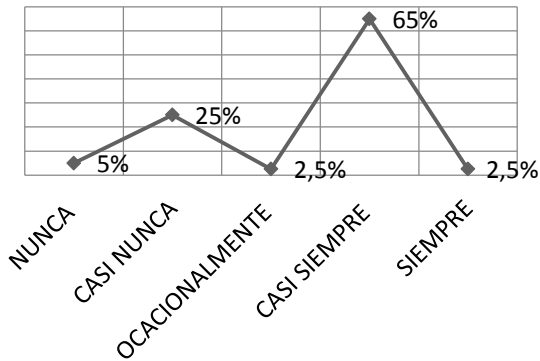
5. Cree que su aprendizaje en cuanto al hablar el idioma extranjero mejorará con la implementacion charadas, cantar collages, etc.?

100% of the people surveyed say that charades have almost never been implemented, collages in the study classrooms by the teachers who teach this subject see the little interest they have with the students to want them to learn this language – English.

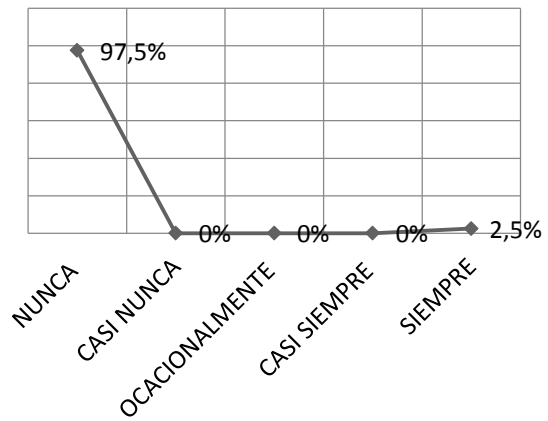
PREGUNTAS		PARALELO B				
		NUNCA	CASI NUNCA	OCACIONALMENTE	CASI SIEMPRE	SIEMPRE
6	Con qué frecuencia el alumno participa en clases de Inglés	5%	25%	2,5%	65%	2,5%
7	Con qué frecuencia se hace un rol plays?	97,5%	-	-	-	2,5%
8	Con que frecuencia se desarrolla la produccion oral del idioma Ingles en clases?	0%	7,5%	5%	87,5%	-
9	Con qué frecuencia se implementan actividades para contribuir a la mejora de la produccion oral de Ingles?	72,5%	7,5%	2,5%	5,0%	12,5%

10	Con qué frecuencia el profesor aplica la mimica, gestos y movimientos corporal para dar clases	100,0%				
----	--	--------	--	--	--	--

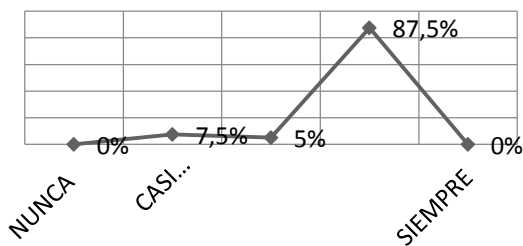
Con qué frecuencia el alumno participa en clases de Inglés



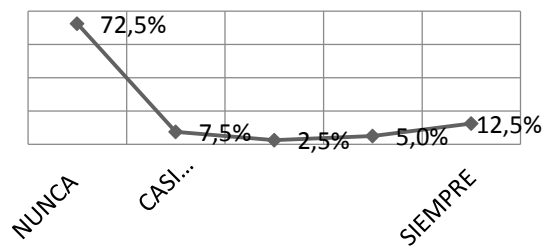
Con qué frecuencia se hace un rol plays?

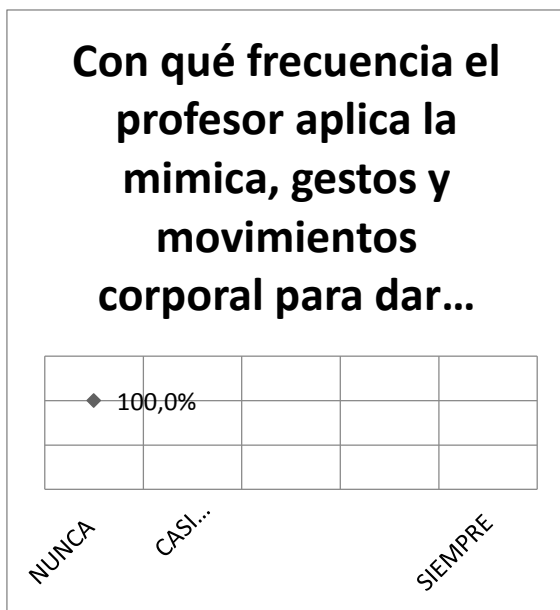


Con que frecuencia se desarrolla la prudccion oral del idioma Ingles en clases?



Con qué frecuencia se implementan actividades para contribuir a la mejora de la producción...





6. Con qué frecuencia el alumno participa en clases de inglés?

The criteria obtained by the respondents indicate that 5% mention that the student never participates in the English classes, while 25% indicate that almost never, while 2.5% indicate that occasionally, while the 65 % almost always, while 2.5% indicate that they always participate in English classes where the factor is almost always the highest percentage of the survey applied.

7. Con qué frecuencia se hace uso de role play y demás técnicas de movimiento corporal en el aprendizaje?

Of the total surveys, 97.5% answered that role plays have never been used as a body movement technique in learning, while 2.5% indicate that this technique has always been used for students to understand this language English.

8. Con qué frecuencia se desarrolla la producción oral en el idioma Inglés?

Of the total of the surveys, 7.5% indicates that the oral production of the English language has almost never been developed, while 5% indicate occasionally and 87.5% indicate that oral production of the English language almost always takes place.

9. Con qué frecuencia se implementan actividades para contribuir a la mejora de la pronunciación en Inglés?

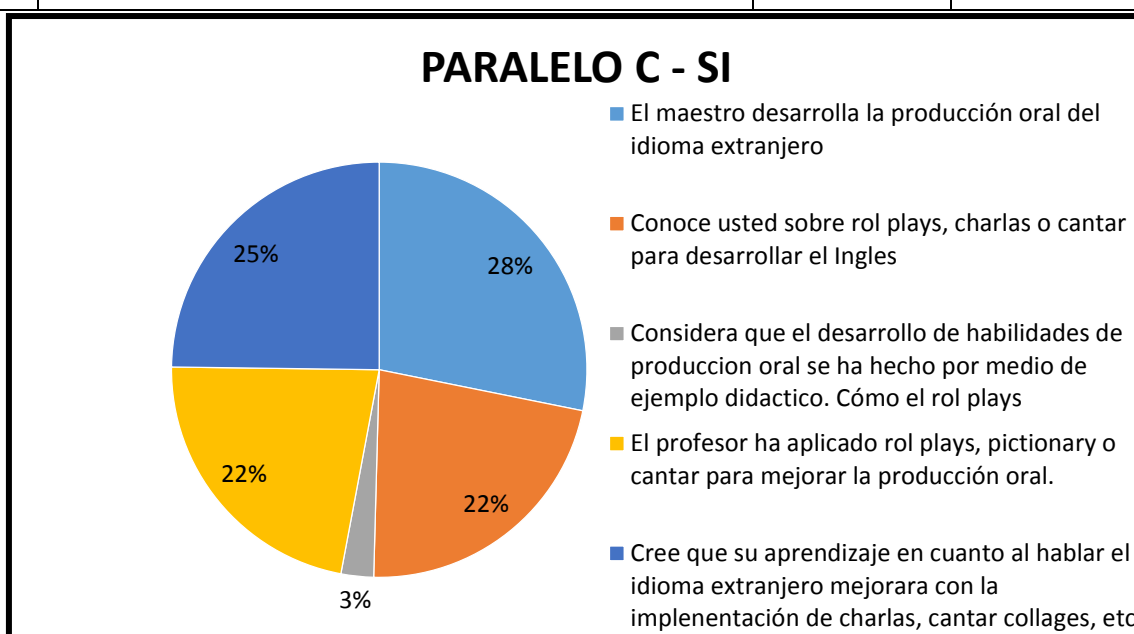
Of the surveys conducted, 72.5% indicate that activities are never implemented to contribute to the improvement of English pronunciation, while 8.1% indicate that almost never is used in the same way, 2.5% said almost always, while 12.5% mention that activities have always been implemented to contribute to the improvement of pronunciation in English.

10. Con qué frecuencia el profesor aplica la mímica y gestos para dar clases?

Of all the people surveyed 100% indicate that the teacher never applies mimics or gestures to implement their classes if this type of teaching was implemented would be very good because students could understand better.

PARALELO C

PREGUNTAS		PARALELO C	
		SI	NO
1	El maestro desarrolla la producción oral del idioma extranjero	100%	-
2	Conoce usted sobre rol plays, charlas o cantar para desarrollar el Ingles	79%	21%
3	Considera que el desarrollo de habilidades de produccion oral se ha hecho por medio de ejemplo didactico. Cómo el rol plays	9%	91%
4	El profesor ha aplicado rol plays, pictionary o cantar para mejorar la producción oral.	79%	21%
5	Cree que su aprendizaje en cuanto al hablar el idioma extranjero mejorara con la implementación de charlas, cantar collages, etc	88%	12%



According to the analysis obtained from the surveys were applied to students of 11 years of age with 66.7%, with ages 12 years with the percentage of 33.3% to obtain the necessary information for our research project.

1. El maestro desarrolla la produucción oral del idioma extranjero?

Of all the people surveyed 100% indicates that if the teacher uses the development of oral production in the classroom all students can better understand of this language which is difficult to understand.

2. Conoce usted sobre role play, charadas o cantar para desarrollar el idioma Inglés?

From the results obtained through the analysis we can state that 78.8% mention that if they know the role play, charades for the development of the English language while 21.2% mentions that they do not know this type of learning.

3. Considera que el desarrollo de habilidades de producción oral se ha hecho por medio de ejemplo didáctico como el role play?

Of the total of the surveys, 91.1% indicate that didactic examples such as role play have been made for the development of oral production skills, while 90.9% indicate that they have not done any type of skills learning the English language, thus causing the students' little interest in their learning caused low grades in their performance.

4. El profesor ha aplicado role play, pictionary, cantar, para mejorar la producción oral?

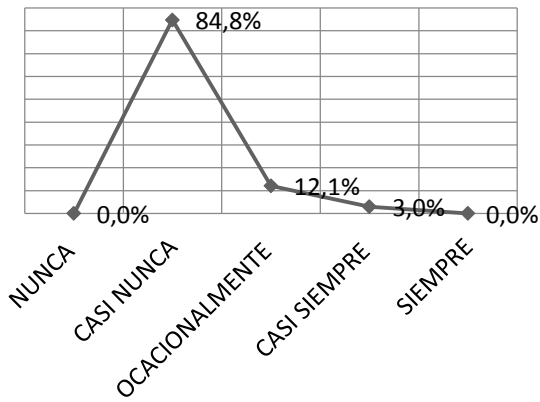
With respect to the analysis of the surveys, 78.8% indicates that if role play, pictionary, singing has been applied to improve oral production, while 21.2% indicate that no teaching has been applied.

5. Cree que su aprendizaje en cuanto al hablar el idioma extranjero mejorará con la implementación charadas, cantar collages, etc.?

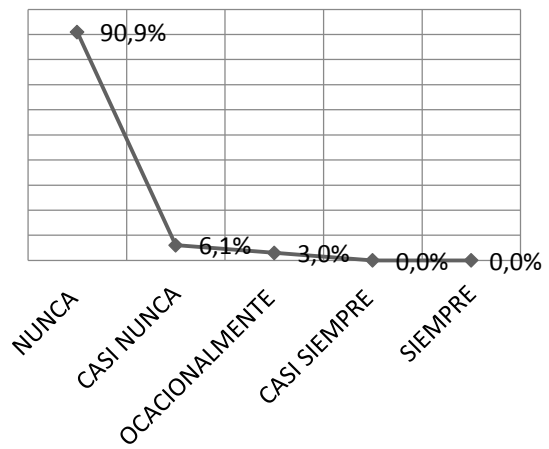
Of the total of the surveys, 87.9% said that they will never be able to speak the English language even with the implementation of charades, collages, while 12.1% indicate that they will almost never be able to understand this language. Which is very difficult for students to learn since there are many flaws since elementary school.

