



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

Work presented as requirement for obtaining the Bachelor's Degree of "Licenciado en Ciencias de la Educación, profesor de Idiomas Inglés"

TITLE OF RESEARCH WORK

"EXPLORATION OF THE USE OF ORAL PRESENTATION ACTIVITIES FOR DEVELOPING SPEAKING SKILL WITH STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS "D" IN THE UNIDAD EDUCATIVA "GRAL. VICENTE ANDA AGUIRRE" OF RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2016-2017"

AUTHOR:

Elvis Javier Guaranga Amaguaya

THESIS' TUTOR

Dra. Magdalena Ullauri PhD.

Riobamba – Ecuador

2017



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

Los miembros del tribunal de graduación del proyecto de investigación de título:

“EXPLORATION OF THE USE OF ORAL PRESENTATION ACTIVITIES FOR DEVELOPING SPEAKING SKILL WITH STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “D” IN THE UNIDAD EDUCATIVA “GRAL. VICENTE ANDA AGUIRRE” OF RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2016-2017”

Presentado por Guaranga Amaguaya Elvis Javier dirigido por la Dra. Magdalena Ullauri PhD, una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación en el cual se ha constado el cumplimiento de las observaciones realizadas, remite el presente para uso y custodia en la biblioteca de la Facultad de ciencias de la educación humanas y tecnologías de la UNACH. Para constancia de lo expuesto firman.


MsC Monica Cadena.

Presidente del Tribunal.

.....

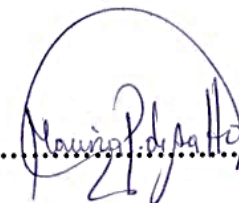

Ing. Luis Machado

Miembro del Tribunal.

.....


MsC Lucy Pazmiño

Miembro del Tribunal.

.....


Dra. Magdalena Ullauri PhD.

Tutora de Tesis.

.....


INFORME DE LA TUTORA

Dra. Magdalena Ullauri PhD.

Tutora de tesis y Docente de la Universidad Nacional de Chimborazo de la Facultad de Ciencias de la Educación Humanas y Tecnologías Carrera de Idiomas.

CERTIFICO

Que el presente trabajo de graduación titulado “EXPLORATION OF THE USE OF ORAL PRESENTATION ACTIVITIES FOR DEVELOPING SPEAKING SKILL WITH STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “D” IN THE UNIDAD EDUCATIVA “GRAL. VICENTE ANDA AGUIRRE” OF RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2016-2017” de autoría del señor Elvis Javier Guaranga Amaguaya ha sido dirigido y revisado durante las cuatro fases del proyecto de investigación. El Citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para gradación en tal virtud autorizo la presentación del mismo para su calificación correspondiente



Dra. Magdalena Ullauri PhD.

Tutora

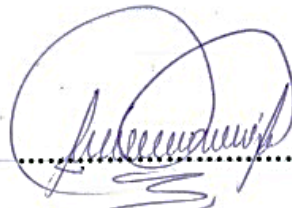
Certificación del tutor

Riobamba 23 de Noviembre del 2017

CERTIFICACIÓN

Certifico que el estudiante Elvis Javier Guaranga Amaguaya con número de cedula 060425433-4, egresado de la Facultad de Ciencias de la Educación Humanas y Tecnologías Carrera de Idiomas, ha realizado el trabajo de investigación con el tema: **“EXPLORATION OF THE USE OF ORAL PRESENTATION ACTIVITIES FOR DEVELOPING SPEAKING SKILL WITH STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “D” IN THE UNIDAD EDUCATIVA “GRAL. VICENTE ANDA AGUIRRE” OF RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2016-2017”** Habiendo encontrado el 11% de coincidencias en su tesis.

Es todo lo que puedo informar en honor a la verdad, facultando al interesado hacer uso del presente para el trámite respectivo.



Dra. Magdalena Ullauri PhD.

Tutora de Tesis

AUTHORSHIP

I, Elvis Javier Guaranga Amaguaya student of language career, declare that I am the only author of the research named. **“EXPLORATION OF THE USE OF ORAL PRESENTATION ACTIVITIES FOR DEVELOPING SPEAKING SKILL WITH STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “D” IN THE UNIDAD EDUCATIVA “GRAL. VICENTE ANDA AGUIRRE” OF RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2016-2017”**. Ideas and commentaries specified in this document are responsibility of the author.

Riobamba, November 10th, 2017



060425433-4

Elvis Guaranga

ACKNOWLEDGEMENT

I want to express my thanks to God for giving me health and life, for permitting me to accomplish my dreams and goals in my life. My gratitude to Universidad Nacional de Chimborazo and my teachers too, because thanks to them I have acquired the necessary knowledge for developing my professional life. Also, to my family because they have been my support in all these years of study, and thanks to them I have overcome this stage of my life. Finally to my dear tutor Dra. Magdalena Ullauri PhD. who has supported me along this research, and with his knowledge and experience it has been successfully finished.

Sincerely,
Elvis Javier Guaranga

DEDICATORY

I want to dedicate this research to God and to my family, because they has been my support in several stages of my life, to my teachers and friends due to with their help I have developed this work. With their experience, they have contributed for the development of this research, all of them have supported me, for getting my degree at Universidad Nacional de Chimborazo.

Sincerely,
Elvis Javier Guaranga

ÍNDICE

COMITEE MEMBERS CERTIFICATED	II
TUTOR CERTIFICATED	III
PLAGIARISM CERTIFICATE.....	IV
AUTHORSHIP	V
ACKNOWLEDGEMENT	VI
DEDICATORY	VII
ÍNDICE	VIII
RESUMEN.....	XI
ABSTRACT	XII
INTRODUCTION.....	XIII
1.REFERENTIAL FRAMEWORK.....	1
1.1.THE PROBLEM RESEARCH	1
1.2.PROBLEM STATEMENT	1
1.3.FORMULATION OF THE PROBLEM AND GUIDE QUESTIONS.....	3
1.4.OBJECTIVES:	4
1.4.1.GENERAL OBJECTIVE.....	4
1.4.2.SPECÍFIC OBJECTIVES	4
1.5JUSTIFICATION.....	5
CHAPTER II.....	6
2.THEORETICAL FRAMEWORK	6
2.1. BACKGROUND STUDIES REGARDING TO THE PROBLEM TO BE INVESIGATED	6
2.2. THEORETICAL FOUNDATION	7
2.2.1. THE ORAL PRESENTATION.	7
2.2.2. THE ADVANTAGES OF ORAL PRESENTATION	8

2.2.3 TYPES OF ORAL PRESENTATION.....	8
2.2.4 SOME ACTIVITIES TO HELP AND PROMOTE SPEAKING.....	9
2.2.4.1 ROLE PLAY	9
2.2.4.2 THE THREE KINDS OF ROLE PLAYING.....	9
2.2.4.3 BENEFITS OF ROLE-PLAY.....	10
2.2.4.4 STEPS FOR DEVELOPING A GOOD ROLE PLAY.....	10
2.2.4.5 THE ROLE OF THE TEACHER	11
2.2.5 SIMULATIONS.....	11
2.2.5.1 TYPES OF SIMULATIONS	11
2.2.5.2 ADVANTAGE OF SIMULATION ACTIVITIES.....	12
2.2.5.3 THE ROLE OF THE TEACHER	12
2.2.6 INFORMATION GAP.....	13
2.2.6.1 TYPES OF INFORMATION GAPS ACTIVITIES	13
2.2.6.2 ADVANTAGE OF INFORMATION GAP ACTIVITIES.....	13
2.2.6.3 STEPS FOR DEVELOPING INFORMATION GAPS ACTIVITIES.....	14
2.2.7 STUDENTS PRESENTATION.....	15
2.2.7.1 PREPARATION OF PRESENTATION	15
2.2.7.2 THE TEACHER’S ROLE.....	15
2.2.8. TIPS FOR MAXIMIZING THE EFFECTIVENESS OF ACTIVITIES.....	16
2.2.9. HOW TO TEACH SPEAKING.....	16
2.2.10 THE IMPORTANCE OF SPEAKING SKILLS.....	17
CHAPTER III.....	18
3.METHODOLOGICAL FRAMEWORK	18
3.1.RESEARCH DESIGN	18
3.2. RESEARCH TYPE.....	18
3.3. RESEARCH LEVEL	18
3.4. POPULATION AND SAMPLE	19

