UNIVERSIDAD FRANCISCO GAVIDIA

FACULTAD DE CIENCIAS SOCIALES

THE CREATION OF A TEXTBOOK FOR TEACHING ENGLISH ORAL EXPRESSION SUBJECT OF THE ENGLISH MAJOR AT THE FRANCISCO GAVIDIA UNIVERSITY.

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Y estando presentes las interesadas y el Tribunal Calificador, se procedió a dar cumplimiento a lo estipulado, habiendo llegado el Tribunal, después del interrogatorio y las deliberaciones correspondientes, a pronunciarse por este fallo:

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RESUME

The present thesis contains the advantages and benefits that the Creation of a Textbook for teaching the English Oral Expression Subject provides the students as well as teachers at the Francisco Gavidia University. There are seven chapters; the fist six ones regard the research project and the last chapter is the proposal in other words the textbook.

The first chapter describes the statement of the problem, the problematic situation, justification, and the general and specific objectives of the investigation, ranges and delimitations.

The second chapter presents the theoretical framework, the background including the conceptual framework.

The third chapter explains the system of hypotheses, general and specific hypotheses with their respective variables and indicators.

The fourth chapter describes the Methodology of investigation, kind of the investigation, population and sample.

The fifth chapter presents the analysis and interpretation of the results, showing the results of the surveys in graphic shapes and its own interpretation according the objective of the investigation.

The sixth chapter presents the Conclusions and recommendations addressed to the University, English Department, teachers and students, at the end a bibliography and annexes are included.

The last part is about the textbook which consists of four units with its own contents, definitions, exercises, examples and activities; at the end of each unit a student questionnaire and a review activity are also given.

At the end of the textbook there are a bibliography and a methodological guide for the teachers.

The textbook contains necessary information to elaborate and present a oral good speech.

INTRODUCTION

The research project described the necessity to have a textbook for teaching the Oral Expression Subject for the English Major, due to the lack of didactic materials specialized for helping teachers as much as students in the teaching learning process.

Chapter I: Statement of the problem

This chapter presents and describes the problematic situation that teacher and students face due to the lack of some materials for teaching Oral Expression Subject, and it also mentions the bases of the investigation of this problem at Universidad Francisco Gavidia, the investigation besides contains some objectives that are attempted to achieve along the investigation process.

In this chapter also mentions whom the investigation is going to be focussed, whom it going to benefit and how along takes this investigation process.

Chapter II Theoretical Framework

This chapter presents the background information that supports the investigation and theoretical bases can also be found as main components of Oral skill. Among them are the history of Oratory, Eloquence, Rhetoric and other components that are closer related to Oral Expression.

Chapter III System of hypothesis

It presents the elaboration of 1 general and 3 specific hypothesis each of them with their own independent and dependent variables as well as their indicators.

Chapter IV Methodology of Investigation

It describes what kind of investigation has been used and also it takes into account the population, this means the amount of students who are coursing Oral Expression

Subject, and which instruments are going to be used to prove or deny the hypothesis related to the proposal of the investigation

Chapter V analysis and interpretation of the results

It describes the final result of the surveys, showing the information in a percent graphic shape; each graphic has its own interpretation, according to the investigative objective.

Chapter VI Conclusions and Recommendations

This chapter contains the conclusions and recommendations that investigative group consider more relevant during investigation process, now that it is necessary taking into account some ideas which can improve the teaching learning process.

Chapter VII Creation of a textbook for the Oral Expression for the English Major Subject at the Francisco Gavidia University

The textbook consists of four units which contains the necessary information to elaborate a good speech taking into account all the chronological steps that a speech requires, it also contains the examples and exercises, activities in which students can put into practice the contents developed in the book.

CHAPTER I

Statement of the problem

1.1 PROBLEMATIC SITUATION

Nowadays The English Language is one of the most important languages around the world, and everyday more people are interested in accurate as a second language, and our country is not the exception.

The English Language is a very important tool to get better job opportunities now that is a requirement for applying for a job in a multinational companies, so it helps to have more advantages over those people who do not have English as a second language.

The Francisco Gavidia University has the mission of the preparation of competent professionals in the different careers which offer to student community. Also it is interested in offer quality level of teaching with a staff capable of satisfying the students' needs.

According to the description of the pensum of The English Major the main objective is the preparation of competent students, able to communicate accurate ideas at the time to express themselves, but the reality is another. It has been detected that some students when have oral presentations in front of an audience; they show insecurity in the use of adequate vocabulary for a specific topic. Another situation they have faced is when they try to apply for a job; according to their speciality in the knowledge of the English Language they are unable to make connection between their thoughts and their words due to the lack of oral practice that the English Language requires to master it perfectly.

However; the University faces the problem of not having the appropriate material for teaching specific English Subjects, such as Oral Expression Subject that could be helpful as a support for the teachers and as a guide for the students.
Students can develop in this kind of material practical oral exercises to increase their fluency.

The English Major students, to become competent professionals to master the English Language need a series of techniques which help them to develop the main four skills. According to a research made by Summer Institute of Linguistics, SIL International the most important skills for acquiring the language properly are:

 Listening, speaking, reading and writing

- Listening skill: students do not get the complete ideas from any materials presented in the class, such as: tape recorder, lectures, and oral presentations, in some cases students do not even understand teacher's explanations.

-Speaking skill: students are unable to produce their own ideas criteria in order to express their thoughts, especially when they are in front of the class, this can occur, due to the lack of vocabulary, insecurity is another reason why students are unable to produce the language this can be because they do not know how to say or pronounce some words.

-Reading skill: students do not have the habit to read. This affects them at the time they have to apply it, also the lack of grammar and vocabulary do not allow them to get ideas nor logical sequence for a specific matter.

Writing skill: students face a lot problems, such as: incorrect grammar, lack of vocabulary also this affects them at the time they have to present a written report from a specific subject, for example when they have to analyze a book as a novel and they have to present a report with their own words; they do not know what to write and how to connect ideas.

It is clear each skill is a complement for the next one according to the sequence that they must have that is why students of the English Major need to apply them correctly for mastering the English Language. According to the sequence the first skill to be developed is listening after to master this one, it is easier to develop the next that is speaking when students have gotten these skills they precede with the two last ones which are reading and writing, so students are able to make a good performance for any situation.

1.2 STATEMENT OF THE PROBLEM

Could the creation of a text for the Oral Expression subject improve the four skills: listening, speaking, reading and writing, especially the two first ones, so students can express themselves properly?

1.3 JUSTIFICATION OF THE PROBLEM.

The Oral Expression Subject is where the English Major Students have to demonstrate their abilities to communicate themselves in an efficient way. That is why, it is necessary to develop an investigation which helps students get accurate ideas, avoiding periphrasis, above all security at the time to express ideas and give opinions, taking into account the importance which this subject has for further subjects in which students have to apply oral skills.

Students of the English Major, face a lot of problems to perform completely, especially in oral skills.

Now that, it has been realized that some students are unable to produce a conversation among them, due to the lack of knowledge of the language which helps students speak fluently in any situations not only in the classroom but also outside as much as possible among them

Another factor is that students do not know how to organize their ideas with their words at the time to speak, that is why, it is necessary to use a methodology for teaching oral expression subject through the use of interactive activities, teacher can give students practice in managing and varying the language for a better domain of the subject, the teacher who is in charge of this assignment must have a attitude according to the development of this subject and know how to manage it properly to motivate students to the active participation inside the classroom, where is the main place where students can put into practice what they have just learnt.

The Oral Expression Subject improves the English fluency and provides for the acquisition of rules to communicate effectively for the correct way of speaking in public in any situation.

Nowadays, teachers use different resources like pamphlets, photocopies of textbooks and they also get material from internet such as work guides, written exercises and texts, etc.

Also, textbooks help organize ideas, clarify doubts, and provide new vocabulary and participative techniques. However; teachers have to select which textbook are appropriate to the level that the students are.

The Francisco Gavidia University does not have a specialized textbook for specific subjects, such as Oral Expression Subject among others. That is why the creation of a specialized textbook will be a great option for teachers to support their classes and excellent tool for students to get the knowledge in a better way, because when they have troubles to remember or complete an idea they can check their textbook to refresh the knowledge that their already acquired in class, and they can also study at home the contents learnt before, and they had had a hard time to understand them.

1.4 OBJECTIVES OF THE INVESTIGATION

1.4.1 General Objective:

-To demonstrate the necessity of creating a text for teaching The Oral Expression in the English Major at the Francisco Gavidia University.

1.4.2 Specific Objectives:

-To investigate advantages of having a text book as a support of Oral Expression Subject to create participative activities which involve all students inside the classroom.

-To elaborate exercises that help students to practice Oral Expression in order to express themselves properly.

-To create a text book for teaching Oral Expression Subject of the English Major at the Francisco Gavidia University.

1.5 RANGES AND DELIMITATIONS

1.5.1 Ranges

The research work benefited students who were coursing the Oral Expression Subject from fourth semester and those who took it as a requirement of other subjects and it also benefited teachers who were in charge of that subject as a didactic resource in the teaching process of the English Major at the Francisco Gavidia University.

The research group considered that a textbook would be an excellent support for the teaching Oral Expression Subject now that, exercises, activities and other resources were included on it to improve students' skills.

1.5.2 Delimitations

The research work began in September 2007 and it finished in March 2008 and it took place at Francisco Gavidia University with Students from fourth semester of the Oral Expression Subject of the English Major to determine the necessity of having a specific textbook for the Oral Expression Subject

CHAPTER II

Theoretical Framework

2.1 Background

For many decades before Oratory has been considered as a part of the Rhetoric; however, both of them refer to same study which is the art to speak in public by using appropriate techniques at the time to express ideas or opinions.

The ability to speak effectively became one of the tools of politicians, and often made the greatest difference in their positions. By the mid 20th century, oratory became less remarkable and more conversational. The term oratory has generally fallen into disuse and is used mostly as a historical or subject term.

¨In ancient Greece and Rome, oratory was studied as a component of rhetoric (that is, composition and delivery of speeches), and was an important skill in public. Aristotle and Quintilian discussed oratory, and the subject, with definitive rules and models¨.[1]

Speaking in public does not mean to produce just speeches but try to persuade an audience through the gestures and emotions related to what speaker is saying so he can get to keep the interest's audience. In addition to the Eloquence helps the speaker to have fluency showing that he is self-confidence

and he also has knowledge of the matter that he is presenting.

The term Eloquence is not from modern times, some researches from ancient times was already concerned that a speech needed more than words it had to be an ability which would express real emotions to transmit to the audience all what speaker was saying it was expressed with realism and conviction.

¨Eloquence (from Latin *eloquentia*) is fluent, forcible, elegant or persuasive speaking in public. It is primarily the power of expressing strong emotions in striking and appropriate language, thereby producing conviction or persuasion.

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[1] *Oratory*. [on line[quoted September/1st 2007] available on
 http://en.wikipedia.org/wiki/oratory.

The concept of eloquence dates the ancient Greeks, Calliope, being the Muse of epic poetry and eloquence. Thus, being eloquent is having the ability to project words fluidly out of the mouth and the ability to understand and command the language in such a way that one employs a graceful style coupled with the power of persuasion¨.[2]

2.2 THEORETICAL BASES

Development of oration since ancient Greece

The history of oratory can be confused with the one of rhetoric in certain sense. In fact, the art of public speaking was firstly developed by the ancient Greeks and, after the ascension of Rome, copied and modified by the Latin. An example would be Cicero.

Nowadays, there is a vigorous tendency to return to the **Greek School of Oratory** (Aristotelian), since the modern world does not accept as it did in the past fluent **speeches** without any content.

Rhetoric

Rhetoric is the art to demonstrate the self confidence to express the ideas and thoughts through a spoken language able to convince an audience about a topic.

The Rhetoric is more than ordinary speech. It is a special kind of public speaking; the rhetoric art teaches above all how a person can express himself in front of an audience without hesitation or another trouble related to the time to speak in public.

"Rhetoric (from Greek ῥήτωρ, rhêtôr, orator, and teacher) is generally understood to be the art or technique of persuasion through the use of spoken language"[3]

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[2] *Oratory*. Ob. Cit.
[3] RHETORIC [on line[quoted September 3,4t 2007] available on
http://en.wikipedia.org/wiki/rhetoric.

Contemporary studies of rhetoric have a more diverse range of practices and meanings than was the case in ancient times. The concept of rhetoric has shifted widely during its 2500-year history. Some rhetoricians have recently argued that the classical understanding of rhetoric is limited because persuasion depends on communication, which in turn depends on meaning. Thus the scope of rhetoric is understood to include much more than simply public legal and political discourse. This emphasis on meaning and how it is constructed and conveyed draws on a large body of critical and social theory, philosophy, and problems in social science methodology. Every aspect of human life and thought that depends on the articulation and communication of meaning can be said to involve elements of the rhetorical.

In the past, there were some authors like Mark Twain interested in the art of spoken language, how to communicate ideas in an accurate way taking into account different ways to persuade an audience not forgetting the interest and the attention that a matter must have. Now that, Oral skill is not only speaking but to show the eloquence that a speaker needs to expose a matter promoting the interests of the listeners, in other words to keep the audience motivated and interested for getting a good message from the matter that the speaker is presenting. It is important to know that all members involved in a lecture are the main part to achieve the lecture's objective which is to transmit and receive a good message, but the audience must be considered the most important element in a lecture because it is the inspiration for presenting a matter.

"Mark Twain was a strong proponent of the superiority of the spoken word. Realizing the importance of conversational style, Twain derived from and acted in accordance with the principles of communication effectiveness which subsequently formed theoretical bases for communication. An avid interest in human behaviour led twain to

perceive oral reading as an interactive relationship among source, speaker, and listener, and he maintained that the listener was the most important consideration".[4]

History of the English language

According to some researchers the English language was and is still one of the most important languages around the world. Through times many people have been interested to know to the origin of this language and its importance.

Old English was a diverse group of dialects, reflecting the varied origins of the Anglo-Saxon Kingdoms of England. One of these dialects, Late West Saxon, eventually came to dominate. The original Old English language was influenced by two waves of invasion. The first was by language speakers of the Scandinavian branch of the Germanic family; they conquered and colonized parts of Britain in the 8th and 9th centuries. The second was the Normans in the 11th century, who spoke Old French and developed an English variety of this called Anglo-Norman. These two invasions caused English to become "mixed" to some degree. That is way The English Language has some variation like the British and American English, in both of this languages people have different kind of pronunciation to say some words, writing also change in some aspects.

In conclusion English Language does not have a standard rule such as in grammar, pronunciation, writing and speaking aspects.

 "English is a West Germanic language that originated from the Anglo-Frisian dialects brought to Britain by Germanic settlers and Roman auxiliary troops from various parts of what is now northwest Germany and the Northern Netherlands". [5]

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[4] *Biography of Mark Twain* [on line] [quoted September/1st 2007] available
on http://en.wikipedia.org/wiki/Mark Twain Biography

[5] *History of the English Language line* [on line] [quoted October /1st 2007] available
on http://en.wikipedia.org/wiki/History_of_the_English_Language

Early Modern English

Nowadays there are many words from different languages and English spelling is variable, especially in the United States where there are a lot of people from different parts of the world who have learnt the English Language as a second language, therefore risk of mispronunciation is high; because people never achieve the accent as the native English speakers.

Modern English as other languages has adopted some words from other languages due to the invasion from other cultures and their vocabularies, now that people do not want to lose their native language. Emigration has contributed to change the structure of the English Language because people who were born in a country where English is the official language like North America speak both languages the one of their parents and their language, so they mix them creating new languages structures.

"English has continuously adopted foreign words, especially from Latin and Greek since the Renaissance". [6]

The importance of the language

The Language is the way of communication that human beings use to transmit ideas, it can be through the oral or written skills; however there are several ways to understand an idea, thoughts and feelings that a person has or feels, in other words a gesture or sound can express a mood or an emotion.

Each culture has different ways to communicate among them through sounds and gestures; in each culture a gesture does not represent the same meaning, now that each one can give them a different meaning even if it is the same word or gesture. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a

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[6] History of the English Language. Ob. Cit.

language. Language, so far as we know, is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings.

"A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. In other words, human beings are capable to express not only sound but through body language." [7]

As we know just human beings can communicate ideas through either oral or written form, the language is considered a way capable to be understandable through symbols and actions as well, due to the human beings have learned that the communication is not only transmit through speeches but also written skill to, now that these skills make us different form other living beings. Following the sequence of the skills for learning a language listening –speaking are closed together and reading-writing are closed to, so for writing we need a series of established rules for linguistics, for speaking also we need to know those rules because it is important to follow a word structural order, in other words both skills speaking and writing are closed together to because there are logical sequence of sentences at time to use them.

"Language therefore is a communicative way capable of expressing ideas and concepts as well as moods, feelings and attitudes. Written languages use symbols to build words. The entire set of words is the language's vocabulary. The ways in which the words can be combined is defined by the language's syntax and grammar. The

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[7] *skills for teaching English language* [on line]   [quoted 27 August, 2007 21:02] available on Usingenglish.com/articles/importance-english-language.html

actual meaning of words and combination of words is defined by the language's semantics."[8]

The Importance of English language

English is a major international language for worldwide communication. The knowledge of English is required in certain fields, professions, and occupations.

Proficiency in English is a mandatory requirement for any professional who works in a global business environment. It is clear people who speak English have more advantages to get a better job than those ones do not, that is why nowadays more people are trying to get it through multiple innovating resources able to satisfy their needs such as listening, speaking, reading and writing. The English Language is becoming very important in countries where the necessity of professional development is every day more demanding due to the different job opportunities that are emerging for everyone who speak English.

The use of innovating techniques for teaching of English language has to be efficient, accurate and about all promotes a good environment where people can express their own ideas and opinions about daily life.

However the most important way for getting it is to put into practice every day until to reach the level desired for people depending on their interests and purposes to master it.

 "Nowadays The English Language has become one of the most important languages around the world. As a result over a billion people speak English at least at a basic level".[9]

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[8] skills for teaching English language.

English native speakers represent the major percent of people who speak English perfectly but it does not mean that they are the only ones, who can master it, the majority of people who are interested of learning it many times they reach it to get through a series of teaching appropriated for each skill such as listening, speaking, reading and writing Now that one of them is followed of the next one and so on, until to reach the four kills in an natural order that a language must have, it does not matter the language be different from their mother tongue in the case people speak Spanish or another language. For learning the English Language completely is necessary to follow a process that develops the four skills in an efficient way.

 "Over 380 million people speak English as their first language. English today is probably the third largest language by number of native speakers. However, non-native speakers are probably the most commonly spoken language in the world."[10]

The English Language in El Salvador

 Although in El Salvador English is not the official language, most people know that it is necessary to speak English or at least to understand it, now that some kind of jobs require using it completely. In others words listening, speaking, reading and writing skills must be developed. Some Salvadorans try to learn it through diverse methodologies or techniques as long as they can get it or at least speak it a little.

In El Salvador the necessity to learn English has become indispensable for many people not only for getting better jobs but to be informed, actualized in a competent world now that there are a lot of informative resources as well as technological aspects which transmit important information for every one who wants to be in modern society able to communicate ideas in a second language.

"Spanish is the official language of El Salvador, but many locals speak English."[11]

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[9] the importance of English Language [on line] [quoted 11:18,18 October 2007] available on http://en.wikipidia.org/wiki/English_language
[10] Ibidem.

Nowadays in El Salvador the English Language has become too important in all level of education, the are several Bilingual Educative Institutions where the priority is to teach the English language as a second language, that is why some levels of education from elementary to high school are fomenting the use of new techniques appropriate for each level that they did not exist.

The study of English Language in the Elementary level has become increased due to the necessity to create competent professionals beginning from children now that they are the future of El Salvador therefore they deserve to be prepared to face a competitive society which has as a requirement to create integral professionals which help to improve the country..

The study of English Language in the Middle and High School also provide new opportunities to teenagers and young people to be competitive students capable to provide a better social development to the country.

Due to the lack of appropriate didactic resources and also the lack of competent English teacher for specific educative levels, in 1999 the Ministerio de Educacion created new program of English Language for the middle School which help to improve the teaching English as a second language so teachers would be qualified to give students the real knowledge of English Language using techniques that increase the domain of the four main skills to learn it correctly.

"In 1999 the Ministerio de Educación presented a new program of English Language for the middle School".[12]

It is hard to considerer that just one program or a reform can change the methodology of teaching English Language it is necessary to take into account there are several

[11] English language in El Salvador [on line [quoted 18,21,22 October 2007] available on http://en.wikipidia.org/wiki/El_salvador

[12] *Plan educativo* [on line [quoted 22 October 2007] available on http://www.mined.gob.sv/mined/plan2012.asp

educative factors which demand to be in constant observation not only teacher's efficiency and his methodology but also to have enough didactic resources appropriated for each teaching level as well as a good environment that foments and increases student's motivation. That is why in 2004 The Ministerio de Educacion of El Salvador implemented a new Plan of Study called **Plan Educativo 2021,** especially for Middle School.

Taking into account each educative level in the teaching English Language requires a series of factors that help students to acquire the English Integral knowledge. That is why it is necessary to have an educative plan that includes several procedures related to improvement the teacher's quality and it also contains new strategies like methodologies, techniques even activities for improving and increasing the quality of the teaching English Language in the Educative System of El Salvador.

"The objectives are to strengthen the teaching English Language is a scale without precedents, it is also expected that education be improved, accredited and qualified to concern to English Language "[13]

For the future is expected that most Salvadorans acquire the English Language as a second language that is why it is important to be a high quality for the teaching of this language, that benefits educational process focused on strengthen the methodologies appropriate for each skill of the English Language.