PREGUNTAS		PARALELO C				
		NUNCA	CASI NUNCA	OCACIONALMENTE	CASI SIEMPRE	SIEMPRE
6	Con qué frecuencia el alumno participa en clases de Inglés	-	84,8%	12,1%	3,0%	-
7	Con qué frecuencia se hace un rol plays?	90,9%	6,1%	3,0%	-	-
8	Con que frecuencia se desarrolla la pruduccion oral del idioma Ingles en clases?	12,1%	-	81,8%	6,1%	-
9	Con qué frecuencia se implementan actividades para contribuir a la mejora de la producción oral de Ingles?	87,9%	9,1%	-	-	3,0%
10	Con qué frecuencia el profesor aplica la mimica, gestos y movimientos corporal para dar clases	93,9%	3,0%	-	-	3,0%

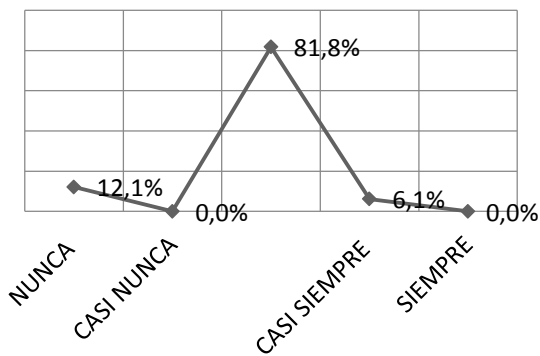
Con qué frecuencia el alumno participa en clases de Inglés



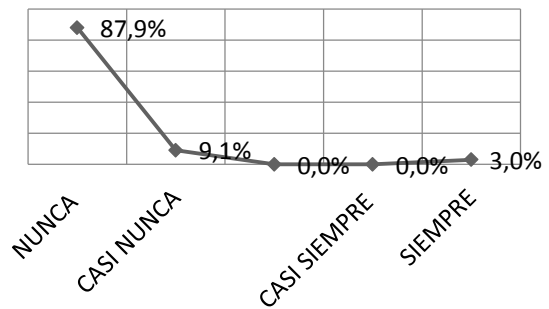
Con qué frecuencia se hace un rol plays?



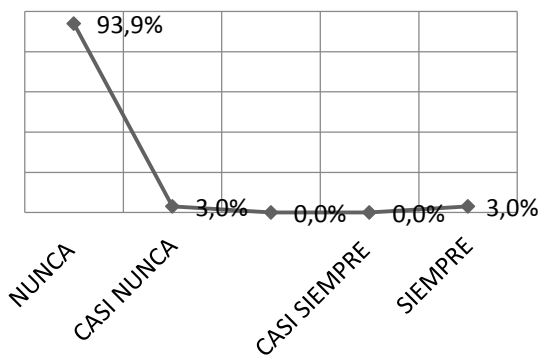
Con que frecuencia se desarrolla la produccion oral del idioma Ingles en clases?



Con qué frecuencia se implementan actividades para contribuir a la mejora de la producción oral de Inglés?



Con qué frecuencia el profesor aplica la mimica, gestos y movimientos corporal para dar clases



6. Con qué frecuencia el alumno participa en clases de inglés?

The criteria obtained by the respondents indicate that 84.8% mention that the student almost never participates in English classes, while 12.1% indicate that they occasionally participate, 3% indicate that they almost always participate. In English classes where the factor almost never exceeds being the highest of the survey applied.

7. Con qué frecuencia se hace uso de role play y demás técnicas de movimiento corporal en el aprendizaje?

Of the total surveys, 90.9% answered that role plays and other body movement techniques have never been used in learning, while 6.1% indicate that they almost never do, so that 3% say that Occasionally this type of teaching has been used where the highest percentage is that this type of learning has never been used because of lack of interest of the teachers in looking for types of teaching so that the students can understand the English language.

8. Con qué frecuencia se desarrolla la producción oral en el idioma Inglés?

Of the total of the surveyed people, 12.1% indicates that the oral production of the English language has never been developed, while 81.8% indicated that it is occasionally used, while 6.1% indicate that the spoken language is almost always developed. Of the English language in the classroom.

9. Con qué frecuencia se implementan actividades para contribuir a la mejora de la pronunciación en Inglés?

Of the surveys carried out, 87.9% indicates that activities are never implemented to contribute to the improvement of the English pronunciation, while 9.1% indicate that a method is always used for the student to pronounce this language. In the same way, 3% said that ways are always implemented so that students improve their pronunciation by the teachers in question to the pronunciation of the English language.

10. Con qué frecuencia el profesor aplica la mímica y gestos para dar clases?

The criteria obtained by means of tabulated surveys mentions that 93.9% state that the teacher never applies mime and gestures to teach, while 3% indicate that this technique is almost never used, while 3% indicate that this type of medium is used so that students understand English classes.

4.3. Hypothesis verification

To verify the hypothesis of this research, the Pearson Chi Cuadrado statistical calculation was performed, which is detailed below:

In order to define the decision rule, we proceed to calculate the degrees of freedom that are the measurements of the number of values in the statistics that are free to vary without influencing the result of the statistics.

In relation to the statistical analysis, the most significant correlations of the analyzed variables were considered, consequently the hypothesis set forth in the present article could be verified. The table presents each of the variables with their dimensions and their

highest correlations by cross-referencing the variables among the selected evaluation instruments.

Table 12 Correlation results

Speaking Skill	Question 5	Question 6
Kinesthetic activities		
Question 2	0,539	
Question 3		0,579

Elaborated by: Muñoz Fernando, 2018

Source: Questionnaire

It is also very important to mention that those instruments were validated by experts to be taken to the students to verify the questionnaire shown in Annexes 1. The chart validation by English teachers.

Results and hypothesis testing

Table 13 Hypothesis testing

Speaking Skill	Question 2 & 5	Question 3 & 6
Kinesthetic activities		
Chi-Cuadrado	63.928	
P-Value	0.000	0.000
Critical value	26.29	26.29
Level of Significance	0.05	0.05
Grades of liberty	16	16

Elaborated by: Muñoz Fernando, 2018

Source: Questionnaire

4.4. Findings

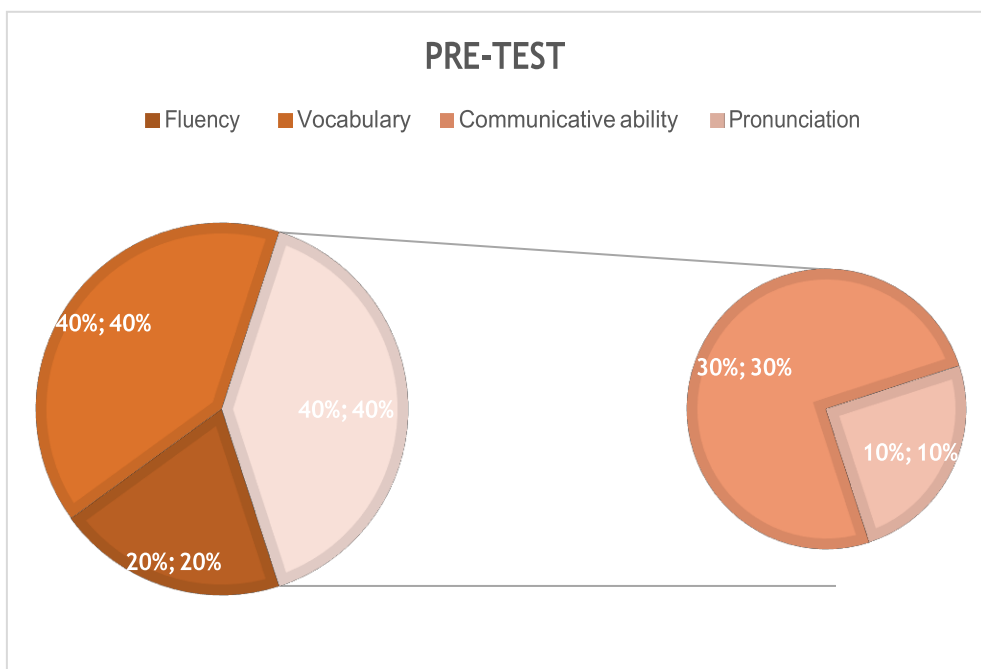
The study shows that most of the students were able to improve their speaking skills in the English lessons through the application of different kinesthetic activities such as role plays, dramatizations, poems, body movements, among others. However, students maintained a normal range of grades which could be developed over time and ongoing practice. Regarding the implementation of these activities in order to make classes more attractive and dynamic for students, the teacher provided extra materials such as worksheets, audios and videos among others with the aim of inviting students to answer some questions by choosing the right answer according to what they speak.

4.5. Speaking test results

In this concern, Rahnama, Fatehi and Bagheri (2016) recommended to emphasize an optimal and conducive environment in the classroom so that teachers have a vital role in creating a friendly and appropriate environmental classroom.

The speaking test evaluation criteria was based on 6 indicators, these were Fluency, Vocabulary, Communicative ability, Vocabulary, pronunciation.

4.5.1. Speaking pre-test results



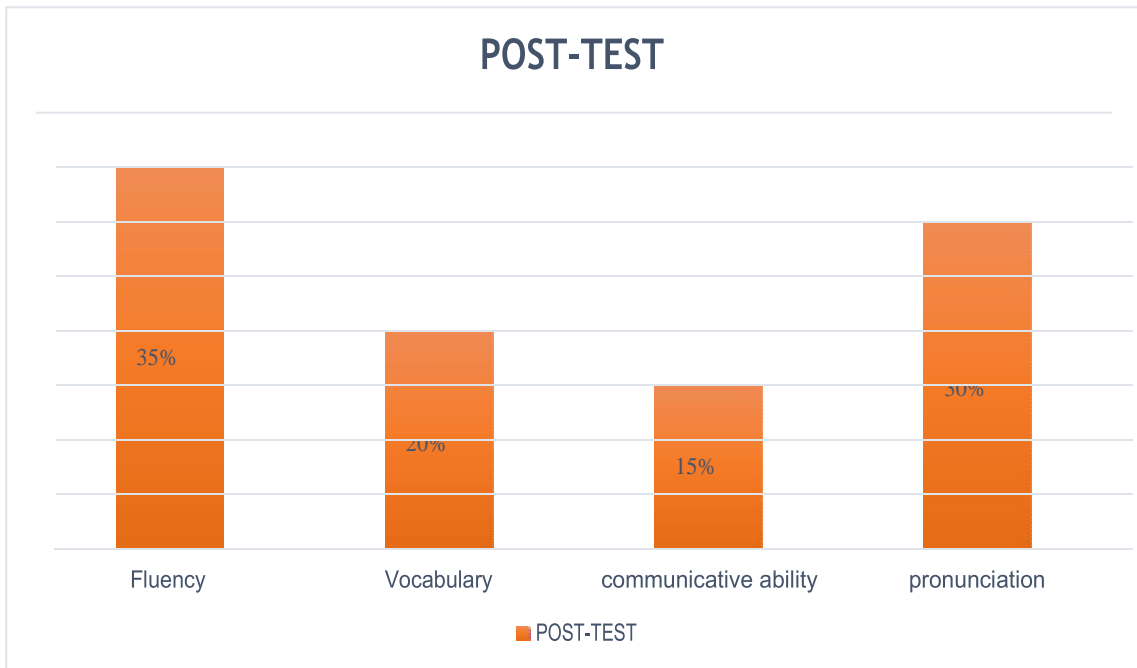
This test was applied with the aim of identifying the speaking level of students. The study showed that the students did not have a good level of fluency (20%), communicative ability (30%) and pronunciation (10%). During the research, students did not want to speak because they felt nervous and uncertain since English was a difficult subject for most of them. The speaking test was based on topics that they had already worked with their English teacher. Although, students knew the topics, they were not able to communicate verbally which presented a lack of coherence and cohesion while answering the different questions.

The results obtained from the pre-test showed that students did not master the speaking skill. These scores confirmed why learners presented some difficulties since they were not able to comprehend the activities easily. Basically, they had problems understanding the dialogues. Regarding speaking skill, only 7 out 40 students had very good grades. Furthermore, at the time of the application of the various activities to learners, they were nervous and anxious, which affected their academic performance.

Another disadvantage that students faced was that the main teacher did not apply speaking activities in the English lesson because students had a basic level and they felt frustrated and afraid of failing the English subject. Additionally, the school did not have

the appropriate materials to develop listening activities. These are some of the reasons why most of the learners obtained low averages on the pre-test. Annex 5, Rubrics Annex 6

4.5.2. Speaking post-test results



The questions of the post-test were focused on the same purposes and based on the same topic of the pre-test. Thus, after the last activity, learners took the post-test where they had to answer multiple-choice questions, the researcher provided learners an audio script to complete the test.

