ARMY POLYTECHNIC SCHOOL

APPLIED LINGUITICS

The Incidence of the Application of Participative

Techniques in the Development of Fluency in the Review

Two of CENDIA C.A

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LEGAL FOUNDATION

DEDICATION

GOD, thank you because I know you have always helped me sometimes even without asking you.

To the ones I have always made the best effort for, and the ones who have always been with me and for me, the ones to whom I owe what I am and the only ones to whom I am perfect: Mom and Dad:

MSC. LIC José Antonio Cobo Carrillo

MSC. LIC.Blanca Elina Cueva Villaroel

To my inspiring girl, the woman with whom I want to share the rest of my life, she, who can control me, love me, pamper me ,and make me feel that I could do everything next to her. Pamelita Zabala.

To the most beautiful little person in the world that deserves the complete universe and that although she is not with me I always have her in my mind.. My little Princess: my daughter Domi Cobo. Sorry Domi

SUMMARY

The present research work was made in order to understand the need to improve the teaching and learning process, especially in languages in this case the English Language. CENDIA was the institution who let the research go over the investigation with its 2 Final levels which are called "Review Two".

Once the real concepts of fluency and participative techniques were clarified and clearly stated, the research took place in the levels above mentioned at CENDIA, a prestigious Institution of Quito with more than 30 years of experience in the field

The basic points treated in the research work were how influent and important participative techniques are in the improvement of English skills and in the development of fluency.

In order to carry this out, it was necessary to develop a cuasi – experimental study that consisted of the analysis of two groups of the same level of English knowledge. First of all, the groups were formed: one experimental group in which the participative techniques were applied and the other was the control group whose teacher never applied the mentioned techniques during the same period of time, at the same time and schedule so the experiment does not have external factors influencing in the participants. After the time in which the experiment took place results came out confirming the stated hypothesis. The

participative techniques certainly improve learning process, fluency and make the

class more interesting and students more satisfied.

INTRODUCTION

"The basic idea behind teaching is to teach the students what they need to know and if the student is not learning the way the professor is teaching then the teacher has to teach the way the students learn"

Those are the sentences that many educators and specialists in the field accurately say. This is the reason of this work when the influence of participative techniques is analyzed in the development of fluency at CENDIA C.A

The present work begins with the establishment of the problem as it is the lack of fluency in English Students as well as the statement of variables working out and the general and specific objectives of the research

In part number two the hypothesis are mentioned and the structure of the work is too while in part number three the type of study and the design of the project is discussed.

In part number four, the research paper is done covering the study of the independent, dependent variable, and also the combinations between both of them; moreover, the results of the investigation at Cendia are displayed as well as a brief description of what CENDIA C.A is and why the research took place at this institution.

Finally, conclusions and recommendations are suggested according to the results of the studies done in order to maintain a balance in education and to remark that the objectives of the investigation were fulfilled.

Research Problem

1.1 Problem Identification

The current perspective within the dynamic and fluent communicative approach all around the world has made the usage of words a very useful tool in order to get from business up to friendly relationships. First of all, words have permitted communication among people for long time. They have been the origin of many good and great businesses and unfortunately, they have also been the caused of many words; this is the reason why, using them properly has become even a weapon to get our goals. Nowadays, due to globalization the world has changed linguistically speaking because of many different factors such as migration, expansion of enterprises, and the increasing elimination of frontiers; as a result, day after day many people from different countries have started to learn English, the language in fact, considered as the universal language of business and relations.

Under what was said above, it is important to state that English teaching has gotten to be a remarkable activity in the educational field; consequently, it is a must to take into account many different techniques related to the teaching of English

Unfortunately, the educational system in Ecuador lacks of methodology to teach all the subjects taught in primary, secondary or university; even worse a subject like English that has just become an outstanding matter educationally speaking. This is the reason why just little time ago, English teaching strategies have turned out to be matter of study by teachers or even people involved in the linguistics field.

I, as an English teacher, have decided to provide Education with a tool in order to help students in general develop their oral skill which indeed is considered to be one of the most difficult ability to be acquired. This is the developing of participative techniques for the purpose of helping students of the review levels of CENDIA, prestigious English Institute in the North of Quito.

1.2 . Problem Setting.

Nowadays, the speaking skill has turned out to be, apart from the most difficult one to learn, a very worrying and challenging problem for teachers and students and their good performance in the language. There are many different factors why scientists of linguistics say that speaking skill acquisition is not well acquired. To begin with, students in Ecuador; specifically, don't live in an English environment, then native pronunciation is hard to obtain or even worse words don't come out easily because they have a limited time in which they can speak; so fluency is not attained. Moreover; teachers sometimes can't find a good method to teach how to speak due to the abstract idea of the phrase "teach how to speak"; indeed, nobody taught us how to do it with our native language, it was just a matter of acquiring it throughout time, repetition of words and social acquisition, all of this given by God on our left hemisphere of our brain where language is produced.

As a result of this difficult and abstract idea of teaching how to speak, it has been considered that teachers cannot teach how to do it but they can motivate students to make their the left part of the brain where language is produced work through different techniques that could be applied in classes when working on the speaking skills, it is important to state that a booklet full of the best techniques to make students speak would be nothing if teacher's participation is not appropriate.

In short, for the purpose of dimming the lack of contact with English speakers and the inexistence of an English environment it is necessary to create a tool where teachers can find a way to encourage students to speak and make them lose their normal fear to unknown things.

1.3 Variables working out

Independent	Indicators
Techniques to make students speak	- Teachers unknowing of techniques. - Old techniques - Little if any use of participative techniques in class
Dependent Fluency Development	- Low Connection of ideas - Bad grades in oral exams - Slow development of ideas - Repetitive use of the same words

1.4.1. General.

- Propose the application of participative techniques that will influence positively the development of fluency of the English language in the students of Review Levels of Cendia.

1.4.2. Specific

- Develop a critical analysis of the participative techniques that are used to improve fluency in the English language at Cendia
- Recognize the current status of the fluency at speaking of the students at Cendia in the review levels.
- Draw the participative techniques, whose application will permit the development of fluency of the English Language.

1.5 . Justification

The present research paper will be developed due to the outstanding necessity of speaking English that people have in Ecuador; specifically, in Quito where the study will take place. The most important reason to justify this research is the need to create exercises and a way to improve fluency on students through the application of techniques; furthermore, not just because a student finishes

studying a 12 level-English course, he or she is able to speak because most courses lie all their efforts on grammar but they simple forget about speaking.

Although, there are many logical reasons not to check fluency skills, such as the degree of difficulty it implies as well as the few if any ways to teach or practice speaking in class, oral skills shouldn't be neglected and that is what most teachers are doing and even most institutions. One of the first reasons for these institutions not to focus on fluency is the lack of material to develop it. It is important to know that fluency is not just a part of speaking but it is also made up of the correct application of all of the four English skills, then a big reason for this lack of fluency is the scarcity of good and efficient materials to improve it.

PART TWO

Theoretical Frame

According to (Bustillos, 1995). "The participative techniques are used in order to break the ice among people, make them participate, integrate people or simply to make contents easy"

(Rivers,1997, little 1981) they say that "The participative techniques can also be elaborated on a person behalf, activities in which students express their ideas freely"

(Klipper, 1898) " The participative techniques have as main objective to get students to develop their imagination by increasing information in a logical way; for example, Pamela went to the beach last month and she did many activities such as…………., then the students will use their imagination to complete the possible activities Pamela could have done.

(Klipper, 1999) It is important to apply an alternative in the four aspects of the verbal activity in order to obtain a dynamic and participative teaching; besides it must be based on the individual work as well as in the group one.

According to (LALEO Naranjo, 1999) in relation to Capacity – ability; Capacity is genetically inherited whereas ability is acquired and developed as a result of learning and effort.

According to (SHMECK, 1998) Abilities are capacities that can be shown at any time because they have been developed thorough practice.