3.5. PROCEDURE	20
3.6.WORK FIELD	21
CHAPTER IV	23
4.ANALYSIS AND INTERPRETATION OF RESULTS	23
4.1ANALYSIS AND DESCRIPTION OF OBSERVATION SHEET.....	24
CHAPTER V.....	34
5.CONCLUSIONS AND RECOMMENDATIONS	34
5.1CONCLUSIONS.....	34
5.2RECOMMENDATIONS	34
6BIBLIOGRAPHY	35
7ATTACHMENTS	XIV
7.1OBSERVATION SHEET.....	XIV

RESUMEN

La investigación determinó, que la profesora usó los mismos métodos y estrategias para para mejorar el habla en los estudiantes del Décimo año de Educación Básica de la Unidad Educativa Vicente Anda Aguirre del año lectivo 2016 – 2017, dichos estudiantes tienen un bajo desarrollo de la destreza del habla, para lo cual se ha estudiado “el uso de actividades de presentación oral para el desarrollo de la destreza del habla”, cuyos objetivos son; analizar los diferentes tipos de actividades de presentación oral que el profesor usa para el desarrollo del habla, observar como el profesor usa las actividades de presentación oral en la práctica del habla, reconocer como el profesor ayuda a los estudiantes en el desarrollo del habla. Dicho proyecto fue desarrollado en la Unidad Educativa Vicente Anda Aguirre, con la participación de 37 estudiantes de Décimo año de Educación Básica paralelo “D”. Para alcanzar el objetivo, fueron usados el método etnográfico y la técnica de observación, los cuales permitieron observar la problemática en el lugar exacto. El instrumento usado fue una hoja de observación la cual fue aplicada en la población mencionada. El estudio pertenece al enfoque cualitativo con un nivel de exploración. Los principales resultados mostraron que la falta de conocimiento del proceso de aplicación de las actividades afecta a la destreza del habla del estudiante. La conclusión principal establecida es que las actividades como role play, simulation, information gap and presentación son excelentes para la mejora del habla pero la manera como son aplicadas no es buena; en consecuencia, las metas de aprendizaje no se logran.

ABSTRACT

This investigation determined that the teacher did not use correctly the activities for speaking development in the students of tenth year of Elementary School at “Unidad Educativa Vicente Anda Aguirre” during the academic year 2016 – 2017, these students have a low level of speaking skill, for this reason the investigation proposed, the use of oral presentation activities for developing speaking skill, with the following objectives; to analyze the different types of oral presentations activities that the teacher uses for developing speaking skill. To observe how the teacher uses oral presentation activities for speaking practices. To recognize how the teacher helps students in speaking skill development. The investigation was developed at “Unidad Educativa Vicente Anda Aguirre”, with the participation of 37 students of tenth year of Elementary School, class “D”. For accomplishing these goals, the ethnographic method and observation technique were used, which permitted to observe the problematic in the exact place. The instrument used was an observation guide which was applied to this population. The study belongs to the qualitative approach with an exploratory level. The principal results demonstrated that the lack of knowledge of the process of application of these kind of activities affects widely the development of the students’ speaking skill. The main established conclusion is that activities like role play, simulation, information gap and presentation are excellent for speaking development, but the process how they are applied is weak; in consequence the learning goals are not accomplished.

Reviewed by: Solís, Lorena

Language Center Teacher



INTRODUCTION

Nowadays English language is important around the world, due to people could have various development opportunities into the society. Into the education the Ecuadorian government has faced throughout the years, due to some teachers have old teaching methods, and in consequent of it many students who completed high school had not learned English, and for facing it the government have created different programs in favor to Ecuadorian education, like The new National Curriculum Guidelines, which is important, due to it helps with excellent methods and strategies for teaching English.

It is important to know about different methods and strategies that help to students in the improvement all language skills, this investigation is oriented to improve speaking skill for that the oral activities are effective for increasing speaking in students, due to they can improve their language in different ways.

This research was oriented to explore how oral activities help to speaking skill development, due to the students do not have a good level of speaking, it occurs because the teacher uses the same activities for speaking practices.

The investigation was performed at Unidad Educativa Vicente Anda Aguirre with students of Décimo año de Educación Básica class “D” where there are 37 and one teacher, which is located in Riobamba city Chimborazo province, this high school is focused in musical ability, so the students are focused in learning to play different musical instruments, for that reason sometimes they forget other subjects like English, but it depends of the methods that the teacher present for teaching process.

The problem is that the teacher does not apply activities in a good way or in other cases she chooses the same strategies and activities, for speaking practices, it is a problem, because in consequent of it the students do not have a good speaking skill. This investigation observed and collected information about how the oral activities could be useful for teaching speaking.

The topic for this investigation was exploration of oral presentation activities for developing speaking skill, it was chosen because the teacher had some difficulties at the moment to apply activities and the students get confused and they lost the interest for developing the activity, on the other hand she did not apply activities like simulation and the lesson became monotonous and the students did not have a good development of speaking.

In this investigation were studied oral activities that could help to the teacher at the moment to do speaking activities with students all of this in favor to help students in speaking skill development. In addition this research could help to clarify different problems about how to apply these activities with students.

This research has a qualitative and exploratory level. The method used was the ethnographic and the instrument applied was an observation guide and the observation technique was applied by researcher, which permitted to gather information in the exactly place where the problem occurs. It was feasible to develop this investigation because the researcher was supported by the authorities of the Vicente Anda Aguirre high School in the collection of the necessary data to develop this research.

The relevance of this study is that oral activities could help to teacher and students in speaking practices also this investigation contributes with possible suggestions about how to use these activities correctly, and it provides experience for the researcher in order to use oral activities correctly, like a strategy to teach speaking skill, and has good results in his professional life.

This investigation is important because the teacher could master in the use of these activities, and for the students is important because they could practice speaking and it will be more attractive and meaningful for them, and finally the researcher, due to as a future teacher he could put in practice all the acquired knowledge in benefit of his students.

The purpose of this research is exploring the oral presentation activities, in the acquisition of speaking skill, in the students of Décimo Año de Educación General Básica class “D” at the Unidad Educativa “Gral. Vicente Anda Aguirre”. In this investigation it was studied oral presentation with activities that promote speaking, in order to help to the teacher and students in the process of learning and communication.

For a better understanding the researcher has been systematized in five chapters:

Chapter I. – This chapter presents referential framework, problem statement. Also it includes the general and specific objectives and justification which lead the reader to understand their administrative characteristics.

Chapter II. - This chapter presents the theoretical aspects of oral presentation activities for developing speaking skill.

Chapter III. - This chapter is about methodological framework and the design and type of the research are presented in this chapter, population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis and interpretation.

Chapter IV. - This chapter is about interpretation and analysis and of results.

Chapter V. - The conclusions and recommendations are presented in the chapter five

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1. THE PROBLEM RESEARCH

Problem: The teacher uses activities in a bad way or in other cases she uses the same activities for developing speaking practice.

1.2. PROBLEM STATEMENT

The “Vicente Anda Aguirre high school” is a public institution that is located in Chimborazo province, city of Riobamba, Lizarzaburo parish, the population during the academic year 2016-2017 is 900 and the majority of these students come from the rural area. In the institution there are 80 teachers 7 of them are English teachers.

In the Decimo año de Educación Básica where the research takes place, there are 37 students 27 of them are male and 10 of them are female, , there are 30 students that live with their family, 3 of them just live with their grandparents and 4 of them live just with their mother. The 50% of students have a smartphone and they prefer spend their time in activities like chatting with their friends, the rest of students prefer practicing sports, for example football and volleyball, they manifest that the English subject does not interest, which is the reason of their low performance.

The main identified problem is that the lack of interactive activities when working on speaking. The problem appears to be dangerous, due to this students are unmotivated to learn English, the classes become monotonous and students hardly can develop their communicative capabilities.

This study states that the most suitable strategies for facing the problematic are “Oral Presentation Activities” which encourage and help students get feedback from each other throughout the process and so they develop their communicative skills successfully in an active and attractive environment.

Bearing in mind the background presented, it was proposed the research entitled “Exploration of the use of oral presentation activities for developing speaking skill with students of Décimo Año de educación General Básica class “D” at the Unidad Educativa “Gral. Vicente Anda Aguirre” of Riobamba city, Chimborazo province, during the academic year 2016-2017”

In this investigation was observed which activities were used for speaking development by the teacher.