The Plan Educativo 2021 is focused to short and long terms that allow to get important educative results for coming years , in other words in the year 2021 is expected to the majority of Salvadoran people can speak English , that is why this educative plan is made above all for improving the system of education related to teaching English Language .

"To formulate the politics and educative goals, especially for coming years"[14]

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[13]Plan educativo. Ob. Cit.

In El Salvador was also created an educative program called **Plan Compite** that is related to Educative Plan 2021. Plan Compite is addressed to above all English teachers and students from middle school to high school, for teachers it has the purpose to help them to master and reinforce what they have learned as professionals to give English classes, all this with the objective to broaden their knowledge of the English teaching.

To improve the teaching of the English Language is necessary to have a program that helps English teachers to master the main four skills of a second language, now that it has been detected that some English teachers need to improve their teaching's quality as well as include new techniques and methods that benefit his development inside the classroom at the time to give classes.

The Salvadoran Government and Ministry of Education are concerned for improving and increasing the level of the English teaching that is why it is necessary to begin to strengthen the knowledge teachers so they will be able to transmit students all what they have already known in an appropriate and efficient way.

The Educational Plan Compite not only helps English's teachers improve the teaching of the English language but also it is focused to students from middle and high school with the purpose they can master the four linguistics skills from a second language and they can increase the possibilities to communicate themselves so they will have more opportunities to get better jobs in modern society and it will also benefit to coming decades.

"To improve the educative reforms and increase the teaching's quality of English teachers as well as to help students to communicate themselves using the four linguistics skills of the English Language" [15]

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[14]Plan compite. [on line [quoted 22 October 2007] available on http://www.mined.gob.sv/2021 /compite2.pdf

[15] Ibidem.

The Educational Plan Compite attempts to show Salvadoran people, the importance of having a program that concerns to improve the English Language as well as the benefits and the advantages that this one offers to people who want to learn English, especially students from middle and high school.

The plan Compite has some main objectives for its development into the educative system which functions are very important to achieve the main goal which is to get English Language accuracy, in other words to master its four skills such as listening, speaking, reading and writing.

One of the commitments that Plan Compite has is to give advanced English courses on Saturdays to students from middle and high school; it is expected at the end of the course they will be certificated as bilingual people, so in the future they can be able of applying a bilingual job, the Educative plan Compite attempts to join Educative Institutions specialized in the English Teaching that can provide the mentioned courses and be the sees of the educative program.

 "Advanced English Program for Students from Middle and High School"[16]

To improve and increase the English level in El Salvador is a main priority for the Plan Compite, that is why the creation of centers that certifies the people able to domain the linguistics skills of the English Language it is necessary for Compite as well, now that to know how much English teacher know it is important for educative system because students¨ learning depends on teacher's teaching and the use of the language must be develop with professionalism, in other words to master the English properly.

If an English teacher or someone else wants to be certificated as a real bilingual person able to master the basic English skills have to approve the evaluation given

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[16] Ibidem.

for those specialized centers so the quality of English teaching of educative system, especially in middle school, high school even Universities will integrally be proficient. "Certification of the English Language domain"[17]

Nowadays the English teaching is not only given through the common didactic resources but also technology now that student's motivation represents one the main factors for the constant learning. The Educative Plan Compite also proposes the use of technology resources like practices of laboratories related to English programs with the objective that students can put into practice their abilities about the language promoting the interest for listening, speaking, reading and writing it, but also it takes into account the use of other technological elements like TV, radio and internet now that they are informative sources that work as reinforcement of the student's learning. "The use of educative sources for the teaching-learning process"[18]

In El Salvador there are many people who master the English but it does not mean they are teaches or something like that; most of them are out from the National educative system in others words they have learned English trough other sources that are not related to professional formation however they can express themselves and keep a English conversation very well, the plan Compite also takes them into account for being certificated as bilingual people now that most of them have the opportunities to get a good jobs which requires speak English, In others words Compite gives everyone the opportunities to develop themselves in a good job environment which offers them labour stability which improves the Salvadoran society. "Certification for other people who are not in the National Educative System"[19]

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[17] Ibidem.

[18] Ibidem.

Call centers in El Salvador

In less than five years new companies from other countries which are looking for other proposals are growing up in El Salvador, since some years ago these companies have been coming to establish their branches in San Salvador, giving job opportunities to those people who speak English as a second language.

According to official information published on March, 27th, 2006 in **El Diario de Hoy**, around four thousand of people are working for the seven companies which offer their contact centers in our country as tools to companies from the United States, Mexico and Central America. Some of them are Dell, Sykes, Teleperformance, Atento and TracFone among others. At the beginning these companies were requesting a 100% of knowledge of English to apply for a job, but they face the problem that only a minimum amount of Salvadorians had this level of English, and most of them were people who lived in the United States for some time ago and for any reason they are living now in our country again. After taking into account this they decided to request a low level of English, nowadays to apply for one of these jobs only the 70%of English domain is requested.

According to an article published in 2004 by The Latin Trade magazine, these big companies had been attracted for the stability of our country, they are choosing El Salvador because of the hard working people as the economic and politic stability as much as the dollarization in our country.

One of the most important contact centers in El Salvador is **Dell;** these call centers assist its customers from the United States, taking their shopping orders and also providing technical support totally in English, this company is in El Salvador since the beginning of 2003, when this company made the firsts contacts with Proesa (Agencia de Promociones de El Salvador).

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[19] Ibidem.

After that another very important call center opened its doors in our country with the name of **Sykes**. This company began on January, 2005 with 200 employees, next year another building was opened, and now Sykes has around 1,100 bilingual employees. For the next year it is believed that this company will be open a new building generating around 400 new jobs.

Teleperformance is another of the most important call centers in this moment in our country. It has been distinguished with the prize **Top customer satisfaction center** for Bellsouth. Teleperformance began with 10 employees; nowadays they have more than 1,300 employees. This company assists different campaigns such as FedEx, Televisa, Banamex, and Bellsouth that is one of the most important telephone companies around the world, among others. Some of these campaigns are 100% in English only assisting customers from the United States.

Nowadays one of the challenges is the lack of bilingual personal for applying to these jobs. In several opportunities the representatives of these companies have mentioned that this sector could achieve their growing projections with the preparation of more people who speak English. Since the last year the government proposed the creation of the **Centro Nacional de Ingles**, with the objective of the preparation of bilingual people able to apply for a job in this contact centers. this field is involving the Ministerio de Educación and private companies.

The last proposal of the Salvadorian Government to promote the development of call centers in our country is to identify Salvadorians who are living in the United States to motivate them to come back and work temporally here in El Salvador. This proposal was made by the vice president of El Salvador Republic Ana Vilma de Escobar; this project is denominated **Encuentro con tus raices.** Which is the case of a lot of people who already work in on of this call centers; this is an advantage to them, because they have more experience with natives' English speakers than those who have learnt the language here in schools, academies or universities.

Nowadays, there are several educational institutions like schools, academics and Universities focused on improve the quality of teaching the English Language.

The Universidad Francisco Gavidia, especially in English Major provides students a series of subjects that help them to develop the four skills of the English Language, one of the subjects that help them is Oral Expression Subject, now that it promotes the student's oral participation through activities where they can express themselves, giving ideas or opinions about any topic discussed in classes, all that increases the vocabulary, fluency, self confidence and it also improves the pronunciation.

Oral Expression Subject has an objective to improve the four skills of the language, especially listening and speaking skills, now that one of them is complement from the other one. Like other important subjects the Oral Expression requires of a textbook that bases on the practice of those skills.

The importance of selecting appropriate instructional methods

According to the research made by The Robert Gordon University the teaching process begins with an examination of the characteristics of the target population and the topic area to be covered, followed by an analysis of the existing skills of the students. The next key step should be the formulation of a clear set of educational objectives, so that both teachers and students are clear as to what the latter are expected to achieve Clearly, the particular methods that are eventually chosen will depend on a large number of factors, including the detailed nature of the objectives in question, student characteristics, and the background and preferences of the teaching staff involved.

"However, be chosen in a systematic way, something that can best be done by looking at each objective (or related set of objectives) in turn, and asking the following two questions:

I What possible methods could be used to help the students to achieve this particular objective or set of objectives?

I I Which of these methods would probably be most appropriate in the context of the particular course or curriculum being considered? "[20].

Many researchers agree with the fact that there are some methods which are most commonly used such as the one that the teacher takes he whole group at the same time in the teaching –learning process, using conventional lectures and taught lessons; film and video presentations; educational broadcasts; mass practical and studio work,

In this method the role of the teacher is a traditional expository role; controller of all aspects of instruction process (style, content, pace, etc.).

This one was the most common method used in the past where the teacher had the total domain of the class and student saw him as the only authority able to do create the rules of the process. In other words the teacher exposed the lesson at the front of the class and students only listened without any kind of interactive participation.

In El Salvador this method was used for years in the educational system as the correct one to teach any kind of subject in the different levels of instruction. Students did not have the right to express their ideas and give their own opinions about the studied topic, the only option was to be agree with teachers explanation, another factor was that in the past students did not have enough information to research by themselves the only material was one given by teachers.

In this method the role of students is really passive totally dependent of the teacher, they are waiting for instructions of the teacher.

Other teachers prefer to use different methods as an individualized one which is directed to the study of texts, study of open-learning materials; mediated self-instruction, multimedia assignments, projects etc.

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[20] *Selecting appropriate teaching Methods.* [on line[quoted October 13 rd, 2007] available http://apu.qcal.ac.uk/cide/Ch04.html #2

In this method the way of teaching changes because students have the opportunity to use other resources to support the learning process. In this method they can include the use tutor and guide, providing support to students when required.

This means that the role of the teacher is different because he acts as a tutor or as a backup for the leaning process, his work is facilitate the process giving instructions and helping to solvent students' doubts in the classroom,

This method is most common nowadays because the students have the opportunity to be responsible for their own learning process and the responsibility is not only of the teacher. The Students have to research for information, perform oral presentations, present written reports and also have the opportunity to interact among them in group presentations. They see the teacher as a facilitator in the classroom. Another advantage of this method is that students and teacher can have a better communications among them, in other words they can have a friendly relationship, and this also helps to create a better environment in the classroom providing more self confidence to students at the time to demonstrate their abilities in the knowledge of the language, for example at the time of an oral presentation, student can be more secure to produce the language to express his ideas in front of the class and even with a different audience.

Also teachers can choose the **group learning method** mentioned in the research made by The Robert Gordon University. This method is very common in all the institution dedicated to teaching second languages, because is very helpful to acquire the language.

In this method are used different techniques for student that wants to learn a second language for example: class discussion, seminaries, and group tutorials, games and simulations, group projects etc.

Applying this techniques students are able to practice the language orally that is the most important area of leaning a second language. In groups they can interchange

ideas, share opinions, comments and also the teacher can propose a polemic topic to start a debate among them, so they can practice the vocabulary they already know. Another advantage for this method is that can feel more confidence talking without teacher supervision producing accurate sentences.

In this method students are also largely responsible for their own learning, but also strongly dependent on one another's preparation and interaction, because they feel like a competence among them so they do not want to be less participative than others and make an effort put into practice the new vocabulary as well as the pronunciation and grammar skills.

According with another researchers it can be found that authors agrees with the kind of methods that can be used to have a successful English learning process, for example in the book **Techniques and Principles in Language Teaching written by Diane Larsen Freeman.**

This book it is about the different techniques that teachers can use in the development of this process.

In the past for the English learning process the main purpose was that students understand the foreign language by reading, in these way students can understand grammar skill and trough this study they can get familiar with language and step by step they can produce the language by reading and speaking.

For this method grammar is the main objective because students need to know all the rules to produce the language orally in an effective way. This book also mentions some techniques that can be used to develop this method for example teacher can provide a text in the foreign language in a piece of paper and ask each student to read few lines in front of the class and also to translate them into the native language, this method is mainly focus in two primary skills as reading and writing and little attention is given to speaking and listening. Students learn through translating to one language to another that is way they do not practice oral skills, they do not have

individual participation neither group interaction, another factor is that they do not interact with the teacher, so they never have the opportunity to practice the language orally, also because they during the class most of the time are using native language.

Diane Larsen Freeman calls this method **Grammar Translation Method**.

This method has been used for teachers for many yeas. "At one time was called the classical method since was the first used in the teaching of the classical languages, (Chastain 1998). Earlier in this century this method was used for the purpose of helping students read and appreciate foreign language literature".[21]

In this method as in The Mass Instruction studied before, the teacher is the only authority in the classroom, and who also perform the whole class, nowadays this method is not frequently used, and teachers prefer to use other ones which involve students in an active way during the development of the class.

Through experiences teachers adopted others methods that were improving the teaching-learning process, other techniques were introduced as the reading technique, but with a different purpose, students read but also use the reading to practice speaking skill, language is primarily speech. The environment in this method is also very important; students can feel more comfortable in an adequate classroom which can help them to acquire the language by visual aids for example,

Another very important aspect of this method is that students can not use the native language during the class, so they are encourage using the foreign language to communicate ideas and give opinions among them. Teacher never translates words that they do not understand, he tries to explain the meaning but in the foreign language using different strategies as pictures gestures and the language in fact.

Students also learn to think in the foreign language, doing this they acquire new vocabulary easily and also have the opportunity to put into practice what they already

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[21] DIANE LARSEN FREEMAN. *Techniques and Principles in language teaching*, Oxford University, 2000. P. 11.

know. That is way the main purpose of this method is communication, students have to produce the language in an accurate way building full sentences to communicate ideas.

 "Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language how communicate"[22]

Pronunciation is a very important aspect for the development of this method, the role of the teacher is as facilitator in the teaching learning process as in The Individualized Method studied before. Grammar is also taken into account. Conversational activities are also very commons because students has to produce the language actively as in role plays, debates and also in free topics provided by the teacher so students have the opportunity to express their own opinions orally.

After that teachers found that the most important thing in studying English as a second language is **to use the language** that is way more attention was given to produce the language orally.

In this method the use of the native language is not allowed. Teacher makes use of visual aids as pictures, actions, gestures and objects to explain meanings.

The role of the teacher in this method is very important because he is seen as a model in the use of the language, so students listen carefully the teacher to learn pronunciations, after that they can mimic this model to produce the language according to the model they already listened. The teacher also has to be aware of the errors of the students because needs to be corrected immediately. The teacher also has to encourage students with positives reinforcements when they participate in class with phrases as **very good** or **well done**

"The Audio Lingual Method, like the Direct Method we have just examined, is also as oral based approach. However it is different in that rather than emphasizing

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[22] DIANE LARSEN FREEMAN. Ob. Cit. p. 23

vocabulary acquisition by the exposure to its use in situations the Audio Lingual Method drills students in the use of grammatical sentences patterns".[23]

Students have also the opportunity to interact among them to produce the language in the classroom with group activities, chain drills, dialogues etc. Also they interact with the teacher in the activities, doing this the teacher is able to correct the weakness pints of each student.

Other authors have the opinions that the most important point of the teaching-learning process is to know how to take advantage of what students already know to introduce a new topic, so he uses all knowledge to built new ones. in this method the role of the teacher is to be the only to clarify doubts that students must have, because students are responsible for their own learning of the target language, in this case students most likely are for advanced level in the target language because they already have had some experiences in the past, so they do not need a lot of attention of the teacher to develop the teaching learning process.

Students also learn from each other sharing experiences in conversational activities, teacher speaks but only if it is necessary. Because it is very important that most of the time students can practice the language among them to clarify doubts regarding with the pronunciation or new words. Working in groups also encourage students participation, but it is also very important that students be aware of the errors they can make at the time of speaking so next time they will not make the same mistake. Diane Larsen Freeman call this method **The Silent Way**

This is also through listening because they are able to listen themselves at he time to speak and can see if they need more practice saying a word for example. So they are able so see their own progress during the course, they can feel more secure at the time to express their ideas in an autonomy way. The teacher also have to give

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[23] DIANE LARSEN FREEMAN. Ob. Cit. p. 35

feedback when it is necessary so students can see in what they need to work on, they can learn how to accept responsibility for their own learning process.

In these method students feelings are very important. Especially when teacher have to give feedback, this is also very important because students need to know how to improve their abilities in production of the language. This method also has the objective that students can enjoy the teaching learning process.

Another very common method is the one in which the teachers try to have a good relationship with student that is way they can feel more self confidence at the time to produce the language. This method is well know as **Desuggestopedia**

For this method the classroom is very important, has to be decorated according to the necessities of the topic which teacher is going to teach during the class. The role of the teacher is very important, he has to create an environment of confidence between he and the students so they can feel a friendly classroom, doing this students can trust in the teacher and also in themselves to produce the language. They can feel self confidence to express their point of view in the oral practices. Teacher has to be conscious that student most of the time when learning a second language they have some barriers to develop their potential in the learning process.

He has to be creative to propose new activities to involve all members of the class, so, they can feel comfortable learning a second language. He can use dialogues, also can use songs which is one of the favorite activities for students, and it is also a good activity for freeing the speech muscles and also evoking positive emotions. Grammar is also a very important aspect in this method but the teacher has to look for the way that students ca learn it in an indirect way through enjoyable activities.

Dramatization as a good activity for this method because students can take the role of a different person, so they can act without the fear to be mistaken, and this is a subconscious way to learn how to produce a second language effectively

Nowadays a very important method is that in which student have to learn how to interact to produce and practice the language among them.

With the help of this method student can feel more secure being integrated in a group and feeling that they belong to this group, so they start to communicate ideas, thoughts and also feelings and sharing point of view. Teacher has to give only the help that is necessary in the adequate time to do it.

This method also helps to create a friendship environment among students so they can feel more secure to talk in front of an audience, they can listen her/himself and realize that is producing another language perfectly.

There are several methods to perform a successful teaching leaning process, it is also possible to take advantage of all of these to teach a specific subject applying some techniques mentioned above to have students able to express accurate ideas, feelings, emotions and also provide points of view in front of an audiences when is necessary do it . Diane Larsen Freeman calls this method **Community Language Learning**

Unfortunately in some cases institutions do not have enough material for teachers to support their classes as a specialized textbook for teaching a subject that is why the necessity of having such materials to develop all the capacities of students which are studying English as a second language in our country El Salvador.

The audiovisual aids in the teaching learning process

The audiovisual material is the resource that the teachers use to reinforce the message that they want to transmit; thus, facilitating its comprehension; it is recommendable to use only those that really contribute to the clarity of the message.

The audiovisual aids are selected in agreement to the contents, topics, number of students and the size of the classroom to reinforce the message and illustrate ideas that can be difficult to visualize or to imagine. Because they have demonstrated to be an efficient source of comprehension and motivation, now that, they are able to present the content in a concrete way, contributing in this manner to set it in a easier, interesting and lasting way.

To keep students interested and motivated, the teacher needs to select carefully the material and the audiovisual aids, not to use several types of material at same time, because they create confusion and they must be used at the appropriate moment.

Most of the visual aids can be grouped into the following categories no projected aids and projected aids. **The Chaplain Audiovisual Catalog[24]** discussed these categories:

Nonprojected aids

Nonprojected aids are those that do not require the use of audiovisual equipment such as a projector and screen. Included in this category are charts, graphs, maps, illustrations, photographs, brochures, handouts and textbooks.

Charts

Charts are in common use almost every where. A chart is a diagram which shows relationships and shows the various branches of a particular organization.

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[24] *The Chaplain Audiovisual Catalog* [on line [quoted November 05 th,2007] availeble http://www.tpub.com/content/religion/14229/css/14229_320.htm

Graphs

These aids show comparisons between figures. The bar graph is one of the most commonly used. Graphs are useful when the information being presented compares figures from time to time or from several sources.

Maps

Maps are graphic representations of the surface of the earth. Maps are usually drawn to scale. The type that you are most likely to encounter is the world map, used in conference rooms, classrooms, and in briefing rooms.

Illustrations

Illustrations are the most versatile of any aid covered here. All aids make use of illustrations to some degree in their planning stages, and perhaps even in their final form. Charts, car- toons, maps, and signs are illustrations that are often used to present or clarify an idea.

Photographs

Photographs may be passed from hand to hand or posted on a board in front of the class. They can be used most effectively in small groups.

Handouts and textbooks

Handouts are small pamphlets composed of illustrations and printed material, but they are generally much briefer than textbooks. When given to students, these materials should help the people understand the class and the topics. Textbooks are normally retained by the students for purposes of reference and later review. Long after the class they can be review important points of the topics.

Projected aids

Projected aids are those that require audiovisual equipment in order to be presented properly. Some of the aids included in this category are slides, filmstrips, overhead transparencies and videotapes.

Slides and Filmstrips

Anything that can be photographed can be made into a slide. Slides are one of the best known projected aids. They are found in all types and levels of briefings, both informative and educational. Filmstrips are used primarily in an educational environment. Each frame of the 35-mm filmstrip is related to others in such a way that an entire story or lesson can be contained in one strip. A major disadvantage of filmstrips is that they cannot be repaired.

Transparencies

Transparencies refer to large transparencies projected with overhead projectors. Depending on time factors, the information to be presented, and the quality of transparency desired, production methods may vary from typed information on clear plastic to complex illustrations on colored film.

Videotapes

Videotapes provide better color and detail in addition that can be used to show an abstract concept and video players are less expensive and easier to maintain than slide projectors.

The Importance of the textbook in the teaching learning process

One of the most used resource in the daily teaching practice is the textbook, and it is important to recognize its relation with the teaching learning process because it is the main source of information about the subject and topics that the students have access; in other words, textbooks are able to take at home and that make possible

that the students carry out a significant and more complete learning process, because they can spend more time reading, researching and practicing. It is for all known that, students have their own rhythm of learning. There are students who advance faster, other slower; some of them understand with a single reading, others need to read several times. Therefore, the textbooks offer the possibility that the student advance at their own rhythm.