2.1. Theoretical and Conceptual Focus

Although this research constitutes a pioneering idea for teaching because, few, if any studies like this have taken place. In fact, there are many techniques but they haven't been gathered in a booklet. To begin with, this paper work is a must to at least try to make students` learning easy and impulse their desire to learn and use the English language. It is important to state that thist is a process that involves research with teachers, authorities, students; all of this process can take place in a given period of class of 2 or 3 months. The selection of the institution is given because in spite of being one of the most outstanding English academies, Cendia lacks as many others, of a systematized manual of participative techniques to apply in the classroom; although, teachers use them, their usage is still poor

Certainly, the lack of this tool has affected many students and even teachers because their skills in both cases have not been fully developed. In the case of the students at Cendia, their fluency after studying 14 months is very good; however, it could have been simpler to get it and even once they finished it

could be a lot easier to practice with the participative techniques due to the variety of exercises offered. On the other hand, teachers could find a quite simple way to get to students and force them practice and use language in class.

It is noticeable to see that the institution requires a manual like this because that would make their job trouble-free; however, an analysis with authorities, teachers and students has to be done so the researcher can have a deeper outlook on the topic.

If everything goes the way it has to, it is possible to predict that once the application of these participative techniques with the students in the classroom take place, their fluency is going be improved in at least 50% as well as their language skills.

Furthermore, there is a great relationship between the dependant and independent variable because of participative techniques would cause on the improvement of students` fluency would be highly noticeable. Then the correlation between these two variables is really convincing; As well as, the accomplishment itself.

2.2. Structure

CHAPTER I

1. 1 PARTICIPATIVE TECHNIQUES

Before defining participative techniques, it is important to state what a teaching technique is. It is a group of systematic procedures that a teacher or instructor applies in class in order to get the best results from the teaching and learning process

The participative techniques are defined as the procedures teachers can used in classrooms to make people participate, cheer them up, integrate participants of a class, as well as to make contents more understandable.

It is believed that participative techniques have been created or had their origin in the teacher's need to look for strategies in order to make students feel interested in a specific subject. Many linguistics specialist and teachers in general have gotten together in order to develop standard procedures to develop techniques and have also tried to train teachers to apply them in class. On the other hand, it is also known that even at schools or high schools there are pedagogical commissions in charge of developing their own manual of participative techniques that could meet their needs and requirements.

1.1.1 Goals of Participative Techniques

The participative techniques have as their main goal to extend students`
imagination by increasing information in a logical fashion. Through the
participative techniques, learners are able to use the language and its grammatical
structures in real conditions; which means that they do not give examples limiting
their ideas to a formal grammar rule, but they are able to express their feelings,
thoughts and emotions, all of them in relation to their needs

1.1.2 Fundamental Participation Strategies for Participative Techniques

It is important to mention that the principal objective of the application of these
strategies is to get students to use their abilities at the language, in group or
individually in order to get a collective participation facilitating ideas
confrontation, thoughts, points of view and mutual experiences

Frontal Strategy.- It is a participation strategy which uses couples, trios, quartets
and so forth that make their performance in front of the rest of the group and the
teacher so that they can observe and emit opinions.

Group Strategies.- In this participation strategy, the students fulfill
communicative tasks all together, therefore, the oral communication learning is
intensified. When applying this strategy, teachers must try to make every single
student participate in the topic treated

1.2 EXISTING TECHNIQUES TO DEVELOP FLUENCY

The real learning of a language in this specific case, English, involves the development of the four skills which are: reading, speaking, writing and listening; once these four skills have been acquired in an acceptable way, fluency can be attained. Therefore, several techniques have been developed by teachers and specialists to make this learning easy.

1.2.1 Reading

First of all, it is important to mention that there are many reasons why students should learn how to read texts well. One of them is that the more a learner reads the simpler it will be for him to have a right use of writing; moreover, vocabulary words may be attained through this activity and reading will surely be a help in the process of getting fluency and the last but not the least, because knowledge also gets through readings.

1.2.2 Techniques for Developing Reading

The Ordering Technique.- In this technique the student must be able to read and organize words, sentences or even paragraphs according to their criteria.

Filling Blanks Technique.- This technique is used to develop the ability of reading in students because they are supposed to read big texts and fill in the blanks according to what they understand throughout the long reading.

Techniques to Select a Title.- The learner reads a text and proposes a title for the topic based on what he understood. For this technique, imagination is needed.

Question and Answer Technique.- Once students finished, the teachers can open a discussion in class about the text they just read.

Multiple Choice Technique.- It consists of making students choose the right answer from four distracters (options)

Matching Technique.- Two columns are normally formed and the elements of the column on the right have to be logically matched with the elements on the column on the left or vice versa

There are many other techniques that can be used by teachers that don't necessarily have a name but are commonly applied such as the following:

- Students read confusing instructions for a simple operation and try to put the instructions in a right order.

- Students read a recipe and have to try to prepare the dish described in the recipe following the instructions correctly.

- Students read a part of a movie or a book and once they have finished they have to represent what they read

- Predictions are important, students are given a number of words of a text and in groups they have to predict what kind of text they are going to read, then they read the text to see if what they predicted was right.

- Students read a text without the final of the story, and they are supposed to create their own final.

1.2.3 Writing

Fluency is also given by the way people are able to write an essay, composition, poem or even a single letter or memorandum, then teaching writing is extremely important because it is not just the matter of putting symbols on a piece of paper, it is more that that, it is making sense syntactically and semantically thus it is a must for students to learn hoe to do it well. This is the reason why many techniques for writing have been also developed.

1.2.4 Techniques for Developing Writing

Composition Technique.- It is also known as free writing where the learners just chooses a topic and begins writing about it using his own words, which can obviously cause a confusion between Spanish and English, that has to be corrected by the teacher

Paragraph and Sentence Filling Technique.- This technique is normally used in advanced levels because it requires some knowledge of the language. The student of a group of students completes a sentence or paragraph trying to maintain a logical context; this will measure student's capability of understanding and using the right words or phrases.

Complete Form Techniques.- This technique lets students speak about their daily life with their problems and the environment they live in, when developing this activity the student will try to use common vocabulary words

Transformation Technique.- A given sentence or even paragraph must be changed into a different tense maintaining a logical content with adverbs and time expressions.

Translation Techniques.- A Spanish text is given to students and they have to translate it into English.

There are some other techniques or suggestions widely used by teachers to develop writing. They are the following:

- The students write letters to a Newspaper as a reply for a controversial article published a week ago.

- Students come out with several headlines for newspapers

- Students promote a party or game by writing on posters or banners

- Students write some news for a radio station

- Students talk to their pen pals through the Internet.

- Students write a complaint letter explaining their reason for complaining.

1.2.5 Speaking

It is one of the most important skills to communicate with people. Speaking has a lot to do with oral communication which is a two – way process between the speaker and the listener and involves the productive skill of understanding and the productive skill of speaking. One of the most important reasons why speaking has to be taught is that no matter if the learner knows grammar or understands

everything or can read pretty well, if he does not speak, he can't use the language for its primordial function to communicate.

1.2.6 Techniques for Developing Speaking

Dramatization Technique.- Every student is given a role with a specific script which has to be learned by him or sometimes he has to improvise which is even better because students start getting fluency, and creativity rises. Physical movements are also recommended because it would make dramatization even more realistic.

Loud – Speaking Techniques.- This technique is used by teachers when they want students to pronounce the words correctly; it is applied in a group so that all the students can participate and learn from the others' mistakes

Dialogue Technique.- Groups of students are chosen by the teachers and they are asked to prepare dialogues about their daily life or simply what they want to, such as: a real situation happening in their country or in their family, it is quite similar to the Dramatization technique.

Monologue Technique.- A student is given a questions which has to be answered within a minute or two.

Describing Dialogues Technique.- Some charts are shown to students in order for them to try to describe orally what they are seeing there.

Matching Common Things Technique.- Free talk among students in order to find similarities among them and then present those similarities to their other classmates.

Debate Technique.- The class is split into two groups, a topic is proposed and a group is with and the other group is against. Two different points of view are required so controversy can take place.

There are certain other activities that also permit the teacher to help students develop the speaking skill.

Students work in couples, one of them has a given number of elements (drawings) arranged in a certain way while the other has the same elements but he loses the order and has to fix them in the same way his friend has them but by receiving instructions from him without looking at the drawings. This is called "describe and classify"

Each couple has similar drawings, but with many differences, then through a conversation they have to find the differences without looking at the drawings

Students think about 5 famous people and they have to describe the perfect gift for every person.

Students can also do business or make a deal about a specific controversial topic and after talking and negotiating they must get an agreement.

1.2.7 Listening

This skill is also pretty important because it will tell the teacher if his students understood the structures he presented in the grammar points. Listening is an activity in which learners try to get the meaning of something they listen to. In order to say that a learner can listen satisfactorily, the teachers should see that he or she is capable of understanding people speaking when they use particular words in a particular fashion and not just understanding the words and just the words without a logical context.