After the application of the post-test, the results were tabulated. The test was graded by 10 points; the table shows the scores obtained in the post-test. It represents the score of each student and the final grade in the experimental group.

The table shows that students have overcome some of the difficulties with these activities since the final grade has increased from the pre-test to the post-test. In general, students have improved their grades in the post-test. That means, the kinesthetic activities as theatre in classroom, cooperative games, handicrafts, touch activities, mimes, poems applied have brought benefits to overcome some of their difficulties with speaking skill. They have learned to carefully speak some dialogues and to understand specific details. Hence, it is argued that teaching through kinesthetic materials highly improve students listening skill.

This fact is corroborated by Ramirez (2012) in which she mentions that the use of these strategies helps student's comprehension of the new language, since these tools simplify the meaning of words and messages, help in remembering new vocabulary, and in gaining students attention providing a better understanding in the learning process.

On the other hand, it was noted that taking the pre-test exam without prior notice makes it more difficult for students to answer, listening skill is due to the fact that half of the course had a deficiency in the speaking skills. However, it indicates the level of each student. As the results reflect more than half of the students did not achieve the required learning outcome. For that reason, the results indicated that the main teacher needs to implement speaking activities in her English lessons and develop interactive activities in order to graft student attention.

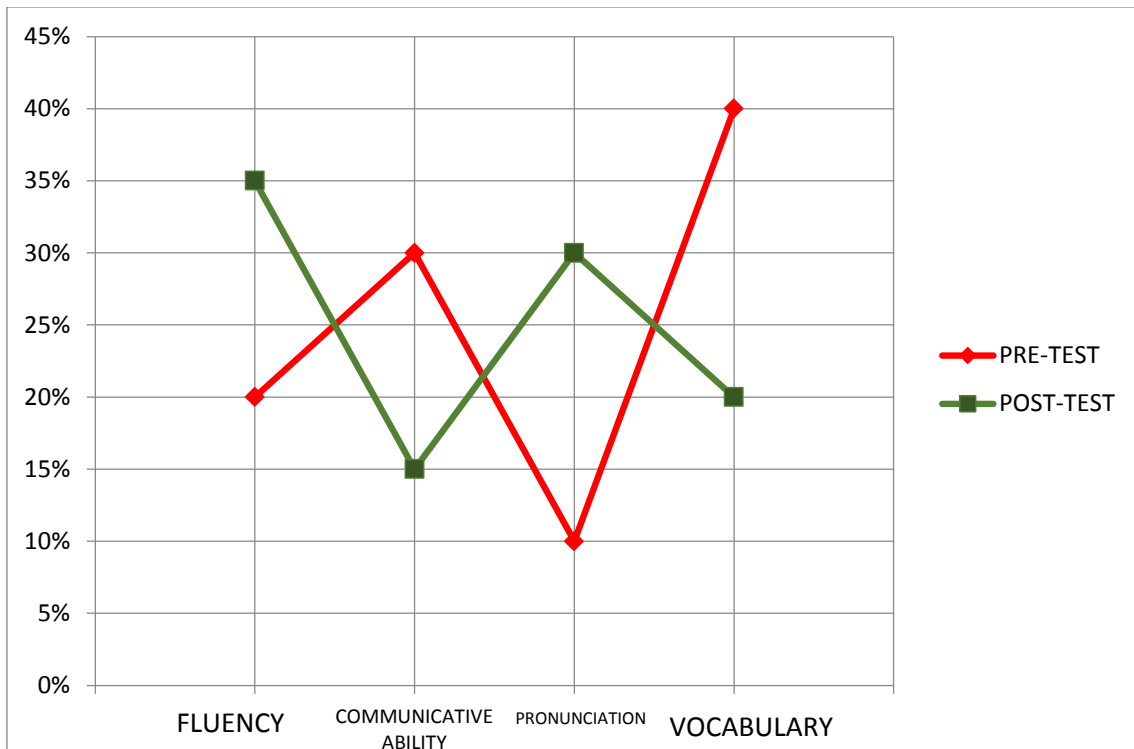
Similarly, students need opportunities to practice using these skills in a variety of ways, from informal conversations to more formal verbal presentations along with practicing learning strategies such as solving listening and speaking problems (Center for multicultural youth, 2012). At the same time, Zhenguang (2017) mentions that listening will be strongly influenced by the way in which the words are spoken. But the difference will not be apparent to many students because either they do not normally listen to such distinctions, or they have no time to think about them during a lecture.

The aim of the post-test was to confirm the students' progress in their listening and speaking skill through fluency, pronunciation, communicative ability and vocabulary. As graphic shows, with help and application of the different listening and speaking activities the students were able to improve their pronunciation and fluency. In fact, they felt more comfortable and more confident at the moment of speaking and expressing themselves.

Although, some students felt frustrated at the time of speaking because they felt nervous about making mistakes when talking in front of their classmates and teacher, they appreciated the different resources available to them, because they felt they would be beneficial in future courses allowing them to broaden their knowledge and improve their speaking skills.

According to Zardini and Barnabé (2015), when assisting students in the development of their oral skills, there are some tips and techniques that teachers can use to minimize students' anxiety and to make the development as efficient and practical as possible.

	FLUENCY	COMMUNICATIVE ABILITY	PRONUNCIATION	VOCABULARY
PRE-TEST	20%	30%	10%	40%
POST-TEST	35%	15%	30%	20%



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- The Pre test showed that the students did not master the speaking skill the scores confirmed that learners presented some difficulties after the application of the post test the results has increased in general students have increased their grades,the application of kinesthetic activities in Unidad Educativa Pelileo high school it gets better results in student's level of speaking skill. The different activities were based on the topics that they were familiar with. However, some activities were the most effective since students scored higher on those.
- The most important kinesthetic strategies that were observed in their application in the classroom were: role plays, mimics, gestures, singing which help to develop the perceptual skills of students in 8th level On the other hand, it was determined that when non-verbal elements are applied, they contribute to the development of kinesthetic strategies, since they are learned through sensations of movement, which leads to a significant learning of the language.
- Within the subskills of oral dexterity that are applied in the classroom, the teacher has sometimes strengthened the appropriate use of the language, since the techniques used are: style, clarity and interaction, it was also observed that the correct phrasing of the text is used in terms of intonation moderately, and finally the teacher shows little interest in encouraging proper pronunciation of words.kinesthetic activities contributed in a beneficial way to the improvement of speaking skills, they also improved their grades considerably.

5.2 Recommendations

- Diagnose and strengthen the speaking skill, kinesthetic strategies have multiple benefits in the process of teaching and learning a language, since the use of them leads the student to experience sensations through movements, which help in learning. Therefore, it is important to apply kinesthetic strategies in the development of oral production of a language, this is the case of the English language
- To promote the application of kinesthetic strategies in activities to benefit body memory, respectively to the mental development exercise, in this case word search, memory games, debates, increasing classroom play activities that focus on: running dictation, poster creation, collage, and mind mapping, active reading, dialogues regarding intonation of oral expression, and role-play. Teachers should include kinesthetic activities more frequently, so that education would not stagnate in a traditional model, but rather would advance with giant steps to a model that would develop the students' skills.
- A plan of kinesthetic activities should be implemented in the future, focused not only in the development of speaking skill, but also in combination with writing listening and reading skills.

CHAPTER VI

THE PROPOSAL

6.1. INFORMATION DATA

Proposal

The Manual for speaking skill development with Kinesthetic Strategies for Basic learners

Name of the Institution: Unidad Educativa “Pelileo”

Location: Pelileo City

Beneficiaries: Direct beneficiaries are teachers and students of Basic level

Estimate time for the execution: 6 weeks

Beginning: May 1st- **End:** June 8th

Responsible: Researcher: Fernando Muñoz

6.2. PROPOSAL BACKGROUND

Taking a look into our reality, we see that so many things in education are wrong, especially the things that it's supposed to be optimal to ensure a good learning and a good environment to students' satisfaction and wellness.

English speaking skill could be seen as the most important characteristic of oral communication, it has been mentioned as one of the most difficult skill to be developed, learners are not be able to communicate through the oral skill in a good manner, the causes for poor production may be due to some factors for example, lack of necessity to use English indoor or outdoors, low motivation.

Students at this institution come from rural and indigenous areas they may not need English for communicating to solve daily situations because Spanish and some Kichwa are a kind of official language

In other countries, where this model has been approved to the use, it has recovered good results in classrooms, making learning very fun and entertaining, securing a good process to get an optimal education through movement

In fact, the traditional method is useless, and do not show a good result into the classrooms, thing that makes it obsolete and out of time. This proposal emerged with

the objective to help, accompany teachers and students' poor level performance in the speaking skill

6.3. JUSTIFICATION

The present manual could accompany and help teachers of primary school specially to those who work in places where English is not presented as an important tool and the students are not the centered of study to motivate the learning-teaching process

There's not a good learning in English language and the development of speaking skills, that's why our students of future generations needs to improve their way to do it. It's imperative to get a better way to learn and teach to make this easier to everybody.

Now, as the new vision of education says, and the inevitable current of globalization holding our society, the needing of having English as a second language becomes more and more important every day, makes that us, Like Teachers, like guides to our pupils to their future, try to found new ways to reach the point of max attention in learning, using their especial talents to make them better human been. It is important to use body activities with our students to develop the speaking skill

6.4. OBJECTIVES

6.4.1. General objective

Design kinesthetic strategies manual for speaking skills development in students from 8th level EGB, at Unidad Educativa "Pelileo".

6.4.2. Specific objectives

- Identify the most useful and appropriate kinesthetic strategies to promote speaking.
- Stablish a procedure to use kinesthetic strategies in speaking skill development
- Impulse some kinesthetic strategies for speaking skills development in students.
- Contribute with dynamic classes to motivated students about learning English.
- Use the especial students' talents to make a good teaching-learning process. Some of them are good at singing other dancing or acting

6.5. Feasibility Analysis

The implementation of this manual is not expensive and does not need special equipment apart from the available in the classroom. Besides, this manual can be easily photocopied by teachers. For those reasons, it has a high degree of feasibility. The only special equipment that teachers will need to work on project-based learning activities will be a projector and a computer; these appliances are easily found at Unidad Educativa Pelileo. Moreover, the classroom space is big enough so that the students can participate actively in all the kinesthetic activities

6.6. Theoretical basis

Kinesthesia in speaking skill development

This manual could be used as a helpful tool not only to have the students engaged with the subject matter or course content but also to foster their collaboration, action and creativity. Besides kinesthetic strategies could be used in the teaching-learning process in order to look for authentic work and assessment, the use of this manual could be useful to develop the students' self steam and it could also allow them to interact and present the oral skill through oral production

Kinesthesia is across-cultural on active learner-centered educational issues. It lets teachers to provide students an authentic and real learning environment. Students are challenged by teachers and they improve their speaking skill as well cooperative abilities and creativity.

Speaking skill

According to Thornbury (2005), speaking is an everyday action which has been awarded to people; thousands of words are daily produced by some people, and many more by others i.e politicians from all the language skills, speaking seems to be the most important. This assertion is done because people who have learned another language are known as 'speakers' of other language. This statement is done as if all the aspects of language learning were included in speaking.

Additionally, speaking is the most required skill to be learned in many if not all foreign language courses (Bailey, 2003). This could happen because speaking is the immediate form of communication when two people meet for the first time. Speaking requires not only transmitting messages orally.

6.7. Proposal Development

Manual for speaking skill development with kinesthetic strategies



Author: Fernando Muñoz



WELCOME

This manual is a tool Guide for teachers in schools that offer classes in the eighth level of EGB, on his way to implement technical kinesthetic students will motivate and develop better their skills of oral production.

Teachers are responsible, through this manual, implement the techniques necessary to count with more dynamic and interactive classes and so students are able to acquire the taste for language, especially in its development with regard to in English-speaking skills concerns.

Notes for Teachers

This m a n n u a l is expected to be used by all English teachers at Unidad Educativa Pelileo. It is hoped that educators are willing to use kinesthetic strategies in learning activities in order to enhance the speaking skill in a practical and student-centered learning atmosphere.

The following pages contain information on how to apply the kinesthetic techniques in the field of development of oral production of students of basic education, especially for those at 8th level, through activities, games other described methods to continuation.

Strategies activities are designed to foster students' participation and collaboration. The didactic material's aim is to help teachers and students improve the English speaking skill.