Besides, textbooks are a big element in the take of decisions in the process of planning the class; now that, they provide the teachers an excellent and complete vision for the organization of the contents and topics in different time, for example weekly or monthly, but also at the same time in the same period. Also they propose how to organize the content by hierarchy of the concepts, the design of the activities, the distribution of the topics and the forms of evaluation.

According to Roger Seguin in his book **Methodological Guide** says:
 "Textbooks structure the content presenting an organization and a sequencing of the same one that operate as guide of the process of teaching and learning".[25]
The textbooks offer a guide that the teachers can take in order to continue and follow the flow of the activities that permit to carry on the classes. They also make easier their work, because they give to the teachers exercises that can utilize at any moment. Similarly, the textbooks contain important material which the students study and can succeed in their tests. The textbooks provide an indispensable support for the teachers, especially for those ones who have no experience.

Some teachers try to supply the lack of textbooks in the field of English language, especially in Oral Expression Subject by the employment of photocopies, which besides is illegal because does not support the copyrights and limits the possibilities of learning of the students. The photocopies, still those of good quality, avoid making

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[25] ROGER SEGUIN. *The Elaboration of School Textbooks Methodological Guide*, UNESCO., December 1989.

the difference among many aspects that only are distinguished with the colour, they initiate the students in dishonest practices and at the end of the year the investment is higher or almost the same if the students had bought a textbook. Another situation that is observed is that the photocopies can be throw away at the end of the semester when students think that they are no useful any more, while the book is kept because is something important.

In the present, textbooks compete with audiovisual material and students have access to all kind of information through internet, but, it is in the textbooks where students can trust. The use of the textbook make easier that students learn by themselves and encourage the investigation process.
"The textbooks have a place of privilege in the educational process because they operate the process of teaching learning performed in the schools".[26]

Elaboration of a textbook

Nowadays, it is difficult to imagine the teaching learning process without the resource of textbooks. The textbook is very used in every single level of the teaching learning process, and it is still the main pedagogical instrument in the educational institutions and one of the most important help that many teachers take to support their teaching; The textbook makes a remarkable influence on the learning process of the students, it guides and orients many of theirs activities and as well as those of the teachers. Many teachers do not only utilize the textbooks as guide in the exposition of the content but also like source of knowledge, inspiration and help for the students.

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[26] Roger Seguin. Ob. Cit.

The textbooks of other times were not as we know them now. Many textbooks of the last century were constituted by a succession of questions and answers that should be memorized by the student. Other textbooks presented the contents in the shape of conversation between teacher and student, which its methodology brings us to the mind, the old times when Aristotle taught his student.

In the present, with all the investigations that teachers, researchers and people, who are interested in an efficient teaching learning process have made, the most common format of the textbooks consists of a conceptual content and a series of examples, activities and problems that are used to complement the contents presented in class.

Specific requirements for elaboration of a textbook

The proposal the la creation of a textbook is oriented to development of the student's abilities with emphasis in the four kills, listening, speaking, reading and writing in a very competent way.

The textbook should not present conceptual errors in the information that provides; it should be writing in clear form and should offer organization of the topics that permit to cover them in a semester of studies.

In relation to each one of the four skills, the following elements should be considered:

Speaking:

- To guarantee the development of the oral communication, presenting a variety situation that permit the students to take the word to formulate ideas, to describe and to comment situations, to predict actions, etc. With this same goal, should promote also situations of group work as dramatizations or dialogues that permit to exchange experiences, ideas, feelings, to plan actions or to establish some conclusions of home works.

- To develop the listen, incorporating different types of short not literary and literary texts to be read by the teacher that permit to verify their comprehension in oral way.

- To develop the listen incorporating poems rhymes, tongue twister, lyrics, etc.

Reading:
- To develop the pleasure toward the reading presenting texts of quality, of adequate extension, with interesting topics for the students, like stories and poems and short and simple not literary texts, that take into account their needs and interests, as news, notices and instructions.

- To present a variety of short texts, stories, poems and songs, easily memorisable by its rhythm, rhyme and structure.

- The selection of texts should be of good quality; the adaptations, especially of classical stories, they should not change the sense of the original text neither to fragment it to such extent that dissociate themselves of the original text. These texts will have a maximum extension of two pages.
- Promoting diverse modalities of reading in different contexts: silent reading and reading aloud.

Writing:
- Promoting the development of the creative and free writing of words, phrases and sentences that interest students, taking into account always the context of the topics or units presented in the textbook.

The nature of the contents

The contents in the textbook need to apport to the education of the students help them to understand the environment where they live and, of course, contain all the information that is important to the development of the subject.

The investigations that have been made for a better way of understanding the topics have conducted to pursue of forms to improve the organization of the contents in the textbooks.

The material that is presented in them is determined by the curriculum established by the educational institution and must be based on the syllabus which the students will cover during the semester and must contain the elements of accuracy and precision, which contents should not be presented in an incomplete or a way that can give the wrong message to the students. If the content is complex, then it should be explained and remain totally comprehensible.

Contents should be based on exact, verified information and free from errors.

It has to take into account that all students have different levels of ability, according to age and their sociocultural environment. Similarly, the speed of learning can also vary. Therefore, examples of different activities must be proposed in order to facilitate learning. Also, the elaboration and choice of content should take into account that the interests of the students are varied. A clear and precise presentation of text and attractive illustrations can play an important part in stimulating the interest of the students. In addition, in the presentation of content the students should be able to find situations which are familiar to them.

Structure and organization of chapters

A uniformity of presentation is useful in facilitating assimilation of content of chapters in sequence, and how they interrelate. Diversity in presentation would confuse the students. Moreover, uniformity simplifies the work of the author by providing him with a model upon which to build each section.

An order of presentation following the constituent elements of a chapter or section can be considered:

-Divide the textbook in chapters, sections and subsections in a way of beginning with the easiest topic until finishing with the hardest one, whose lower level be composed by units of knowledge that occupy a few short paragraphs or blocks.

- A short introduction;
- Development of content;
- Integration of new content;
- Precise summary of the content presented;
- Practical exercises.

The problem consists in presenting the required contents for the acquisition phase and establishing coherence with the integration of new content, without lengthening the textbook too much. A compromise has to be reached between a contribution of information and explanation which is sufficient to permit learning of new content and a length of text which, if excessive, might discourage the reader. On the other hand, students who already know more than others might lose interest and motivation if information is repeated to excess.

"If the pattern is uniform, the pupil can more easily compare the subject matter of one chapter with that of another, and comparison is a useful instrument of learning".[27]

The language used in textbooks

Basically, a textbook is made up of written words, and often shows illustrations. this level of comprehension concerns mainly vocabulary, phrases, their construction, their length, punctuation, and style of writing. One objective of textbooks is to enrich the vocabulary of students.

 Words used in textbooks are:

- Those commonly used, recognized and accepted by the teacher in class, and usually familiar to students. They are used as a means of communication in teaching.

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[27] *United Nations Educational, Scientific: Textbook Manuscripts A guide in developing countries*, Casterman, 1970

- New words, or those the students are not completely familiar with, which will be needed to teach the content of topic and which the student must learn to use.

"The writer should make use of any word count which has developing the manuscript been compiled for the area of the school system"[28].

Illustrations

One of the factors that has contributed to the evolution of the textbook over the last year has been the use of illustrations and colour. Explanations, definitions and arguments require words and phrases, but there are ideas and material things that are better represented by illustrations. Illustrations are useful in parts of a text giving information about things or events which can not be found in the students' daily life.

"It will be a help if an author can give at least a rough idea of what the drawings should show-even the barest outline gives a better idea of the required illustration than any description in words".[29]

Types of illustrations

Three main categories of illustration can be defined:

- Photographs, either original or copied;
- Drawings, figurative or technical, drawn with a desire for realism,

maps;

- Diagrammes, sketches, statistical graphs.

"The types can be printed in several colours, two or three colours and black or in two colours, usually one colour and black in one colour, usually black. The writer of the

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[28] United Nations Educational, Scientific. Textbook Manuscripts A guide in developing countries Printed by Casterman, Tournai.Textbook 1970

[29] Ibidem.

textbook must choose which of these categories is best suited to the educational objectives of the textbook." [30]

Conclusion

With the conclusion finishes the book. It is a species of final chapter in which the writer of the textbook, writing all the final conclusions and ideas, explains the results and main ideas of their work and indicates that are the pending problems of resolution to facilitate the road to other investigators.

Bibliography

The bibliography details by alphabetical order, the last names and name of the different authors that have consulted, clarifying after each one, title of the work as well as editorial, edition, population and year of the publication.

Annexes

The textbook can require examples, plans, graphic, photographs or a series of requirements that they enrich the exposition because they clarify their content.

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[30] Ibidem.

2.3 CONCEPTUAL FRAMEWORK

Activity: it refers at any technique that can be used for the teacher at the time to explain the class in order to make easier the learning process, for example games, role plays, dramatizations, group activities etc.

Ability: the capacity to develop a specific activity, or learn something new easily.

Accuracy: the condition to being correct or exact at the moment to talk or express ideas; freedom from error or defect when connect ideas and construct sentences grammatically correct

Coherence: the capacity to produce the language orally grammatically correct and express feelings and give point of views without lack of sense at the time to talk. In other words to be able to produce logical speech

Communication: the capacity to express ideas, feelings, thoughts and opinions. Interact with somebody else effectively.

Comprehension: capacity of the mind to perceive and understand ideas, the meaning or importance of something.

Efficiency: able to express ideas in a fluent way at time to express, for example in oral presentations in front of the class or any other audience.

Expression: the way of express ideas trough words, gestures to show feelings, also the capacity to be fluent at the time to use English as a second language in the classroom but also in real situations.

Interaction: the relationship between student-student and also teacher-students in the Teaching Learning process to increase the production of English language.

Oral Expression (adj): it is an ability to express ideas through the use of the body language so others will understand the message.

Oratory (n): the art of speaking with eloquence in front of an audience

Performance (n): It is the gotten result through a teaching process.

Properly (adv): To express ideas in an accurate way.

Skill (n): It is a main human ability for learning a language.

Speaker (n): person who presents a speech to an audience.

Teaching (n): the process to transmit knowledge through didactic resources.

Technique (n): activity used by the teacher for making easier the teaching-learning process.

Textbook (n): It is a didactic resource for teaching a subject.

Vocabulary: appropriate words in each specialized area which requires different terms.

CHAPTER III

System of hypotheses

3.1 General Hypothesis

The lack of a textbook for teaching the Oral Expression Subject of the English Major affects students' development in the learning process as well as teacher's performance during the class at the University Francisco Gavidia.

Independent Variable: The lack of a textbook for teaching the Oral Expression Subject of the English Major.

Dependent Variable: Students ´ development in the learning process as a well as the teacher's performance during the class at the University Francisco Gavidia.

Indicators:
-Lack of fluency
-Inaccurate ideas
-Insecurity
-Lack of coherence at the time of speaking
-Lack of didactic material

3.2 Specific Hypothesis

The use of a specialized textbook for Oral Expression Subject will improve students` development to produce English Language.

Independent Variable: The use a specialized textbook for Oral Expression Subject.

Dependent Variable: Students` development to produce English Language.

Indicators:
-Better coherence when they talk
-Accuracy-Better efficiency
-Better pronunciation

-More comprehension

The use of participative oral activities will help students to increase their skills such as vocabulary, fluency, pronunciation at the time to express themselves.

Independent Variable: The use of participate oral activities.

Dependent Variable: Students` skills such as vocabulary, fluency, pronunciation at the time to express themselves

Indicators:
-Better comprehension
-More self confidence
-Better performance at the time to talk
-Better group interaction
'Better pronunciation
-More acquisition of vocabulary

The creation of a textbook will benefit students and teachers in the teaching learning process of the Oral Expression Subject at the Universidad Francisco Gavidia.

Independent Variable: The creation of a textbook.

Dependent Variable: students and teachers in the teaching learning process of the Oral Expression Subject at the Universidad Francisco Gavidia.

Indicators:
-More fluency
-Self-confidence
-Better performance at the time to talk
-More security when they connect ideas
-More participation during the class.

CHAPTER IV

Methodology of the investigation

4.1 KIND OF INVESTIGATION

The investigative group had selected the Descriptive-Explanatory type.

It was Descriptive, because it described the problematic situation that students faced in the Oral Expression Subject at the Francisco Gavidia University.

Explanatory, because it explained in a systematic way the difficulties that students had faced at the time they expressed themselves to communicate ideas and give their own points of view.

4.2 DESIGN OF INVESTIGATION

It was Descriptive not experimental, because there were not be manipulation of variables which could affect the development of the investigation in other words, it was descriptive because takes into account teachers and students opinions, now that it showed how much importance was for them the usage of a specialized textbook for learning-teaching process of Oral Expression Subject at the Francisco Gavidia University..

4-3 POPULATION AND SAMPLE

4.3.1 POPULATION

The investigation was focussed to Students and Teachers from the Oral Expression Subject at the Francisco Gavidia University; they were divided in two courses the first one had 22 students registered, the second group had 27 students registered making a total of 49 students registered in both courses; However not all students attended class at the time to pass the surveys, so making a real total of 38 answered students surveys and just two teachers questionnaire.,

The schedules were:

Group I

Monday 06:30 - 08:10 AM

Wednesday 06:30 - 08:10 AM

Group 2

Tuesday 06:30 - 08:10 PM

Thursday 06:30 - 08:10 PM

4.3.2 SAMPLE

Because of the amount that made up the population the two groups of students consisted of 49 students, the sample was the same as the population.

The students of the two courses of the Oral Expression Subject at Francisco Gavidia University made a total of 49 students according to the academic register but just 38 students answered the surveys for unknown reasons they were not attended.

Group I

Monday 06:30 - 08:10 AM

Wednesday 06:30 - 08:10 AM

Group 2

Tuesday 06:30 - 08:10 PM

Thursday 06:30 - 08:10 PM

4.4 TECHNIQUES AND INSTRUMENTS FOR DATA GATHERING

The investigative group selected just two instruments one of them was teachers questionnaire and the other one was students survey specifically for teachers and students from the Oral Expression Subject, because they were the most used for

descriptive -explanatory investigations, now that, they were a reasonable way to get accurate information of the problematic situation that students faced.

The questionnaire for teachers consisted of ten closed answered, having as a objective to know the different teachers¨ opinions related to the necessity to have a textbook for the Oral Expression Subject of the English Major at the Francisco Gavidia University.

The surveys for students consisted of ten closed answers having as a objective to know the different students¨ opinions   related to the importance to use a textbook for the Oral Expression Subject that improves their learning process at the English Major at the Francisco Gavidia University.

4.5 PROCEDURE

On November 14th, 2007 the investigative group went to building A classroom 43-44 where the Oral Expression Subject was taught at Universidad Francisco Gavidia with the purpose to ask the collaboration of the teacher and the students for filling out some surveys related to the creation of a textbook for the Oral Expression Subject, such information was used to prove or refuse the necessity of creating that textbook for such subject.

First the investigative group introduced themselves to the teacher Vilma Santos and the students too, then asked them to fill out some surveys, the teacher and the students spent some minutes to fill them in , when they ended shortly after the investigative group thanked for the collaboration of students as well as the teacher now that all of them filled the surveys according to their criteria, there were two kinds of surveys of one them was addressed to the students and the other one for the teacher, for that time 16 students surveys were collected and just one from the teacher which total was 17 surveys.

On November 15th, 2007 the investigative group went to Ladislao Leiva building specifically 3 automotriz where The Oral Expression Subject of the group II was taught , in this opportunity it was necessary to go two times to gather the surveys, , because only few students were attended in class. The first time the investigative group introduced themselves to teacher Guadalupe and the students from the Oral Expression subject for asking collaboration to fill out the surveys, but in this time only 18 students attended the class who collaborated to fill the surveys while the students were answering the surveys the teacher was filling the teacher survey too.

The second time the investigative group came back to Ladislao Leiva on November 20th 2007 to continue gathering information for the missing students which were 4 surveys. At the end the Investigative group thanked their collaboration; in this group of Oral Expression Subject 22surveys were collected.

 Taking into account both groups the total of the collected surveys were 38 students surveys and 2 teachers surveys. With this information the investigative group started to tabulate and interpretate the results.

CHAPTER V

Analysis and interpretation of the results

STUDENTS SURVEYS

1-Do you consider necessary to have a specific textbook for learning the Oral Expression Subject?

Objective
To prove the necessity of having a textbook for the Oral Expression Subject

ALWAYS	19	50%
SOMETIMES	17	44,70%
NEVER	2	5,30%
	38	100%
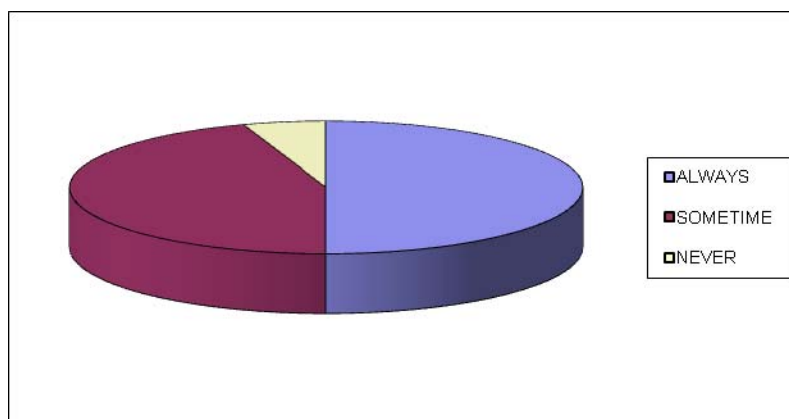
ANALYSIS AND INTERPRETATION OF THE RESULTS

According to the results 50% of students considered that it was necessary to have a textbook at the time of taking The Oral Expression Subject, the 44.70% of students considered that sometimes it was necessary to have a specific book to teach such subject, and finally 5.3% of students considered that it was not necessary to have a specific book for learning the oral expression subject

Taking into account the results of the surveys the investigative group found out most of students of Oral Expression Subject agreed of having a book for facilitating the

learning process to get better the information provided by the teacher, now that the textbook could be used as a support at the time to develop a new topic, almost the other half of the results showed that students did not consider having a textbook should be the main tool for learning this subject. Just a few students considered that a specific book was not necessary during the learning process for this subject.
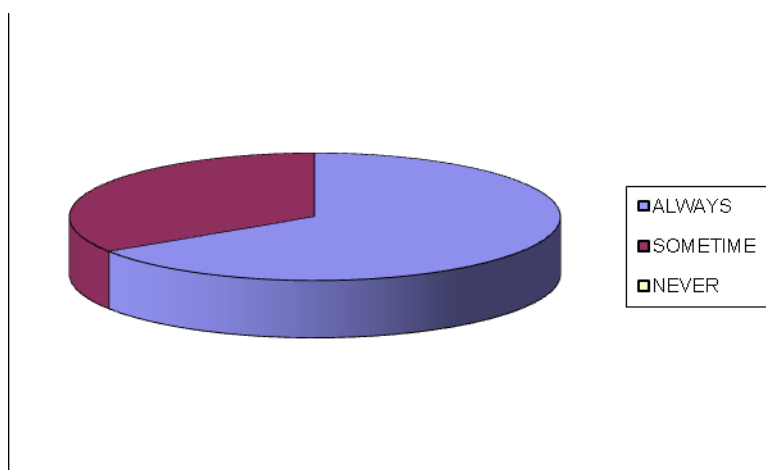
2-Does your teacher provide you some materials during the development of the class in the Oral Development Subject?

Objective
To know if the teaches utilize some didactic material for teaching the Oral Expression Subject.

ALWAYS	25	66%
SOMETIMES	13	34,21%
NEVER		
	38	100%

ANALYSIS AND INTERPRETATION OF THE RESULTS

 In this question the results showed that 66% of students said that the teacher always provided them some materials during the development of the subject, 34.21% of students said that sometimes the teacher provided them some materials during the class.

 According to the results most of the students agreed in having materials for each class,   which were taught by the teacher to reinforce the contents included in the lesson planning. The rest of students agreed that teacher did not always provide them extra materials during the development of the class.

3-Do you consider that the lack of a specialized textbook for the Oral Expression subject affects your learning process?

Objective
To demonstrate if the lack of a specialized textbook for the Oral Expression subject affects the students development

ALWAYS	12	32%
SOMETIMES	20	52,63%
NEVER	6	15,78%
	38	100%
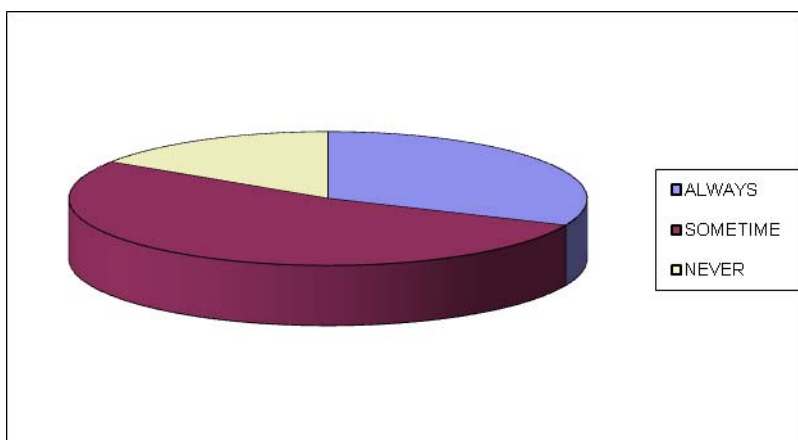
ANALYSIS AND INTERPRETATION OF THE RESULTS

In this question 32% of students did not consider having a textbook affects their learning process.52.63%of students considered did not having a textbook sometimes could affect their learning process, and finally 15.78% of students considered having a textbook was not important in the learning process. These results showed most of students believed that just in some cases the lack of a textbook could affect the acquisition of the information provided in each class, and just a few students believed that the lack of a textbook did not affect any aspect of the learning process.