This research was investigated to help to the researcher to discover which activities were used by the teacher in speaking practices at Unidad Educativa Vicente Anda Aguirre, and to improve the knowledge about strategies and activities that are useful in speaking skill, and for helping to the researcher for becoming a professional, and apply these activities into to the educational field.

1.3. FORMULATION OF THE PROBLEM AND GUIDE QUESTIONS

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How does the teacher present activities in speaking classes?	Which are the different types of oral presentations activities that the teacher use for development speaking skill?	To explore oral presentation activities that the teacher present in oral class	To analyze the different types of oral presentations activities that the teacher uses for development speaking skill.
		How the oral presentation activities are used for speaking practices?		To observe how the teacher uses oral presentation activities for speaking practices.
		How the teacher helps students in speaking skill development?		To recognize how the teacher helps students in speaking skill development.

Done by Elvis Guaranga

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

To explore oral presentation activities that the teacher presents in an oral class with students of Décimo Año de Educación General Básica class “D” at Unidad Educativa “Gral. Vicente Anda Aguirre”.

1.4.2. SPECÍFIC OBJECTIVES

- To analyze the different types of oral presentations activities that the teacher uses for developing speaking skill.
- To observe how the teacher uses oral presentation activities for speaking practices.
- To recognize how the teacher helps students in speaking skill development.

1.5 JUSTIFICATION

This investigation is important, because speaking is essential for a good communication, with an appropriate use of oral activities the students of Décimo año class “D” will have a good speaking and they will be able to express their ideas in a better way. And it is useful for the researcher, due to as a future teacher he could put in practice all the acquired knowledge in benefit of his students.

The instrument used for this investigation was an observation guide, which was created by the investigator, it was not based in any other observation guide, it was elaborated based in the theory, which was investigated and adapted according to the necessities of the researcher, this instrument was elaborated to determine the three principal axes; to analyze the different types of oral presentations activities, to observe how the teacher uses oral presentation activities, and to recognize how the teacher helps students in speaking skill development.

This study is feasibility in different aspects: first, academic feasibility, at Universidad Nacional de Chimborazo because the researcher had studied into this university, with the subject English methodology in which he received the necessary academic preparation. Second, human feasibility, due to the Unidad Educativa Vicente Anda Aguirre provided all information that was useful for developing of this research. And it is important to say that the researcher did his pre-professional training in this institution during academic period 2016 – 2017. Finally the economic aspect, due to it was self-financed by the researcher.

The direct beneficiaries of the research were the teacher and students at Unidad Educativa Vicente Anda Aguirre, because the teacher knew how apply oral activities in a correct way and students because they developed their speaking with different activities, and the indirect beneficiaries were the whole institution, the language career, and reader to increase their knowledge about Methodology.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND STUDIES REGARDING TO THE PROBLEM TO BE INVESTIGATED

After checking up at libraries of Universidad Nacional de Chimborazo, and particularly at Ciencias de la Educación, Humanas y Tecnologías Faculty; a previous investigation about the use of communicative activities to teach speaking skill, has been found. The investigation called **“The communicative activities to teach speaking skill in students of 2do año de bachillerato en aplicaciones informáticas parallel “A” at —Isabel de Godín high-school, in the city of Riobamba, Chimborazo province, during the scholar year 2014-2015.”** by: Cava and Pilataxi. In which the authors **describe the way in which the communicative activities help the teacher to teach speaking in the language** and the conclude that: a) The bad use of resources has caused un-interest for learning, b) The selection of activities and didactic resources could develop the speaking. (Accuracy and pronunciation), c) All the activities were useful but games were enjoyed by the students and d) the proposal was useful and the students could learn to speak in comfortable way.

In the study developed by: Zitouni (2013) entitled **“The Use of Students’ Oral Presentations in Enhancing Speaking Skill in the English Language Classrooms the Case Study of Second Year Students at the Department of English in Biskra University”** in which it is explored the role of students’ oral presentations in enhancing speaking skill and the author affirms that students and teachers’ opinions and attitudes towards the use of oral presentation as a technical way help students to enhance, and strengthen their speaking skill abilities. Students’ questioners have obtained students viewpoints about their speaking level and the main difficulties they have. Among the principal results show that students have several difficulties in doing oral activities, and that teachers play a great role in motivating and encouraging students to do an oral presentation. In addition, oral presentation can give student opportunities to speak freely and make mistakes to learn from these mistakes.

2.2. THEORETICAL FOUNDATION

2.2.1. THE ORAL PRESENTATION.

(Hayton, 2006) indicates that all students that put in practice all the language systems areas and skills. With the purpose to construct confidence that need a lot of work to be presented. There are students that are good presenters become better communicators, because they can structure and express their ideas clearly.

Outside the classroom the presentation skill is useful. When completing a project, presentations are in the best way to share with others what they have learned. To challenge and expand on their understanding of a certain topic by asking other questions. And in the world of work, a private presenter can inform and persuade colleagues effectively.

Typically, the presentation comes to the end of a lesson or series of lesson that focuses on the language or skill area. Cause students need to feel confident of what they do before standing up and in front of others. For teaching the past simple with time phrases to tell a story, for example, controlled and semi controlled practices are always planned, such as gap fills, drills and information gaps comes previously any other activity, that is much freer to use the target grammar point. (Hayton, 2006).

Presentations can be natural for task based learning. As (Hayton, 2006) mentions, by centering itself on a particular language point or skill, as it is very practical to revise and extend book, pair and group work. The classroom could be a set of task, for example, during the presentation there are some question, which help to get students to listen to their classmates.

The oral language proficiency helps students develop it and understand the words in print. Students of any language even English that do not read are also helped by furthering the oral language, if words are not working on the vocabulary, they cannot comprehend the print. Students who learn vocabulary that are busy decoding that do not have enough working memory space available that focuses on comprehension, or apply reading strategies. Reading vocabulary grows out of oral vocabulary. Comprehensible input that results in output of oral language, and it literary base. (Lisa, 2016).

2.2.2. THE ADVANTAGES OF ORAL PRESENTATION

Oral presentation is essential for education and professional life, there are different advantage whereby students have to work with presentation activities, and these could be influenced by the academic course, situational, and organizational so, the purpose oral presentation is to give effective information before to start. It is excellent for developing the students' ability to practice. They can inform. In addition, when students listen to the presenters, this has developed their abilities in performance, students work with presentation activities in front of the class it is an activity that learners have and it included in the lessons to improve the students proficiency level. In sum, when students learn about effective oral presentation, they develop their ability to maintain communication with others. (Zitouni, 2013).

2.2.3 TYPES OF ORAL PRESENTATION

Understanding the style of presentation will help you to explore the main goal of giving this presentation. Therefore, according to the aim of the presentation the speakers can decide the type of the presentation.

Informative Oral Presentation. - To make the audience learning something new, it is the primary goal of this type of presentation. In this case the speakers use an informative speech. The principal purpose of informative presentation is to have a communication with the classroom and giving them useful information in an exactly time. Moreover, the students use an informative speech to explain a concept or instruct to the classmates, and demonstrate useful information.

Persuasive Oral Presentation. - Persuasive speech means, to catch the attention of the students, and to influence in their thinking which may be given or chosen. The principal aim of this is, to make the audience do some reaction or discuss with the presenter about the topic, in this kind of presentation, speakers need to have a strong content and present it in a clear way. (Sydney, 2016).

2.2.4 SOME ACTIVITIES TO HELP AND PROMOTE SPEAKING.

The researcher present these activities because they can be used in oral activities and help and promote speaking development.

2.2.4.1 ROLE PLAY

This is an activity where different situations are done by the students and they have different social roles. In role play activities the students are informed by the teacher, and they to think or feel in different situation. Role play is an activity that promotes speaking where a person can put themselves into somebody else`s shoes, or to stay in their shoes but you have to be in an imaginary situation. In role plays, the assignation of roles to students and put situations, that they could encounter outside the classroom. As a result, role plays imitate real life, the use of the language can be extensive according to the play. Also, the relation between the role and students as they practice and develop their sociolinguistic competence. As they use the language appropriately in the situation and the characters. (Hayriye, 2006).

2.2.4.2 THE THREE KINDS OF ROLE PLAYING

Pair: the role play can develop by two people together based on the scenario, they can imitate different situation based in real life.