1.2.8 Techniques for Developing Listening

Technique of True or False.- After a sentence is read, students have to be able to identify if the sentence is true or false. A complete dialogue can be displayed and students may be asked many questions and they must say if they are true or false.

Sound Discrimination Technique (minimal pairs).- Students are asked to recognize words that are pretty similar in their sound but are different

semantically speaking. This is a very common practice due to its importance because many words in English may sound similar but are different in their meaning.

Following Directions Technique.- Learners are supposed to listen to certain instructions the teachers is giving and follow them in order to complete a task

Dictation Technique..- The teacher dictates a set of words or he may want to dictate a complete paragraph and the students have to copy exactly what he is reading to them.

As well as for writing, speaking, reading, listening has also some exercises that can be helpful when practicing it.

- In groups of three, students listen ton3 different cassettes (reports of testimonies, phone conversations, arranging a meeting, etc). In order to compare the notes they took, they have to work out of the truth, this is called Crossword puzzle Listening.

- Students listen to a phone message, and they have to write the message down on a piece of paper.

- Learners use sound effects, in order to construct a story that is really happening

- Students listen to the weather forecast and compare it with a report on the newspaper

- Learners listen to people describe their lives and they have to report in front of the class what they heard and compare with their friends reports.

- Students listen to a story and they have to fix and order drawings previously handed out by the teacher, according to what they listen.

1.3 Methodology

Methodology is the group of didactic procedures expressed by methods and teaching techniques whose main objective is to indicate the processes in order to attain good learning, it is also considered as a scientific study that teaches teachers and students to discover new knowledge.

Methodology is also the way to obtain good learning by means of methods and techniques to develop skills.

1.3.1 Method

A method is a logical group of organized techniques to guide learning to get determined objectives.

According to (GARCIA, Enrique) 1999 " Teaching Methods are the group of logically ordered techniques in order to manage the student's learning to attain determined objectives.

There are certain methods that are used in the learning and teaching process:

Grammar Translation Method.

Students define certain parts of a paragraph and memorize the conjugation and the grammatical rules, selected texts by using bilingual dictionaries; this is so called classic method.

Direct Method

Communication is the main purpose of this method. This method has a basic principal rule, which is "translation into the native language is forbidden"

Audio – Lingual

It is very similar to the direct method, communication is the basic objective, students are forbidden to use their native languages.

Silent – Way Method

Students begin their studies of the language through basic construction blocks, its sounds. They are presented in a specific language, chart of sounds, color that are codified. Teachers guide their students to associate the sounds of the referred language with particular colors. Later these colors are used to help the student learn the spelling that corresponds to the sounds and how to read and how to pronounce words.

Suggestopaedia

Charts posted on the walls, or posters hanging around the class. It is obvious to say that the posters must contain vocabulary words or phrases of the language being learned in order to prepare an adequate environment to learn the language.

Community Learning

The students typically have a conversation in their native language, their teacher helps them express what they want to say by giving them the translation of the corresponding paragraphs, which are memorized and when the students are repeating these paragraphs it seems to be a fluent conversation.

Total Psychological Response

The instructor emits orders to some students, them the perform activities together, in the second phase of the method, students carry out the activities by themselves without teacher's help just with his orders.

Communicative Approach

Students use the language through communicative activities such as games, dramatization and tasks as problems solutions.

It is important to mention that different participative techniques like the ones above mentioned can be applied with the different methods here mentioned as long as they meet the method theories

1.4   Knowledge.

Knowledge is a process of experiences that human being acquires throughout time in the social, educational, political, economic and investigative field. Moreover, the knowledge is the way in which men reflect in his brain the conditions, characteristics and shapes of the surrounding world

It is important to mention that knowledge is the main and the most important goal of any process of education. All what the teacher wants is to transmit knowledge and all the student want is to receive knowledge which is given and attained through the teaching and learning process, helped by memory, dedication and methodology.

Participative techniques play an important role in the knowledge acquisition due to the fact that they enable the transmission of it.

1.4.1 Different Levels of Knowledge of the English Language

English institutions and teachers have divided the learning process into three stages called: Beginners, Intermediate and advanced students; however, it may vary depending on the institution or teachers and those three are the generic names for the levels of knowledge of the language.

The beginners have little if any notion of English, then they are supposed to be taught in a low speed and grammatical bases must be reinforced. Although, it is said that there are false beginners; people who have certain notions of the language because have studied before, and that they may feel uncomfortable in the beginner levels, this is not true because there surely are false beginners; however, they should be treated as if they were real ones because most of the times all their ideas are totally mixed up and should be cleared up. On the other hand, it is important to know that their communication is very low because they do not have adequate structures to organize their ideas; notwithstanding, when the elementary levels are over they are able to communicate their ideas at least in the most basic tenses.

The intermediate level students are people with certain knowledge but still lack of fluency, and more structured phrases because when they just begin they just know basic tenses, once they are in the intermediate levels they could polish their speaking skills and learn more and more difficult structures while advanced level students are the ones who are ready to use sophisticated words, big structures, attain more vocabulary words and meet an acceptable fluency. Their fluency may increase during the time in which they take the advanced levels

It is a must to mention that participative techniques must be applied or should be applied in every level of knowledge, thus listening, reading, writing and speaking techniques can be used in beginners, intermediate or advanced levels, taking into account the degree of difficulty

1.5   Receptive Learning

First of all, it is important to mention that the more organized and clearer the class is, the better the learning is. No matter which type of learning is applied by teachers

The receptive learning says that everything that student should learn is presented to him definitely by the professor through materials and resources that are exposed. This has to be done in an organized, systematic and sequential fashion. Ausubel says " *For this learning to have success, it is necessary to have the following four characteristics"*

A great interactive level between the teacher and the student is needed. The teacher says essential parts and students give ideas, opinions and suggestions.

A lot of examples are used in the exposition, this learning considers that the most important thing is the verbal learning; it also considers that examples must be shown with graphics, drawings and pictures

This teaching must be deductive, the most important aspects are given by the teacher, and it stars in general concepts to end up in specific concepts.

1.5.1   Learning through Discoveries.

The information displayed in this kind of learning is not either complete or definitive, the student looks for more information if he needs it, this information gotten by the students is then incorporated to his knowing structure, which is then modified in order to get a new structure. In short, in this kind of learning, the student himself finds the way out or solution to a problem and can also associate it with the information previously saved.

Both of the kinds of learning lead the student to get knowledge in order to be applied in different situations, in the case of a language, the learning will make students have the capacity to speak

CHAPTER II

2.   FLUENCY

Since life started, all the beings involved have gotten to communicate in order to guarantee their existence, in case of the human being, in order to overcome great hindrances that have appeared throughout their lives, to organize their development, write science and finally to dominate and modify nature.

Within this historic process, men are the ones who have the greatest and richest possibilities of communication and took advantage of them to enrich their experience.

Among all the different resources with which human being counts on, the most important ones are: spoken and written communication. Due to their nature as social and rational members, it is important for men and women to have a system of fluent communication that lets them express their feelings and thoughts. In order for this group of articulated sounds so-called language to be logical, it is necessary to take into account another fundamental aspect which is: **meaning;** therefore, linguistics or the study of languages should analyze the three basic aspects of human communication: the speaker, the listener and the message that is in between, so fluency in a language can be determined and practiced, in this case, English.

Fluency in communication was always a man's expectation since he was primitive, he developed different ways of communication that began with howls and babbling up to a phonetic speech for which its systematization was improved by using their imagination intelligently and in a well – structured fashion, even helped by their muscles of their faces as well as the tone of voice used in order to express feelings and emotions to people around.

Fluency in communication found good results when men gathered some tallies and left them as trace, burned trees to show the path to others, sent perfectly understandable messages through smoke, used their hands to talk to strangers, developed rites to tell their tribe's history, until they understood that if they wanted to have a authentic communication, this communication should not be limited to emotive or superficial situations but it must get to the deepest meanings to go further. Thus **OREJUELA, Eduardo** *says "The problems among human beings arise from the bad communication, from incomplete, mistaken or twisted messages" Relaciones Humanas pag 234, 2000 year.*

The social relation involves an act of communication that permits society through the message to be able to express, lets knowledge go deeper and organize the development in every field of environment. In order to get all of this, it is a must to have fluency that enables communication, then before constructing a message, the speaker has decided that the listener must know or must do something, for the purpose of getting this objective, the speaker is supposed to elaborate a fluent message which implies great knowledge of language and the subject dealt.