4- Does your teacher use participative activities to increase your vocabulary, fluency and pronunciation?

Objective
To know if the teacher uses participative activities for increasing the English Language Activities

ALWAYS	25	65,80%
SOMETIMES	13	34,20%
NEVER		
	38	100%
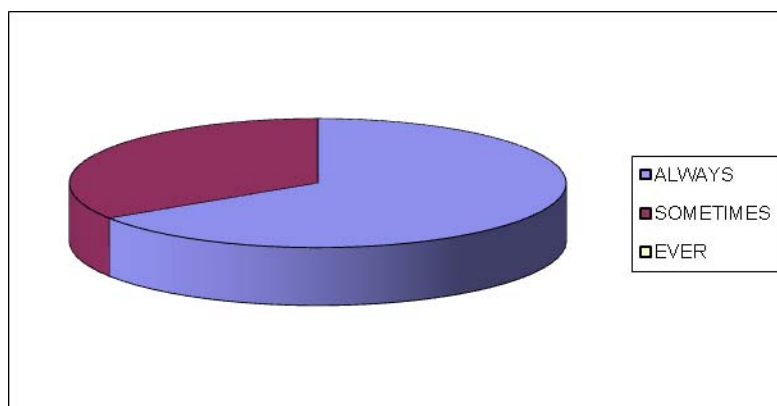
ANALYSIS AND INTERPRETATION OF THE RESULTS

In this question 65.80% of student's opinions showed that they teacher used participates activities for increasing their vocabulary, fluency and pronunciation. The 34.20% of students said that their teacher sometimes used participative activities.

The investigative group considered most of the time students were involved in participative activities proposed by the teacher, for acquiring new vocabulary through student's interaction that allow them increase their fluency at the time to speak like oral presentations, giving their own opinions in free topics given by the teacher improving their pronunciation and listening each other.

5-Would you feel more secure having a textbook for Oral Expression Subject?

Objective
To prove if the students would increase their self confidence using a textbook for learning the Oral Expression Subject

| ALWAYS	12	32,00%
SOMETIMES	20	52,63%
NEVER	6	15,78%
	38	100%
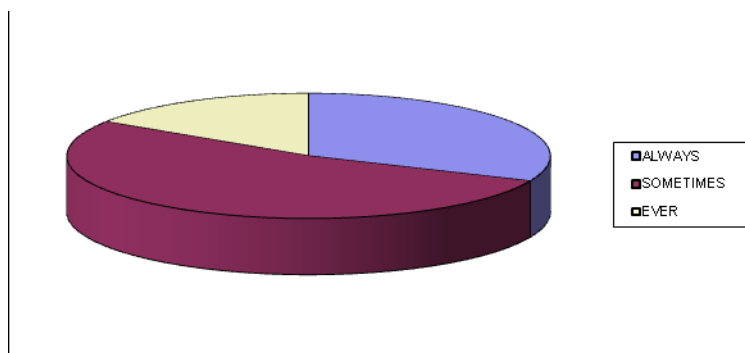
 ANALYSIS AND INTERPRETATION OF THE RESULTS

According to the results 32.% agreed they would feel more secure using a text book for Oral expression Subject, 52.63% of students said that sometimes they would feel more secure using a text book and finally 15.78% of students believed that the textbook was not important to feel more self confidence. The investigation group considered most of students not always feel self confidence having a text book at the time to express themselves in front of the class in an oral presentation, however another important part of opinions showed that a textbook was important to feel more self self-assurance, because the textbook could be used as a support for their ideas, increasing the production of the language. A few students believed that a text book was not necessary to feel self confidence at the time to express their ideas and thoughts in front of an audience.

6-Does your teacher utilize a textbook that allows the interactive activities to motivate the collective participation?

Objective
To know if the teachers use interactive and participative activities that involves the whole class of Oral Expression Subject.

ALWAYS	17	44,74%
SOMETIMES	20	53,63%
NEVER	1	2,63%
	38	100%
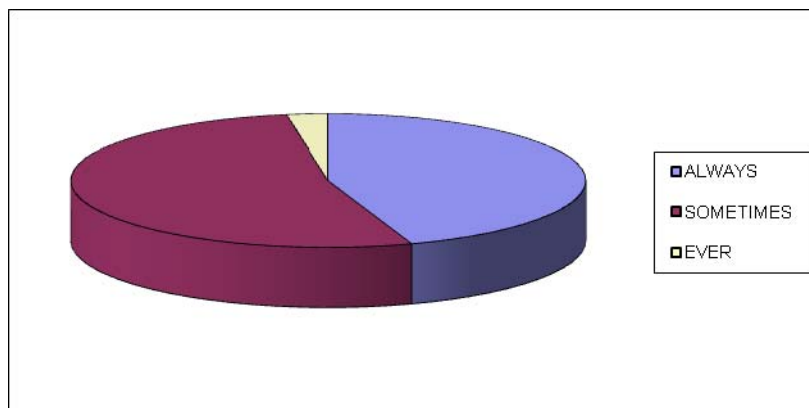
ANALYSIS AND INTERPRETATION OF THE RESULTS

For this question 44.74% of student's opinions showed that their teacher made use of a text book to promote collective participation, 63.63%of students said that teacher sometimes used the textbook and finally 2.63% said that teacher did not promote collective participation.

Most of students agreed that the textbook the teacher used sometimes helped to promote participation, which involve students as much as teacher, and also the textbook could help them to share ideas and produce the language giving their point of view. On the other hand, another important part of students' opinions considered that the teacher used a textbook to promote collective participation in each class, and only a few students said that the teacher did not use a textbook which allows activities to interact among them.

7-Do you consider that the use of a specialized textbook for the Oral Expression Subject will make easier the teacher's work at the time to develop a new topic?

Objective
To prove if the use of a specialized textbook for the Oral Expression Subject makes easier the teacher's performance

ALWAYS	14	36,90%
SOMETIMES	20	52,63%
NEVER	4	10,52%
	38	100%
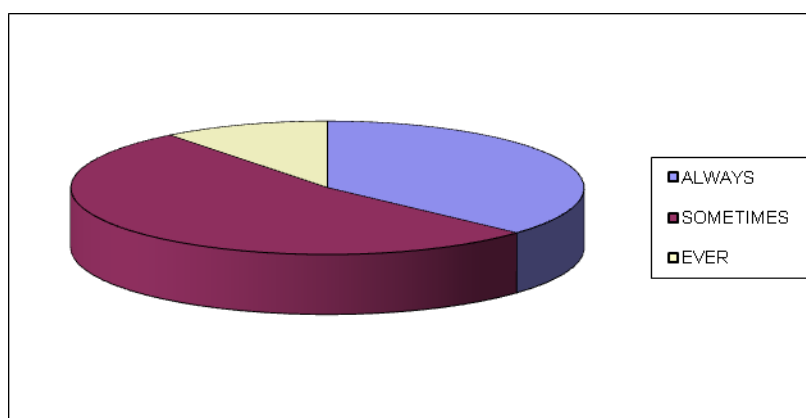
ANALYSIS AND INTERPRETATION OF THE RESULTS

According to the results 36.90% of students considered the use of a textbook would make easier the teacher's work, 52.63% of students' opinions showed that the use of a textbook sometimes could facilitate teacher's work, 10.52% of students considered that a textbook would not make easier the their work.

The investigative group considered most of the students believed that in some cases the teacher's work could be easier if they use a specialized book to introduce a new topic and explain its contents, however some others believed it had not relationship to have a textbook and teaching properly, a minimum percent of student did not believe that a textbook was necessary in teachers' performance.

8-Do you think the use and application of a textbook for Oral Expression Subject would increase your fluency at the time to express yourself?

Objective
To demonstrate if the use of a specialized textbook can increase the students´ fluency skill

ALWAYS	14	36,84%
SOMETIMES	21	55,26%
NEVER	3	7,90%
	38	100%
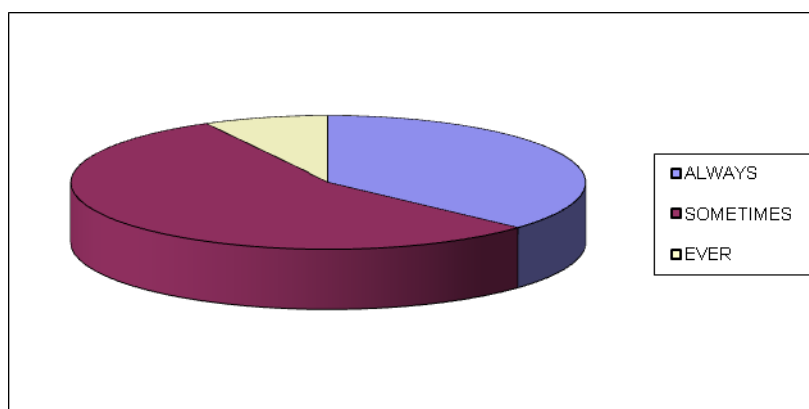
ANALYSIS AND INTERPRETATION OF THE RESULTS

In this question 36.84% of students believed that the use and application of a textbook would increase their fluency, 55.26% believed that sometimes the use and application of a textbook would increase their fluency and 7.90% of students did not consider that the use of a textbook would increase their fluency.
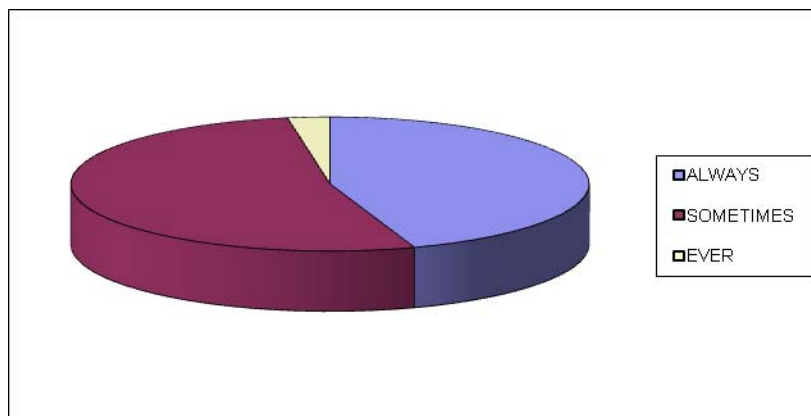
The majority of students agreed that sometimes the use of a textbook could be very helpful to increase their skills like fluency at the time to express themselves in front of an audience, however there were students who considered that the application of a textbook was always useful to increase their fluency, and just a few students believed that the application of such textbook was not a good resource to increase fluency at the time to speak.

9-Do you think a textbook for the Oral Expression Subject would help you to make a better performance and improve your subskills (grammar, pronunciation, comprehension)?

Objective
To prove if a textbook for the Oral Expression Subject helps to improve the Students´subskills to produce the English Language.

ALWAYS	17	44,74%
SOMETIMES	20	52,63%
NEVER	1	2,63%
	38	100%

 ANALYSIS AND INTERPRETATION OF THE RESULTS

For this question 44.74% of students believed that the use of a textbook for the Oral Expression Subject would improve their skills, 52.63% of students agreed that the use of a textbook sometimes would increase them, 2.63% of students believed that the use of a textbook was not helpful to increase their skills.

Most of students considered that utilizing a textbook for such subject just in some cases could help to increase grammar, pronunciation, and comprehension during the development of the subject, although another part of the results showed the use of a textbook always helped to increase them, and jus a minimum amount of students considered that the use of such textbook would not help them to increase their skills.
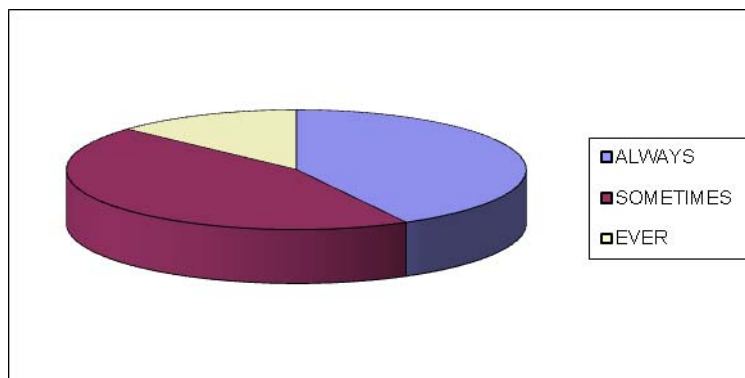
10- Could a textbook fort the Oral Expression Subject make more dynamic the class and increase the participation of students?

Objective
To know if the use of a textbook for the Oral Expression Subject would make more dynamic the development of the class

ALWAYS	16	42,10%
SOMETIMES	17	44,74%
NEVER	5	13,20%
	38	100%

ANALYSIS AND INTERPRETATION OF THE RESULTS

For this question 42.10% of students believed that using a textbook for the oral Expression Subject would make the class more dynamic, 44.74 of students believed that using such textbook sometimes would make the development of the class more dynamic and 13.20% of students agreed that using a textbook was not a tool to make the call more dynamic. The investigative group considered most of students opinions' agreed that just in some cases the use of a textbook could help the teacher to make the class more dynamic and less passive because they could participate through games, discussions, oral presentations etc. and also the same amount of students agreed that the use of a textbook was always useful to promote dynamism, finally just a few students agreed that the use of a textbook did not help to make the class more dynamic
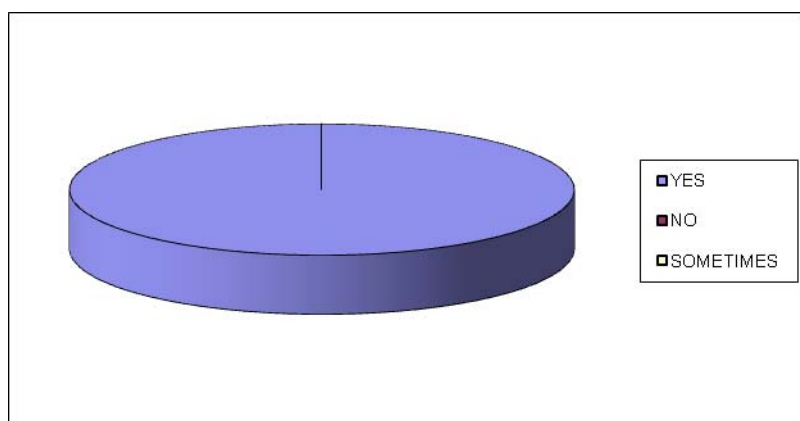
<u>TEACHERS SURVEYS</u>

1-Do you think the Oral Expression Subject requires a textbook that benefits the teaching-learning process?

Objective
To know if the teachers agree of having a textbook for the Oral Expression Subject that benefits the teacher-learning process.

|		
YES	2	
NO		
SOMETIMES		
	2	

ANALYSIS AND INTERPRETATION OF THE RESULTS

According to the results, both teachers from the Oral Expression Subject agreed to require a textbook, because it could be to make the teaching process easier, now that the teachers could use it as a didactic resource for each class and it could be also used as a guide which provides suggestions such as activities and exercises, in this way with the use of a textbook the teaching and learning process could be easier.

2-Does Universidad Francisco Gavidia provide a specialized textbook for teaching the Oral Expression Subject?

Objective
To know if Universidad Francisco Gavidia provides teachers a specialized textbook for teaching the Oral Expression Subject

| YES		
NO	2	100%
SOMETIMES		
	2	100%
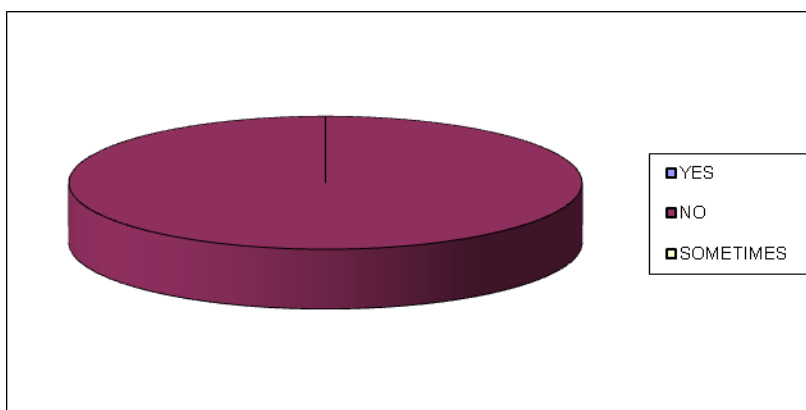
ANALYSIS AND INTERPRETATION OF THE RESULTS

For this question both teachers agreed that Universidad Francisco Gavidia did not provide a specialized textbook for the Oral Expression Subject, so they could have to look for their own resources at the time to develop each content demanded by the Educational plan, as well as they have to be dynamic at the time to put into practice some activities which motivate the students to be an active part of the class.

3-Do you consider necessary to have a specialized textbook for the English Oral Expression Subject?

Objective
To demonstrate the teachers necessity of having a specialized textbook of the Oral Expression Subject

| YES	1	50%
NO		
SOMETIMES	1	50%
	2	100%
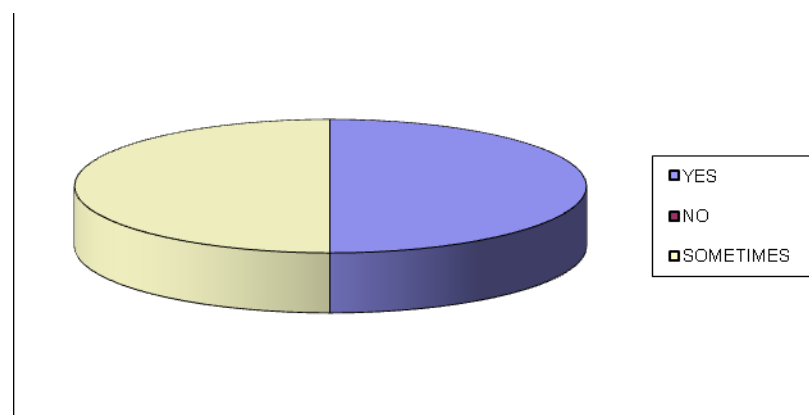
ANALYSIS AND INTERPRETATION OF THE RESULTS

For this question the investigative group found out that both teachers disagreed about if the use of a specialized textbook was necessary for the development of the Oral Expression Subject one of the teachers believed that a textbook for the teaching such subject was necessary to improve the performance of the teacher , however the other teacher considered that it was not a priority for teaching the Oral Expression , because they could use other materials that they could find from different sources such as internet, books, magazines, etc.

4-Would you use the exercises that the textbook for the Oral Expression Subject could have?

Objective
To know if the teachers would use the exercises proposed for the textbook of the Oral Expression Subject.

YES	2	100%
NO		
SOMETIMES		
	2	100%
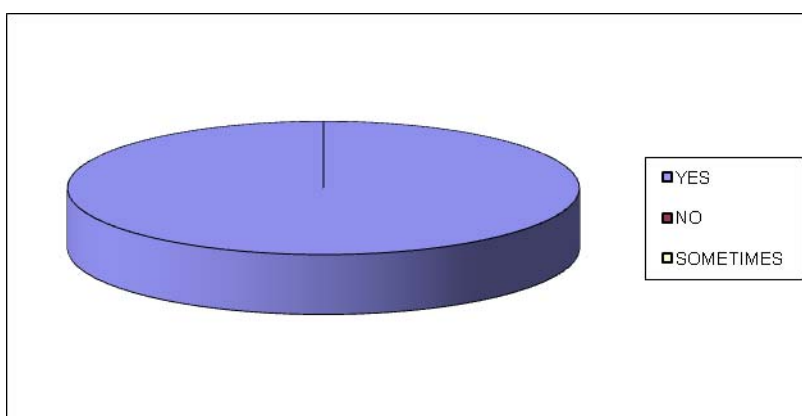
ANALYSIS AND INTERPRETATION OF THE RESULTS

Both teachers' opinions agreed on using the exercises proposed by the textbook, now that it could be easier the teaching of the Oral Expression Subject, so they could use those exercises as a back up for practicing the contents developed in the class. They could also use them as an example for doing other exercises related to any topic for this subject.
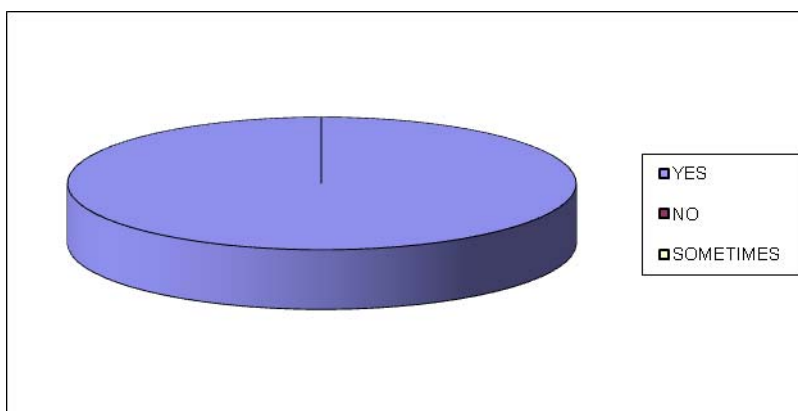
5-Do you think the use of a textbook for the Oral Expression Subject could make the teaching process easier?
.