Triad: in this case the role play can do by three people based on real situations. One student have to demonstrate a specific role the other person is the target; the third person is the observer.

Team vs. Team: In some situations, such as team negotiation and groups of two of more people can do different activities or situations, and have a kind of confrontation between groups, and after the groups should be divided and the members can share their experiences in the different groups. (Liao, 2016).

2.2.4.3 BENEFITS OF ROLE-PLAY

Here are just a few of the benefits of making role-play:

Build confidence: With role play activities the students can be in different situation and roles. It provides a good environment to develop these activities for the first time, which builds confidence in the members of the group so they can help each other.

Develop listening skills: Good listening skill is essential for developing an excellent role-playing. It is significant to understand the words, and it is important to pay attention to body language because it provides no verbal communication. So the students develop role play based in real world

Creative problem-solving: the role play permit to create different situation where the students can change their ideas into the groups. So they can help to their classmates in diferent situation and their language will be increase. (Buelow, 2014).

2.2.4.4 STEPS FOR DEVELOPING A GOOD ROLE PLAY

Step 1: Warm up the group – This step involves presenting students with a problem, providing examples, and having students predict what might happen.

Step 2: Select participants – In this step, the roles and characters are assigned by the teacher, and their characteristics are identified by students. To assign roles based on student suggestion, is not recommendable, however, the student could be in an uncomfortable situation.

Step 3: Prepare the observers – the teacher should be sure that the whole group stays involved in the activity and she/he have to assign them tasks. For example, the students could evaluate to their classmates based in realism of the role playing, and define the feeling and ways of thinking of the persons being portrayed.

Step 4: share experiences and feedback –The role playing is reviewed, it could be by the teacher or students, and the discussion teacher and students have to change ideas about the activity. (Roos, 2009).

2.2.4.5 THE ROLE OF THE TEACHER

Facilitator –The new language is required by learners and teachers. The time they practice is correct the feeding of a new language as a level. The person who assists a group is a facilitator this person help to students in possible problems that they could have at the moment to develop the activity. Therefore, when we say the teacher is a facilitator in the classroom, this means that the teacher is not who controls the activities of the learners. He /she should permit to students develop their creativity and innovation. So the students can have an active participation that would be represented in argumentative discussions, so the process of learning become comprehensive, and the role of facilitator is useful for misinformation or give them helpful tips that clarify some vague matters in the text.

Spectator – in this case the teacher takes the role of observer and the educator observes the role-play and comments and gives advices at the end of class in others words he/she provides to students a feedback in favor that students can correct their mistakes.

Participant – it proper for students to take part in the activity that allows them to involve themselves with the students in this role the educator should be active, funny and creative for helping to students in a good way. (Budden, 2004).

2.2.5 SIMULATIONS.

Simulations are similar to role-plays but simulations are a little different. In simulations, students and teacher have to create a realistic environment. For example, if a student acts as a doctor, she/he needs elaborate doctor tools. Role plays and simulations have different advantages. Because they are entertaining and motivate, they increase the self-confidence of hesitant students, because in simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. (Hayriye, 2006).

2.2.5.1 TYPES OF SIMULATIONS

There are many types of simulations.

Physical simulations. - In this type of simulation the students are involved in physical activities where they have to use authentic material like a microphone.

Procedural simulations. – Students are involved in situation where they have to perform a series of actions or steps such as medical diagnosis or frog dissection.

Situational simulations. - They are involved critical incidents within particular settings such as interactions in different situation. (Johnson and Smith, 2010).

2.2.5.2 ADVANTAGE OF SIMULATION ACTIVITIES

The problems of discipline and motivation can also be reduced. When simulation is used, the process of learning is active and not passive. Mental and physical activities are required by the students. The students have to be active in order to participate effectively. This would leave little room for playing tricks or getting into mischief. In fact such negative behavior can be diverted into the simulation activities, which can make the situation more interesting. So the situations in these activities are often related to real life, the students will see the relevance and they may be more motivated to participate and to use the target language. Hence, the motivation to learn is increased by the simulation activity, and the students are more involved in the classroom.

These activities can be adapted according to abilities and necessities of the group. The roles can be designed for different kind of students. The dominant roles can be taken by the fluent students and the shy students can take a less active role but their participation is necessary. For lower level classes the teacher could be given to the students to encourage them. Peer learning and peer helping will also be encouraged.

2.2.5.3 THE ROLE OF THE TEACHER

The teacher must be sure that simulation is an effective tool in language teaching. She must have clear objectives as to her role and the use of simulation activities in achieving her goals. She is the one who sets the mood of the class. She must have an excellent attitude in the classroom. In the classroom she does not have all control about the activity. Her function should be a guide or helper, but not directing the situation.

For lower level or weaker classes, there is a need for language preparation before the class. Lists of words, phrases, functions and sentence types, which are relevant to the activities to

be carried out, have to be prepared beforehand. Before the activities, these should be presented to the students so that they could use them as tools in the tasks. (Boon, 2016).

2.2.6 INFORMATION GAP.

The main characteristic of information gap is that pupils have to work in pairs. Where one student has information that the other does not possess so the main objective of this activity is to share information between both students. It is important to do because the students can have different characteristic like a solving a problem or collecting information. As well, each partner has an important role as it will not be completed if they do not cooperate with each other's need. Everybody has the opportunity to talk extensively in the target language, whereby these activities are effective for communication (Hayriye, 2006).

2.2.6.1 TYPES OF INFORMATION GAPS ACTIVITIES

Information exchange

Student A: reads information about any situation, like local cinema. He listens some questions and he uses the information to answer them.

Student B: Listens information about any situation, like local cinema. And he asks your partner questions to find out more about the situation.

Students are divided in A and B: they have a picture. And they describe it to your partner. Student A listen to student B talking about his/her picture. Finally they find five differences between the pictures. (British council, 2013).

2.2.6.2 ADVANTAGE OF INFORMATION GAP ACTIVITIES

Increase student talking time: the cooperative learning is increasing, due to students help to other students to their classmates to achieve the activity's goal while the teacher facilitates the activity.

Increase student motivation: students are motivated they have an active role, because they exchange and collect information needed to complete the task. Information gaps can involve group, pair, or whole-class interaction dynamics, which add variety to a lesson. Also, students get to feel like important “experts” because everyone has task-essential information.

Incorporate real communication tools and situations: teachers can adapt information gap activities to put students in real English language, such as asking for and following directions, asking for opinions, and problem solving with others. While teachers should provide level-appropriate scaffolding and language frameworks, communication during information gaps is often unscripted, reflecting the communication format students will encounter in everyday situations. Also, information gap activities can be designed to incorporate authentic materials such as maps, brochures, and other real-world content. (American English, 2015).

2.2.6.3 STEPS FOR DEVELOPING INFORMATION GAPS ACTIVITIES.

Step 1: allocating roles

Indicate to students what role they will take in the activity. The teacher should not move the students yet it is important give to students good instruction, for example the teacher will inform to students about, two sets of information, and she explain about the roles ‘A’ and ‘B’. A ‘C’ in brackets shows what you would do with an info gap with three sets of information.

Step 2: preparation time

Before your students speak, they need time to understand the task and work out what they are going to say. Group As together and Bs together: AAA BBB (CCC) to prepare. For example, for a question and answer task they could work out the questions. For a ‘describe your picture’ type task, they could describe the picture they have to each other. This will give them a chance to rehearse and to ask you for any language they need.

Step 3: information gap

In this step the students should be ready for developing the task. The teacher should regroup them, for example AB(C) AB(C) AB(C). When they are s in their right places, tell them exactly all necessary information.

Step 4: feedback

Feedback on language: While you were monitoring, you were (hopefully!) taking notes about the language students were using successfully and any problems that students may have. Choose a few of these to focus on, and make sure you praise the good language too. (Millin, 2015).

2.2.7 STUDENTS PRESENTATION

The most important language system areas like vocabulary, grammar, discourse and phonology and the four skills too are improved with presentations. They can build confidence, and presentation is very useful for a lot of people at the world of work. There are students who have good skills to communicate and present different topics, they are able to structure and express their ideas in different ways. (Hayton, 2006).

2.2.7.1 PREPARATION OF PRESENTATION

Planning and Preparation Stage

The speakers have to choose the topic and decide their reasons of present this topic. In the planning stage the students need the orientation of teacher, it will useful for them in the process of presentation.