Finally, this manual is comprised to accompany the student book with six units. The manual attempt to give the learners the opportunity to improve the four parameters of the speaking skill i.e., Fluency, vocabulary, communication ability, pronunciation

Author's notes

This Manual was created as an aid for teachers and students at the Basic elementary level. It contains strategies that encourage English oral production through the development Kinesthesia. The activities are aligned with the 8th level book provided by the ministry of education. Therefore, the Manual do not have to be executed in everyday classes but at the end of every unit. If this Manual is used separately from the book used in public education.

I hope teachers and students use it in order to foster oral production in class or at home.

FERNANDO

INDEX

UNIT TOPIC	KINESTHETIC STRATEGIES	ORAL PRODUCTION	PAGES
1. FAMILY	Role Plays	Learners make family trees and present it orally	101
2. MY CULTURE	Oral Response	Learners work in groups to prepare an oral presentation about Ecuadorian typical celebrations	105
3. THE SHOW	Body Maps	Learners make a presentation of a musical, dancing, acting and singing	107
4. FOOD	Competitive and cooperative games	Learners work in groups to make an oral presentation preparing a recipe	110
5. THE PAST	Guess the picture	Students work in groups to present a famous person's biography	114
6. MEMORIES	Jigsaw Story	Learners present a past experience, vacation or memory they have	121

STRATEGY 1

ROLE PLAY



Figure 18 Students in a role play

Source: (The Teacher.in, 2017)

It is a technique carried out within the classroom by which is handled in the framework of theatrical pedagogy, a dramatic game where students carry out a specific role representing a character or profession-related. This technique is the most widespread and used for the development of foreign language oral proficiency (Del & Bío, 2014).

Its guarantee that everybody in the classroom has a participation and therefore a good way to teach the students how to speak correctly and evaluate the class progress.

Skills Developed and evaluated

- Speaking
- Learning
- Listening
- Public expression

Step-by-step model for classroom implementation (Kodotchigova, 2002):

1. A Situation for a Role Play

To begin with, choose a situation for a role play. Teacher should select role plays that will give the students an opportunity to practice what they have learned. At the same

time, we need a role play that interests the students. One way to make sure your role play is interesting is to let the students choose the situation themselves. They might either suggest themes that intrigue them or select a topic from a list of given situations. To find a situation for a role play, write down situations you encounter in your own life, read a book or watch a movie. According to the educational rules to education in our country, it's better if you might make up an effective role play based on cultural differences.

2. Role Play Design

The next step is to come up with ideas on how this situation may develop. Students' level of language level should be taken into consideration (Livingstone, 1983). Depending of that, on low intermediate and more advanced levels, role plays with problems or conflicts in them work very well because they motivate the characters to talk (Shaw, Corsini, Blake & Mouton, 1980; Horner & McGinley, 1990). To build in these problems let the standard script go wrong. This will generate tension and make the role play more interesting. For example, in a role play situation at the market the participants have conflicting role information. One or two students have their lists of things to buy while another two or three students are salespeople who don't have anything the first group needs, but can offer slightly or absolutely different things.

3. Linguistic Preparation

Once you have selected a suitable role play, predict the language needed for it. At the beginning level, the language needed is almost completely predictable. The higher the level of students the more difficult it is to prefigure accurately what language students will need, but some prediction is possible anyway (Livingstone, 1983). It is recommended to introduce any new vocabulary before the role play (Sciartilli, 1983).

At the beginning level, you might want to elicit the development of the role play scenario from your students and then enrich it. For example, the situation of the role play is returning an item of clothing back to the store. The teacher asks questions, such as, 'In this situation what will you say to the salesperson?', 'What will the salesperson say?' and writes what the students dictate on the right side of the board. When this is

done, on the left side of the board the instructor writes down useful expressions, asking the students, 'Can the customer say it in another way?', 'What else can the salesperson say?' This way of introducing new vocabulary makes the students more confident acting out a role play.

4. Factual Preparation

Now we have to providing the students with concrete information and clear role descriptions so that they could play their roles with confidence. For example, in the situation at a railway station, the person giving the information should have relevant information: the times and destination of the trains, prices of tickets, etc. In a more advanced class and in a more elaborate situation include on a cue card a fictitious name, status, age, personality, and fictitious interests and desires.

Describe each role in a manner that will let the students identify with the characters. Use the second person 'you' rather than the third person 'he' or 'she.' If your role presents a problem, just state the problem without giving any solutions.

At the beginning level cue cards might contain detailed instructions (Byrne, 1983). For example,

Cue Card A:

YOU ARE A TAXI-DRIVER

1. Greet the passenger and ask him where he wants to go.
2. Say the price. Make some comments on the weather. Ask the passenger if he likes this weather.
3. Answer the passenger's question. Boast that your son has won the school swimming competition. Ask if the passenger likes swimming.

Cue Card B:

YOU ARE A PASSENGER IN A TAXI

1. Greet the taxi driver and say where you want to go. Ask what the price will be.
2. Answer the taxi-driver's question and ask what kind of weather he likes.
3. Say that you like swimming a lot and that you learned to swim 10 years ago when

you went to Spain with your family.

5. Assigning the Roles

At the beginning level the teacher can take one of the roles and act it out as a model. Sometimes, the students have role play exercises for the home task. They learn useful words and expressions, thinking about what they can say and then act out the role play in the next class.

There can be one or several role play groups. If the whole class represents one role play group, it is necessary to keep some minor roles which can be taken away if there are less people in class than expected (Horner & McGinley, 1990). If the teacher runs out of roles, can assign one role to two students, in which one speaks secret thoughts of the other (Shaw, Corsini, Blake & Mouton, 1980). With several role play groups, when deciding on their composition, both the abilities and the personalities of the students should be taken into consideration. For example, a group consisting only of the shyest students will not be a success. Very often, optimum interaction can be reached by letting the students work in one group with their friends (Horner & McGinley, 1990).

Whether taking any part in the role play or not, the role of the teacher is to be as unobtrusive as possible (Livingstone, 1983). He or she is listening for students' errors making notes. Mistakes noted during the role play will provide the teacher with feedback for further practice and revision. It is recommended that the instructor avoids intervening in a role play with error corrections not to discourage the students.

6. Follow-up

Once the role play is finished, spend some time on debriefing. This does not mean pointing out and correcting mistakes. After the role play, the students are satisfied with themselves, they feel that they have used their knowledge of the language for something concrete and useful. This feeling of satisfaction will disappear if every mistake is analyzed. It might also make the students less confident and less willing to do the other role plays (Livingstone, 1983).

Follow-up means asking every student's opinion about the role play and welcoming their comments (Milroy, 1982; Horner & McGinley, 1990). The aim is to discuss what has happened in the role play and what they have learned. In addition to group

discussion, an evaluation questionnaire can be used.

STRATEGY 2

BODY RESPONSE



Also called Total Physical response (TPR), is a technique created by Dr. James J. Asher and it's based in the fact that every student learn their mother language using imitations and actions to learn a second language.

Following the reasoning that Asher have followed, the students, when they're children, learn everything about their language by a thing called 'Language-Body Conversations', where the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so. These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom (Frost, 2017).

Skills developed and evaluated

- Vocabulary connected with actions
- Tenses past/present/future and continuous aspects

- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close your eyes)
- Storytelling

How to Use in Class (Model by Muñoz Fernando, 2018)

1. Teacher starts by saying a word (smile) or a phrase (Take off your books) and demonstrating an action. Then repeat the command and the students all do the action.
2. Repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase you can then ask the students to direct each other or the whole class.
3. Authors recommend to increase effectiveness putting the students standing in a circle around the teacher and you can even encourage them to walk around as they do the action.
4. A useful game that can be implemented is Simon Says. When you give a command, students should only do it if you say "Simon says..." at the start.

STRATEGY 3

BODY MAPS

As previously mentioned, this technique allows the learning of the human body from an academic perspective and quite systematized, especially designed for the teaching of basic biology in students.

It has its origin in the technique used to teach small children the parts of their bodies through humanoid images, little far from reality, so that this way is associated with reality.

However, this technique what is also used for teaching in music, it can be adapted for students, advanced ones, to learn about animal, vegetable and even robotic kingdom.

Skills Developed and evaluated

- Spatial sense
- Observation
- Speaking
- Reading
- Pronunciation
- General Comprehension
- Direction Sense

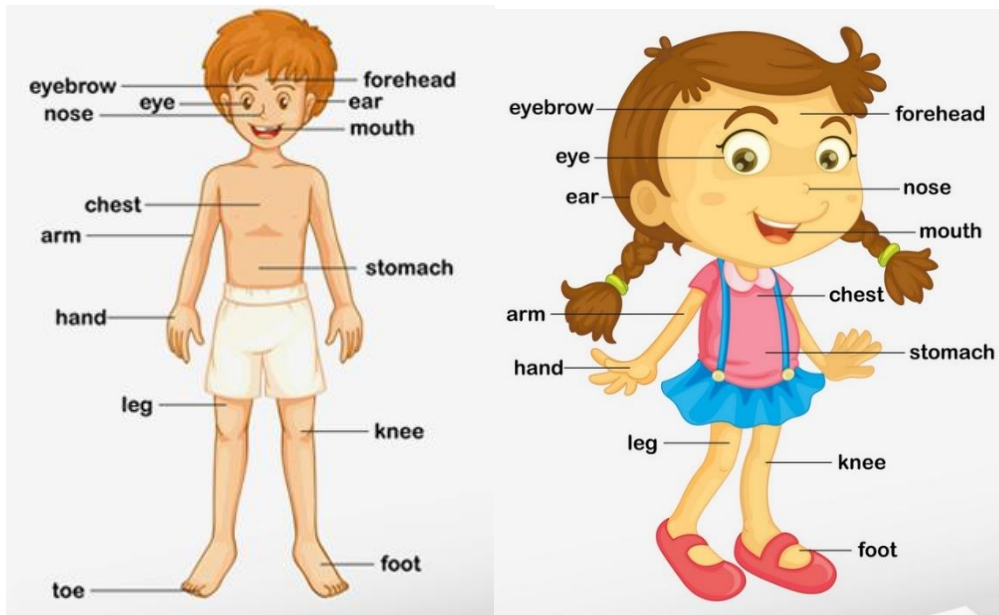
How to Use in Class (Model by Muñoz Fernando, 2018)

For this technique we will need resources like the common called ‘cucas’ that are paper dolls who can be dressed according the subject wants.

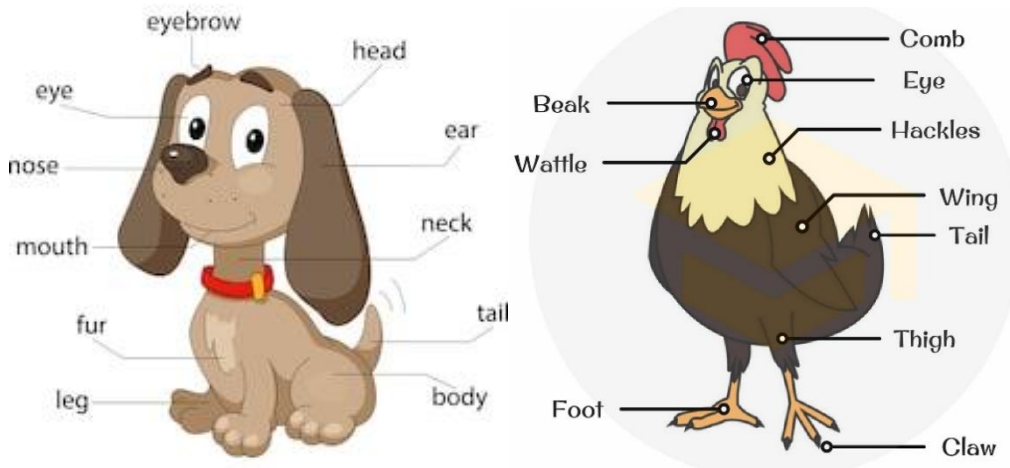


Because our target are the students of 8th Grade, we will begin whit the parts of the body, male and female, then we will use body response we can evaluate and improve the effectiveness of this.

When the knowledge is completed, we can follow to directions, as the body does. For example Arm moves outside the body, punches goes in front of my face, for what, I, as researcher recommend the game Simon Says to make it very efficient.



If teacher wants to extend the knowing, could use other resources like animals, plants, or even robots to explain parts, improve vocabulary and make larger all the info having in mind that learning in this and in all this techniques must be fun.



STRATEGY 4

COMPETITIVE AND COOPERATIVE GAMES

At this point, it could be done with all the teachers' imagination, having an infinite range of action, being able to invent new ways to reach students.

This technique is fomented by the natural predisposition of the kids to compete and the orientation that we have to make to their.