Objective
To prove if the use of a textbook for Oral Expression Subject would make the teachers explanation easier

YES	2	100%
NO		
SOMETIMES		
	2	100%

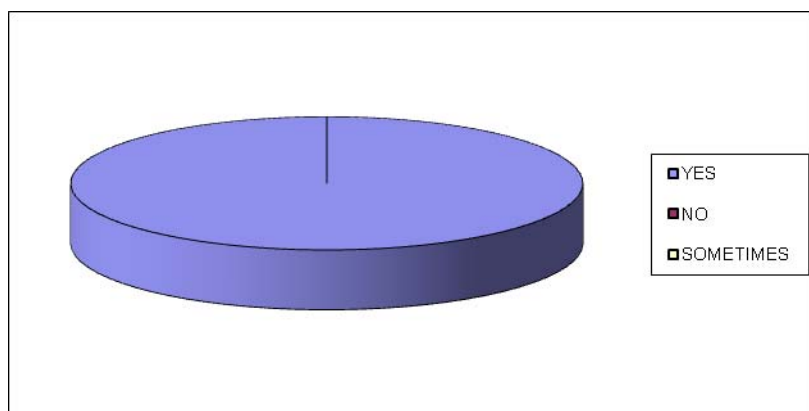ANALYSIS AND INTERPRETATION OF THE RESULTS

For this question, both teachers' opinions considered that using a textbook for the Oral Expression Subject would be easier their work now that it may contain accurate and organized information as well as activities that could help the students and teachers to interact among them producing the English Language through active learning process.

6-Do you think a textbook for Oral Expression Subject would help students make a better performance at the time to express themselves?

Objective
To know if the teachers agree using a specialized textbook for Oral Expression Subject that increase student's performances.

YES	2	100%
NO		
SOMETIMES		
	2	100%

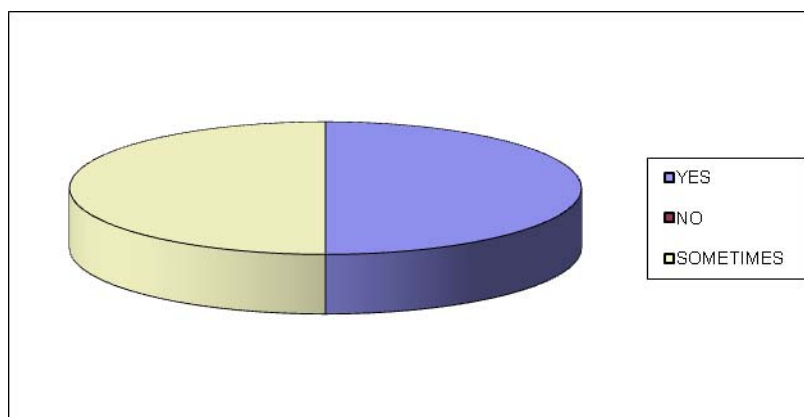ANALYSIS AND INTERPRETATION OF THE RESULTS

For this question both teachers agreed to apply a textbook for the teaching the Oral Expression Subject would help students to develop their skills required to learn English as a foreign language, however the most important it was to produce it in an efficient way for example at the time to speak in front of an audience.

7-Do you think a textbook for the Oral Expression Subject can help students feel more confident to express their own thoughts and ideas?

Objective
To know if teachers opinions about using a textbook for the Oral Expression Subject would help students to express their ideas and thoughts

YES	1	50%
NO		
SOMETIMES	1	50%
	2	100%

ANALYSIS AND INTERPRETATION OF THE RESULTS

The investigative group found out different teachers' opinions, one of them considered that the use of a textbook for the teaching Oral Expression Subject would not help students to feel more confident to express themselves in front of the class at the time to give their own opinions, ideas and feelings. On the other hand the other teacher considered that the use of such textbook would benefit students to feel more confident therefore they could express themselves properly.
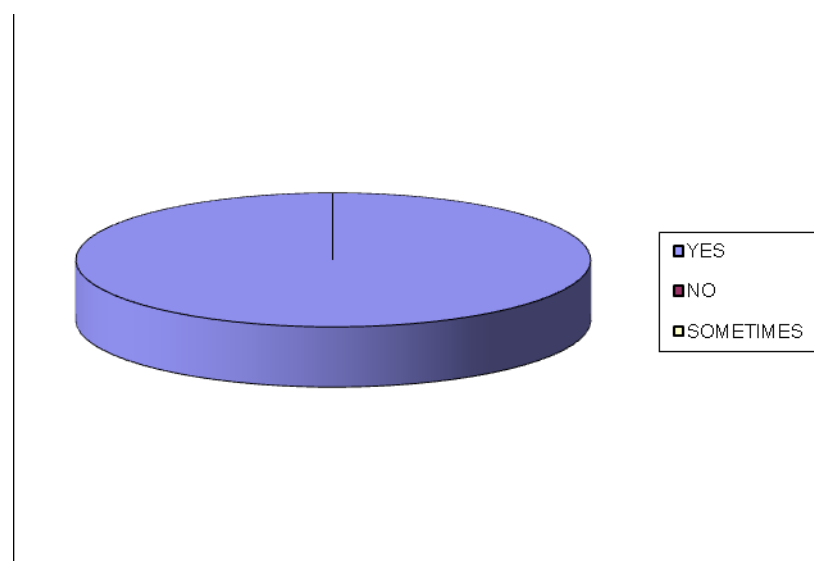
8-Could a textbook for Oral Expression Subject facilitate the student´s participation inside the classroom?

Objective
To identify if the use of a textbook for the Oral Expression Subject can increase student's participation during the class

YES	2	100%
NO		
SOMETIMES		
	2	100%

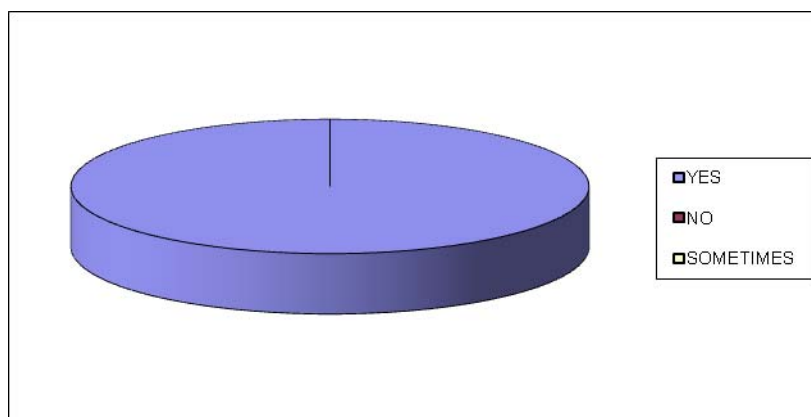ANALYSIS AND INTERPRETATION OF THE RESULTS

For this question both teachers opinions agreed that the use of a textbook for the Oral Expression Subject would facilitate the students participation, now that they could work with the activities provided by the textbook like individual as much as group activities, it also could decrease their fears and doubts at the time to speak in front of the audience.

9-Do you consider the use of a textbook for Oral Expression Subject can increase student's motivation in class and learn more about the subject?

Objective
To know if the creation of a textbook for the Oral Expression Subject can help to increase and improve students motivation

YES	2	100%
NO		
SOMETIMES		
	2	100%

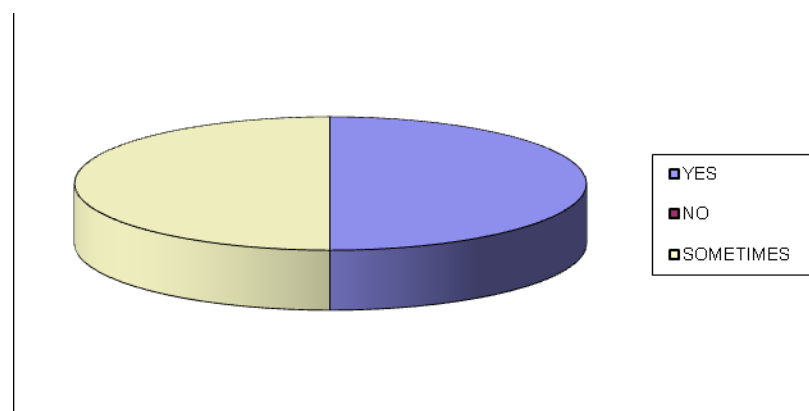ANALYSIS AND INTERPRETATION OF THE RESULTS

The investigative group found out both teachers opinions agreed that the use of a textbook for the Oral Expression Subject could motivate students to achieve the objectives of the subject such as to speak fluently, showed self confidence at the time to speak too and they could also be able to give their own point of view.

10-Do you consider a textbook for the Oral Expression Subject increases the group integration involving the teacher as much as the student inside the classroom?

Objective
To know if having a specialized text for the Oral Expression Subject can increase the interaction between teacher and students during the class.

YES	1	50%
NO		
SOMETIMES	1	50%
	2	100%

ANALYSIS AND INTERPRETATION OF THE RESULTS

According to the results teachers opinions disagreed, one of them considered that the use of a textbook for the Oral Expression Subject could increase the group integration, including the teacher as facilitator of such subject, and students as active part of the teaching –learning process, on the other hand the other teacher believed that a textbook did not have much relationship with the group integration during the development of the class.

CHAPTER VI

Conclusions and recommendations

6.1 CONCLUSIONS

- The Francisco Gavidia University does not have a specialized textbook for teaching the Oral Expression Subject.

- The lack of a textbook for teaching the Oral Expression Subject affects the academic student results at the time to produce the English Language.

- The Francisco Gavidia University needs a specialized textbook for the teaching of the Oral Expression Subject.

- The creation of a specialized textbook for the teaching of the Oral Expression Subject will help teachers as much as students to make the teaching- learning process easier.

- A textbook for the Oral Expression Subject will help students to use it as a tool and a support for reinforcing the lessons explained by the teacher.

- Having a specialized textbook for the Oral Expression Subject will help students to increase some aspects such as self-confidence, student motivation and individual and collective participation.

- Using a textbook for the Oral Expression Subject will help students to improve the English Skills: Listening, speaking, reading and writing.

- A specialized textbook for the Oral Expression Subject will be the main source and guide for the teachers at the time of teaching such subject

6.2 RECOMMENDATIONS

To the University

- To use the textbook for teaching the Oral Expression Subject as a support and a tool at the time of learning a new topic.

To the English Department

- To motivate students to use the textbook as an example for producing their own ideas at the time to give their opinions.

- The creation of a specialized section in the library at the Francisco Gavidia University for the English Major Students where they can find enough information concerning to specific subjects.

- To motivate teachers to use the different technological resources for teaching the Oral expression Subject

- To reduce the numbers of the students of each class of the Oral Expression Subject, in this way teachers can give a personalized teaching, now that, they can have enough time for their students.

- To continue with the project of creating textbooks for other courses , in this way the teaching –learning process will be more efficient

To the teachers

- To assign practices in the English Laboratory concerning to the production of the Oral Expression Subject.

- To promote the English conversations among students not only inside the classroom.

To the Students

- To speak the English Language inside the Oral Expression classroom as well as outside it.

- To put into practice all the activities suggested in the textbook.

Note: The textbook for the English Oral Expression Subject is available for future changes or corrections for improving its structure.

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FRANCISCO GAVIDIA UNIVERSITY
SOCIAL SCIENCES FACULTY

STUDENTS SURVEY

Objective: To know the different students' opinions related to the importance to use a textbook for the Oral Expression Subject that improves their learning process at the English Major at the Francisco Gavidia University.

Direction: Read the questions carefully and mark with an X the answers that you consider the most appropriate.

1- Do you consider necessary to have a specific textbook for learning the Oral Expression Subject?

Always_____   Sometimes_____   Never_____

2-Does your teacher provide you some materials during the development of the class in the Oral Expression Subject?

 Always_____   Sometimes_____   Never_____

3- Do you consider that the lack of a specialized textbook for the Oral Expression Subject affects your learning process?

Always_____   Sometimes_____   Never_____

4 –Does your teacher use participative activities to increase your vocabulary, fluency and pronunciation?

Always_____   Sometimes _____   Never_____

5- Would you feel more secure having a textbook for Oral Expression Subject?

Always _____   Sometimes _____   Never_____

6- Does your teacher utilize a textbook that allows the interactive activities to motivate the collective participation?

Always_____   Sometimes_____   Never_____

7- Do you consider that the use of a specialized textbook for the Oral Expression will make easier the teacher's work at the time to develop a new topic?

Always _____   Sometimes_____   Never_____

8- Do you think the use and application of a textbook for Oral Expression Subject would increase your fluency at the time to express yourself?

Always _____   Sometimes_____   Never_____

9- Do you think a textbook for Oral Expression Subject would help you to make a better performance and improve your subs kills (grammar, pronunciation, comprehension)?

Always_____   Sometimes_____   Never_____

10- Could a textbook make more dynamic the classes and increase the participation of students of Oral Expression Subject?

Always _____   Sometimes_____   Never_____

TEACHERS QUESTIONNAIRE

Objective: To know the different teachers' opinions related to the necessity to have a textbook for Oral Expression Subject of the English Major at the Francisco Gavidia University.

Direction: Read the questions carefully and mark with an X the answers that you consider the most appropriate.

1- Do you think the Oral Expression Subject requires a textbook that benefits the teaching- learning process?

Yes ☐   No ☐   Sometimes ☐

2- Do you consider necessary to have a specialized textbook for the English Oral Expression subject?

Yes ☐   No ☐   Sometimes ☐

3- Do you think the use of a textbook for the Oral Expression Subject could make the teaching process easier?

Yes ☐   No ☐   Sometimes ☐

4- Would you use the exercises that the textbook for the Oral Expression subject could have?

Yes ☐   No ☐   Sometimes ☐

5-Does Universidad Francisco Gavidia provide a specialized textbook for teaching the Oral Expression Subject.?

Yes ☐   No ☐   Sometimes ☐

6- Do you think a textbook for Oral Expression Subject would help students make a better performance at the time to express themselves?

Yes ☐   No ☐   Sometimes ☐

7- Do you think a textbook for Oral Expression subject can help students feel more confidence to express their own thoughts and ideas?

Yes ☐   No ☐   Sometimes ☐

8- Could a textbook for Oral Expression Subject facilitates the students participative activities inside the classroom?

Yes ☐   No ☐   Sometimes ☐

9- Do you consider the use of a textbook for Oral Expression subject can increase students' motivation for participating in class and learn more about the subject?

Yes ☐   No ☐   Sometimes ☐

10- Do you consider a textbook for the Oral Expression increases the group integration involving the teacher as much as the students inside the classroom?

Yes ☐   No ☐   Sometimes ☐

CONGRUENTIAL MATRIX

OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORES
To demonstrate the necessity of creating a text for teaching Oral Expression in the English Major at the Francisco Gavidia University.	The lack of a text book for teaching the Oral Expression Subject of the English Major affects students' learning at the University Francisco Gavidia.	**Independent Variable:** The lack of a text book for teaching the Oral Expression Subject of the English Major. **Dependent Variable:** Students ´learning at the University Francisco Gavidia.	**Indicators**: -Lack of fluency -Inaccurate ideas -Insecurity -Lack of coherence at the time of speaking
To investigate advantages of having a text book as a support of Oral Expression Subject to create participative activities which involve all students inside the classroom.	The use of specialized material for Oral Expression Subject will improve students` knowledge of English Language.	**Independent Variable:** The use of specialized material for Oral Expression Subject. **Dependent Variable:** Knowledge of English Language.	**Indicators**: -Better coherence when they talk -Accuracy -Better efficiency -Better pronunciation -More comprehension
-To elaborate exercises that	The use of participative oral	**Independent Variable:** The	**Indicators**: -Better

help students to practice Oral Expression Subject in order to express themselves properly.	activities will help students to increase their fluency at the time to express themselves.	use of participate oral activities. **Dependent Variable:** Students` fluency.	comprehension -More security -Better performance at the time to talk
-To create a textbook for teaching Oral Expression Subject of the English Major at the Francisco Gavidia University.	The use of specialized techniques in the Oral Expression Subject will encourage students to have a better performance at the time of an oral presentation.	**Independent Variable:** The use of specialized techniques in the Oral Expression Subject. **Dependent Variable:** Students performance at the time of an oral presentation.	**Indicators**: -More fluency -Self confidence -Better performance at the time to talk -More security when they connect ideas

TEXTBOOK FOR TEACHING THE ENGLISH ORAL EXPRESSION SUBJECT

TABLE OF CONTENTS

INTRODUCTION

The textbook for the Oral Expression Subject was elaborated with the purpose to facilitate the teaching and learning process to teachers as much as students from such subject.

The textbook contains four units, each of them have their own topics to be developing in classes now that it also contains examples and student activities which put into practice the Oral English skill.

The Unit 1 Orientation, in this part mentions what Oratory is, its purpose at the time to present an oral presentation, how the students can prepare their first presentation by following some essential elements for making it successful, what critical listening is, and the importance how to select the topic, analyzing the audience and scene and determine its objective.

The Unit 2 Principles, this stage explains how students can get information for the speech in traditional and electronic sources, which they are the most common and the most accurate for getting information; on the other hand it also explains how to organize and summarize the body speech and how to organize and summarizing the body speech as well.

The Unit 3 Informative and persuasive speech, explains what they are, their principles, and difference between them and how to use them in a speech, in this unit also explains how to practice the abilities of the informative oratory.

The Unit 4 Adapting oratory to other occasions and formats; this unit teaches the students how to use the special occasion oratory, the different kinds there are, the importance that they have in a specific content .This unit also mentions how to guide groups into the solution of presentation problems and provides some advices for getting a better presentation and how to avoid some possible troubles at time to present a speech.

The four units are essential parts for getting a good speech, in other words the sequence that the topics have helping the students to understand better which elements are the most important in an oral presentation.

UNIT 1: ORIENTATION
OBJECTIVE: To learn how to develop a speech using the different techniques that oratory requires for making a good Oral Presentation

WHAT IS ORATORY/PUBLIC SPEAKING?

Let's take a look at oratory concepts.

Public Speaking or oratory is the art or practice of making a speech before an audience. In group or club events, there are many opportunities to make speeches. People who speak effectively are more likely to become leaders. Training in effective public speaking is a keep part of training for leadership in any field of activity.

Oratory is the art of public speaking. When we study speeches in class we look at how an orator can stir emotion through speech.

What is its Purpose?

Speaking is often the primary medium for presenting and selling products or ideas. Being able to verbally communicate effectively to other individuals or to groups is essential in school, business, as well as your personal life.

Speakers who have a specific purpose and are successful in attaining it are said to be effective. If they try to inform, they are effective when the members of their audience understand the facts. If they try to persuade members of the audience to agree to do something or to change their opinions, the speakers are effective when members of the

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audience decide to take the action or when the do change their minds. If speakers try to entertain the audience, they are effective when the audience show by applause or laughter that they are enjoying the speech.

There will always be a need for people who can effectively make presentations and speak to others. Knowledge and skills in this area often helps advance a career or improve a business. Also, if a person is good or really enjoys public speaking, they may even choose speaking as a profession.

Example: one student is preparing his speech, for doing this he needs to look for different sources as: books, magazines, newspaper and internet, with the purpose of transmitting the best message to his audience, in this case hi classmates.

On a frigid Winter's day, January 20, 1961, John Fitzgerald Kennedy took the oath of office as the 35th President of the United States. At age 43, he was the youngest man and the first Roman Catholic ever elected. He had won by one of the smallest margins of victory, only 115,000 popular votes. This is the speech he delivered announcing the dawn of a new era as young Americans born in the 20th century first assumed leadership of the Nation. [1]

Activities

- Students will have enough time to make their own definition of oratory, taking into account the examples showed above.

- [1] The History Place, Great speeches collection [on line] [Quoted February 28 th 2008] available on http://www.historyplace.com/speeches/jfk-inaug.htm

- After that each of them will have the opportunity to pass in front of the class to give their own definition, facing a real oral presentation.
- Having all students' opinions they will be able to make a discussion to make a general definition of what oratory is.

HOW TO PREPARE YOUR FIRST PRESENTATION

To prepare your first presentation it is important to take into account that exist a series of elements which can make your presentation successfully.

Speech preparation is the most important element to a successful presentation, and also the best way to reduce nervous and avoid fear.

There are six elements that you can use when you have to do a presentation:

1. *Select a speech topic*

This may seem like an easy task, but there are infinite public speaking topics. How do you choose the *right* one? How do you select a topic which is a perfect fit between you and your audience?

Your topic leads to your message, the entire presentation objectives to deliver this message to your audience.

Example: A lot of people are interested in economic topics; some others prefer scientific ones and maybe another amount of people likes society topics and so on.
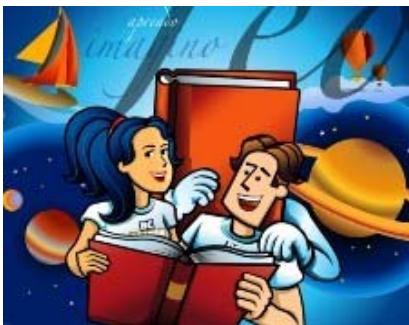
- Students will have to think for whom the speech is address to? What kind of audience?
- Each student has to select five topics in which they are interested in; after that they will have to choose one of them, in this way students will be able to start researching about such subject.

2. Create a speech outline

Your speech needs structure**.** Without structure, your audience will either wonder what your message is or they will lose interest in you entirely. Sadly, this step is often skipped to "save time." A planned outline is vital**.**

What is an Outline?

An outline is a hierarchical way to show related items of text to graphically represent their relationships.

Outlines provide a summary showing the logical flow of a topic. They are useful because they:

- help the writer organize their thoughts before getting bogged down in word choice and sentence structure; show which ideas need illustration or elaboration;
- And help the writer decide on an organizational technique for the report, whether it is logical, chronological, or categorical in nature.