Preparation of the Content

The content of oral presentation must be relevant and interesting the audience, because oral presentation is totally different to other presentation because presenters are going to give their information about the topic orally.

Choose examples to provide interest and improve understanding.

When students do presentation is important to present different examples, because some students cannot understand the speakers, but when they use some examples about thing that already exist in the previous knowledge of the audience. (Zitouni, 2013).

2.2.7.2 THE TEACHER'S ROLE

The teacher's role is not an easy one because oral presentation is challenging job for teachers like in lesson planning, In addition, teacher need to prepare their students for this

activity. In addition, develop their interaction skill. Teacher still play a key role in the background, as a facilitator, research guides, ultimate references, and source of encouragement. The teacher's role in presentation is an a guide, organizer consultant resource person, and supporter this role involve also organizing into groups, preparing 23 details, more material about the topic, helping them to learn about to use visual aids in their presentation and finally evaluation the students' performance. (Zitouni, 2013).

2.2.8. TIPS FOR MAXIMIZING THE EFFECTIVENESS OF ACTIVITIES

Group Work Benefits for Your Students

Students Talk

Why speaking is an important skill in language learning? To put students into groups have them opportunities for speaking and practicing a lot of language, because they are trying to learn. Into to the four skills speaking is one of most important, and producing language can be intimidating for students into to the classroom. You can reduce the intimidation with groups work during the English classes. When the English language is talked by the students, it becomes a natural part learning language, and it can avoid the fear of speaking English.

Your Students Help Each Other

When group work is formed, whether it is in the work place or the classroom, collaboration is part of the process. When they work in groups pupils start to help to the classmates of the group. The language specific questions can be answered by the students or they could clarify confusing points of English, so students can understand and teacher is just a guide in the activity. When they help each other, it benefits for teachers and students. (Verner, 2007).

2.2.9. HOW TO TEACH SPEAKING

Mentions that interacting is the new way in which students learn English language. Communicative language teaching and collaborative learning is useful for different aims. For improving communication is important that communicate language is based in real life situation. So all students have the same opportunities to develop their language. In ESL

teachers should create an environment where students can work in real communication, with authentic activities, that help to improve language. It occurs when the students work in groups, and they can change different ideas. (Hayriye, 2006).

2.2.10 THE IMPORTANCE OF SPEAKING SKILLS

The four language skills are all interconnected. For each skill is necessary to become a well communicator, the ability to speak provides the speaker different advantages. The capacity to put words together, or to give opinions, and feelings provides the speaker important advantages like the ability to inform, persuade, and direct, to stand out from the rest, to benefit derivatively, Career enhancement and transmit the information correctly. (Gillis, 2013).

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research is **descriptive** with a **qualitative** approach because, it explores oral presentation activities that the teacher presents in an oral class with students of Décimo Año de Educación General Básica class “D” at the Unidad Educativa “Gral. Vicente Anda Aguirre”.

It was used the **ethnographic** method which helped to describe what is happening in this educational context. And the instrument applied was an observation guide which permitted to gather information in the exactly place where the problem occurs.

3.2. RESEARCH TYPE

It is a qualitative research because it will be characterized by the use of data that arise from the empirical confrontation between the subject and the object of investigation, with emphasis on interpretation of results. The theory was contrasted with the information gathered in the observation process, therefore it was analyzed, how oral presentation activities are used and how they help to the teacher and students in speaking skill development.

3.3. RESEARCH LEVEL

This research has an exploratory level, due to it consisted in observing the development of oral presentation activities in order to recognize how the teacher uses them when practicing speaking with students at Décimo Año de Educación Básica, “D” at Unidad Edducativa “Vicente Anda Aguirre”.

This information was interpreted to define the problem and possible solutions that would help the teacher and students in the process of language learning.

The ethnographic method was used to analyze the problem directly in the context it occurs, based on observable items established in the observation guide.

The project was developed at Unidad Educativa “Vicente Anda Aguirre” because in this academic context it was identified that the English teacher uses the same methods and activities for developing speaking skill in their students, making of this process an uninteresting and meaningless for students. The present research was developed in academic period 2016 – 2017, in which the information was collected through observation.

The theme of this investigation was chosen because at Vicente Anda Aguirre high school exists a phenomenon, where the teacher did not use in a correct way oral activities or in other cases she used the same activities and the students of Décimo año class “D” had a low level of speaking. The present research was developed during the academic year 2016 – 2017 in which the researcher collected the information through a previous observation realized during the paraprofessional practices

The study had been developed along six months divided in these phases: field work, analytical, and informative phases.

3.4. POPULATION AND SAMPLE

The Unidad Educativa “Vicente Anda Aguirre”, was chosen, because the researcher developed the pre-professional practices in that institution, it was identified that the teacher did not use in a correct way oral activities or in other cases she used the same activities for speaking practices, and the students do not have a good level of speaking.

For this investigation, the Decimo año de Educación Básica where the research takes place, there are 37 students 27 of them are male and 10 of them are female, , there are 30 students that live with their family, 3 of them just live with their grandparents and 4 of them live just with their mother. The 50% of students have a smartphone and they prefer spend their time in activities like chatting with their friends, the rest of students prefer practicing sports, for example football and volleyball, they manifest that the English subject does not interest, which is the reason of their low performance.

This students show a low level of English especially in speaking skill, it occurs because the teacher presents monotonous activities and they lose interest in learning, in consequence their ability to speak and communicate is affected.

The investigator observed that students reacted differently when the teacher used different activities like: Role Plays, Information Gaps or simulations, they felt more comfortable, and had more opportunities to practice the language.

3.5. PROCEDURE

The activities of this investigation has been divided in: preparatory, field work, analytical and informative.

First the requests of permission was developed to the authorities of the “Vicente Anda Aguirre” High school, for data collection the researcher elaborated the observation guide in order to analyze the activities that promote speaking to observe how the teacher uses these activities and to recognize how the teacher helps students in speaking practices

Second the researcher considered the area for this investigation, which was the methodology area because it talks about strategies and methods for development speaking skill. The researcher chose this area, because during the pre-professional practices he observed that the teacher had some problems at the moment to apply activities or in other cases she did not use other kind of activity.

The investigator was interested in this investigation because, as a future teacher he needs to know effective activities and strategies that help in the process of teaching English, especially in speaking development, due to it is essential for communication. Also this research could help to teacher and students of the institution to improve the speaking learning environment.

The specific problem that was investigated is the monotonous activities that the teacher uses at the moment to practice speaking with the students. In the informative phase the principal results were processed to be presented. Also it was set some conclusion about the study, and then it was established some suggestions which seeks to be useful for the teacher when practicing speaking.

3.6. WORK FIELD

To the preparatory phase, the investigator determined in his pre-professional practices that the teacher used the same activities in speaking practices, and students had a low level of speaking, for developing this investigation the researcher developed the respective documents to the Rector of the Institution Ms.C Manuel Machado to inform about the problem and how it was detected, the teacher of Décimo año de Educación Básica and Director facilitated information and the results of the instrument which was applied to determine which factors affects to the students in their speaking skill, there was no problem to apply the instrument, and the investigator had access to the necessary documents, because he developed his pre-professional training in this institution.

The contact with the students in the research was done face to face, the researcher talked with the teacher and he informed that the researcher was going to observed to the teacher during two weeks in her English classes, to collect in the information guide about which activities the teacher uses to teach speaking, how she uses these activities and how she helps to students in speaking practices.

After the investigator explained to the student the purpose of the researcher's presence, in their classes. The students knew to the researcher, because he did his pre-professional practice with that students, all of them knew the necessary information about this investigation.

The researcher was involved into the class as an observer, he took a passive role because the researcher did not participate in activities, his purpose was to observe and collect information that was useful for the research, the teacher and students had an active role because the teacher proposed activities and students had to take part in the activities, but the problem was that the teacher used similarity activities and she did not manage the class correctly, and it became very monotonous.

The specific aspects that were observed in the class, if the teacher use oral activities, also if the activities used by the teacher promotes students speaking skill, and if teacher helps students develop speaking skill properly. Possible the students are going to show more

positive attitude toward the activities, as they will cooperate, interact freely in the class at the moment of making oral presentation.