The message and its objective require a fundamental mean that is called vocabulary; that is a group of words if a language o dialect o a list of words alphabetically ordered and with definitions attached.

However, the message is not just the group of words or signs by means of which people refer to a reality, but the message is a reflection of the speaker's intentions and the social relation, consequently, vocabulary is not only important to reach oral fluency but also conversation and interview are important; notwithstanding, the presence of these three elements does not guarantee the existence of fluency in the message because it is also necessary that the message get to the listener with full clarity, that it be correctly constructed and that it be adequate to the knowledge of the listener, all above mentioned are requirements to get fluency, which is undoubtedly an important factor in the process of communication because it lets the individual develop his capacity of expression and comprehension.

Particularly, in institutions as **Cendia,** the main objective is to make students learn English so with their knowledge of the language and practice they can get fluency so that they can obtain by means of this a individual and collective professional development.

Vocabulary

According to the dictionary vocabulary is "the group of words of a language" in the case related to this thesis is the group of words of the English Language, in other words, the group of signs and rules available for all the inhabitants of this language and whose knowledge is the first one to get fluency because without vocabulary, fluency could never exist hence without a vast knowledge of the language people could not express or understand anything.

"Vocabulary is formed by words which permit representation, expression and communication of ideas by means of a system of symbols" , ENCICLOPEDIA SUPERIOR TOMO 1, CIRCULO DE LECTORES , 2002.

When studying grammar and especially for language organization , involved in vocabulary, it is necessary to refer to the different perspectives that have to do with the study of a given language that according *to "the Student Encyclopaedia", Santillana, 2005* are :

a. **Psycholinguistics.-** it is the way a person acquires a language. According to what the author of this paper thinks this science and its structure is fundamental in the study of the English language since this could be a starting point for a entire pedagogical system, as well as for a group of   appropriate techniques to get the knowledge of the language and the development of fluency as it is going to be seen in chapter III

b. Sociolinguistics: "this science studies the phenomena derivated from the contact among languages". In Ecuador, this science has a big fundament because the study of the English language is different from the study of the native language, Spanish and its translation is affected by the influence of certain degenerations of the Spanish language for example: "camello" that is used colloquially and would be translated as "job" into English, this example is an illustration of the possible difficulty that could face a person learning a language such Spanish.

c. Pragmatics.- "It studies the use of the language that speakers of a language give to it and the circumstances under which it is used and how people interpret the message given"

According to the author of this thesis, pragmatics is also quite important since it is reached only through conversation or through the correct comprehension of a reading, once these factors have been taken into account fluency can be attained; however, it is vital to mentioned that the renovation of methodologies and programs would be mandatory.

d. Semantics.- " It studies the meanings of the words and the relations that they establish among each other".

The author of this research considers that the profit of this science has to do with the learning and the practice of the language in the sense that the words represent a universally accepted mental idea and whose gist is not different among the different languages; for example: "door" gives us the same idea as "puerta" in Spanish or " porte ," in French.

If vocabulary is the group of words and words represent a mental idea of objects, then without vocabulary there would not be language, or communication; as a result, for all the phases of communication, oral or conversation even for fluency, vocabulary is the basic fundament; consequently, it is essential to deepen in the study of the word; which means "Semiotics", that is the science studying all the communication systems from the most natural one as the animal language up to the most complex one.

In the same field of vocabulary, it is compulsory to mention that English vocabulary also counts on phonetics and phonology.

Phonetics.- It studies the sounds of a given language in its concrete relation, totally independent from its linguistic function and it has two subdivisions: **Articulatory phonetics**, which studies the movements of the organs producing the sound in the emission of the message (vocal cords, tongue, palate), and **Acoustic phonetics**, which is the one studying the message transmission through the vibration on the air and the way it affects the ear of the receptor (tone, rhythm, intonation, etc)

What was above said tells teachers and authorities that an essential mechanism to improve vocabulary on students is the use of cassettes, laboratories and more audio – visual aids which as consequence will work up students fluency.

2.2. Conversation

In the former chapter, it was said that a quite important element in fluency of language is vocabulary, now once this previous requirement is acquired; people are capable of speaking, conversing, reading and writing in order to send messages, feelings and scientific conceptions.

The author of this thesis thinks that for the purpose of improving the knowledge of the language and getting more fluency of it, conversation is highly recommendable.

Conversation is the most frequent way of oral communication, human being cannot live without relations, this is fundamentally the art of conversation, it means the way to talk and speak correctly and persuasively. This practice is an art because its learning is theoretical, practical and constant; a good talker expresses his ideas perfectly and fluently. Fluency implies the complete knowledge of the language so it is indispensable to know grammar deeply; conversation has a lot to do with vocabulary since if a person wants to express his or her thoughts

precisely, he should manage a great number of words and know the exact meaning of them. The wider the lexicon is, the better the expressions are.

OREJUELA, Eduardo on his book of Human Relations pag 272, 2000, says "one of the basic factors to succeed in our human relations and in our professional activities is the facility of word which permits us express our ideas fluently".

Authors usually characterize oral communication within two parameters: spontaneous and planned. Conversation is included in the spontaneous one, with no planning or well structured rules, this kind of conversation is developed as a dialogue among people, its constant practice increase vocabulary and obviously fluency, therefore conversation is an important element in learning and even in the development of personality when people are able to express their ideas in front of others, so conversation must become into a motive of most of the daily homework and permanent practice by means of certain techniques that will permit the obtaining of fluency in oral communication and written one, as well.

Everybody knows that in conversation two or more people are involved, then its success depends on the attitude of the interlocutors, one who utters his ideas perfectly and fluently and the other who listens to him carefully , both of them respecting their turns to speak without being interrupted, thus, if the topic is conceived in this way, it is a great help in the process and development of the learning of the English language.

The other way of communication is the planned one, in this conversation a plan is previously fixed, the structure and pauses will be rule communication. This oral planned communication is divided into two groups: Multidirectional and unidirectional.

Great examples of multidirectional are: debates, assembly, interview and so forth, while good illustrations of unidirectional are: lectures, seminars, meetings, etc.