In this manual, we will propose two games that are a really good options to teach very efficiently.

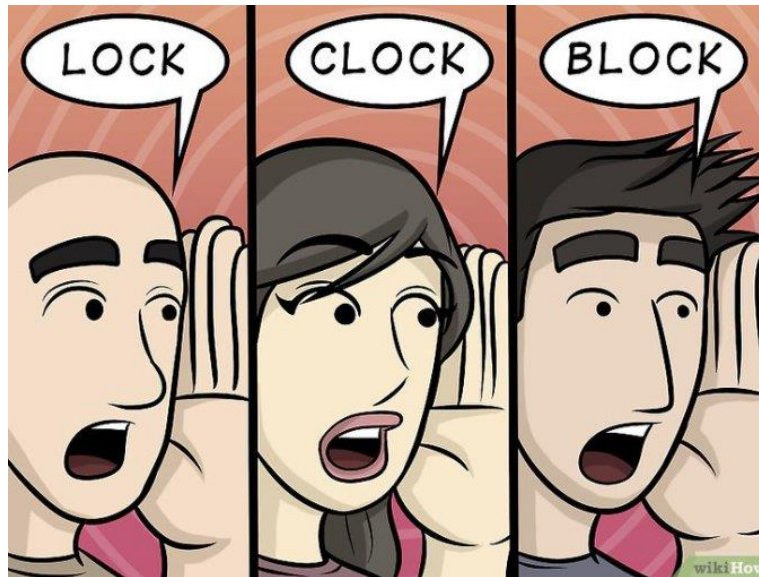
Skills Developed and evaluated

- Competitiveness
- Cooperativeness
- Oral expression
- Speaking
- Learning
- Listening

How to Use in Class (Model by Muñoz Fernando, 2018)

Decomposed telephone

Teacher orders students in a way that everybody can speak right to the ear and the teacher says a according to the study topic to the first student, to him, communicate to the next student and so to the ending, then, the last one must say it to the class to see the distortions of the original one.



Word Race

To this game, teacher must divide classroom according he can, then in the board, must be divide in the same quantity of groups. Then one member of each group goes to the board and write one word 'till the group finish a story.

Teacher have to give them a topic according to the study.

STRATEGY 5

NAME: WHAT'S YOUR CORNER?



Figure 10 what's your corner?

Source: (The Teacher.in, 2017)

In Four Corners, students move around the room to show their level of agreement or disagreement with a statement or statements on a particular issue. Each corner is labeled with one of four signs — Strongly Agree; Agree; Disagree; Strongly Disagree. As the teacher reads a series of statements about the issue, students move to one of the four corners to show their point of view. (Schulten, 2016)

Learning Objective: To promote speaking, learning and pronunciation of new vocabulary to later socialize the new information acquired with classmates.

Level: 8th year

Interaction: Class group and teacher

Class Time: 20 minutes

Resources: Four groups

Procedure:

In Four Corners, students move around the room to show their level of agreement or disagreement with a statement or statements on a particular issue. Each corner is labeled with one of four signs Strongly Agree; Agree; Disagree; Strongly Disagree. As the

teacher reads a series of statements about the issue, students move to one of the four corners to show their point of view.

The strategy ensures that all students participate, and it gets a lesson “on its feet,” which can be especially helpful for kinesthetic learners. It can be used as a warm-up, a kind of “anticipation guide” to the ideas they’ll be studying, or as a culminating activity. Teachers might also use the strategy at both the beginning and the end of a unit to see how students’ opinions change after they learn more.

Another way to organize it? Instead of using the four corners of a classroom, make an imaginary line across the room. Make one end “strongly agree,” the opposite end “strongly disagree” and the middle “no opinion.” Every other position on the line shows degrees of agreement or disagreement, depending on how closely a student positions him or herself to the two extremes at the ends. (Facing History and Ourselves calls this the “barometer activity” and explains other nuances here.)

If you choose to pose a series of statements to the class, you might start out with sentences that are more general and perhaps less controversial, then get to more specific or more complex statements as you move on.

Give students time to think after you read each one, but ask them to move in silence at first. Discussion is saved for later. The last statement might be the most provocative, or the one that gets most closely to the issue with which you would like for them to wrestle. For example, a series of statements about climate change might begin with a sentence like “Climate is different from weather” and end with something like “Climate change is a hoax.”

STRATEGY 6

NAME: GUESS THE PICTURE?



Figure 11 Guess the picture

Source: (The Teacher.in, 2017)

Source an engaging picture that relates in some way to your main reading/listening task. Use the picture as a lead-in task for students to predict what the following task will be about. If they are having difficulty, give them some vocabulary on the board to help them put together a full prediction. (Jackson, 2015)

Learning Objective: To promote the speak explanation in class.

Level: 8th year

Interaction: Class group and teacher

Class Time: 20 minutes

Resources: Many groups of students, pictures

Procedure:

(1) Give each student a picture with paper attached. Numbering each set helps to avoid confusion. (2) Begin reading the questions, one at a time, from the list of questions that you have prepared. (3) Each student writes an answer on the paper provided then passes the picture and attached paper to the student on the right. (4) Allow students time to

read previous responses so that their new sentences relate to what has already been written. (5) Continue asking questions until each person has his/her original picture back, along with its accompanying sheet of answers to the questions. (6) Have students work in their small groups to write a story containing each of the characters represented within their small group. (7) Share story with whole class. Sample questions: (a) What's this person's name? (b) Where is he/she from? (c) What does he/she do for a living? (d) Is he/she single, married, or divorced? (e) What are three adjectives that describe this person? (f) What does he/she do in his/her spare time? (g) What is something exciting that has happened to this person? Questions should reflect the level of your students and include structures and vocabulary from previous lessons.

STRATEGY 7

NAME: WHAT ARE THEY SAYING?



Figure 11 What are they saying activity

Source: (The Teacher.in, 2017)

Learning Objective: To promote the interaction between classmates.

Level: 8th year

Interaction: Class group and teacher

Class Time: 20 minutes

Resources: Many groups of students, pictures

Procedure: (1) Students create a dialog that is related to the action or event illustrated in the picture. (2) Share the dialog with others (another pair, a small group, or whole class).

STRATEGY 8

NAME: HEADS AND TAILS



Figure 12 Heads and Tails

Source: (The Teacher.in, 2017)

Learning Objective: To promote the speaking skills in the classroom

Level: 8th year

Interaction: Class group and teacher

Class Time: 20 minutes

Resources: Magazine pictures of people cut in half so head and bodies are on separate cards that are all the same size. Each student has at least five cards

Procedure: (1) Give all “heads” to one partner and “bodies” to the other. (2) The student with a “head” begins by describing a face. (3) As quickly as possible, the partner tries to find a “body” to match. (4) Students must not see each other’s cards. They can only ask questions. (This can be easier if parts of clothing are left with the

“heads.”) (5) When the sets are matched, pairs exchange pictures with another pair and the activity begins again. Variations: (1) For greater difficulty, include one “head” and “body” in each set that does not match. Students find these and draw the missing halves. (2) Pictures of houses or landscapes could also be cut in two (e.g., a mansion with a pool in the foreground, a farm scene with a barn and animals, a city skyline with a waterfront).

STRATEGY 9

NAME: PASS THE PICTURE



Figure 13 Pass the Picture

Source: (The Teacher.in, 2017)

Learning Objective: To promote the speaking skills in the classroom

Level: 8th year

Interaction: Class group and teacher

Class Time: 20 minutes

Resources: Lined writing paper attached to a picture of a person (one per student)

Procedure:

(1) Give each student a picture with paper attached. Numbering each set helps to avoid confusion. (2) Begin reading the questions, one at a time, from the list of questions that you have prepared. (3) Each student writes an answer on the paper provided then passes the picture and attached paper to the student on the right. (4) Allow students time to read previous responses so that their new sentences relate to what has already been written. (5) Continue asking questions until each person has his/her original picture back, along with its accompanying sheet of answers to the questions. (6) Have students work in their small groups to write a story containing each of the characters represented

within their small group. (7) Share story with whole class. Sample questions: (a) What's this person's name? (b) Where is he/she from? (c) What does he/she do for a living? (d) Is he/she single, married, or divorced? (e) What are three adjectives that describe this person? (f) What does he/she do in his/her spare time? (g) What is something exciting that has happened to this person? Questions should reflect the level of your students and include structures and vocabulary from previous lessons. Variation: Eliminate the questions and let students develop their own stories by simply writing and passing to the right.

STRATEGY 10

NAME: JIGSAW STORY



Figure 14 Jigsaw Story

Source: (The Teacher.in, 2017)

Learning Objective: To promote the speaking skills in the classroom

Level: 8th year

Interaction: Class group and teacher

Class Time: 20 minutes

Resources: Four pictures that convey a story (a cartoon or other kind of picture)

Procedure:

Divide the class into four large groups by numbering off A, B, C, D (2) Give each group one picture. (3) Ask students to talk about the picture in their group. (4) Take up all four pictures. (5) make new groups of four by taking one person from each of the large

groups to form a new foursome (resulting in one A, one B, one C, and one D in each new group). (6) Ask the students in the new groups to reconstruct the story by sharing what each person saw on his/her first group's picture. (7) Allow time for each person to share, then ask a representative from each group to tell the story arising from that person's most recent group of four. (It is quite possible to have more than one version of the story.) (8) Conclude by showing all four pictures to the class.

BIBLIOGRAPHY

AgriSETA. (2006). *Learner Guide: Primary Agriculture-Verbal Communication*. Johannesburgo. Retrieved from http://www.agriseta.co.za/downloads/LearningMaterial/8968_LG.pdf

Aguirre, D. M., Ramírez, V., Castrillón, S. M., Ruiz, O. F., Vásquez, B. E., & Hurtado, A. (2013). La lectura y la escritura como pilares lingüísticos que comprometen la pedagogía con las nuevas imágenes e identidades en la interacción dialógica, 1–129. Retrieved from <http://bit.ly/2LpXPSw>

Anonimous. (1998). Chapter II: The listening Skill Introduction, 22–42. Retrieved from <http://thesis.univ-biskra.dz/1696/11/chapterII.pdf>

Armstrong, T. (2000, August). Multiple intelligences. <https://doi.org/10.4103/2229-516X.162281>

Armstrong, T. (2017). Multiple Intelligences | Thomas Armstrong, Ph.D. Retrieved September 6, 2018, from <http://www.institute4learning.com/resources/articles/multiple-intelligences/>

Arrieta, M. R. (2013). *Tesis doctoral La competencia comunicativa intercultural en la enseñanza-aprendizaje de lenguas extranjeras en contexto universitario: propuesta de intervención educativa*. Universidad de Córdoba. Retrieved from <https://helvia.uco.es/bitstream/handle/10396/17063/2018000001815.pdf?sequence=1&isAllowed=y>

Asamblea-del-Ecuador. (2008). Constitución de la República del Ecuador. In *Constitucion de la Republica del Ecuador* (pp. 1–136). <https://doi.org/10.1017/CBO9781107415324.004>

Asghar, J. (2013). Critical paradigm: A preamble for novice researchers. *Life Science Journal*, 10(4), 3121–3127. <https://doi.org/10.1017/CBO9781107415324.004>

Autism Speaks. (2012). *Autism Speaks Family Services School Community Tool Kit*. *Autism Speaks. It's time to listen*. Autism Speaks Inc. Retrieved from

https://www.autismspeaks.org/sites/default/files/school_community_tool_kit.pdf

Bautista, K. M. (2015). *Capacitación a los/as docentes de cuarto y quinto año de Educación Básica sobre la atención y desarrollo de las inteligencias múltiples, en las Escuelas de la Parroquia 5 de Agosto de la ciudad de Esmeraldas*. Pontificia Universidad Católica del Ecuador Sede Esmeraldas. Retrieved from [https://repositorio.pucese.edu.ec/bitstream/123456789/535/1/BAUTISTA MEJIA KATIUSKA MARIA.pdf](https://repositorio.pucese.edu.ec/bitstream/123456789/535/1/BAUTISTA_MEJIA_KATIUSKA_MARIA.pdf)

Benítez, C. D. (2015). *Estudios de la interferencia del Español en el aprendizaje de una lengua extranjera: El caso de los trabajo Fin de Carrera*. Universidad Nacional de Educación a Distancia. Retrieved from http://e-spacio.uned.es/fez/eserv/tesisuned:Filologia-Cdbenitez/BENITEZ_CORREA_CarmenDelia_Tesis.pdf

Bharathidasan University. (2015). *Teaching of Social Science*. Tiruchirappalli. Retrieved from [http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING OF SOCIAL SCIENCE.pdf](http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING_OF_SOCIAL_SCIENCE.pdf)

Brualdi, A. C. (1996). Multiple Intelligences: Gardner's Theory. ERIC Digest. Retrieved from <https://www.ericdigests.org/1998-1/multiple.htm>

Castells, M. (2007). Communication, Power and Counter-power in the Network Society. *International Journal of Communication*, 1(1), 238–266. <https://doi.org/10.1177/0094306111425016k>

Centro Nacional de Información de Ciencias Médicas., J. S., Instituto Superior de Ciencias Médicas de La Habana., M., Ponce-González, J. M., & Guerra-Martín, M. D. (2014). *Educación médica superior. Educación Médica Superior* (Vol. 29). Editorial Ciencias Médicas. Retrieved from <http://www.ems.sld.cu/index.php/ems/article/view/368/233>

Cherry, K. (2018). Gardner's Theory of Multiple Intelligences. Retrieved September 6, 2018, from <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>

Chilkiewicz, K. (2015). Direct Language Learning Strategies in the theory by Rebecca Oxford in English vocabulary acquisition at the age group of 11-12 year olds, 7, 179–206.