For this research was necessary investigates information about the oral activities and strategies that promote speaking this information was useful to create an observation guide and to develop the analysis of this research, this investigation was developed through an observation technique, based in theoretical foundation, for data collect was done an observation guide which was based in a theory that was investigated for this research.

For this investigation was used an observation technique in order to explore oral presentation activities for developing speaking skill.

The information was collected and documented through an observation sheet that was applied on May 30th, 31st, and June 6th, 7th for 2 hours every day for three reasons; the first, to identify which activities was developed by the teacher, the second to observe how the teacher used oral activities in speaking practices, the third to recognize how the teacher helps to students in speaking development.

The information was collected by the teacher, participants for this research had been authorities teacher and students of the institution, they have given the opening for development this research, the observation technique was used for this research in which information had collected through an observation guide which concluded, despite the teacher could change the activities, the students prefer taking the same role into the classes.

Inside the analytical phase it was detailed that the data were taken through the not participatory observation, with an observation technique, and the data were registered through checklist by the researcher.

Finally the investigator with the complete information collected in the analytical phase he finish with data collection the last week of May, the first and second week of June, and he finished the final report the four week of June, and with this he concluded the investigation.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

The information was obtained through observations that were applied on May 30th, 31st, and June 6th, 7th for 2 hours every day, this process helped to determine how oral presentation activities would benefit to teacher and students in speaking practices.

4.1 ANALYSIS AND DESCRIPTION OF OBSERVATION SHEET

SPECIFIC OBJECTIVES	ITEMS	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>To analyze the different types of oral presentations activities that the teacher uses for developing speaking skill.</p>	<p>The teacher uses role play activities in speaking practices.</p> <p>The teacher uses: pair, triad, or team vs team role play</p> <p>The role play activity is based on real life situation.</p>	<p>The teacher in the classroom used role plays in which the students were organized in groups, also, it was noticed that the groups were always the same. It team vs team role play, where students had a kind of competition among groups. This role play was not based in real life situation.</p>	<p>For developing speaking skill in students, the first class teacher used the role play, the name of the activity was unusual occupations, where the students imitate professions like (dog walker, braille translator) which was established on the book, these occupations were very common in others countries, and to the end of the activity the students had a kind of competition where they argued what occupation is the best. All of it could be good, but the problem appears in the process of applying the activity, due to some students did not developed their speaking in a good way, because sometimes they just memorized the information that was established on the book and minutes later they forgot all information, other problem was that role play was not based in real situation, because those professions are just common in other countries. She should provide professions based in our environment like engineer or teacher, another point was that students always worked in the same group, It affect their speaking because they cannot interchange their ideas with other groups. The teacher should be careful when organizing the groups, do not let students form always the same groups because it would affect the development or</p>	<p>According to Hayriye, K. 2006. This is an activity where different situations are done by the students and they have different social roles. In role play activities the students are informed by the teacher, and they to think or feel in different situation.</p> <p>Eric Liao, 2016, mention:</p> <p>The three kinds of role playing</p> <p>Pair: the role play can develop by two people together based on the scenario, they can imitate different situation based in real life.</p> <p>Triad: in this case the role play can do by three people based on real situations. One student have to demonstrate a specific role the other person is the target; the third person is the observer.</p> <p>Team vs. Team: In some situations, such as team negotiation and groups of two of more people can do different activities or situations, and have a kind of confrontation between groups, and after the groups should be divided and the</p>

	<p style="text-align: center;">Simulation</p> <p>The teacher use simulation in speaking practices</p> <p style="text-align: center;">Information gap activities.</p> <p>The teacher uses information gap activities for speaking practices.</p>	<p style="text-align: center;">Simulation</p> <p>During the class the teacher did not consider Simulation activities like an activity for developing speaking skill.</p> <p style="text-align: center;">Information gap activities</p> <p>The teacher used information gap activity, but this activity was meaningless, due to it was based just in information</p>	<p>accomplishment of the learning goals.</p> <p style="text-align: center;">Simulation</p> <p>Into to the four classes that the researcher observed, the teacher did not use simulation activities in speaking practices, The teacher did not applied it, possible because she need to provide materials to the students, however she could make materials into the classroom with the students.</p> <p style="text-align: center;">Information gap activities</p> <p>The second class the teacher used information gap activity, which was activities at the gym where there were two sheets of paper and one student read the information about (new activities at the gym) to his classmate, and the other student just listened and write the information, but they did not change the roles because, to the fourth class the teacher did a similarity activity about career choices she used the same roles for the students and the activity was based in information exchange, like in the previous activity, the information gap just changed a little in the information, these activities became</p>	<p>members can share their experiences in the different groups.</p> <p style="text-align: center;">Simulation</p> <p>Hayriye, 2006, mention: Simulations are similar to role-plays but simulations are a little different. In simulations, students and teacher have to create a realistic environment. For example, if a student acts as a doctor, she/he needs elaborate doctor tools.</p> <p style="text-align: center;">Information gap activities</p> <p>According to Hayriye K, (2006); The main characteristic of information gap is that pupils have to work in pairs. Where one student has information that the other does not possess so the main objective of this activity is to share information between both students. It is important to do because the students can have different characteristic like a solving a problem or</p>
--	---	---	--	---

	<p>Information exchange and Picture difference are used by the teacher.</p>	<p>exchange.</p>	<p>monotonous, due to it was repeated in both classes and the students lost the interest in the activity, and it caused that the majority of students had a low level of speaking skill, because they did not change their ideas, due to the teacher did not change the role and just one student read the information of the sheets of paper, and the student two listened and wrote. Is important to say that there were two kinds of information gaps which were; Picture difference and Information exchange</p>	<p>collecting information.</p> <p>According to British council, 2013</p> <p>Types of information gaps activities</p> <p>Information exchange</p> <p>Student A: reads information about any situation, like local cinema. He listens some questions and he uses the information to answer them.</p> <p>Student B: Listens information about any situation, like local cinema. And he asks your partner questions to find out more about the situation.</p> <p>Picture difference</p> <p>Students are divided in A and B: they have a picture. And they describe it to your partner. Student A listen to student B talking about his/her picture. Finally they find five differences between the pictures.</p>
--	---	------------------	--	---

	<p>Presentation activities</p> <p>The teacher uses presentation in speaking practices</p>	<p>Presentation activities</p> <p>The teacher used presentation with students in speaking practices, however this activity was always developed in the same way.</p>	<p>Presentation activities</p> <p>With the same groups of the first class, the third class the teacher used presentation activities for development speaking the topic of this presentations was inventions and their inventors, where the students presented different inventions from different inventors, like as light bulb, it could be good, but she used topics that was established on the book, where the students followed the instructions that provided the book in some cases they did a bad presentation, because the students created a poster for the activity and they just read the information that they had in their poster, and the rest of the students did not pay attention, due to the students who presented the activity did not have an interaction with their classmates, whereby they do not have a good speaking. It would be better if the teacher adapt these activities according our environment. The students could have more confidence and they will be more interest in the activity.</p>	<p>Presentation activities</p> <p>Hayton, T. 2006 mention that; The most important language system areas like vocabulary, grammar, discourse and phonology and the four skills too are improved with presentations. They can build confidence, and presentation is very useful for a lot of people at the world of work. There are students who have good skills to communicate and present different topics, they are able to structure and express their ideas in different ways.</p>
--	--	---	--	--

ANALYSIS AND DESCRIPTION OF OBSERVATION SHEET OBJECTIVE TWO

<p>To observe how the teacher uses oral presentation activities for speaking practices.</p>	<p>Role play activity</p> <p>The teacher properly assigns student's role, in role play activities.</p> <p>The teacher organizes groups before starting role play.</p>	<p>Role play activity</p> <p>In role play activity the teacher before to start the activity she organized the groups with the students, but she did not assign the role properly, because she assigned roles based on student's suggestion.</p>	<p>Role play activity</p> <p>For role play activity the teacher put in groups of three to students, but she did not assigns roles properly to them, for example the teacher did not indicate who student is a presenter or who is a secretary, the students assigned roles according their opinion, so to the next class the teacher did a role play, before to presentation which was about hobbies and entertainment the students played about their favorite activity for spending time, the researcher noticed that the majority of student has a low level of speaking, because they did not develop the activity in an spontaneous way, they just memorized the information for that moment, and another thing is that they did not change their ideas with other groups, due to those were the same and the assignation of roles was based on Student's suggestion. Teacher have to be careful when assigning roles considering the students' best skills and interests, because the students would be in an uncomfortable situation.</p>	<p>Role play activity</p> <p>According to JoAnn Roos, (2009), the Steps for developing a good role play are:</p> <p>Step 1: Warm up the group – This step involves presenting students with a problem, providing examples, and having students predict what might happen.</p> <p>Step 2: Select participants – In this step, the roles and characters are assigned by the teacher, and their characteristics are identified by students. To assign roles based on student suggestion, is not recommendable, however, the student could be in an uncomfortable situation.</p>
---	--	--	---	---