Alphanumeric outlines

An alphanumeric outline uses Roman numerals, capitalized letters, Arabic numerals, and lowercase letters, in that order. Each numeral or letter is followed by a period, and each item is capitalized.

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ROUGH OUTLINE

I. INTRODUCTION
II. CONCEPT ONE
    A. SUPPORTING IDEA
    B SUPPORTING IDEA
III. CONCEPT TWO
    A. SUPPORTING IDEA
    B. SUPPORTING IDEA
IV. CONCLUSION

To give a better idea here there is another example:

HABIT OF SMOKING CIGARETTES

- **A. Adverse Health Effects Caused By Smoking**

    A.1   Diseases and Other Adverse Effects of Direct Smoking

    A.2   Diseases and Other Adverse Effects of Passive Exposure

- **B. Studies released**

    B.1   Smoking substances

    B.2   Relation between the intake of tar and nicotine

    B.3   Development of cancer in laboratory animal

- **C. Public health**

    C.1 Smokers are more susceptible to colds and coughs

HABIT OF SMOKING CIGARETTES

Smoking cigarettes is hazardous to your health. Several years ago, a United States government study was released that linked the intake of tar and nicotine, found in cigarettes, with the development of cancer in laboratory animals. **(Introduction)**

The evidence was so overwhelming that the United States government required cigarettes manufacturers to put a warning on the outside of each package of cigarettes, which says: "Warning: The Surgeon General has determined that cigarette smoking is hazardous to your health." Aside from the most serious and dreaded disease, cancer, cigarette smoking also can aggravate or promote other health problems. For example, smoking can increase the discomfort for people with asthma and emphysema. It can give one a "smoker cough" and contribute to bronchitis. **(Body)**

Finally, recent studies have shown that cigarettes smokers are more susceptible to cold and cough. **(Conclusion)**[2]

Activities

- Students will have to select a new topic for making an outline giving their own ideas , taking into account the example above

You have some topics here:

- ✓ Education in El Salvador
- ✓ Global warming
- ✓ Pollution
- ✓ Technology
- ✓ Prostitution
- ✓ UFO

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[2] Why Do You Smoke? by K.H.Ginzel, MD [on line] [Quoted February 04th 2008] available on http://whyquit.com/whyquit/Ginzel.html

✓ Make the Oral presentation about the speech, so students have to identify the parts of it.

3. Write the speech

Speech writing is an iterative process which begins with your first draft. Writer's block can handicap speakers at this stage.

Once the first draft is created, speech writing involves iteratively massaging your speech into its most effective form.

The main ideas - The next step should be to select the main ideas, or main divisions, of the subject as stated in the specific purpose. In informative speeches, the main ideas should define the specific purpose by answering the questions who? What? Where? When? Why? How?

Supporting material - After selecting the main ideas, they should choose supporting material. This includes such things as description, narration, comparisons, examples, testimony, and statistics, visual aids (charts, diagrams, demonstrations, slides, maps, and motion pictures)

Introduction - Students should next plan the introduction. This usually has two parts, the opening and the statement of the specific purpose. In the opening, speakers catch the attention of their audience and arouse interest in their subject.

Conclusion In informative speeches this part should be a summary of the main ideas and specific purpose.

- Write a draft according to the selected topic applying the steps above mentioned.
- Prepare an oral presentation of the draft

Remember that speeches should be written for the ear; **adopting figures of speech will keep your speech from sounding like an essay or legal document.**

4. Apply gestures, staging, and vocal variety

At this stage, the words are ready, but that's all you have words. A presentation is not read by the audience; it is listened to and watched.

A **gesture** is a form of non verbal communication made with a part of the body, used instead of or in combination with *verbal communication*. The language of gesture allows individuals to express a variety of feelings and thoughts. Another type of gestures is the ones we use when we speak. These gestures are closely coordinated with speech.

Wrong. You only have words on paper, and your audience doesn't want to read your speech.

Example: depending on the selected topic the speaker has to look for the appropriate gestures to transmit feelings and emotions in this way his speech can be more convincing to the audience, and also making the speech more interesting.

Activity

- To present the oral presentation in front of the class using gestures which connect the words with feelings, like each topic is different students have to use several gestures to motivate the audience to keep the interest on what they are saying.

5. Practice and solicit feedback

What is feedback?

Feedback is a message which tells the team how it is performing.
Feedback is essential for a team to improve its performance. If the team doesn't get feedback, it has no objective measure to guide it.

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Great speakers seem natural when they speak, almost as though they are speaking the words for the first time. Nothing could be more wrong. Rehearsing your speech makes you a master of the content. Soliciting feedback and acting on it gives you confidence that your presentation will be a success.

IMPORTANT

Practicing is recommended to increase self-confidence and get familiar at the time speaking in front of the class. The audience opinions can be very helpful to reinforce the weakness points.

Activity: Using the draft made before, students can practice speaking in front of the class at the same time they can receive the comments from their teacher and the classmates, for example:

- The weakness
- Strong points
- The use of adequate gestures
- Self confidence
- The content
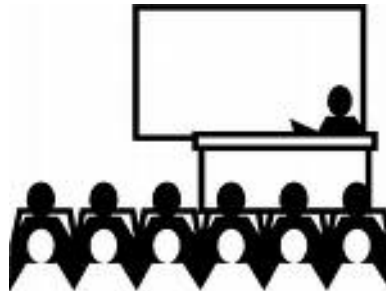
6. Self-Critique: Prepare for the next speech

Although listed as the final step in the process, it's really the first step in preparing for your *next* speech. After you've delivered your speech, examine your performance objectively. This will solidify lessons learned as you prepare for your next speech challenge.

Activities

- Putting into practice all the corrections and suggestions given by the teacher and classmates, students can improve the weakness points and get a better idea for preparing the next speech

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- Students can select a new topic using all the steps studied before and start to put into practice what they have learned.

WHAT IS CRITICAL LISTENING?

The ability to listen critically is essential in a democracy. On the job, in the community, at service clubs, in places of worship, in the family, there is practically no place you can go where critical listening is unimportant. Politicians, the media, salesmen, advocates of policies and procedures, and our own financial, emotional, intellectual, physical, and spiritual needs require us to place a premium on critical listening and the thinking that accompanies it.

How often have you been listening to oral presentations that dealt with interesting science while you nevertheless had difficulty to pay attention until the end? How often did you lose your interest before the speaker had even come halfway? Was it because of the subject of the talk or was it the way the speaker presented it?

Many presentations concern interesting work, but are nevertheless difficult to follow because the speaker unknowingly makes a number of presentation errors. By far the largest mistake is that a speaker does not realize how an audience listens. If you are well aware of what errors you should avoid, the chances are high that you will be able to greatly improve the effectiveness of your presentations.
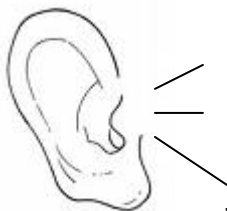
The average attendee of a conference is by all means willing to listen to   you, but he is also easily distracted. You should realize that only a minor part of the people has come specifically to listen to *your* talk. The rest is

there for a variety of reasons, to wait for the next speaker, or to get a general impression of the field, or whatever.

Attentive Listening

When people listen attentively, their goal is to understand and remember what they are hearing. In addition, attentive listeners have relational goals like giving a positive impression, advancing the relationship, or demonstrating care.

Attending skills

1. A posture of involvement: inclining one's body toward the speaker, facing the speaker squarely, maintaining an open body position, positioning yourself an appropriate distance from the speaker

2. Appropriate body motion (occasionally nodding your head, using facial expressions to reflect emotions back to the speaker, adjusting your body position in non-distracting ways, etc.)

3. Eye contact (sustained, direct, reflective)
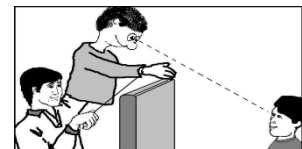
4. Nondistractive environment: doing as much as it takes to eliminate distracting noises, movement, etc.

Following Skills

1. Door openers: noncoercive invitations to talk that tend to take one of four forms:

a. description of another person's body language, e.g. "You're beaming, what's up?"

b. an invitation to talk or continue talking, e.g. "Please go on"

c. silence, giving another person time to decide whether to talk

d. attending to demonstrate interest, e.g. performing the attending skills described in section A above

2. Minimal encouragers: brief indicators to the other person that you're with them, e.g. "mmhmm," "Oh?" "I see," "Right," "I understand," "Really?" "Go on," "Sure," etc.

3. Infrequent questions: open ended, asked one at a time; beware of the key listening error of asking too many questions

4. Attentive silence: most listeners talk too much; learn the value of using nonverbal attentive listening behaviors with verbal silence

Activity: Students have to make a list of what they consider the most relevant aspects for a critical listening in an Oral Presentation taking into account all studied before.

HOW TO SELECT THE TOPIC, ANALYZING THE AUDIENCE AND THE SCENE AND DETERMINE ITS OBJECTIVE

Selecting a speech topic sometimes feels like shooting an arrow in a *random* direction and hoping that it hits a target. If this is your approach, you are probably quite frustrated.

Your topic and, more specifically, your message must be selected carefully. If it is not, then you won't be able to effectively deliver the speech, and your audience won't be interested or prepared to receive your message.

What is your general purpose?

There are three basic types of speeches:

1. **Speeches that educate**

   e.g. a seminar about real estate investments; a course about leadership; a corporate briefing outlining the status of a pursuit

2. **Speeches that Motivate**

   e.g. a candidate's election speech; a fundraising pitch; a business proposal to investors

3. **Speeches that Entertain**

   e.g. a story read to children; a dramatic tale; a humorous after-dinner speech

Decide which of these you want to accomplish as your *general purpose*. This decision will influence many decisions you make as you prepare for your speech, so it is important that you are clear on your overall motive.
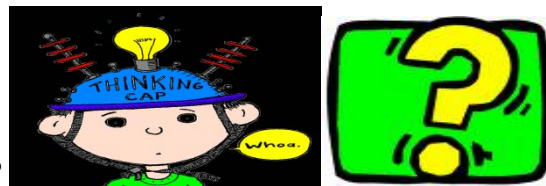
What is your message?

Your core message is the central idea of your presentation. All other speech elements should support the core message.

- **Clarity**: Aim to express your core message in a single sentence. If you cannot do this, you need more clarity.
- **Passion**: Your core message must be something you believe in.
- **Knowledge**: What do you know about this core message? Can you draw stories from personal experience? Have you researched the topic?

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We like to believe that our entire presentation will be remembered. The reality is that we are lucky if the audience retains more than one or two points. Your speech should be designed to ensure that your audience remembers your core message.

Exercises:

- ✓ What topics are you interested in? Why?
- ✓ What is the message that you want to transmit to the audience?
- ✓ How this topic would benefit to the audience?
- ✓ Would you like to change some points of view about this topic?

How is this message related to the audience?

Your audience is not an innocent bystander who just happens to be in the room when you deliver your presentation. They are an integral part of the communication path. Great delivery by a speaker does not guarantee a successful speech; a successful speech is one where the audience receives the message.

Audience analysis is needed to determine which messages the audience is willing to receive from you:

- **What are the key audiences demographic?**
  Are they technical or non-technical? Students? Elderly? Parents? Athletes? Business leaders? Predominantly male or female?

Example: If some one gives a lecture about a marriage advices the speaker has to be sure that the audience is interested on it and do not other ones widowers or single women.

- **How is your audience related to you?**
  Is the audience filled with your peers? Subordinates? Superiors? Are you an outsider? Are you viewed as an expert? Are you unknown to them?

The speaker has to know about the topic in other words the experience is necessary to transmit a good message that convinces to the audience. A police can not give a lecture to a computer engineering team about new software.

- **How large is the audience?**

  Is it small enough so that everyone will see sweat on your brow? Are you in a large theatre? Is the audience in the room, or is there a remote audience too? (Or a future video audience?)

: The speaker has to take into account the environment, equipments like technological resources, furniture, etc, if a room is too big and the audience is small the speaker has to use a microphone in order to have a better audible speech.

- **What message does the audience want to receive?**

  This is just as important as asking what core message you want to deliver.

  o If you are passionate, but your audience doesn't care, your presentation will fail. (They will tune out.)

  o If you deliver what the audience desires, but you don't care, your presentation will fail. (Your delivery will be flat.)

  o If you attempt to speak on a topic where you have no expertise or experience to draw from, your presentation will fail. (Your content will be empty and shallow.)

  o However, if you find a topic where you have both expertise and passion, and the audience is interested, you will succeed.

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Topics You Know · Topics You Love · Topics Your Audience Cares About · Choose Topics Here
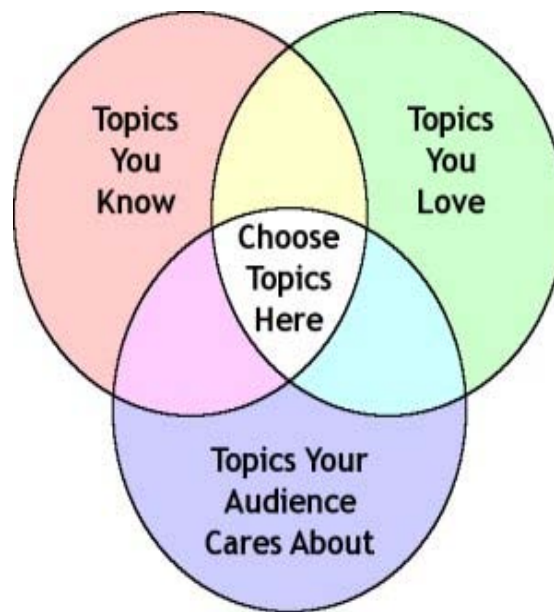
What is the scope of your presentation?

Before you proceed, you still need to determine the scope of your presentation. The scope is naturally influenced by elements discussed earlier:

- Your general purpose
- Your core message
- The needs of your audience

There is one further key element to consider: what are the constraints on your presentation?

- **How much time is allowed?**

  Suppose your core message is "Live your dreams". If you have two minutes, then the scope of your talk is probably going be one story illustrating that message. There's no time for more. On the other hand, if you have four hours, then you may study biographical details of famous dreamers, discuss methods for aligning your life decisions with your dreams, or explore other avenues.

- **What is the context of your presentation?**

  There are dozens of factors that come into play which only you can know, but one of the most common is knowing whether or not others will be speaking at the same event on similar topics. If so, then your scope will generally be very narrow (and perhaps quite deep). If you are a keynote speaker and nobody else has touched on your domain, then you may choose to a broader, shallower scope.

- After all these steps, the students should prepare an outline. An outline is simply a listing of the ideas to be elaborated upon in the order in which they will occur.

- Students must select and investigate a specific topic to prepare an oral presentation in order to put into practice all mentioned above and organize their presentations in a predetermined time.

Students may deliver their talks directly from the outline, or they may use the outline as the basis for a written speech. Skilled speakers usually prefer to speak from the outline, without writing the whole speech down.

If students are properly prepared, they should feel at ease in front of an audience. They should relax and speak in a natural voice. They should stand erect, make eye contact with individuals in the audience, and speak loudly enough to be heard easily. In addition, speakers should vary the pitch and volume of their voice and their rate of speech to avoid being singsong or dull.

QUESTIONNAIRE FOR SELF EVALUATION

Direction: Answer the following questions using the information that you already know.

1- What is Oratory?

2- What are the six elements that you can use to do a good presentation?

3- Why it is important to select a speech topic?

4- What is an outline?

5- What are the elements of an outline?

6- Why is important to use gestures and body language at the moment to make a presentation?

7- What is a feedback?

8- What is critical listening?

9- What are the elements of attentive listening?

10- What kind of speeches exists?

11- What are the elements that the main messages must have?

12- What do you need to do to keep your audience's attention?

13- Why is important to transmit a good message to the audience?

14- Which are the elements that you can take into account to make the scope of your presentation?

As final activity students have to prepare a presentation taking into account all elements studied before for getting practice for coming oral presentations.

✓ Students have to select a topic, what the purpose is, to whom the presentation is addressed.

✓ At the time of the presentation students have to put into practice the appropriate gestures, body language regarding to the topic, no forgetting these elements are important to transmit a good message to the audience.

✓ After the presentation the students will make group of three for discussing about each student presentation with the purpose to ask for suggestions and recommendations for better coming presentations.

✓ Having the suggestions and recommendations each student will analyze and be able to self critique his own presentation, improving all the elements for doing a better speech.

UNIT 2: PRINCIPLES
OBJECTIVE: to know how to get specific information using traditional and technological sources for developing a speech and how to organize it

After you have generated main ideas, it's time to research the speech. There are several ways for you to gather supporting material for your speech like traditional and electronic resources.

Traditional information sources

Traditional sources of information are paper print publications: books, series, periodical, articles, theses, conference publications, standards, patent publications, statistics, encyclopaedias, etc. Some of the traditional information sources are also published electronically.

Books

In Books (monographies) are still the main resource for many fields when collecting material for research. There are different sorts of books for different purposes:

- encyclopedias and handbooks for background information
- academic literature for profound interpretations and analyses of a topic
- bibliographies for information about academic literature

Books are not the best source for rapidly developing fields, because they become obsolete relatively fast.

When using handbooks, always try to find the latest edition, because they may include important new information and corrections.

Serial publications

Scientific reports, research papers and disquisitions produced by universities, colleges and other institutions are often published in books; always try to find the latest edition, because they may include important new information and corrections.

Activity: Students have to choose some topics from different traditional sources like books, magazines, encyclopedias, etc. and bring them to the classroom for developing some activities and discuss what they have found.

Electronic sources

How do I use electronic sources?

In addition to printed texts and reference works, the library also provides access to traditional paper based resources, journals, books, indexes, government publications, encyclopaedias, dictionaries and newspapers in electronic format via the Library Web pages. Often these resources are referred to as e-journals, e-books or databases.

You can find electronic resources in:
E-books, e-journals, databases and internet sites

The Internet is the undisputed king of information. For millions of people, the first place to look when searching for an answer to a question or a solution to a problem is the Internet. And just about anything you are looking for can be foundonline.

You might wonder, then, if there's anything left to be said. Actually, there are still many topics that can be written about.

Internet Search Engines

Internet search engines help you navigate the maze of the materials on the Internet. It is often said that the Internet is a huge library with no card catalog. Internet search engines function as card catalogs, but using them can be difficult, incomplete, and time consuming if you do not know how to phrase your searches correctly.

Some Internet search Engines where you can find information are:

- Altavista.com
- Yahoo.com
- Google.com, and others more

We live in an ever-changing world. Technologies change almost daily. New ideas are developed and put forward constantly. Our perspective of our life and the world around us are in constant flux.

While the ideas that exist in your head may have been written about, they haven't been written about with your unique perspective. You have a fresh view of your world.

An e-book is the perfect method for conveying your ideas.

As rapidly as our society changes, traditional publishing is not always the most effective method for communicating. Electronic publishing, on the other hand, offers a rapid way to present your ideas to a global market.

Instant publishing and the ability to re-write and change e-book text quickly, means that ideas can be adapted and modified quickly – much quicker than traditional publishing.

The Francisco Gavidia University has its own electronic source called EBSCO HOST that helps teachers as much as students getting accurate information for

any topic facilitating the academic process. Everybody can access entering www.ufg.edu.sv, so they can find the EBSCO host link. [3]

EBSCO HOST includes specific databases like:

Academic Search Complete: It was designed for Specific Academic Institutions.

It is also a complete database of multiple academic disciplines more complete and usefully. It includes 5500 completed texts of periodic publications and others more like monographic, lectures and published articles.

Business Search Premier: It is the business data more used in the industry. It is the superior to the other ones respects on its coverture of completed texts in all business disciplines that include marketing, gestion system, accounting, finances and economy. This information is upgrading daily.

Academic Sources: It provides completed texts of a academic publishing collection in Spanish Language, this multidiscipline database offers a completed content in academic areas like: business and economy, medical science, politician sciences, laws, computer. linguistics literature, history, philosophy and theology.

Library, information sciences and technology abstracts: It has catalogued more than 690 publications among books, investigation report; it also involves several areas like searching of information in internet using actual searching engines.

Regional Business News: This data base includes a completed text of publications of "regional business news" include 75 business publications newspapers information and internet information corresponding to metropolitan and rural areas of the United States of America , this data base is also upgrading daily.

- [3] Ebsco Publish. EBSCOhost [database on line] [Quoted April 7th 2008] San Salvador.SV: Francisco Gavidia University. Available on www.ufg.edu.sv

MEDLINE with full texts. It is the most complete resource around the publication world in the medical feature, with complete texts of more than 1200 publishing reports. It is an unique tool in investigation and publications in medical areas.

Activity # 1

Students have to look for specific information using electronic resources about:

- The origin of the English Language

- The influence of the English language in our culture

- The importance of the English Language in El Salvador

- English as a second language in our country

Activity # 2

After students have found enough information about the topics, they have to choose one of them to prepare an oral presentation, taking into account the studied before.

HOW TO ORGANIZE AND SUMMARIZING THE BODY SPEECH

As a speaker, your role is to tell others about your ideas and occasionally persuade them to take some action. Your audience will be more receptive to your efforts if you take the time to assemble your thoughts in a logical manner. Well-organized speeches have several benefits for audience. They are:

- **Easier to understand**. Your audience wants to know what your speech is about and the point you are trying to make. A well-organized speech helps them to do so.

- **Easier to remember**. A well-organized speech enables the audience to better identify and remember the points you make.
- **More credible**. Speakers who take the time to carefully organize their presentations are perceived as more knowledgeable and believable than those who give rambling, disjointed speeches.
- **More enjoyable**. Audiences appreciate presentations that are thoughtfully crafted and lead them step by step from the beginning to the end.