CHARACTERISTICS AND WAYS OF COMMMUNICATION

```
                  ┌─────────────────────────┐
                  │   ORAL COMMUNICATION     │
                  └─────────────────────────┘
                             │
          ┌──────────────────┴──────────────────┐
   ┌──────────────┐                      ┌──────────────┐
   │ SPONTANEOUS  │                      │   PLANNED    │
   └──────────────┘                      └──────────────┘
          │                                      │
   ┌──────────────┐              ┌───────────────┴──────────────┐
   │ CONVERSATION │       ┌────────────────┐          ┌────────────────┐
   └──────────────┘       │ MULTIDIRECTIONAL│         │ UNIDIRECTIONAL │
                          └────────────────┘          └────────────────┘
                                  │                            │
                          ┌────────────────┐          ┌────────────────┐
                          │ Debate         │          │   PLANNED      │
                          │ Assambly       │          └────────────────┘
                          │ Interview      │                   │
                          └────────────────┘          ┌────────────────┐
                                                       │ Lectures       │
                                                       │ Meetings       │
                                                       │ Seminars       │
                                                       └────────────────┘
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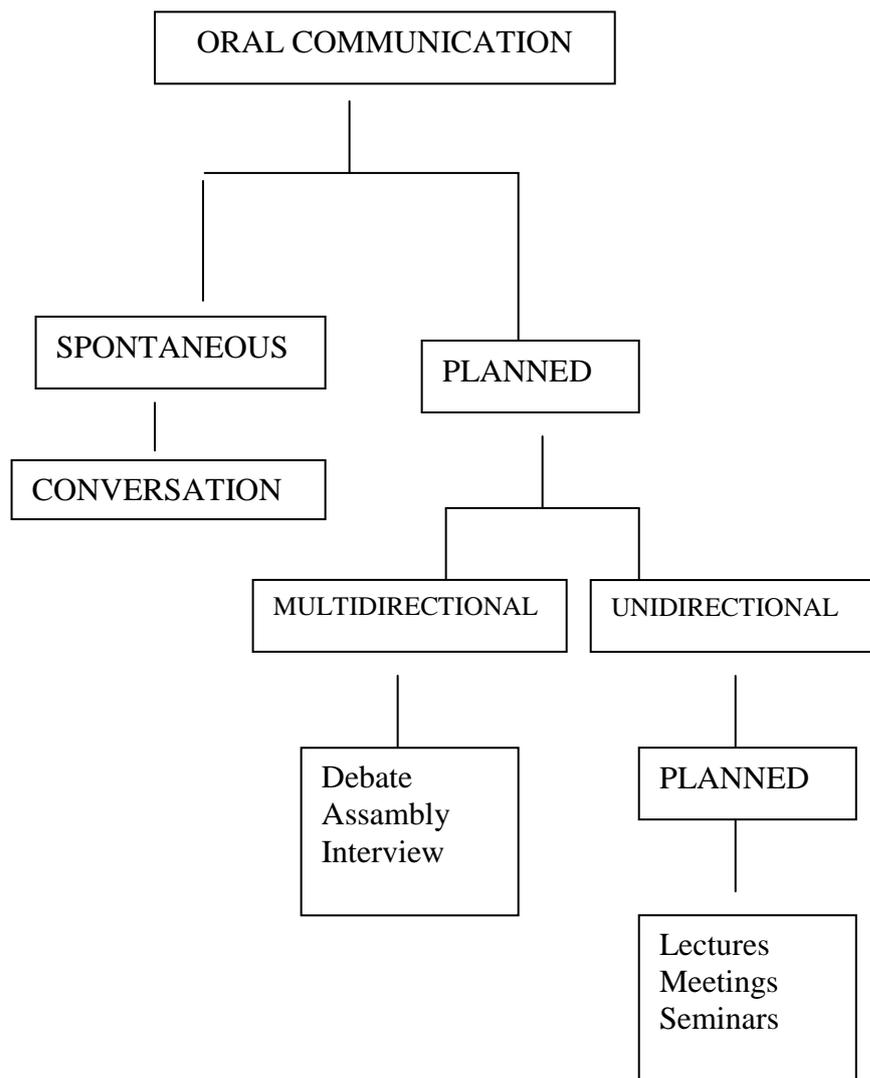
2.3 Reading

Reading is the written information by means of conventional signs, regarding any subject, it constitutes a vital space for the attaining of a language; this transmission of information has some difficulties because the reader does not count on the auxiliary elements such as gestures, tones, intensity, rhythm, voice or even sight.

The symbol is an intentional symbol, the same as the icon with a difference which is that the symbol is not of resemblance but it is based in convention. It is an arbitrary symbol, there is independence between the sign and the object that it represents, then in this way a immaterial and abstract reality can be represented by a material and concrete sign; meanwhile, the icon, according to the "Superior Encyclopaedia" is " an intentional sign characterized by its resemblance to the object represented, resemblance that is never total" *Superior Encyclopaedia,Chapter 4, pag 4.*

According to the author of the paper; these two types of symbols form an orthographic sign that through their combination create the word.

Without the existence of reading, it would be impossible to get fluency in the practice of a language, this is the reason why it has been important to teach how to read and it is very imperative to include this activity in a pedagogical system as a

result pedagogist and specialized teachers have been looking for appropriate methods to teach how to read and make it interesting for students.

The author of this thesis considers that some of the statements of the new educational reform drawn by the Educational Ministry for the teaching of reading in Spanish must be taken into consideration for the teaching of the English Language in respect to the reading skill. Activities such as: encouraging to reading, which is based on games and the promotion of different activities to motivate creativity in children specially. These activities are essential because reading and vocabulary are useful to improve the reading ability of the students, in such a way that they do both read phonetically and learn how to codify the meanings, that consists of transforming the received words into their corresponding concepts so that students can convert them into an instrument or tool of knowledge. On the other hand, contextualization, radication and synonymy are very well accepted perceptions for learning the English language. All above said is because, contextualization consists of discovering the meaning of a unknown word using different clues from the context in which the word is being used; radication is a logical sequence of contextualization because it unveils the meaning of a word by analyzing its roots ,and finally synonymy that discovers the meaning of a word by looking up a similar word, then the student should not check words in dictionaries but he must make an effort at trying to identify the meaning of the word through contextualization, radication, and synonymy.

In the learning of the English language, reading must be a true process of thinking due to the fact that reading is not just receive the words and pronounce them but it is a complex performance that requires the development of skills, then it is important for students to remember that in order to read English they have to think in English, this will surely facilitate fluency of the language.

The author believes that this is the real reading process, because it becomes into a formative tool by means of which people can internalize the real world and externalize their thoughts, therefore the capacity to express ideas is sowed and as a result the learner will be able to speak, read and write fluently which is in fact the final goal of the pedagogical process within the learning of the English language.

2.4. Written Fluency

The relation between oral and written communication is pretty close, when oral communication is used, the main purpose is to establish and maintain social intercourse as it was said in the chapter of conversation, while when written communication is used, the principal objective is to make information last tangibly and fixedly.

The creation of the alphabet, by the Phenicious 3000 years ago, was a must in order for written communication to exist. Through this creation, writing in all the

languages started which is a system of representation of ideas and words that permit to conserve information in order to be transmitted later.

What was said above shows that writing as well as the other elements of communication has a huge importance, this is the reason why writing in the learning process should be taught under solid bases so students can get fluency.

In social life, written and oral communication have a similar validity and they are used according to certain circumstances; for example, if a person says that he or she speaks English in order to get a job, then they have to prove it orally and written, therefore, the English knowledge has a practical validity and even more in globalization and technology whose concepts come in English. Moreover, nowadays people who do not speak English are considered as functional illiterate, especially in the business world, education, medicine and other sciences.

Despite their similar importance, oral communication and written communication have different norms and approaches, then a pedagogical system must have different characteristics for each one. The most important difference is that oral communication is spontaneous and written one is planned. In fact, when a lecture must be elaborated, it should be done in advance so it turns out to be clear, precise and concise. In order to do it, syntax will be helpful because the receiver is not present to interpret gestures or intonation; the author of this thesis confirms that vocabulary is the fundamental base for the language fluency since people can use it to speak and write as wanted.