	<p>Information gap activity</p> <p>The teacher explains what role the students will take in the information gap activities.</p> <p>The teacher sets time before the activity.</p> <p>The teacher regroups the students when the activity is ended.</p>	<p>Information gap activities</p> <p>The teacher in information gap activity explained about the activity where one student is a reader, and other student is a listener. Also the time was established and when the activity was finished the teacher did not separate the groups, she used the same groups for the rest of the activities.</p>	<p>Information gap activities</p> <p>For the information gap which was about activities at the gym, the teacher assigned roles to students before starting the activity, she provided information to the students about their roles, the teacher divided the pairs in student A and B, where the student A was a reader, who read about (new activities in the gym) and student B was a listener, but the problem was that for the next class the teacher did an information gap about career choices. For these activities the techniques used by the teacher did not develop speaking skill in students, because she maintained the students' roles and the groups, it would be better if the roles were assigned considering students' skills.</p> <p>The time was established before of the activity the students had twenty minutes for preparing the activity and for presenting they just have ten minutes, but the problem was that the class had a duration of two hours and no all of groups finished the activity, it would be better, established the time according to the level and complexity of the activity.</p> <p>When the teacher finished with the activity she did not regroup to the students, because for the fourth class the teacher did another information gap which was career choices , she used the same groups and it is possible to say that the teacher did not separate the groups, she used the same groups for the rest of the activities.</p>	<p>Information gap Activities</p> <p>Sandy Millin, 2015 mention about information gap activities;</p> <p>Steps for developing information gaps activities.</p> <p>Step 1: allocating roles</p> <p>Indicate to students what role they will take in the activity. The teacher should not move the students yet it is important give to students good instruction, for example the teacher will inform to students about, two sets of information, and she explain about the roles 'A' and 'B'. A 'C' in brackets shows what you would do with an info gap with three sets of information.</p> <p>Step 2: preparation time</p> <p>Before your students speak, they need time to understand the task and work out what they are going to say. Group As together and Bs together: AAA BBB (CCC) to prepare. For example, for a question and answer task they could work out the questions. For a 'describe your picture' type task, they could describe the picture they have to each other. This will give them a chance to rehearse and to ask you for any language they need.</p> <p>Step 3: information gap</p> <p>In this step the students should be ready for</p>
--	---	---	--	---

	<p>Presentation activities</p> <p>The teacher prepares the students for the presentations.</p> <p>The teacher controls the students for the presentations.</p>	<p>Presentation activities</p> <p>The teacher gave to the students' different topics, and just gave simple instruction about the activity, some students during the presentation did not pay attention to their classmates.</p>	<p>Presentation activities</p> <p>For the presentation activities the teacher gave to students topics that were based on the book the topic was inventions and their inventors the students developed the activity, they had to copy in a poster information that was established in the book, and for the presentation they read the information that they copied. The students reacted in a bad way, because the teacher did not prepare to students in a good way it caused that the students just read the Information, and the rest of the students lose their interest in the presentation and they worked in other subjects or in other cases they were entertaining in their smartphones, so the speaking and communication were not develop correctly by the students A suggestion for the teacher would be that, bearing in mind that the High-school offers music subjects, he should propose presentation about music, famous musicians, musical instruments, etc. Something that really are on students' interest. And the teacher should introduce, extra activities like role plays or simulation, before or after to the presentation, so the students will put more interest at the moment of presenting their oral presentations.</p>	<p>developing the task. The teacher should regroup them, for example AB(C) AB(C) AB(C). When they are s in their right places, tell them exactly all necessary information.</p> <p>Presentation activities</p> <p>Zitouni, N. 2013 mention about presentation.</p> <p>Planning and Preparation Stage</p> <p>The speakers have to choose the topic and decide their reasons of present this topic. In the planning stage the students need the orientation of teacher, it will useful for them in the process of presentation.</p> <p>Preparation of the Content</p> <p>The content of oral presentation must be relevant and interesting the audience, because oral presentation is totally different to other presentation because presenters are going to give their information about the topic orally.</p> <p>Choose examples to provide interest and improve understanding.</p> <p>When students do presentation is important to present different examples, because some students cannot understand the speakers, but when they use some examples about thing that already exist in the previous knowledge of the audience.</p>
--	---	--	---	---

ANALYSIS AND DESCRIPTION OF OBSERVATION SHEET OBJECTIVE THREE

<p>To recognize how the teacher helps students in speaking skill development.</p>	<p>Role play activity</p> <p>The teacher in role play activities is; a facilitator, spectator, or participant.</p>	<p>Role play activities</p> <p>In the activity the teacher was just a facilitator of vocabulary, because she helped students just with the words that they did not know. And was the spectator too because she was at the moment of students' activity.</p>	<p>Role play activities.</p> <p>When the students developed their role play, sometimes they forgot some words, for example one student forgot, how to say (serpiente), so the student asked to the teacher and the teacher helped to the students, so it is possible to say that the role of the teacher just was a facilitator, and spectator because she took part in the activity when the students ask to the teacher about unknown vocabulary, due to they sometimes forgot some words.</p> <p>For this, the teacher has to perform different roles in the different stages of the process and create an environment where students feel confident enough to explore their capabilities.</p>	<p>Role play activities.</p> <p>Budden, J. 2004, proposes three kinds of role playing in which also describes the Roles the teacher have to perform; Facilitator –The new language is required by learners and teachers. The time they practice is correct the feeding of a new language as a level. The person who assists a group is a facilitator this person help to students in possible problems that they could have at the moment to develop the activity.</p> <p>Spectator – in this case the teacher takes the role of observer and the educator observes the role-play and comments and gives advices at the end of class in others words he/she provide to students a feedback in favor that students can correct their mistakes.</p> <p>Participant – it proper for students to take part in the activity that allows them to involve themselves with the students in this role the educator should be active, funny and creative for helping to students in a good way.</p>
---	---	--	--	---

	<p>Information gap activities.</p> <p>The teacher gives to students a feedback about content and language.</p>	<p>Information gap activities</p> <p>When the activity has finished, the teacher scored to the students, but she, did not give to students a feedback.</p>	<p>Information gap activities.</p> <p>When the students ended the activity. The teacher qualified the presentation and she gave the score to the students but they did not know which was their mistakes, it occurs because the teacher did not provide feedback to the students, it is essential for the success of the class that the teacher provide feedback about students' performance. If the teacher omits this important factor, students do not know how well they did the activity and what they should do for overcoming their weaknesses the teacher should provide pair correction or self-correction and in the last cases provide teacher correction so the students will know about their mistakes.</p>	<p>Information gap activities</p> <p>According to Sandy Millin, (2015), Feedback on language: While you were monitoring, you were (hopefully!) taking notes about the language students were using successfully and any problems that students may have. Choose a few of these to focus on, and make sure you praise the good language too.</p>
	<p>Presentation activity.</p> <p>The teacher provides feedback after the presentation.</p> <p>In the student's</p>	<p>Presentation activities</p> <p>In this activity the teacher did not provide a good feedback after to the presentation, and during the activity the teacher was a</p>	<p>Presentation activities</p> <p>When the students ended their presentation about inventions and their inventors the teacher gave the score to the students, and they did not correct their mistakes because the teacher did not provide a correct feedback.</p> <p>In the case of the teachers' roles the teacher just was a consultant person because the majority of time the teacher helped to students when they did not know the meaning or pronunciation of any word. She should try to participate in this activities as students because it will help to students in their confidence and they will develop their speaking in</p>	<p>Presentation activities</p> <p>According to Zitouni, (2013) The teacher's role is not an easy one because oral presentation is challenging job for teachers like in lesson planning, In addition, teacher need to prepare their students for this activity. In addition, develop their interaction skill. Teacher still play a key role in the background, as a facilitator, research guides, ultimate references, and source of encouragement.</p>

	<p>presentation the teacher is; a guide, organizer, or consultant resource person.</p>	<p>consultant person because sometimes the students asked, about vocabulary.</p>	<p>a good way</p>	
--	--	--	-------------------	--

By: Elvis Guaranga

Source: information gathered from observation process

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The teacher uses activities like role play, information gap, and presentation which are excellent for speaking development, but the process how they are applied is weak; in consequence the learning goals are not accomplished.
- The activities used by the teacher when practicing speaking are not accurately, sometimes the teacher omits some steps of the strategy and most of them are not meaningful for students due to they do not help them to use the language in real life situations.
- The process of teaching and learning speaking is affected, because the teacher does not manage the activities in a good way, and the students developed the activities based on the book.