Most speeches have three main components:

-The introduction
-The body
-The closing

Let's start studying the body speech

The time to consider the way to organize the body of your speech is after you have selected and ordered the points you want to make. The best "organizers" act as a mechanism for the audience to grasp and remember what you say. Organizers make it easier to provide continuity between opening, body and ending. They help you connect with the audience quickly and are an aid to remembering the points you wish to make allowing you to deliver the speech with minimum use of notes.

TheBody

The body of your speech will always be the largest part of your speech. At this point your audience will have been introduced to you and the subject of your speech (as set out in your opening) and will hopefully be ready to hear your arguments. The best way to set out the body of your speech is by formulating a series of points that you would like to raise. In the context of your speech, a "point" could be a statement about a product, a joke about the bridegroom or a fond memory of the subject of a eulogy.

Example: The speaker is presenting a lecture about young marriages, the responsibilities of starting a new family, he is joking about the restrictions that a

married person has, in other words he has not to go a party alone any more, he has to pay more attention of the house giving money for paying bills, etc.

The points should be organised so that related points follow one another so that each point builds upon the previous one. This will also give your speech a more logical progression, and make the job of the listener a far easier one.

Don't try to overwhelm your audience with countless points. It is better to have fewer points that you make well than to have too many points, none of which are made satisfactorily.

Strategic organization helps increase the clarity and effectiveness of your speech. Four key issues are discussed in this section:

- Main Ideas
- Organizational Patterns
- Connective Devices
- References to Outside Research

The body contains the bulk of information in your speech and needs to be clearly organized. Without clear organization, the audience will probably forget your information, main points, perhaps even your thesis. Some simple strategies will help you create a clear, memorable speech. Below are the four key issues used in organizing a speech.

Main Ideas

Once you settle on a topic, you should decide which aspects of that topic are of greatest importance for your speech. These aspects become your main points. While there is no rule about how many main points should appear in the body of the speech, most students go with three main points. You must have at least two main points; aside from that rule, you should select your main points based on the importance of the information and the time limitations. Be sure to include whatever information is

necessary for the audience to understand your topic. Also, be sure to synthesize the information so it fits into the assigned time frame. As you choose your main points, try to give each point equal attention within the speech. If you pick three main points, each point should take up roughly one-third of the body section of your speech.

Example: The topic is elephants. Here are three main ideas statement about elephants. You can think of many more

1. Elephants live in Africa and Asia
2. Elephants are killed for their ivory tusk.
3. Elephants can cost serious problems for farmers.

Activity: one student has to pass in front of the class for reading a short paragraph, so the classmates have to identify the main ideas that the topic is about. For example:

Bicycles

Bicycles are popular today in many countries. Many people use them for exercises but this is not the only reason; because they can save money, bicycles are not expensive, and they also do not need gas to make them go. They are easy and cheap to fix. You do not have to wait in traffic, and you do not big parking, and finally they do not cause any pollution.

Possible main ideas

A-Bicycles are better than cars.

B-Bicycles are popular today for many reasons (main idea)

C.-Bicycles do not cause pollution.

Activity: The first people to grow coffee beans live in the Middle East. The Persians, Arabs and Turks were drinking coffee many

hundreds of years ago. Soon there were many coffeehouses in many Europeans cities. Europeans took coffee with them when they travelled to new countries. That is how people in other pars of the world learned about coffee. Now coffee is popular in North and South America, in Africa and some parts of Asia.

Possible main ideas:

_____

_____

_____

_____

Main idea_____

Organizational Patterns

There are four basic patterns of organization for an informative speech.

- Chronological order
- Spatial order
- Causal order
- Topical order

Chronological Order

A speech organized chronologically has main points oriented toward time.

Example: A speech about the Farm Aid benefit concert could have main points organized chronologically. The first main point focuses on the creation of the event; the second main point focuses on the planning stages; the third point focuses on the actual performance/concert; and the fourth point focuses on

donations and assistance that resulted from the entire process. In this format, you discuss main points in an order that could be followed on a calendar or a clock.

Spatial Order

A speech organized spatially has main points oriented toward space or a directional pattern. The Farm Aid speech's body could be organized in spatial order. The first main point discusses the New York branch of the organization; the second main point discusses the Midwest branch; the third main point discusses the California branch of Farm Aid. In this format, you discuss main points in an order that could be traced on a map.

Causal Order

A speech organized causally has main points oriented toward cause and effect.

Example: The main points of a Farm Aid speech organized causally could look like this: the first main point informs about problems on farms and the need for monetary assistance; the second main point discusses the creation and implementation of the Farm Aid program. In this format, you discuss main points in an order that alerts the audience to a problem or circumstance and then tells the audience what action resulted from the original circumstance.

Topical Order

A speech organized topically has main points organized more randomly by sub-topics.

Example: The Farm Aid speech could be organized topically: the first main point discusses Farm Aid administrators; the second main point discusses performers; the third main point discusses sponsors; the fourth main point discusses audiences. In this format, you discuss main points in a more random order that labels specific aspects of the topic and addresses them in separate

categories. Most speeches that are not organized chronologically, spatially, or causally are organized topically.

HOW TO WRITE AN INTRODUCTION FOR A SPEECH

An introduction is very important to use in a speech or writing in piece to warm the audience to what is to come. It should grab the audience's attention. It always gets the interest about the subject, and provides important background information. A speech without an introduction is like a train without an engine, you are not leading your audience anywhere. The introduction is what the audience hears or listens to first, so make it interesting.

Why is the introduction important? Is it necessary to have one? If one did not have an introduction one would go straight to the body of a speech. For example, in Abraham Lincoln's "Gettysburg Address," he wrote an introduction giving the historical significance of the Civil War. Here is part of the introduction of his speech: "Four score and seven years ago, our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." He wanted to honor those who had died on Gettysburg's battlefield, but he also wanted his audience to understand the United States believed "all men are created equal" and that this belief was worth the hard struggle.

An **introduction** is essential to a speech because it arouses interest about the subject and provides information.

In order to involve one's audience, the writer or speaker must provide background information. For example, a person delivering a talk on teen suicide could state the latest statistics for that state. He could also discuss the reasons why teenagers take their own lives, including peer pressure, lack of self-esteem, poor grades, hopelessness, rejection (especially from a girlfriend or boyfriend,) and drugs and alcohol. This could be followed by the means or ways teens kill themselves. The background information would depend on the audience. If

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concerned parents of teenagers make up the audience, the speaker would key in on signs of distress in teens, and the parents would become more aware.

An introduction is very important to use in a speech or writing in piece to warm the audience to what is to come. It should grab the audience's attention. It always arouses interest about the subject, and provides important background information. A speech without an introduction is like a train without an engine, you are not leading your audience anywhere. The introduction is what the audience hears or listens to first, so make it interesting.

<p align="center">An Example of an Introduction</p>

<p align="center">"The cancer disease"</p>

Have you ever noticed how some things are such a part of life but we don't talk about them in normal everyday conversation, and I might add, thankfully so. Well… (say it straight forward**) cancer** are one of those things.

If you know what cancer is and more importantly, if you know the **signs and symptoms,** you will possibly be able to save a life. This is because some symptoms of life threatening conditions could be confused as being just cancer.

Understanding of this sensitive subject and the signs and symptoms can mean the difference between knowing if you need to see a doctor and if you need to visit the emergency room.

If it is not life threatening and rather life style threatening, then this discussion could show you the options available.[4]

Exercises: Students will answer the next items in order to be able to make a good introduction.

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[4] Why Is Cancer News? [On line] [Quoted February 04th 2008] available on
http://www.npr.org/blogs/mycancer/2007/05/why_is_cancer_news.html

1. First, write a few sentences that get your audience's attention. You might use an illustration, statistic, question, or some other method of gaining your audience's attention.

2. Next, write a sentence that introduces the subject. This is your central idea that you may have already developed. Review your notes.

3. Now, give the audience a reason to listen to your speech.

4. Now, write a sentence that establishes your credibility.

5. Finally, enter your preview statement that you may have already developed. Review your notes.

   Activity: When students have answered all the items, they will be able to combine them into an effective introduction so students have to pass in front of the audience to present their introduction.

According to the website Speaking-Tips.com is that one of the web's best-known resources for learning public speaking and presentation skills[5] , says:

Fourteen Introduction Tips

A good introduction should capture the audience's attention, bring them together as a group and motivate them to listen attentively to the speaker. Here are fourteen tips to help you do just that.

   1. Identify yourself by name and title, unless this has already been earlier. Remember, the speaker also needs to know who you are.

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5 A Short Guide to Effective Public Speaking, Stephen Boyd   [on line] [Quoted February 19th 2008] available on http://www.speaking-tips.com/

2. Know the speaker's name and how to pronounce it. If it is an unusual name, help the audience learn it.

3. Know the speaker's title or position.

4. Be brief. Aim for between one and three minutes. Five minutes is too long.

5. Do not read the introduction. It will sound flat, unenthusiastic and convey the impression that you are unfamiliar with the subject. It is acceptable to bring notes to the lectern but keep them inconspicuous.

6. Smile and be enthusiastic in tone, gesture and choice of words.

7. Know enough about the subject to sound knowledgeable.

8. Announce the speech title as given to you by the speaker. If you have any questions about it, ask the speaker before the introduction. Many speakers select specific titles for a reason or for a pun. If the speaker is not using a title, make sure that your description matches the speaker's.

9. Introductions are no place to use slides, overheads or presentation software.

10. Anecdotes are good but should pertain to the subject and be in harmony with the mood of the presentation. Avoid using canned jokes.

11. If the credentials of the speaker are so outstanding that they must be shared with the audience or if there are publications the audience will want to know about, insert them in the program or prepare a separate commemorative handout.

12. Never use the old cliche that the speaker needs no introduction. If the introduction ties the speaker to the audience and the topic then each

introduction is unique, plus there is always something new about every speaker.

13. You are the catalyst, not the performer. Do not try to upstage the speaker with your knowledge of the subject. Do not dwell on your relationship with the speaker, even (or perhaps especially) if they are your boss, relative or significant other.

14. Introduction of a panel of speakers is the same except the introducer needs to describe the structure and format of the panel (speaking order, length of time) and the various points of view and perspectives of the panellists'. The introduction of the individual panellists' can be done two ways: All at once or individually as the panel program progresses. Most audiences prefer a handout with the panellists'' credentials so they can refer to it as the panel progresses.

HOW TO WRITE THE CONCLUSION FOR A SPEECH

The conclusion is your final opportunity to convey your message and main points in a manner that will help the audience remember them. It should reinforce your ideas and leave listeners with a lasting impression. If you were informing the listeners, you could conclude with a summary of the ideas presented in the body of the speech. If you were persuading or motivating the audience to take some action, you could suggest a course of action listeners could take. You could then conclude with a final remark, such as a challenge, question, anecdote or quotation.

Occasionally, as you deliver the conclusion, you may remember something you forgot to say earlier. Resist the temptation to talk about it now.

Introducing new material in the closing may confuse the audience. Also, don't

apologize for anything you mayor may not have done or said during your talk. Finish forcefully and confidently.

The Closing

Four ways to end a speech

1. End with a good, brief and relevant story that illustrates your point

2. End with a quotation or ringing phrase

3. End with an example of your theme

4. Summarize your main ideas

The way you end a speech is almost as important as the way you begin it. The audience will be most restless at the end, and you have to find a way to tie everything together so that they don't walk away remembering how badly they were fidgeting. So sum everything up for them in approximately a few concise sentences and leave them with a witty line.

If appropriate, you should also ask for questions. This doesn't mean saying, "Any- questions?-No?-I-didn't-think-so," and then running away. Instead, after you ask for questions, give the audience at least 10 seconds to respond. If there are questions, keep each response short (under a minute), and never take a guess at an answer. If you don't know how to respond to something, take down the questioner's e-mail or phone number, and tell the person you'll get back to him/her soon. Or you could just say, "Honestly, I don't know," and leave it at that.

An example of a conclusion in the topic "how to prevent teen gangs"

Example: The problem of teen gang violence can be eliminated. It will, however, take time, money, and a combined effort on the part of many people. Organized, free, after-school programs such as: sports teams
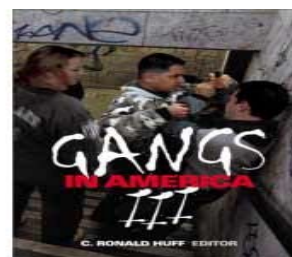
and games; art, music, and drama activities; internships in local area businesses and professional organizations; and interesting volunteer activities in the community would help engage teens in worthwhile pursuits outside of school hours. More job opportunities for teens, especially those funded by state and local programs, would offer income for teens as well as productive work for the community. Outreach to families through schools, community organizations, and places of worship would help promote inter-generational activities that could improve family closeness, helping teens to work on their problems at the family level, instead of taking them to the streets. If these programs can be implemented, we will surely see a decrease in teen gang activity and safer streets and neighbourhoods for us all[6].

Activity: Students will answer the next items in order to be able to make a good conclusion.

1. First, write a sentence that summarizes your speech.

2. Next, write a sentence that reemphasizes your central idea.

3. Now, motivate the audience to respond according to your specific purpose.

4. Now, write a sentence that provides closure.

5. Finally, enter your preview statement that you may have already developed. Review your notes.

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[6] Idem

When students have answered all the items, they will be able to combine them into an effective conclusion on this way they can pass in front of the audience to present their conclusions.

Example of a complete speech

On women's right vote

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people - women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government - the ballot.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is

an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household - which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void, precisely as is every one against Negroes.

Susan B. Anthony – 1873 [7]

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[7] Idem

QUESTIONNAIRE FOR SELF EVALUATION

Direction: Answer the following questions using the information that you already know.

1- Which are the most common traditional sources for getting information of a speech?

2-Which are the electronic sources where you get information?

3-What are the three main components of a speech?

4-What is the component of a speech that contains the bulk of information?

5-Which are the keys for doing a good body speech?

6-Which are the organization patterns for an informative speech'

7- Why do you consider an introduction is important in a speech?

8- Mention some tips for doing a good introduction

9-Why do you consider a conclusion is important in a speech?

10-What are the ways to end a speech?

- ✓ As a final activity Students will have to select a topic which catches their attention to work with. Secondly they have to search all the information as possible using traditional sources no forgetting to mention the name of the book, name of the author, edition number and all concerning to it.

- ✓ Following the activity students will also have to continue searching information about the same topic, but now using technological sources including EBSCO HOST no forgetting the references, in other words the links on which information was taken.

- ✓ Once they get enough information they can start working in the body speech taking into account its components like main ideas, at this stage students have to select if they will follow a chronological order, a spatial order, a causal order or a topical order.

- ✓ Having the body speech students will have to start working on the introduction, taking into account all the suggestions mentioned on the book

- ✓ Finally the students can end their speech with the conclusion, no forgetting the steps for giving a good impression of the presentation.

When Student finish the investigation and complete all these steps above, they have to follow the logical sequence that a speech must have

UNIT 3: INFORMATIVE AND PERSUASIVE SPEECH

OBJECTIVE: to know the difference between informative and persuasive speech and the adequate use of them.

PRINCIPLES AND PRACTICE OF THE INFORMATIVE ORATORY

Many speakers have difficulty distinguishing between an informative and persuasive speech. You must be able to identify the difference. This often happens while you are creating your speech: you have shifted the objective of the speech. This is why you need to continually refer back to your specific purpose statement. And it is easy to see why these two types of speeches can be confused: both impart information. In fact, the strongest persuasive speech imparts new and in-depth information to support the thesis. The motive is the major difference. Ask yourself as you begin creating, while in the process of, and as you conclude the speech, "What is my motive here? What reasons do I want to give this audience this information?"

Some topics are easy to classify: a speech that urges you to donate blood is attempting to change or reinforce your behaviour. The speech which identifies what donated blood is used for within the community would be an informative speech. A speech which discusses different world religions would be a speech to inform; a speech which advocates your own religion would be a speech to persuade. The line is not always clear:

For example:

Demonstration of how to brush your teeth correctly (informative) versus the speech on the importance of good dental care (persuasive)

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An informative Speech

An Informative Speech is like teaching. The purpose of an informative speech is to try to teach something to the audience. The success of your speech depends on whether the audience learns what you wanted to teach them. You need to tell the audience why the information is useful and valuable. You need to make sure that the audience understands and remembers the essential information.

An informative speech will give them new knowledge or more in-depth information on that topic.

How to Write an Informative Speech?

If you've ever told your parents about your day at school, or if you've explained to a friend how to make chicken noodle soup, you already have practice giving an informative speech. An informative speech can be used to tell people about something you're interested in or to explain how to do something. If that sounds easy, it's because it is. Just choose your topic and make sure you know what you're talking about.

Some examples of an informative speech:

- A teacher telling students about earthquakes
- A student telling people about her research
- A computer programmer telling people about new a software
- Someone telling the audience about his hometown

Students can choose one of these topics or select another that they prefer; they have to look for information for making the speech taking into account all the steps explained in the past lessons, having the information they have to elaborate their presentation following the informative way.

To have a better comprehension, here there is a clear example:

How Humor Heals

I had to spend a week or so in the hospital last year. A minor ear infection turned into some major problems for my immune system. I was fairly depressed and frustrated one night after my doctor had given me the news that still more tests would be needed, which meant another few days in an uncomfortable bed with people poking and prodding at me.

As I thought about it, the pain began again, and I was sure that my condition might only become more serious. About the time I began to wonder if I would ever see my own home again, my best friend from high school stopped by. She was, quite literally, our class clown. She always had great joke on the tip of her tongue. She was the mascot at the football games because her antics were so funny. Even now I can't help but smile when I think about her.

Two hours after she left, I felt great. I had no pain when I woke up the next morning, and that evening, all of my test results were positive. A miracle? Actually, yes. Study after study has indicated that humor has interesting healing powers.

One way that humor can help to heal is that it literally changes our outlook on life. As we laugh, we have trouble seeing life's difficulties the same way. Suddenly, our problems don't seem quite as bad. Humor allows one to distance him/her from a painful physical or medical situation while also acknowledging that he or she is in such a situation.

This change in perspective is a powerful healing force. Distancing yourself from a distressing situation allows you to view certain circumstances from a more objective perspective, and this can help you extract powerful emotions that focus on your pain or sorrow. In doing this, you do not reject the painful circumstances surrounding you, but acknowledge the reality of your situation - the good with the bad.

Recent mental health studies have shown that laughter can stimulate areas of the brain that release endorphins, helping us to see our situation more clearly.

The benefits of humor, though, aren't all mental. Humor triggers laughter. According to physiological studies, the laughter, in turn, stimulates our cardiovascular systems by increasing the rate at which the heart beats and contracting the muscles. In fact, one study suggested that laughing one hundred times per day is the equivalent of spending ten minutes on a rowing machine.

One study went so far as to suggest that the benefits of laughter reach far beyond our body system. "Laughter reduces levels of certain stress hormones which suppress the immune system, increase the number of blood platelets - which can cause obstructions in arteries, and raise blood pressure," said one researcher. "When we're laughing, natural killer cells that destroy cancer cells increase, as does the level of Gamma-interferon - a disease-fighting protein, T-cells - a major part of the immune system, and B-cells - which make disease-destroying antibodies" Laughter may also increase the concentration of salivary immunoglobulin A, which defends against infectious organisms entering through the respiratory tract so it helps us to resist colds and viruses." That makes quite a case of the adage "A barrel of laughs a day keeps the doctor away."

The healing power of humor is wide-ranging in scope and situation. Though medically, the interesting healing powers of humor are still being studied by many scientists, humor clearly heals the spirit - a part of every one of us which is often neglected by medicine and science.

Seeing the humor in our painful or emotional situations can free us from the chains we have built around ourselves, helping us to recognize that life is more than anger or pain or sorrow, but that it is full of humor and the contagious sound of laughter.

So, in the words of the great Han Solo, "Laugh it up, fuzzball."

End of Informative Speech Sample

Grab a pen and paper or your laptop, make yourself a cup of your favorite beverage and write yourself an amazing informative speech sample to teach, impress and entertain your audience!

Another purpose of a speech is to inform and provides information the audience does not already have. Even if the audience does have some general knowledge of your topic, an informative speech will give them new knowledge or more in-depth information on that topic. The informative speech does not advocate one idea over another, but remains nonpartisan.

General types of informative speeches:

Speeches about objects, people: These types of informative speeches are about things in our sensory and physical world - things you can see and hear and smell and feel and taste.

Example: A speech on a country, an important (to you) person, a plant, a bug, and buildings would all be a speech about objects.

Speeches about events: These types of speeches are about anything that has or will happen.

Example: It can be something like Mardi Gras or the current volcanoes in Hawaii, the recent ferry wreck in Haiti, or even current disasters throughout the world.

Speeches about processes: Realize you have already given an informative speech: the speech to demonstrate. These types of speeches take the audience through a series of events which lead them to a specific result or product.

<mark>Example:</mark> How to create holiday ornaments, how to take dents out of fenders and how to tune a guitar are all speeches about processes

Speech about concepts: These types of speeches are dealing with theories, ideas, beliefs and other abstract principles.

 <mark>Example:</mark> Explaining democracy, music theory or Martin Luther King, Jr.'s principle of peaceful revolution would fit into this category.

<mark>Activity:</mark> Having the information about the four informative speeches, students will have to write an example of each one, then they will have to choose one of them to make the oral presentation.

Informative speeches can be organized in a topical, chronological or spatial pattern. They will never be organized in a problem/solution or a cause/effect pattern.

Remember as you create your speech to include the principles of what make a good speech: involving your audience, keeping them involved, using a clear thesis statement, giving clear supporting material, and concluding the speech with impact. Avoid becoming too technical in your explanations. Given the limited amount of time for this speech, avoid a question/answer session. This must be included in your time limit. If anyone has questions, tell them you will be happy to answer any questions following the speech session.