Coso, E. D. A. (2016). *La representación teatral como técnica didáctica para la enseñanza de la gramática en el texto dialógico en ELE*. Universidad Complutense de Madrid. Retrieved from <https://eprints.ucm.es/39967/1/T37982.pdf>

Curriculum Development Council. (2000). *Learning to learn - The way forward in curriculum*. Retrieved from <http://www.edb.gov.hk/attachment/en/curriculum-development/cs-curriculum-doc-report/learn-learn-1/overview-e.pdf>

Dávila Newman, Gladys, L. (2006). El Razonamiento Inductivo Y Deductivo Dentro Del Proceso Investigativo En Ciencias Experimentales Y Sociales. *Revista Educativa Laurus*, 12, 180–205. Retrieved from <http://www.redalyc.org/pdf/761/76109911.pdf>

De Freitas Bissoli, M. (2014). Development of children's personality: The role of early childhood education. *Psicologia Em Estudo*, 19(4), 587–597. <https://doi.org/10.1590/1413-73722163602>

Del, U., & Bío, B. Í. O. (2014). Aspectos de la Pedagogía Teatral que inciden en el desarrollo de la expresión oral del idioma extranjero Inglés, 1–116. Retrieved from http://repobib.ubiobio.cl/jspui/bitstream/123456789/285/3/Díaz_Quinchagual_Pablo.pdf

Delors, J. (2013). The treasure within: Learning to know, learning to do, learning to live together and learning to be. What is the value of that treasure 15 years after its publication? *International Review of Education*, 59(3), 319–330. <https://doi.org/10.1007/s11159-013-9350-8>

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest, Supplement*, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>

Encyclopedia Britannica. (2015). Multiple intelligences | psychological theory | Britannica.com. Retrieved September 6, 2018, from <https://www.britannica.com/science/multiple-intelligences>

Fernández, S., & Pértegas, S. (2002). Investigación cuantitativa y cualitativa. *Cadena Atención Primaria*, 9(Figura 1), 76–78. Retrieved from

http://www.fisterra.com/mbe/investiga/cuanti_cuali/cuanti_cuali.asp

Gamboa Mora, M. C., Briceño Martínez, J. J., & Camacho González, J. P. (2015). Caracterización De Estilos De Aprendizaje Y Canales De Percepción De Estudiantes Universitarios. *Opción*, 31(3). Retrieved from <http://www.redalyc.org/html/310/31045567026/>

García, C. (2012). Inteligencias Múltiples , Creatividad y Rendimiento Académico Académico en Educación Secundaria, 91.

Gómez-Peresmitré, G., & Reidl, L. (2010). II. Métodos de investigación. *Metodología de Investigación En Ciencias Sociales*, 16–40. <https://doi.org/10.1017/CBO9781107415324.004>

Gottman, J. (2002). Verbal vs. Non-Verbal Communication. *Workplace Strategies for Mental Health*. Retrieved from https://www.workplacestrategiesformentalhealth.com/mmhm/pdf/articles/Verbal_vs_Non_Verbal_Communication.pdf

Gouws, F. E. (2007). Teaching and learning through multiple intelligences in the outcomes-based education classroom. *Africa Education Review*, 4(2), 60–74. <https://doi.org/10.1080/18146620701652705>

Gutiérrez, M., & Landeros, I. A. (2010). Importancia del Lenguaje en el Contexto de la Aldea Global. *Horizontes Educativas*, 15(1), 95–107.

Hammond, L. S. (2001). Relationship Between Early Development Of Spelling And Reading Relationship Between Early Development Of Spelling And Reading.

Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, M. del P. (2010). Metodología de la investigación - Naval. *Metodología de La Investigación*, 656. <https://doi.org/- ISBN 978-92-75-32913-9>

Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2014). Metodología de la investigación. *Journal of Chemical Information and Modeling*, 53(9), 1–589. <https://doi.org/10.1017/CBO9781107415324.004>

Hoeskstra, A. R. (2014). Bodily Kinesthetic Intelligence A unique set of Intelligences. *International Montessori Schools and Development Centers*.

- James-Cook-University. (2016). *Promoting Active Teaching and Learning* (Fist).
Townsville and Cairns. Retrieved from
https://www.jcu.edu.au/_data/assets/pdf_file/0006/227868/Promoting-Active-Teaching-and-Learning.pdf
- Jenlink, P. M., & Banathy, B. H. (2005). *Dialogue as a means of collective communication. Dialogue as a Means of Collective Communication.*
<https://doi.org/10.1007/b110207>
- Khati, A. R. (2012). When and Why of Mother Tongue Use in English Classrooms.
Journal of NELTA, 16(1–2). <https://doi.org/10.3126/nelta.v16i1-2.6128>
- Krauss, R. M., & Chiu, C.-Y. (1998). Language and social behavior. *The Handbook of Social Psychology, Vols. 1 and 2 (4th Ed.)*, 2, 41–88.
<https://doi.org/10.1162/0898929042304787>
- Kuśnierek, A. (2015). Developing students' speaking skills through role-play. *World Scientific News*, 1, 73–111. Retrieved from www.worldscientificnews.com
- Lizasoain, A., Zárate, A. O. De, Véliz, M., Luci, A., & Rojas-mora, J. (2016). Evaluación de It's my turn, una herramienta de autoaprendizaje de inglés como lengua extranjera para contextos rurales de Chile. *Calidad En La Educacion*, 98–128. Retrieved from <http://www.scielo.cl/pdf/caledu/n44/art05.pdf>
- Mandoki, K. (2017). Everyday aesthetics: Prosaics, the play of culture and social identities, *I*(January 2012). Retrieved from <https://www.researchgate.net/publication/289817640>
- Maroto, O. (2008). El uso de las presentaciones digitales en la Educación Superior: Una reflexión sobre la práctica. *Revista Electrónica Publicada Por El Instituto de Investigación En Educación Universidad de Costa Rica*, 8(2), 1–21. Retrieved from <http://www.redalyc.org/html/447/44713044006/>
- Martinovic-trejgut, N., Walker, L. B., & Lorenz, R. (2010). THE EFFECT OF MOVEMENT INSTRUCTION ON MEMORIZATION AND Dissertation.
- Martins, M. A. P. (2011). Contributions of the theory of multiple intelligences to the assessment of students' production in translator training courses. *Ensaio: Aval. Pol. Públ. Educ.*, 19(71), 425–442. <https://doi.org/10.1590/S0104-40362011000300011>

- Mayer, R. E. (1996). Learning strategies for making sense out of expository text: The SOI model for guiding three cognitive processes in knowledge construction. *Educational Psychology Review*, 8(4), 357–371. <https://doi.org/10.1007/BF01463939>
- McGuire, L. (2001). Creating Opportunities for Students with Intellectual or Multiple Disabilities. *Retrieved September*. Retrieved from <http://scholar.google.com/scholar?hl=en&btnG=Search&q=intitle:creating+opportunities+for+students+with+intellectual+or+multiple+disabilities#0>
- Mej, I., Garzuzi, V., & Mej, I. (2015). Estrategias de aprendizaje sugeridas a partir de estilos de aprendizaje identificados learning strategies suggested from learning styles identified, 69–86.
- Ministerio-de-Educación. (2011a). *Ley Orgánica De Educación Intercultural*. Ministerio de Educación. Quito. Retrieved from <https://educacion.gob.ec/wp-content/uploads/downloads/2017/05/Ley-Organica-Educacion-Intercultural-Codificado.pdf>
- Ministerio-de-Educación. (2011b). *Ley Orgánica De Educación Intercultural*. Ministerio de Educación. Quito.
- Ministerio de Educacion del Ecuador. (2017). English as a Foreign Language for Subnivel Superior, 32–75.
- Ministry-of-Higher-Education-and-Scientific-Research. (2015). *An Evaluation of the Teaching of the Speaking Skill in EFL Classrooms within the Framework of the CBA: The Case of 3rd Year Pupils in 3 Secondary Schools in Tlemcen*. Tlemcen. Retrieved from <http://dspace.univ-tlemcen.dz/bitstream/112/8774/1/omari-fatimazohra.pdf>
- Mohammad, M., & Abdallah, S. (2008). Multiple ways to be smart: Gardner's Theory of Multiple Intelligences and its educational implications in English teaching and oral communication, 59.
- Narváez-Hernández, E., & Murillo-Rábago, E. I. (2014). Herramientas de estudio utilizadas por alumnos de ciencias de la salud en la materia de Anatomía. *Investigación En Educación Médica*, 3(12), 204–208. [https://doi.org/10.1016/S2007-5057\(14\)70937-8](https://doi.org/10.1016/S2007-5057(14)70937-8)
- National Archives, T. (2013). Effective Communications: Raising the profile of your

archive service Guidance on developing communications to promote your service. *Effective Communications: Raising the Profile of Your Archive Service*, 5(developing communications to promote your service), 13–16. Retrieved from <http://www.nationalarchives.gov.uk/documents/archives/effective-communications.pdf>

Ng, P., & Leong, C. (2015). Situating English as a Lingua Franca in Context: Narratives from Japanese and Chinese Classrooms. *Intercultural Communication Studies*, 3, 50–63.

Pavesi, M., Bertocchi, D., Hofmannová, M., & Kazianka, M. (2001). Teaching through a foreign language: a guide for teachers and schools to using Foreign language in Content Teaching. *Teaching through a Foreign Language*. Retrieved from <http://www.ub.edu/filoan/CLIL/teachers.pdf>

Peters, A. (2015). Incorporating Multiple Intelligences Theory into English classes, 11, 1–63.