Any type of text that requires to be written must be well done in order for it to communicate its purpose correctly or else communication must be missed; for example, if a business letter is perfectly written, the business will surely be close.

According to " *Art, language and literature" by* **PRIETO DEL RIO**, María de los *Angeles, editions Nauta S.A, Barcelona 2000* " the good writers intent their writings to be adequate, effective, coherent and correct"

For a person who writes in his second language, as is the case of Ecuadorians when they write in English, the difficult part is to write in order for information to be understood by the reader. For this, institutions and high schools have to develop a group of techniques for this purpose.

2.5. Syntax.

For the purpose of reaching a level of technical study of a language is indispensable to study syntax that according to *Salvat Encyclopaedia chapter 11. Barcelona*, *2000* "syntax is the science of the relations established among words when they form sentences"; thus, the study of syntax requires certain profundities that imply knowledge of its components such as: syntagm, nominal syntagm, verbal syntagm, predicate structure, compound sentence and subordination, coordination and juxtaposition.

In short, words combine among them to form syntagms and then they form sentences, combinations that take place under interdependence relations among the noun, the adjective, the verb, the adverb.

For the author of this thesis, if the student of the English language does not have knowledge of syntax or its components, he won't be able to construct texts fluently and completely.

2.6. Message

The final and primordial goal of the knowledge of a language is the fluent and clear message, therefore the inexistence of it would be a total unknowing of the language. The message can be understood as an evaluation of the knowledge of the language. The key of communication is the message, the idea, though, or feelings that require to be transmitted. The message is the expression of the internal capacity, then for the purpose of communicating, the student must have had to acquire vocabulary, conversation, reading and syntax correctly. Then message is greatest demonstration of the knowledge and learning of a language. Even having a big knowledge of the language, sometimes it is hard to present ideas or experiences with a right order, clarity and correction. Writing is a laborious process, whose text is formed by words, statements and paragraphs; each one of these concepts represents different units of language: grammatical unit, syntactic unit and structural unit.

A person with little command of the language can construct a message that does not use all the possibilities that the language offers; the others speakers know that the message does not adapt to the rules that the language has so they know it isn't correct, others reject the message when pronunciation is not correct even more in English   where pronunciation is different from writing, as a result correction affects lexicon, then we could not say for example: teacher but "ticher".

CHAPTER III

3.   PARTICIPATIVE TECHNIQUES AND ITS IMPACT IN FLUENCY

As it was mentioned in chapter I, there are many techniques that can be applied in classrooms in order to develop fluency in students. As it is well known, fluency has to do with writing, speaking, listening, and reading.

However, the study applied in the review 2 levels at Cendia C.A is focused especially on speaking because the basic idea of an English institution is to make people speak and be able to communicate and express their ideas and thoughts

There are some techniques; mentioned in chapter I, for developing speaking that will help students develop their fluency, here few of them will be analysed along with their impact on students' fluency.

3.1 Speaking

Dramatization Technique.- Every student is given a role with a specific script which has to be learned by him or sometimes he has to improvise which is even better because students start getting fluency, and creativity rises. Physical movements are also recommended because it would make dramatization even more realistic.

Dialogue Technique.- Groups of students are chosen by the teachers and they are asked to prepare dialogues about their daily life or simply what they want to, such as: a real situation happening in their country or in their family, it is quite similar to the Dramatization technique.

Debate Technique.- The class is split into two groups, a topic is proposed and a group is with and the other group is against. Two different points of view are required so controversy can take place.

Impact.- The debate, dialogue and dramatization techniques have fluency as their main purpose because the only way to learn how to speak a language is speaking, using and applying that language in given circumstances created in the classroom where students can lose their fear to speak by talking to other classmates or the teachers about controversial topics or representing funny roles where memory is important to begin speaking with fluency but there will be a point where students may simply forget what they memorized and spontaneous speaking might begin and as time goes by spontaneous talks will be a common pattern so spontaneous fluency will have been acquired.

Loud – Speaking Techniques.- This technique is used by teachers when they want students to pronounce the words correctly; it is applied in a group so that all the students can participate and learn from the others' mistakes

Impact.- Getting fluency is not only a matter of saying many consecutive sentences with a logical context, getting fluency also involves speaking clearly and in the case of English where pronunciation can make the difference between two words, it is even more important, then through this technique students will learn how to pronounce words correctly and obviously their fluency is going to be complemented

Describing Dialogues Technique.- Some charts are shown to students in order for them to try to describe orally what they are seeing there.

Matching Common Things Technique.- Free talk among students in order to find similarities among them and then present those similarities to their other classmates.

Impact.- Describing things is definitely a way to make students speak and use new vocabulary words because it is a funny way to lose that fear to speak in front of public since all the students are going to do their best in order to describe the same things correctly and of course many of them will commit some mistakes from which the rest has to learn, the more this technique is used the more students get acquainted with the common words used to describe people or things such as: adjectives, verbs, adverbs, places, professions, colors, ages, and so forth, then the could eventually use those words not only for description but also for common everyday usage.