5.2 RECOMMENDATIONS

- The teacher should receive more capacitation about the application of oral presentation activities and also integrate other activities like simulations which foster the practice of speaking in real-life-based situations.
- The teacher should research more about the process, techniques and strategies involving the oral presentation activities, to apply them accurately and so help students to develop their speaking skill.
- The teacher should be active in his classes, help students in everything they demand to, encourage them to practice the language, take care about their interests and level, take part of the activities as possible, thus his students will be confident enough to start speaking in the target language.

6 BIBLIOGRAPHY

American, English (2015). *Advantage of information gap activities*. American English. Retrieved on May 25th, 2017 from: <https://americanenglish.state.gov/resources/teachers-corner-speaking-information-gap-activities>

Boon, Hua (2016). *The role of the teacher*. Melta Home. Retrieved on May 24th, 2017 from: <http://www.melta.org.my/index.php/11-melta-articles/159-role-play-and-simulation>

British, Council (2013). *Types of information gaps activities*. Learn English Teens. Retrieved on May 25th, 2017 from: <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/information-gap-activity>

Budden, J (2004). *The role of the teacher*. British Council. Retrieved on May 22nd, 2017 from: <https://www.teachingenglish.org.uk/article/role-play>

Buelow, J (2014). *Benefits of role play*. Radical Shifts in learning. Retrieved on May 22nd, 2017 from: <https://trainingmag.com/3-benefits-making-role-play-part-training>

Gillis, G (2013). *The Importance of Speaking Skills*. GeraldGillis. Retrieved on May 25th, 2017 from <http://www.geraldgillis.com/importance-speaking-skills/>

Hampden, – Sydney Collage (2016). *Types of Oral Presentation Hampden*. Sydney Collage. Retrieved on May 27th, 2017 from: <http://www.hsc.edu/Academics/Academic-Services/Speaking-Center/For-Students/Types-of-Oral-Presentations.html>

Hayriye, K (2006). *Role play*. Activities to Promote Speaking in a Second Language. Retrieved on January 20th, 2017 from: <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

Hayriye, K (2006). *Simulations*. Activities to Promote Speaking in a Second Language. Retrieved on January 20th, 2017 from: <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

Hayriye, K (2006). *Information gap activities*. Activities to Promote Speaking in a Second Language. Retrieved on January 20th, 2017 from: <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

Hayriye, K (2006). *How to teach speaking*. Activities to Promote Speaking in a Second Language. Retrieved on January 20th, 2017 from: <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

Hayton, T (2006). *The oral presentation*. British Council. Retrieved on January 18th, 2017 from: <https://www.teachingenglish.org.uk/article/student-presentations#sidr-0>

Hayton, T (2006). *Student presentations*. British Council. Retrieved on January 18th, 2017 from: <https://www.teachingenglish.org.uk/article/student-presentations#sidr-0>

Johnson, and Smith (2010). *Creating simulation*. Teaching and learning at a distance. Retrieved on May 24th, 2017 from: https://eduscapes.com/distance/course_activities/simulations.htm

Johnson, and Smith (2010). *Types of simulation*. Teaching and learning at a distance. Retrieved on May 24th, 2017 from: https://eduscapes.com/distance/course_activities/simulations.htm

Liao, E (2016). *The three kinds of role playing*. Linked in. Retrieved on May 22nd, 2017 from: <https://www.linkedin.com/pulse/five-characteristics-successful-workshop-5-role-play-eric-liao>

Lisa, R (2016). *Oral Language and Vocabulary*. Development Activities. Retrieved on May 23rd, 2017 from: <https://www.palmbeachschools.org/wp-content/uploads/2016/04/OralLanguageDevelopmentActivities.pdf>

Millin, S (2015). *Steps for developing information gaps activities*. How to set up an information gap. Retrieved on May 25th, 2017 from:
<https://sandymillin.wordpress.com/2015/02/15/how-to-set-up-an-information-gap/>

Roos, J (2009). *Steps for developing a good role play*. Homeofbob. Retrieved on May 22nd, 2017 from: www.homeofbob.com/cman/intrvntns/rolePlay.html

Verner, S (2007). *Tips for Maximizing the Effectiveness of Activities*. Busy Teacher. Retrieved on July 14th, 2017 from: <http://busyteacher.org/17846-group-work-esl-classroom-top-10-benefits.html>

Zitouni, N (2013). *The advantages of oral presentation*. The Use of Students' Oral Presentation in Enhancing Speaking Skill. Retrieved on May 25th, 2017 from:
<http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/4777/1/The%20Use%20of%20Students%27%20Oral%20Presentation%20in%20Enhancing%20Speaking%20Skill.pdf>

Zitouni, N (2013). *The role of the teacher*. The Use of Students' Oral Presentation in Enhancing Speaking Skill. Retrieved on May 25th, 2017 from: <http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/4777/1/The%20Use%20of%20Students%27%20Oral%20Presentation%20in%20Enhancing%20Speaking%20Skill.pdf>

Zitouni, N (2013). *Preparation of Oral Presentation*. The Use of Students' Oral Presentation in Enhancing Speaking Skill. Retrieved on May 25th, 2017 from:
<http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/4777/1/The%20Use%20of%20Students%27%20Oral%20Presentation%20in%20Enhancing%20Speaking%20Skill.pdf>

7 ATTACHMENTS

7.1 OBSERVATION SHEET.



Universidad Nacional De Chimborazo
Facultad De Ciencias de La Educación Humanas Y Tecnologías
Languages Career
Teacher's check list

The present observation guide was developed based on the most important aspects of oral presentation activities; which are derived from the theoretical framework. It will be applied to students of Décimo Año de Educación general Básica, at Unidad Educativa “Gral. Vicente Anda Aguirre”.

Objectives:

- To analyze the different types of oral presentations activities that the teacher uses for development speaking skill.
- To observe how the teacher uses oral presentation activities for speaking practices.
- To recognize how the teacher helps students in speaking skill development.

Instructions Check the statements and tick yes/no according the development of the teacher's class

Grade: Décimo año de Educación Básica “D”			
Area: Methodology			
STATEMENTS		Yes	No
1. The teacher uses role play activities to promote speaking.			
2. What kind of role play is developed by the teacher?	Pair		
	Triad		

	Team vs. Team		
3. The teacher properly assigns student's role.			
4. The teacher organize groups before starting role play.			
5. Role plays are based on real life situation.			
6: The teacher in role play activities is:	Facilitator		
	Spectator		
	Participant		
7: The teacher uses simulation in speaking practices.			
8. What kind of simulation is prepared by the teacher?	Physical simulations		
	Procedural simulations		
	Situational simulations		
	Process simulations		
9. The simulation proposed recreate a situation			
10. It is provided materials for preparation			
11. It is provided guidelines for the simulated event			
12. It is established a learning space for the exchange			
13. It is established a time frame for the exchange.			
14. The teacher has clear objectives for the activity.			
15. The teacher's role changes in the classroom			
16. The teacher has close control of time			

17. The teacher uses information gap activities for speaking practices.			
18. What kind of information gap activities is used by the teacher?	Information exchange		
	Picture difference		
19. The teacher explains what role the students will take in the information gap activities.			
20. The teacher sets time before the activity.			
21. The teacher regroup the students when the activity is ended.			
22. The teacher gives to students a feedback about content and language.			
23. The teacher uses presentation in speaking practices			
24. The teacher prepares the students for the presentations.			
25. The teacher controls the students for the presentations.			
26. The teacher provides feedback after the presentation.			
27. In the student's presentation the teacher is	Guide		
	Organizer		
	consultant resource person		

By: Elvis Guaranga

Source: Theoretical Framework