Player-Koro, C. (2012). Factors Influencing Teachers' Use of ICT in Education. *Education Inquiry*, 3(1), 93–108. <https://doi.org/10.3402/edui.v3i1.22015>

Plazas, E. A. (2006). B. F. SKINNER: LA BÚSQUEDA DE ORDEN EN LA CONDUCTA VOLUNTARIA. (Spanish). *Universitas Psychologica*, 5(2), 371–383. Retrieved from: <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=24309449&lang=es&site=ehost-live>

Quindi, N. (2016). *Desarrollo de la Inteligencia Kinestésica Corporal a través del juego de la escaramuza en el nivel inicial de 3 a 4 años de edad en la Unidad Educativa Comunitaria Intelectual Bilingüe Quilloac, periodo 2016-2017*. Universidad Politécnica Salesiana. Retrieved from: <https://dspace.ups.edu.ec/bitstream/123456789/14269/1/UPS-CT007019.pdf>

Radford, M. L., & Connaway, L. S. (2005). Virtual Reference Resources : A Bibliography from Seeking Synchronicity, the IMLS-funded Research Project Evaluating Virtual Reference Services from User, Non-User, and Librarian Perspectives, 5. Retrieved from <http://www.oclc.org/research/projects/synchronicity/bibliography.pdf>

Reason, M., & Reynolds, D. (2010). *Kinesthesia, Empathy, and Related Pleasures: An*

Inquiry into Audience Experiences of Watching Dance (Vol. 42).
<https://doi.org/10.1353/drj.2010.0006>

Ridruejo, A. J. (2014). *Aprendizaje de inglés en alumnos de Educación Primaria a través del teatro*. Universidad de la Rioja. Retrieved from
https://biblioteca.unirioja.es/tfe_e/TFE000740.pdf

Salcedo Iglesias, F. E. (2012). Teacher's role in the teaching of learning strategies. *Didasc@lia: Didáctica y Educación*, III(3), 17–28. Retrieved from
<http://dialnet.unirioja.es/servlet/articulo?codigo=4230098&info=resumen&idioma=ENG>

Schmitt, N. (2017). Size and Depth of Vocabulary Knowledge Size and Depth of Vocabulary Knowledge: What the Research Shows Norbert Schmitt University of Nottingham. *RUNNING HEAD*, 1–55. Retrieved from
http://eprints.nottingham.ac.uk/32299/1/Schmitt_final_version_LL.pdf

Schunk, D. H. (1996). *Learning theories*. Printice Hall Inc., New Jersey (Vol. 53).
<https://doi.org/10.1017/CBO9781107415324.004>

Segarra, E. G. (2015). *La Inteligencia Kinestésica y el desarrollo motriz de los estudiantes de Tercer Año de la Unidad Educativa Huachi Grande de la ciudad de Ambato*. Universidad Técnica de Ambato. Retrieved from
<http://www.tandfonline.com/doi/abs/10.1080/18146620701652705>

Segovia, I., Lupiáñez, J. L., Molina, M., González, F., Miñán, A., & Real, I. (2010). The conception and role of interdisciplinarity in the Spanish Education System. *ISSUES IN INTEGRATIVE STUDIES*, 169(28), 138–169. Retrieved from
[https://our.oakland.edu/handle/10323/4457%0Ahttp://oakland.edu/Assets/upload/docs/AIS/Issues-in-Interdisciplinary-Studies/2010-Volume-28/07_Vol_28_pp_138_169_Conception_and_Role_Interdisciplinarity_Spanish_Education_System_\(Isidoro_Segovia,_Jose_L_Lupiane](https://our.oakland.edu/handle/10323/4457%0Ahttp://oakland.edu/Assets/upload/docs/AIS/Issues-in-Interdisciplinary-Studies/2010-Volume-28/07_Vol_28_pp_138_169_Conception_and_Role_Interdisciplinarity_Spanish_Education_System_(Isidoro_Segovia,_Jose_L_Lupiane)

Segura, R. (2012). *The importance of teaching listening and speaking skills*. *Facultad de Educación*. Universitas Complvtensis Matritensis. <https://doi.org/10.1106/70V2-62VX-7LCK-YDPN>

Sheridan, S. M., Edwards, C. P., Marvin, C. A., & Knoche, L. L. (2009). Professional Development in Early Childhood Programs: Process Issues and Research Needs. *Early*

Education and Development, 20(3), 377–401.

Estado De Hidalgo. Retrieved from [http://brd.unid.edu.mx/recursos/Metodologia de la Investigaci3n/MI11/Proceso-de-investigacion-Cientifica1.pdf](http://brd.unid.edu.mx/recursos/Metodologia%20de%20la%20Investigacion/MI11/Proceso-de-investigacion-Cientifica1.pdf)

Smyth, C. (2016). Feldenkrais Method 3 and health : Phenomenological perspectives. *Feldenkrais Research Journal*, 5, 2–24. Retrieved from <http://iffresearchjournal.org/system/files/FRJ-5-Smyth-160714.pdf>

Sociedad Espa1ola de Medicina de Familia y Comunitaria., J., Repullo Labrador, J., & Donado Campos, J. (n.d.). *Atencion primaria. Atenci3n Primaria*. Elsevier. Retrieved from <http://www.elsevier.es/es-revista-atencion-primaria-27-articulo-la- encuesta-como- tecnica-investigacion--13047738>

Stern, E. (2017). Individual differences in the learning potential of human beings. *Npj Science of Learning*, 2(1), 2. <https://doi.org/10.1038/s41539-016-0003-0>

Suitner, C., Giacomantonio, M., & Maass, A. (2015). Embodied Social Cognition. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (pp. 409–414). <https://doi.org/10.1016/B978-0-08-097086-8.24056-7>

Taylor, D. C. M., & Hamdy, H. (2013). Adult learning theories: Implications for learning and teaching in medical education: AMEE Guide No. 83. *Medical Teacher*, 35(11). <https://doi.org/10.3109/0142159X.2013.828153>

Taylor, J. (2008). The construction of identities through narratives of occupations. *Self*, (December). <https://doi.org/10.13140/RG.2.1.2551.0248>

Teaching Guide for GSIs, & for GSIs, T. G. (2011). Learning: Theory and Research Overview of Learning Theories. *Graduate Student Instructor*, 1–4. <https://doi.org/10.4018/978-1-59904-861-1.ch001>

The College Board. (2012). Test Information Guide : Examination Program, Human Growth and Development Human Growth and Development.

The Teacher.in. (2017). Role Play - An Effective Teaching Aid For History. Retrieved October 1, 2018, from <https://www.greycaps.com/theteacher/Community/Role-Play>

Torky, shiamaa abd E. F. (2006). The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students. *Ain*

Shams University Women's College Curricula and Methods of Teaching Departement, 1–254. Trainers, E., & Hand-out, L. S. (2016). Participants Hand-Out, 1–22.

Universidad Antonio de Nebrija. Departamento de Lenguas Aplicadas. (2005). *Revista Nebrija*. Universidad Antonio de Nebrija, Departamento de Lenguas Aplicadas. Retrieved from <https://www.nebrija.com/revista-linguistica/la-validacion-por-juicio-de-expertos-dos-investigaciones-cualitativas-en-linguistica-aplicada.html>

Università di Bologna. Dipartimento di scienze dell'educazione. (2006). *Ricerche di pedagogia e didattica*. Dipartimento di Scienze dell'Educazione. Retrieved from <https://rpd.unibo.it/>

Von Humboldt, W. (1999). Wilhelm von Humboldt on Language (1767-1835). Retrieved September 6, 2018, from <https://www.marxists.org/reference/subject/philosophy/works/ge/vhumboldt-wilhelm.htm>

Wang, Q. (2016). Why Should We All Be Cultural Psychologists? Lessons From the Study of Social Cognition. *Perspectives on Psychological Science: A Journal of the Association for Psychological Science*, 11(5), 583–596. <https://doi.org/10.1177/1745691616645552>

White, H., & Sabarwal, S. (2014). Diseño y métodos cuasiexperimentales. *Sinopsis Metodológicas. Sinopsis de La Evaluación de Impacto N° 8*, 1–16. Retrieved from <https://www.unicef-irc.org/publications/pdf/MB8ES.pdf>

Young, M. (2014). Teoria do currículo: o que é e por que é importante. *Cadernos de Pesquisa*, 44(151), 190–202. <https://doi.org/10.1590/198053142851>

Zhao, L. (2015). Teaching Strategies of Enhancing Motivation among Ethnic Minority Students , 5(10), 2176–2182. <https://doi.org/10.17507/tpls.0510.28>



ANNEXES



UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

ANNEX 1

Cuestionario dirigido a los estudiantes

Edad _____	Octavo _____
------------	--------------

Instrucciones: Responder las preguntas con la mayor sinceridad del caso, marcando con (X) las respuestas que considere reflejan la realidad en el salón de clases.

Preguntas:

N°	Pregunta					
Preguntas de elección única dicotómica						
1	¿El maestro desarrolla la producción oral del idioma extranjero?	Si	No			
2	¿Conoce usted sobre role play, charadas o cantar para desarrollar el idioma Inglés?	Si	No			
3	¿Considera que el desarrollo de habilidades de producción oral se ha hecho por medio de ejemplo didáctico como el role play?	Si	No			
4	¿El profesor ha aplicado role play, pictionary, cantar, para mejorar la producción oral?	Si	No			
5	¿Cree que su aprendizaje en cuanto al hablar el idioma extranjero mejorará con la implementación charadas, cantar collages, etc.?	Si	No			
Preguntas de escala de frecuencia		Nunca	Casi Nunca	Ocasionalmente	Casi siempre	Siempre
6	¿Con qué frecuencia el alumno participa en clases de Inglés?					
7	¿Con qué frecuencia se hace uso de role plays y demás técnicas de movimiento corporal en el aprendizaje?					
8	¿Con qué frecuencia se desarrolla la producción oral en el idioma Inglés?					
9	¿Con qué frecuencia se implementan actividades para contribuir a la mejora de la pronunciación en Inglés?					
10	¿Con qué frecuencia el profesor aplica la mímica y gestos para dar clases?					



UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA



ANNEX 2

Cuestionario dirigido a los profesores

Paralelo/s donde brinda clases: Octavo _____

Instrucciones: Responder las preguntas con la mayor sinceridad del caso, marcando con (X) las respuestas que considere reflejan la realidad en el salón de clases y el mejor desarrollo de las habilidades del habla en el idioma extranjero por parte de los alumnos.

Preguntas:

N°	Pregunta					
Preguntas de elección única dicotómica						
1	¿El maestro desarrolla la producción oral del idioma extranjero?	Si	No			
2	¿Conoce usted sobre role play, charadas o cantar para desarrollar el idioma Inglés?	Si	No			
3	¿Considera que el desarrollo de habilidades de producción oral se ha hecho por medio de ejemplo didáctico como el role play?	Si	No			
4	¿El profesor ha aplicado role play, pictionary, cantar, para mejorar la producción oral?	Si	No			
5	¿Cree que su aprendizaje en cuanto al hablar el idioma extranjero mejorará con la implementación charadas, cantar collages, etc.?	Si	No			
Preguntas de escala de frecuencia		Nunca	Casi Nunca	Ocasionalmente	Casi siempre	Siempre
6	¿Con qué frecuencia el alumno participa en clases de Inglés?					
7	¿Con qué frecuencia se hace uso de role plays y demás técnicas de movimiento corporal en el aprendizaje?					
8	¿Con qué frecuencia se desarrolla la producción oral en el idioma Inglés?					
9	¿Con qué frecuencia se implementan actividades para contribuir a la mejora de la pronunciación en Inglés?					
10	¿Con qué frecuencia el profesor aplica la mímica y gestos para dar clases?					



UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA



ANNEX 3

Ficha de Validación de Cuestionario (Para estudiantes)

Nombre del validador: _____ **Fecha:** _____

Objetivo: Validar el instrumento de la encuesta destinada a medir tanto la variable dependiente: Speaking Skill Development; así como cierta introducción a la variable independiente: Kinesthesia Learning Strategies; todo esto en el contexto de los distintos paralelos del octavo año de EGB en la Unidad Educativa Pelileo.

Instrucciones: Una vez realizada la revisión pertinente al documento **Cuestionario dirigido a los estudiantes**, complete la siguiente matriz de aspectos relacionados a la estructuración del cuestionario, marcando con una (X) y de existir, realizar las observaciones pertinentes. Su aporte es muy valioso en este contexto de la investigación.

Aspectos generales	Sí	No	Observación
El instrumento contiene instrucciones claras y precisas para ser llevado a cabo.			
Los ítems se dirigen para la consecución de uno o varios objetivos planteados.			
La escala aplicada es pertinente y eficaz para la evaluación en las preguntas de escala numérica.			
Los ítems están distribuidos de manera lógica y secuencial.			
El número de ítems es el adecuado para la investigación.			
Aplicable			No aplicable
Validado por:	Cédula:		Fecha:
Firma:	Teléfono:		

Adaptado por: (Muñoz, 2018)

Fuente: (Arribas, 2004)

ANNEX 3

Ficha de Validación de Cuestionario (Para docentes)

Nombre del validador: _____ **Fecha:** _____

Objetivo: Validar el instrumento de la encuesta destinada a medir tanto la variable dependiente: Speaking Skill Development; así como cierta introducción a la variable independiente:

Kinesthesia Learning Strategies; todo esto en el contexto de los distintos paralelos del octavo año de EGB en la Unidad Educativa Pelileo.

Instrucciones: Una vez realizada la revisión pertinente al documento **Cuestionario dirigido a los profesores**, complete la siguiente matriz de aspectos relacionados a la estructuración del cuestionario, marcando con una (X) y de existir, realizar las observaciones pertinentes. Su aporte es muy valioso en este contexto de la investigación.

ÍTEM	Criterios a evaluar										Observaciones (Indicar si debe eliminarse o modificarse un ítem)
	Claridad en la redacción		Coherencia interna		Inducción a la respuesta (Sesgo)		Lenguaje adecuado con el nivel del informante		Mide lo que se pretende		
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	
1											
2											
3											
4											
5											
Observaciones Globales											
Aplicable									No aplicable		
Validado por:			Cédula:						Fecha:		
Firma:			Teléfono								

Adaptado por: (Muñoz, 2018)

Fuente: (Corral, 2009)



UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA



Ficha de Validación de Cuestionario (Para docentes)

Nombre del validador: Elvira Tubon Fecha: 20/09/18

Objetivo: Validar el instrumento de la encuesta destinada a medir tanto la variable dependiente: Speaking Skill Development; así como cierta introducción a la variable independiente: Kinesthesia Learning Strategies; todo esto en el contexto de los distintos paralelos del octavo año de EGB en la Unidad Educativa Pelileo.