Although it has been proved that the usage of this techniques makes learning easy and classes more interesting, it was proved through a survey applied on 17 students of these levels at Cendia that teachers are not accustomed to using these techniques or they simply use them in a wrong way or badly because either they are not guided or don't know how to use them. (*Refer to graphic 1*) *Appendix 1*

The chart shows that 75% of students felt that their teachers did not use techniques with them and obviously 100% of those students asked affirmed that they would like their teacher to use them in classrooms.

This is the reason why this study is dedicated to the application of the techniques for speaking in the review levels at Cendia, and also analyze their potential effect in the development of fluency.

3.2 CENDIA

Cendia is one of the best English institutes of Quito, put up 30 years ago by a prestigious group of professionals. This institution is characterized by its high performance of its teachers who hold professionals diplomas at English teaching and with a background full of experience at teaching too. This English center counts on great students who have acknowledge the quality of this institute because of the results they have gotten.

Cendia divides its levels into four elementary ones, four intermediate, four advanced and two review levels. The institution works in 5 schedules during the day which are 7-8:40, 9-11, 15-17, 17-19 and 19-21 hours at night. The object of the present study is concentrated on the second review because this is the one specifically bounded for students to practice speaking and in which the techniques have to be applied

3.2.1 Review 2 level

This level is generally formed by six students or a maximum of 10, it was created for the purpose of making students practice all they have learned during two hours for 20 days a month.

Different activities are used by teachers to make and sometimes even force students speak; however, these activities don't seem to be enough to get the fluency required because students have been getting bad grades on oral exams *(refer to graphic 2 appendix 2).* It is important to mention that when grading an oral exam a teacher analyses five different aspects such as: **grammar use in context, pronunciation, content, vocabulary and fluency.** As it was said before it is believed that the lack of the application of participative techniques may be the cause for this problem.

Although it is known that Cendia's ex-students have gotten good jobs and opportunities to travel and work abroad; unfortunately, there are still some

pedagogical problems that have to be brushed up. One of these problems is that participative techniques are misapplied or simply not used

In short, a study will take place in which two courses of review levels will take part. One of them is going to work with the six participative techniques to develop speaking above proposed for a month applying these techniques at least three times a week for 2 hours daily. While the other group will go on working with no defined techniques or even without techniques for the same period of time. The students will be evaluated at the beginning and at the end to have first a diagnosis and then the results once the techniques have been applied.

2.3 Hypothesis System

2.3.1. Working Hypothesis.

The application of participative techniques in class by the teacher will improve students` fluency

2.3.2. Null hypothesis

The application of participative techniques in class by the teacher will not improve students` fluency

2.3.3. Alternative hypothesis

The application of participative techniques causes no effect on the development of fluency but in the students interests in the language

PART THREE

Methodological Design

3.1. Methodology

The general method to be used on this research is hypothetical and deductive one, since the hypothesis will be proved throughout the process of research and it will let the researcher get conclusions to be analysed carefully.

3.2. Population.

This research will be applied on the authorities, teachers and students of "Second Review" in the schedule 3 to 5 pm of Cendia; This research will take place in two months since we could see the results of the first level that the participative techniques are applied

Population	Number
General Director	1
Academic Director	1
Teachers	2
Students experimental group	8
Students control group	7
Total	19

3.3. Fielding

The filing techniques will be used when collecting theoretical information; however, it is necessary to interview every member of the population mentioned at the institution so we can have a real outlook of the problem in the field itself

3.4 Instruments for data collection

The instruments for the collection of the information will be informative notes for the theoretical facts, and for the fielding, surveys on people designed will be applied. As the population is not big, the surveys will be applied in all of the ones that conform it, then samples will not be necessary.

3.5. Processing and Analysis

This paper research will use descriptive statistics in order to analyse and interpret the results obtained in the surveys applied. Moreover, by using an electronic sheet in Excel, measures such as mean, average as well as their graphic representation through histograms or bars will be displayed

PART FOUR

CHAPTER IV

4.1 RESULTS

As it was a cuasi-experiemental research, two groups were necessary, the first one in which the experiment was applied, it means in which the techniques were used in the month three times a week two hours a day and the other one the control group that received no application of techniques and carried on working with the same former system.

Two levels from 3-5 schedule, "Review 2" formed: the experimental group by 8 students and the control group by 7 students.

First of all, both teachers were trained on how to apply the techniques above described for a 4 hours however only one of them used what was learned, "experimental group teacher" and the other one just received the knowledge. The next day just when the level started the experiment began with an examination to determine the current knowledge of each student in the oral part then 15 exams were given and the results were the following *(refer graphic 3and 4)*. It is important to mention that in order to evaluate teachers were told to establish parameters so they could base their grade on something technical, then the parameter are the following:

- Content

- Fluency

- Use of grammar

- Pronunciation

- Vocabulary used.

Content.- it measures the capacity of the student to be coherent on his speech, it means that he/she should know what they are talking about, so the teacher can evaluate the good or bad command of the language. It is important to mention it because it can surely affect the student's performance. Obviously, this involves logical sequence of the ideas being emitted.

Fluency: the core point of the present study, the evaluation on fluency has to do with the development of ideas; it means the quantity of sentences and the quality of his or her expression when the sentences are being said. It is important to say that a teacher has to tell apart if the exposition was learned by heart or if it is spontaneous in which case the grade has to be better if it is spontaneous.