Instrucciones: Una vez realizada la revisión pertinente al documento **Cuestionario dirigido a los profesores**, complete la siguiente matriz de aspectos relacionados a la estructuración del cuestionario, marcando con una (X) y de existir, realizar las observaciones pertinentes. Su aporte es muy valioso en este contexto de la investigación.

ÍTEM	Criterios a evaluar										Observaciones (Indicar si debe eliminarse o modificarse un ítem)
	Claridad en la redacción		Coherencia interna		Inducción a la respuesta (Sesgo)		Lenguaje adecuado con el nivel del informante		Mide lo que se pretende		
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	
1	/		/		/		/		/		
2	/		/		/		/		/		
3	/		/		/		/		/		
4	/		/		/		/		/		
5	/		/		/		/		/		
Observaciones Globales											
Aplicable						No aplicable					
Validado por: <i>Elvira Tubon</i>				Cédula:				Fecha: <i>20/09/18</i>			
Firma: <i>[Firma]</i>				Teléfono:							

Adaptado por: (Muñoz, 2018)

Fuente: (Corral, 2009)



UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA



Ficha de Validación de Cuestionario (Para estudiantes)

Nombre del validador: Elvia Tubon Fecha: 20/09/18

Objetivo: Validar el instrumento de la encuesta destinada a medir tanto la variable dependiente: Speaking Skill Development; así como cierta introducción a la variable independiente: Kinesthesia Learning Strategies; todo esto en el contexto de los distintos paralelos del octavo año de EGB en la Unidad Educativa Pelileo.

Instrucciones: Una vez realizada la revisión pertinente al documento **Cuestionario dirigido a los estudiantes**, complete la siguiente matriz de aspectos relacionados a la estructuración del cuestionario, marcando con una (X) y de existir, realizar las observaciones pertinentes. Su aporte es muy valioso en este contexto de la investigación.

Aspectos generales	Sí	No	Observación
El instrumento contiene instrucciones claras y precisas para ser llevado a cabo.	✓		
Los ítems se dirigen para la consecución de uno o varios objetivos planteados.	✓		
La escala aplicada es pertinente y eficaz para la evaluación en las preguntas de escala numérica.	✓		
Los ítems están distribuidos de manera lógica y secuencial.	✓		
El número de ítems es el adecuado para la investigación.			
Aplicable	No aplicable		
Validado por: 	Cédula:	Fecha: 20/09/18	
Firma: Elvia Tubon	Teléfono		

Adaptado por: (Muñoz, 2018)

Fuente: (Arribas, 2004)



UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA



Ficha de Validación de Cuestionario (Para docentes)

Nombre del validador: Mg Gabriela Robayo Fecha: 14/09/2018

Objetivo: Validar el instrumento de la encuesta destinada a medir tanto la variable dependiente: Speaking Skill Development; así como cierta introducción a la variable independiente: Kinesthesia Learning Strategies; todo esto en el contexto de los distintos paralelos del octavo año de EGB en la Unidad Educativa Pelileo.

Instrucciones: Una vez realizada la revisión pertinente al documento **Cuestionario dirigido a los profesores**, complete la siguiente matriz de aspectos relacionados a la estructuración del cuestionario, marcando con una (X) y de existir, realizar las observaciones pertinentes. Su aporte es muy valioso en este contexto de la investigación.

ÍTEM	Criterios a evaluar										Observaciones (Indicar si debe eliminarse o modificarse un ítem)
	Claridad en la redacción		Coherencia interna		Inducción a la respuesta (Sesgo)		Lenguaje adecuado con el nivel del informante		Mide lo que se pretende		
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	
1	/		/		/		/		/		
2	/		/		/		/		/		
3	/		/		/		/		/		
4	/		/		/		/		/		
5	/		/		/		/		/		
Observaciones Globales											
Aplicable				No aplicable							
Validado por: <i>Gabriela Robayo</i>				Cédula:				Fecha: <i>14/09/2018</i>			
Firma: 				Teléfono:							

Adaptado por: (Muñoz, 2018)

Fuente: (Corral, 2009)



UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA



Ficha de Validación de Cuestionario (Para estudiantes)

Nombre del validador: Mg. Gabriela Robayo **Fecha:** 19/09/2018

Objetivo: Validar el instrumento de la encuesta destinada a medir tanto la variable dependiente: Speaking Skill Development; así como cierta introducción a la variable independiente: Kinesthesia Learning Strategies; todo esto en el contexto de los distintos paralelos del octavo año de EGB en la Unidad Educativa Pelileo.

Instrucciones: Una vez realizada la revisión pertinente al documento **Cuestionario dirigido a los estudiantes**, complete la siguiente matriz de aspectos relacionados a la estructuración del cuestionario, marcando con una (X) y de existir, realizar las observaciones pertinentes. Su aporte es muy valioso en este contexto de la investigación.

Aspectos generales	Sí	No	Observación
El instrumento contiene instrucciones claras y precisas para ser llevado a cabo.	/		
Los ítems se dirigen para la consecución de uno o varios objetivos planteados.	/		
La escala aplicada es pertinente y eficaz para la evaluación en las preguntas de escala numérica.	/		
Los ítems están distribuidos de manera lógica y secuencial.	/		
El número de ítems es el adecuado para la investigación.	/		
Aplicable	No aplicable		
Validado por: <i>Gabriela Robayo</i>	Cédula:	Fecha: <i>19/09/2018</i>	
Firma: 	Teléfono:		

Adaptado por: (Muñoz, 2018)

Fuente: (Arribas, 2004)



UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA



Ficha de Validación de Cuestionario (Para docentes)

Nombre del validador: Mg. Dany Cumbre **Fecha:** 18/09/2018

Objetivo: Validar el instrumento de la encuesta destinada a medir tanto la variable dependiente: Speaking Skill Development; así como cierta introducción a la variable independiente: Kinesthesia Learning Strategies; todo esto en el contexto de los distintos paralelos del octavo año de EGB en la Unidad Educativa Pelileo.

Instrucciones: Una vez realizada la revisión pertinente al documento **Cuestionario dirigido a los profesores**, complete la siguiente matriz de aspectos relacionados a la estructuración del cuestionario, marcando con una (X) y de existir, realizar las observaciones pertinentes. Su aporte es muy valioso en este contexto de la investigación.

ÍTEM	Criterios a evaluar										Observaciones (Indicar si debe eliminarse o modificarse un ítem)
	Claridad en la redacción		Coherencia interna		Inducción a la respuesta (Sesgo)		Lenguaje adecuado con el nivel del informante		Mide lo que se pretende		
	Sí	No	Sí	No	Sí	No	Sí	No	Sí	No	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
Observaciones Globales											
Aplicable				No aplicable							
Validado por: <u>Dany Cumbre</u>				Cédula: <u>1803604569</u>				Fecha: <u>18/09/2018</u>			
Firma: 				Teléfono: <u>0998131806</u>							

Adaptado por: (Muñoz, 2018)

Fuente: (Corral, 2009)



UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA



Ficha de Validación de Cuestionario (Para estudiantes)

Nombre del validador: Mg. Dony Cumbe **Fecha:** 18/09/2018

Objetivo: Validar el instrumento de la encuesta destinada a medir tanto la variable dependiente: Speaking Skill Development; así como cierta introducción a la variable independiente: Kinesthesia Learning Strategies; todo esto en el contexto de los distintos paralelos del octavo año de EGB en la Unidad Educativa Pelileo.

Instrucciones: Una vez realizada la revisión pertinente al documento **Cuestionario dirigido a los estudiantes**, complete la siguiente matriz de aspectos relacionados a la estructuración del cuestionario, marcando con una (X) y de existir, realizar las observaciones pertinentes. Su aporte es muy valioso en este contexto de la investigación.

Aspectos generales	Sí	No	Observación
El instrumento contiene instrucciones claras y precisas para ser llevado a cabo.	✓		
Los ítems se dirigen para la consecución de uno o varios objetivos planteados.	✓		
La escala aplicada es pertinente y eficaz para la evaluación en las preguntas de escala numérica.	✓		
Los ítems están distribuidos de manera lógica y secuencial.	✓		
El número de ítems es el adecuado para la investigación.	✓		
Aplicable	No aplicable		
Validado por: <u>Dony Cumbe</u>	Cédula: <u>1803694569</u>	Fecha: <u>18/09/2018</u>	
Firma: 	Teléfono: <u>0998131806</u>		

Adaptado por: (Muñoz, 2018)

Fuente: (Arribas, 2004)



UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y
MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA



ANNEX 4

Lesson Plan Pre-Test

Name: _____

Level: _____

Date: _____

Speaking

1. Describe the picture with 5 words (adjectives or substantives).



2. Respond to the questions about you.

Where do you live?

What's your mother's name?

How many people live in your house?

What's your favorite hobby?

3. Express your opinion about the Ecuador.



**UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS Y
MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA**



ANNEX 5

Rúbrica de revision-Speaking					
Criterios o categorías de evaluación	4 Excelente	3 Buen Trabajo	2 Aceptable	1 Necesita mejorar	Puntaje Otorgado
Fluidez	Se expresa correctamente con facilidad y espontaneidad.	Se expresa correctamente y las pausas que realiza no distorsionan la claridad del mensaje.	Se expresa con dificultad y el mensaje tiende a no entenderse.	No se expresa correctamente y por tanto el mensaje se distorsiona	
Contenido y Vocabulario	Habla sobre el tema indicado, empleando el vocabulario estudiado en clase.	Utiliza el vocabulario aplicado en clase de manera correcta en la mayoría del tiempo.	El uso del vocabulario estudiado en clase es deficiente por lo cual parece no conocer el significado de ciertos términos.	Lo aportado no está acorde al tema indicado y el uso de vocabulario de clase indica no conocer el significado de los términos empleados.	
Gramática	Utiliza sin error las estructuras no gramaticales.	Frecuentemente emplea de manera correcta las estructuras gramaticales.	Posee errores gramaticales que no afectan el mensaje.	No conoce la aplicación de las estructuras gramaticales	
Pronunciación	Casi no comete errores en su pronunciación	Comete errores en su pronunciación pero no afecta el mensaje.	Afectan en cierta medida los errores de pronunciación a la claridad del mensaje	Comete errores de pronunciación por lo cual el mensaje se ve totalmente afectado.	
Habilidades de Comunicación	Su exposición es natural al cien por ciento.	Duda un tanto en las respuestas pero no afecta la naturalidad de la conversación.	Duda en su participación por lo cual la conversación pierde naturalidad.	Duda al contestar y su conversación no tiene nada de natural.	

Adaptado por: (Muñoz, 2018)

Fuente: (Gatica-Lara & Jesús Uribarren-Berrueta, 2013)



**UNIVERSIDAD TÉCNICA DE AMBATO. DIRECCIÓN DE POSGRADOS, Y
MAESTRÍAS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA**



ANNEX 6

Speaking PRE-TEST for students

OBJECTIVE: Evaluate the level of speaking with students of basic education of Unidad Educativa “Pelileo” 8th level EGB

Rubrics of the evaluation

Fluency	Communicative ability	Accuracy/ Grammar	Vocabulary	Pronunciation	Content
Suitable speed and appropriate contribution to the proposed topic.	Include the length of utterances, spontaneity to react, and complexity of responses.	Accuracy and appropriateness of grammar use (correct sentence structure, idiomatic expressions and collocations).	Use of a wide variety of words and phrases learned and related to the topic.	Correct intonation, stress, sounds.	Topic elaboration, organization, coherence and cohesion, suitable linkers and connectors.

Speaking POST-TEST for students

Look at the following set of pictures, describe some of them, create and tell a very nice story. You will be evaluated in some aspects.

Fluency	Communicative ability	Accuracy/ Grammar	Vocabulary	Pronunciation	Content
Suitable speed and appropriate contribution to the proposed topic.	Include the length of utterances, spontaneity to react, and complexity of responses.	Accuracy and appropriateness of grammar use (correct sentence structure, idiomatic expressions and collocations).	Use of a wide variety of words and phrases learned and related to the topic.	Correct intonation, stress, sounds.	Topic elaboration, organization, coherence and cohesion, suitable linkers and connectors.