Grammar.- Fluency and content have to be accompanied by good grammar usage otherwise there would not be sense and the context would be missed, then teachers must have a scale to grade grammar mistake, in this case it would be: one point less every three mistakes. Unfortunately, grammar is one of the two parameters that can be measured because fluency and content have are kind of subjective and they depend on the experience and knowledge of the teacher.

Pronunciation.- This is the second parameter that can be objectively evaluated because every three mistakes would represent a point less in the evaluation when students are talking an oral exam.

Vocabulary used.- This parameter could be understood as the way to gain points because the more synonymy words the speaker uses the more points he could get and the repetition of the same words would be the reason for losing points.

It is important to mention that every factor to be graded has the same averaged value which is two over two (2), so the final grade be ten (10)

Graphic3. Results of diagnosis test. Experimental Group

RESULTS OF DIAGNOSIS TEST
EXPERIMENTAL GROUP
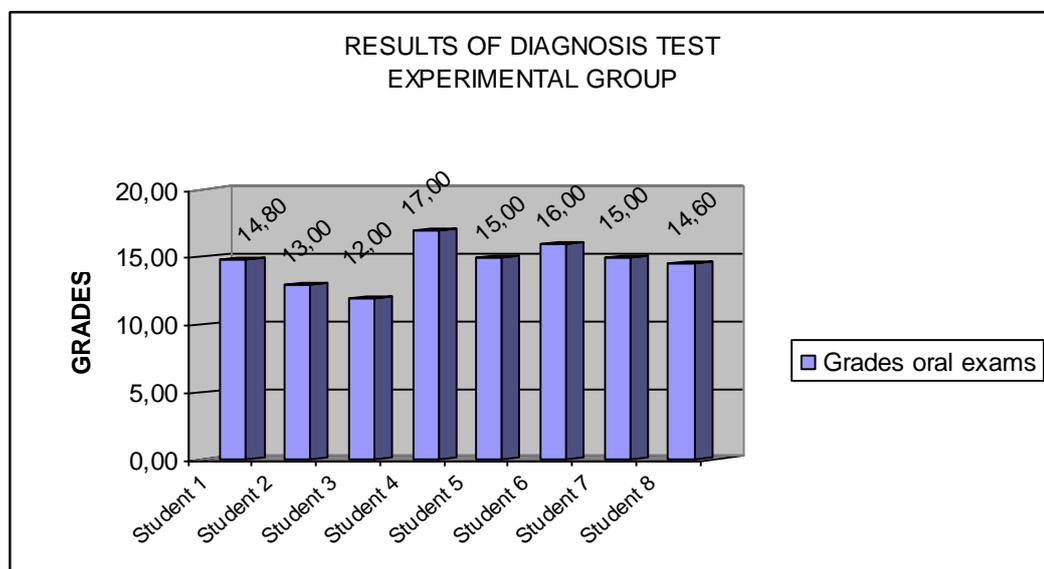
By: José Cobo

Graphic 4. Results of diagnosis test. Control Group

RESULTS OF DIAGNOSIS TEST
CONTROL GROUP
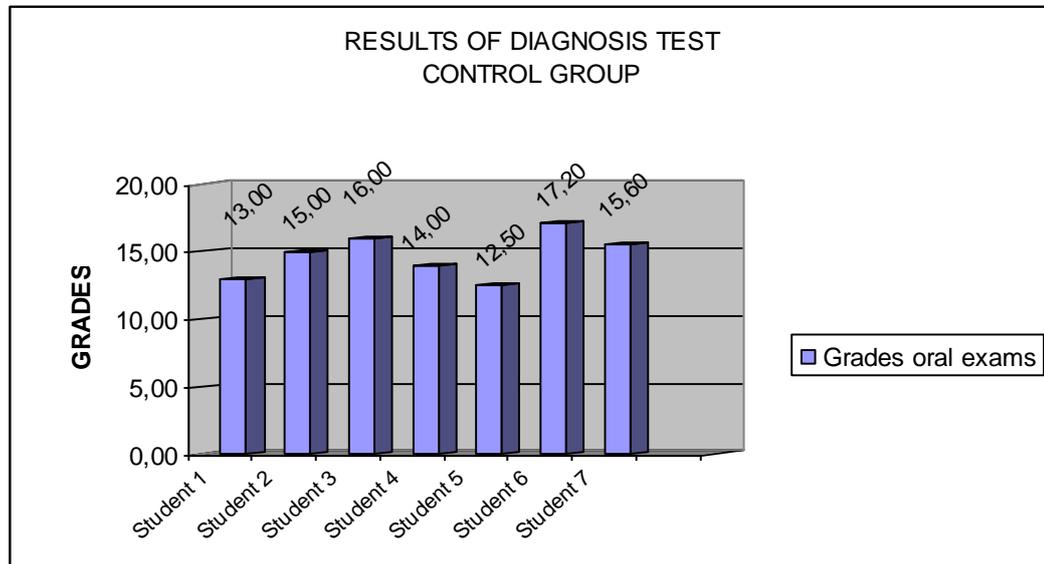
By: José Cobo

As it was observed, both groups are in bad conditions as it was said before and proved now, with the diagnosis tests for both groups with an average in each course of 14, 75 in the experimental group and 14.76 in the control group

Another important detail is that along the diagnosis tests a question was included asking the students to grade the teacher and his methodology in a scale from 1 to 10, being 1 the worst grade and 10 the best and the results were the following *(refer to graphic 5)*

Graphic 5. Results of evaluation " student to teacher"
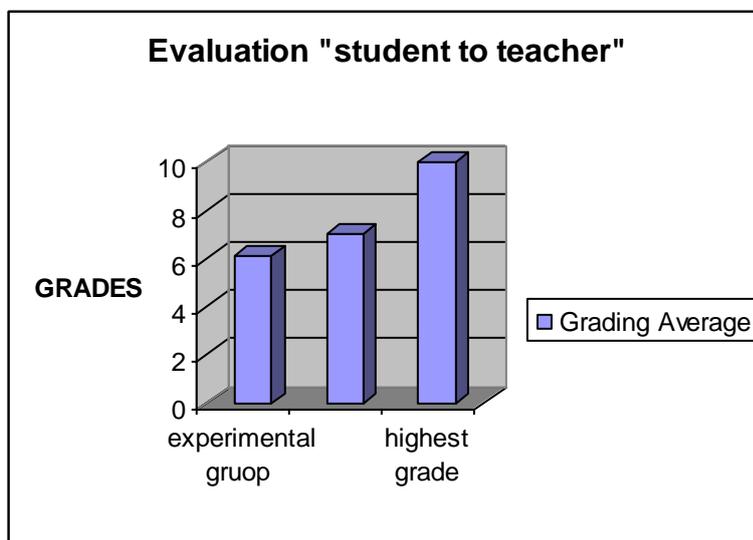
By: José Cobo

Once the experiment took place in the "Review 2"· level at CENDIA, it means that teacher of the experimental group and the teacher of the control group worked going over the same topics at the same time over the same quantity of students and over the same kind of students (high school students 16 – 17 year old boys and girls). The results were the following: *refer to graphic 6*

Graphic 6. Results of evaluation after the experiment. Experimental group
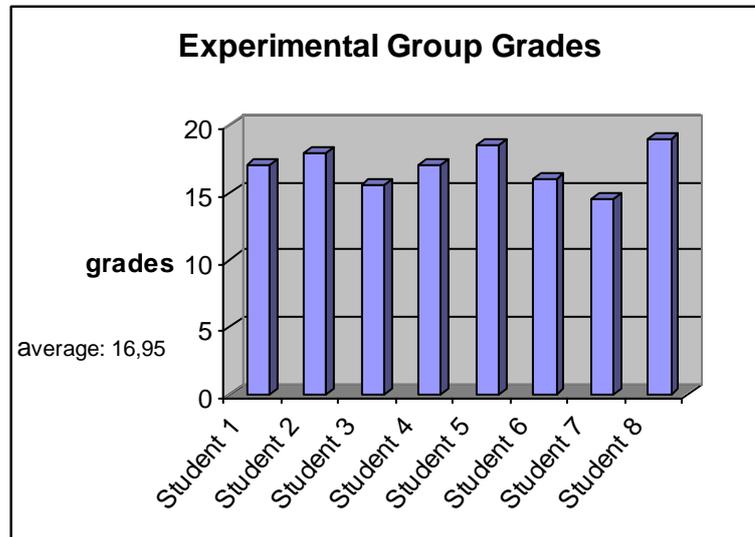

By: José Cobo

As it is clearly seen now once the participative techniques were applied the grades are a lot higher than before when they were not used. Moreover, even the average is higher. Before the techniques were used 14,75, after the participative techniques were used 16,95. a difference of about 2,2 points. As the following chart shows. *Refer to graphic 7*.

Graphic 7. Comparison of the average after and before the participative

techniques

average
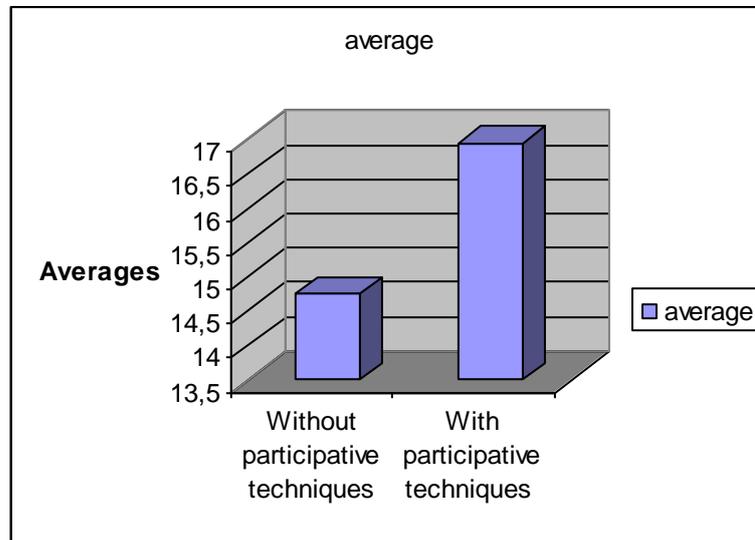
By: José Cobo

On the other hand, even the satisfaction of the students increased when their teachers applied the techniques as the graphic 8 explains.

Graphic 8. Comparison of the evaluation from students to teacher after the

experiment
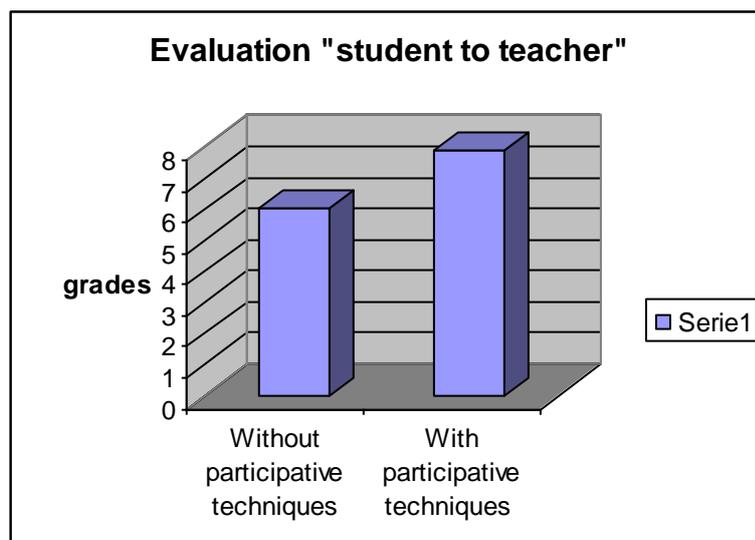
By: José Cobo

It is also necessary to display the results of the grades of the control group, it means the students who did not go under the process of participative techniques. *Refer to graphic 9*

Graphic 9. Comparison of grades after the experiment.

Control Group

Grades after the experiment
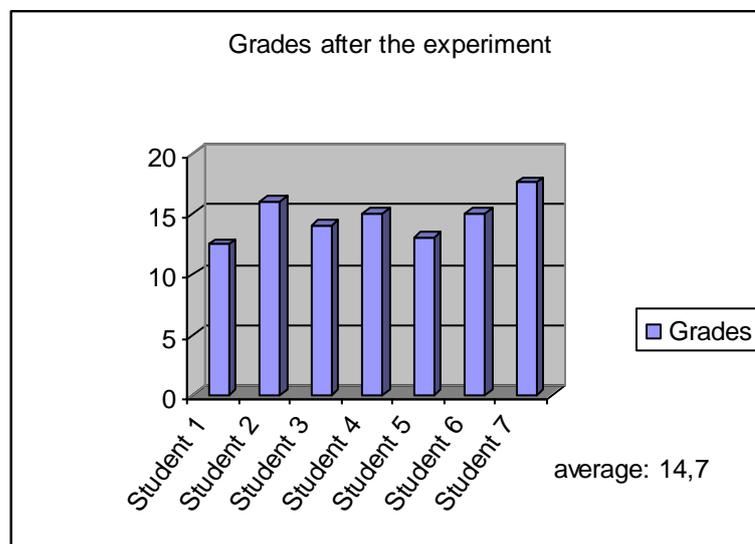
By: José Cobo

As it was expected the average did not change between the grades before the experiment and after the experiment in the control group because the techniques were not applied in those seven students who got almost the same grades as graphic 10 describes. *Refer to graphic 10*.

Graphic 10. Comparison of average after the experiment
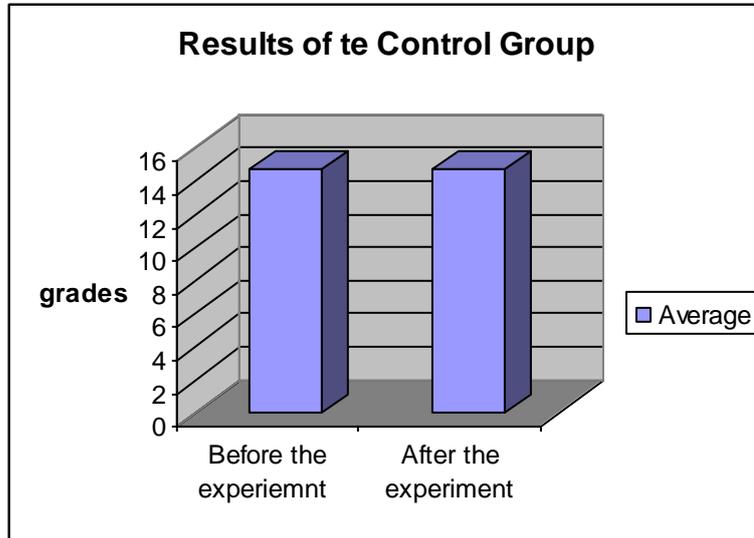
By: José Cobo

4.2 CONCLUSIONS

–   The most important conclusion is that after the research done, it was clearly seen how the participative techniques influence in the development of fluency as well as in the acquisition of a new language. The participative techniques certainly improved the performance of students as it was measured in the oral exams applied on students of the experimental group as in the control group. While the experimental group worked up their grades in a 14% after they were taught with the participative techniques, the control group remained the same because their teacher never applied the techniques.

–   Participative techniques are definitely one of the best tools for teaching not only English but also other languages because they permit students to develop their oral, written, reading, listening skills, in short, these techniques caused them to speak and lose their fear because they submerge them into a comfortable and friendly environment so they feel the need to speak and participate.

–   Fluency is quite important for speaking, listening, reading and writing because no matter how much a person knows about a language grammatically speaking but if he or she does not read, speak, write and listen fluently, he is limited to his grammar knowledge and will never be able to establish a real communication.

4.3 RECOMMENDATIONS

- Authorities at schools, high schools, English Institutes as CENDIA CA should establish and create a curriculum program based on participative techniques, so every topic could have a reinforcement with these tools.

- Participative techniques must be widely communicated around the teachers' staff at CENDIA and other schools so they all could work with them in class.

- It is important to state that teachers have to be trained in order to use these techniques so that they can apply them in class correctly and make the class dynamic and more interesting.

- Students have to take advantage of these techniques because the effect and influence that they have is certainly efficient.

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GLOSSARY

Methodology.- It is the group of didactic procedures that are expressed by means of methods and techniques, whose main objective is to indicate the processes in order to obtain a good learning

It is also considered as a scientific study that teaches us to discover new knowledge

Method.- It is a group of organized techniques that leads learning of the students to a determined objective

Technique.- Technique is a group of resources and procedures of a science or art.

It is also considered as the planning of the ways for the achievement of given objectives.

Fluency.- Oral ability attained through communicative practice. Be able to say a big number of ideas.

Manual.- A tool that permits to conduct the learning and teaching process through logical sequence.

Participative Techniques.- Dynamic practices applied in the educational process.

Oral Communication.- The ability to communicate within a context in a given society.