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PRINCIPLES OF THE PERSUASIVE ORATORY

A persuasive speech persuades us to change our beliefs or actions; shows opinion on a subject that you think it is good/bad, right/wrong, moral/immoral, justified/unjustified, that we should/should not do something.

These speeches have been already written to make life easier for you.

Some examples are:

- global warming
- the case of organ donation
- the need for recycling
- the need for gun control
- the danger of taking illegal steroids
- how to pay off your credit card

PRINCIPLES OF WRITING A GREAT PERSUASIVE SPEECH

Beginning and Ending Your Speech

First impressions are very important, as you know. A poor beginning may so distract or alienate your audience that you may never recover. Having a good beginning is a confidence booster and will propel you into the rest of your speech.

In most speeches, just as in any essay, there are three objectives you need to accomplish at the outset:

- Get the attention and interest of your audience.
- Reveal the topic of your speech.
- Establish your credibility and good will.

- **Getting the Attention and Interest of Your Audience**

Before beginning your speech, wait until you have the attention of your audience. Look at them and wait until all eyes are on you.

If when you did your audience analysis, you determined that this topic will be of interest to them, keeping their attention is the only worry you have. If you determined that they will have little interest, you must generate some. Here are some methods to help you:

For example: At the time of the presentation, the speech can start telling a joke, a short comic story related to the topic.

- **Relate the Topic to the Audience**

Bring the topic home to your listeners. They will be more likely to be interested if the topic relates to their personal lives.

Example: Using direct questions the speaker can share experiences with the audience in this way they can relate their real experiences with the speech,

- **State the Importance of Your Topic**

Show your audience why your topic is important. Using statistics would be useful in this area, if you have them. For example: the speaker has to convince the audience that his/her speech contains very important information that can be applicable to their lives, such as cancer disease, AIDS, modern technology, world economical crisis etc.

- **Scare Your Audience**

Sharing a shocking statistic or making a bold statement will grab the attention of your audience as well as introduce them to your topic. For example: in the case of world economical crisis most people are worried about it, so they expect to know as much information as

possible now that it affects everyone.

- **Arouse the Curiosity of the Audience**

Draw your audience into your speech with several statements that foment their curiosity. ==Example:== the speaker can select a topic that is not much studied before, in other words a taboo topic as "euthanasia" that for many people is controversial.

- **Question the Audience**

Asking a rhetorical question or a series of questions is another way to get the attention of your listeners.

==Example:== making the direct questions to a specific person for motivating the presentation to the audience, we suppose the speech is about educating teenagers, the speaker can begin making questions about what are the most common problems that parents face with their children at that age , so the audience can feel identify with the issue.

- **Begin with a Quotation**

Beginning with a quote from a famous writer, from the Bible or other book, from a poem or song, from a television show or movie is another way to arouse the interest of your listeners.

==Example:== "*To be, or not to be, that is the question*"

William Shakespeare

- **Tell a Story**

We all love stories and they work well in your introduction. Be sure that your story relates to your topic and you are not just telling it for a laugh.

Example: the speaker for motivating the audience can look for a short story related to the topic as if he/she is talking about earthquakes; the speech can start describing the most recent earthquakes in our country that were January 13th and February 13th 2001.

- **Reveal the Topic**

In the process of gaining attention, be sure to state clearly the topic of your speech. If you do not, your listeners will be confused. And once they are confused, your chances of getting them absorbed in the speech are almost null this is so basic, that it seems silly to have to mention it, but many speakers fail to do this.

Activity: taking into account all the information above students will have to select one topic and put into practice the six steps

- **Establish Good Will and Credibility**

The last objective in the introduction is to establish your credibility, why you're qualified to speak on this subject. Give your audience some reasons to believe that you know what you are talking about.

Establishing good will is essential if you are speaking to a hostile audience. You must make an effort to ensure that at your audience will at least consider your point of view.

Ending your speech gracefully is an art. Your final impression will probably linger longer in the minds of your audience. The conclusion has two functions:

- To let the audience know you are ending the speech.

- To reinforce the audience's understanding of, or commitment to, the central idea.

*Signal the End

It may seem obvious that you should let the audience know that you have come to the end of your speech, but some speakers end so abruptly that the audience in taken by surprise.

How do you end? One way is by using phrases like, "In conclusion," "In closing,"

"Let me end by saying," "My purpose has been," or words to that effect. You can also let your audience know by the manner of your delivery, building to a climax.

Reinforce the Central Idea

Here are several ways to reinforce your central idea:

- Summarize your Speech

Restate the main points in different words.

- End with a quotation

- Make a dramatic statement

- Refer to the introduction

To provide a better idea, there is a clear example of what a persuasive speech is according to the web site "www.speech-topics-help.com

Communicating with others

Introduction

Today, I want to describe to you what I call the 8th Wonder of the World. This wonder is right up there with the Pyramids, with the Hanging Gardens of Babylon, with the Colossus of Rhodes. It is not though of the ancient world. It is though a marvel of engineering and cooperation amongst the nations of the world.
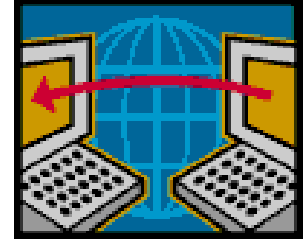
Today as well as the telephone, I use the Internet, I use email.

The Internet is a way of connecting computers together around the world using the telephone cables. Email is electronic mail that is distributed across the Internet.

Did you know, that "the number of emails sent on an average day was approximately 10 billion in 2002 and by 2005, this amount is expect to triple to 35 billion emails sent each day" Now I email at any time and receive the needed information back as soon as the other office is open.

How many here use the telephone to connect with another?

Today we use a large amount of technology to live, communicate, and relate.

Think of your kitchen, car, office, cinema, your local shopping centre. Think of the technology you use, you rely on.

Body

The world is in deed shrinking with the advent of email.

As the world shrinks through communication technologies,
it must be easier to do business.

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Email has revolutionized business. Business can now literally operate at the speed of light.

"Email is growing at a rate of 66% annually, email is the most common way for business people to communicate "(Source: IAAAP / ePolicy Institute news release: April 18, 2002)

Email is simple easy to use and fast. Email reduces the formalities of paper-based title pages and wording in say a Sales quote email makes retrieving an old email easy when comparing negotiations.

The Internet gives "instant" access to information from anywhere in the world.

From my desktop I can negotiate the best price for a transaction regardless where the shop is in the world. In fact I have more suppliers to choose from. Telephone tag (when you ring and they are out) is eliminated. Publishing words or pictures is simple. Anyone can publish on the Internet. I can stay in touch with the office anytime when I am out of the office, using the Internet and email.

The Internet and email has revolutionized business and enables business to be forever open conducting business 24 x 7 (24hours by 7 days).

The Internet and email can even bring friends closer together.

The Internet and email enhances personal relations email can even explode personal relationships in a new dimension.

Email is a powerful complementary of the older technologies: telephone, letters No stamps, no paper, no envelopes, no trips to/from the postbox.

Your message can be short, succinct and to the point. Stay in touch when do not wish to speak.

Stay in touch regardless of location:
I emailed my son when he was in England

I email to a busy sister in another State - because she is rarely home, using email means the call is not missed if I was to telephone.

When it comes personal relations, email enables cheap effective communications which are never missed, unlike the telephone. They are there when you connect to the Internet.

The Internet and email has shrunk the world, enabled more timely business to occur and can enhance personal relationships and friendships.

Conclusion

Today we have explored a powerful vehicle called the Internet, and an effective tool for communication called email.

Today you have heard of the amazing hidden potential that email can bring to YOUR life. Email enhances personal relations
email can explode personal relationships in a new dimension. Connecting up to the Internet is simple today. Decide to communicate TODAY. It is time to get email.

The best way to find out if email is of any value to you is to give it a go. It's time to get with the action. Get into email.

Explore this modern 8th Wonder. Send an email message to a friend, a son or daughter, to a grand-child Surprise them!!!!!

HOW TO PRESENT THE ABILITIES OF THE INFORMATIVE ORATORY

To present a good informative speech the speaker needs to have some abilities which can make easier the speaker understanding such as: dynamism, creativity, appropriate tone

voice, self confidence, knowledge and domain of the topic that is presenting as much as of the audience.

HERE ARE THE 6 KEY STEPS FOR PREPARING INFOMATIVE SPEECHES.

According to the website: www. Wikihow.com/write-an informative- speech

1. CHOOSE YOUR TOPIC:

INFORMATIVE-EXPOS: Pick a topic where you will explain something, help people understand, show how to use or do something, etc. Hot topics typically involve scientific or technological breakthroughs that are obviously useful and important to the judges you will have.

2. MAKE A THESIS STATEMENT:

What point do you want to get across?
For informative speeches: "I will explain . . ." "I will show how to.

3. CREATE POINTS THAT SUPPORT YOUR THESIS

Take a moment and think up what would support your thesis. Write the points down on a sheet of paper, leaving room after each one so that you can add supports for them.

Take a moment and think up what would support your thesis. Write the points down on a sheet of paper, leaving room after each one so that you can add supports for them.

TYPICAL ORGANIZATIONS FOR AN INFORMATIVE SPEECH

How to speech: 4 key steps to doing the thing you are talking about.
Example: Step One: Reformat the hard drive. Step Two: Place the CD into the computer and begin installation. Step Three: Fine tune your operating system.
History/what happened speech: Points listing out from the beginning to the latest thing you want to discuss in your speech.
Example: First, the people inhabited the territory. Second, there were great conflicts. Third, there were good and sad after-effects.

What is it speech: 2 to 4 main points that discuss the key elements of your subject.

Example: First, there must be small numbers; Second, a focus on general rather than specialized education; Third, a focus on more intellectual rather than practical or technical knowledge.

Explain it speech: 2 or 4 main points that go through the key elements of something to explain it.

Example: A plane flies by first, its wing design; second, engine forward movement; third, direction of wing flaps.

4. NOW, DEVELOP SUPPORT FOR YOUR THESIS

Now, write down supports for your points. Take time to research your topic thoroughly and get yourself stories, statistics, expert opinion, and more to make your speech standout. Kinds of supports you should use in your speech:

1. Interest supports to increase interest in your speech: stories, examples, personal experiences, interaction (e.g. games or questions you ask of your audience).

2. Evidence supports to increase solid support in your speech: statistics, expert opinions, direct quotations, studies, surveys, and facts.

3. Multimedia aids such as posters with writing and pictures, PowerPoint, music or recordings on a stereo player, videotapes and DVD's.

5. WRITE YOUR INTRODUCTION AND CONCLUSION.

Write your introduction. Give a quick attention getter, state the thesis, tell why it is important to you and your audience. Typically in forensic competition, it is expected that you "preview" your main points in the introduction by listing out the main points you will present.

Write your conclusion. Tie the speech together, build to a higher point and give it a sense of conclusion.

6. DELIVER THE SPEECH

Practice and prepare to present your material as effectively as possible

Example: There are some specific oratory courses as well as club conversations which help students to improve their fluency at time to prepare and present an informative speech,

Let's work!!!!! Here we have some activities:

Directions: students will have to read carefully each activity and develop each of them taking into account the following topic:

Examples:

How to cook something.   How to write a speech or paper.

How to change a tire   .   How to put curlers in your hair.

How to play a certain sport.   How to knot a tie.

How to save money using coupons.   How to find a doctor.

How to make a decision.   How to fly a kite.

How to make someone smile.   How to tell a joke.

How to study for an exam.

1. Description Speech

Instructions: This can be done as a mini informative speech assignment. This speech gives students the opportunity to realize the power of the tongue. Students need to think of a person, place, or thing. Then, students need to prepare a 1-2 minute speech describing this person, place, or thing. Students will not tell their audience what they are describing.

The purpose of the speech is for the speaker to provide enough detail in his/her descriptions that the audience will be able to know what the speaker is describing without being told. Students will not only be graded on whether or not the audience is able to identify what they were describing, but on the detail of the description.

2. Title: Information through Demonstration

Instructions: This demonstration speech gives students the opportunity to be creative and imaginative and to role-play. Students should choose a common, everyday object or product and demonstrate three unique uses for it. The student must employ this object and three other visual representations to support his or her contentions for usage. These visual aids should be incorporated into the presentation itself.

·* 3 alternative uses for toilet paper: toilet paper as a   decoration device, a way to enhance your bodily   features, as a cushioning device.
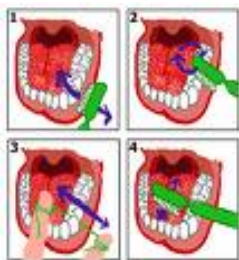
· *3 extraordinary uses for oatmeal: a candle holder, a material for sculpting, and hypnotism.

· *The use of Easter grass to help prevent waste pollution: alternative uses for Easter grass at home, for lawn care and for crime prevention.

Instructions: This demonstration speech gives students the opportunity to develop and present a "how to" speech. Students should present a 4-5 minute speech demonstrating how to do something. Students can pick from an everyday task to some unique talent they possess.

The general purpose is for the speaker to demonstrate some task well enough for the audience to perform the same task once the presentation is over. Students' speeches should include their specific purpose and main points — the required steps in order to perform the task. Steps should follow a logical or chronological order, and there should be balance, coherence.

Questionnaire for self evaluation:

1- What is informative oratory?

2- How to write an informative speech?

3- Write three example of informative speech

4- What are the general types of speech?

5- What is persuasive oratory?

6- What are the principles of writing a persuasive speech?

7- How can you state the importance of the topic?

8- Why is it important to foment the curiosity of the audience?

9- What are the six steps to informative speeches?

10- What do you understand for descriptive speech?

- Students will have to select a topic, and they will have to look for information to prepare a presentation. They will have to choose between persuasive and informative speech to develop the presentation taking into account all the aspects explained before.

If students select informative speech they will have to specify which type was selected from speeches about objects, people, about process, events or concepts. With this type of speech students can also make use if the description speech or Information through demonstration, they can take as example some of the topics showed above.

But if they selected persuasive speech they have to work using the principles such as:

- Getting the Attention and Interest of Your Audience
- Relate the topic with the audience
- State the Importance of Your Topic
- Arouse the Curiosity of the Audience
- Question the Audience etc.

The last part of this activity is the oral presentation, students will have to present the speech in front of the class, and they can use technological resources to show a professional speech.

OBJECTIVE: to know the different kinds of special occasion speeches.

SPECIAL OCCASION ORATORY

Speeches for special occasions require different approaches from other types of public presentations. They share the need for effective and thorough preparation, knowledge of the audience, and speaker understanding of the person or the occasion. All are audience centered and your success in these settings is largely determined by the carefulness of your preparation. It's not that important to know all the audience but then it has to have a connection with the purpose of the occasion. The topics should be both informative and persuasive. One should try to connect the topic with personal experiences and try to make it more reliable and interesting for the audiences.

There are different kinds of occasions where such speeches need to be delivered like after dinner, convocation, a student's graduation, welcome, farewell, award presentations, thanks giving speeches and many more.

Different occasions will have their own importance and so the speeches would be stressed on differently. So, it is very important to understand the basic purpose of that occasion, the ambience for the occasion and the people whom you are going to address their needs and expectations. One should also try to analyze why he/she has been invited to that place is it because of some expertise or professional abilities or something else. For example, a tribute should focus more on appreciating the dominant traits of the person/group and it strengthens the sentiments of the audience leaving them with excitement. A

farewell speech should show respect, gratitude, kindness and support for the person leaving. Award presentation speeches should not be long but then it should be appreciative, focus on the contributions made by the recipients and should be full of enthusiasm to create excitement within the audience. There are inspirational speeches which focus more on values and beliefs trying more to leave an impact on the audience and make them feel and think in your way.

There are many different types of special occasion speeches you might face during your lifetime.

One of the most common you may have to deal with is a high school graduation speech, a college/university graduation speech. No matter what organization you are graduating from, the chances are quite good a long ceremony will be involved.

Another common realm of special occasion speeches is weddings. If you have been asked to speak at the wedding of a friend or family member, your list of special occasion speech topics for this day is endless.

Whether you are the father of the groom, the best man or the maid of honor, the key to a good wedding speech is to make it relevant to the couple.

Or maybe you are retiring and need to say goodbye to a group of people who are like family to you.

Perhaps a welcome speech or birthday speech best reflects your goal. If you have been chosen as an after-dinner speaker, humor might be your overall goal. If someone is being honored, a tribute speech is probably the most appropriate goal for your topics.

For example: · * Scarlett O'Hara (from *Gone with the Wind*) giving a   farewell speech to Rhett Butler after he told her   "Frankly Scarlet, I don't give a damn."
 * Michael Jordan giving a dedication speech to the   beginning of the new Basketball Youth of America   Program.

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* Jay Leno or David Letterman giving an after dinner   speech for the Microsoft-Office Annual Christmas   Party
* Mickey Mouse giving a welcome speech to all the   first-time visitors to the Euro-Disney Park.
* Pope John Paul giving a eulogy at Princess Di's funeral

<mark>Activity:</mark> At the beginning of class, the teacher should write the following three words on the board:

· *Who?*
· *What?*
· *Where?*

Instruct students to take out a piece of paper and answer these three questions.

· Who: Each student should pick a person. The person can be famous or not, real or fictitious, a cartoon character, a super hero, a myth, legend, fable, etc. If this person is not well-known, the student needs to provide a brief description of the person.

 What: Each student should pick a type of ceremonial speech.

1. Introduction
2. Welcome
3. Nomination
4. Award
5. Acceptance
6. Tribute
7. Eulogy
8. Toast
9. Commencement
10. Dedication
11. Farewell

12. After Dinner Speech / Speech of Entertainment
13. Roast

Where: Each student should set the stage by identifying the setting and occasion for the speech. Students should be as detailed as possible.

When students are finished they should fold up their piece of paper and pass it up to the teacher. The teacher should put all pieces of paper into a bag; at the end of the class each student should take a piece of paper. Within the next couple of class meetings, students will be expected to present a ceremonial speech based on the information on the paper they picked.

High School Graduation Speech

Delivering a high school graduation speech is a definite honor. Graduating from high school is a major milestone in a young person's life. For a student graduating from high school, preparing and delivering a speech at graduation can be a big challenge.

 A few ideas to keep in mind about giving a high school graduation speech are to keep it short, make it personal (share a school related story), use humor, and leave your fellow students inspired.

Using language that is comfortable and natural to the student speaking is important but keeping it tasteful and in keeping with the formality of the occasion is just as important.

Graduation Speech

Graduating from college is a great achievement and a profound time of change and possibility. Giving a speech at a college or university graduation is an honor and an important responsibility.

Key elements of a student's speech at graduation are being respectful of the institution and its leadership and faculty, honoring the achievement of your fellow students and leaving the audience with an inspiring message.

Father of the Groom Speech

Making it personal and humorous or moving is the key to any good father of the groom speech. What makes this toast personal is often the father offering a bit of advice to his son and to the newly married couple.

Even if the father's marital track record is not that good, a "lessons learned" element can be very poignant and appropriate if properly expressed.

Best Man Speech

Of all the wedding speeches perhaps the most attention is given to the "Best Man's Toast". Because of its traditional nature it can set the tone for the event and a great toast may be remembered for years to come.

The important elements of giving a great best man speech are making it personal, including humor and delivering it with confidence.

Do not leave it to the last minute to prepare your comments and read them off a napkin. The event is deserving of much more forethought and preparation.

Retirement Speech

Retiring from a job, particularly one where you have had some longevity is often a bittersweet event. People look forward to retirement but, also, there is a sense of loss and change.

Elements of a good retirement speech are honoring the organization from which you are retiring and thanking the people who helped you along the way.

Welcome Speech

A welcome speech would be given at a gathering of an often diverse group of people with a common interest.

Examples of an occasion for a welcome speech are conferences, professional meetings, formal competitions (athletic and otherwise) and even family gatherings.

Important elements of giving a meaningful welcome speech are connecting with the audience, generating excitement for the event they are attending and the organization hosting the event as well as inspiring the attendees to participate in the activities that are planned.

Depending on the event, it may also be desirable to motivate the audience to some action such as becoming members in the organization that is hosting the event or to donate money to a cause.

Birthday Speech

A 50th birthday speech or any speech that is given for an occasion like a birthday or an anniversary should be well prepared, personal,

with humorous and/or moving elements and truly focused on the honoree.

Presenting & Receiving Awards speech

One of the common special occasion speeches occurs when a gift or award is presented. The presentation speech is much like a speech to praise. The speaker names and describes the reason for giving the gift and the criteria used in deciding who should receive it. The speaker may then describe the recipient's personal qualifications t receive the award. Then the recipient is called forward. Typically the speaker reads any inscription on the award, and then hands the award to the recipient.

Activity: Presenting & Receiving Awards

Instruction: make group of two students. Each pair will choose one of the following scenarios. One person will present the award and the other will accept the award.

Oscar Awards
Pulitzer Awards
Golden Globe
Nobel Literature Prize
Nobel Science Prize
Nobel Peace Prize
Emmys
MTV Music Awards
Country Music Awards
Grammies
Most Embarrassing Moment of the Year Award

Presenting an Award: The speaker needs to recognize the notable

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accomplishments of the individual(s) and should focus on both the organization bestowing the recognition and the award. The speech should be brief and mention the qualifications of the recipient and similarities with other honorees.

Accepting an Award: The recipient should graciously acknowledge the award and communicate appreciation at having his or her accomplishments recognized. The speaker should convey sincerity and thank all the people (within reason) who have made this accomplishment possible. The speaker should never apologize for receiving an award or use the occasion as an opportunity to promote or address other social or political causes. Acceptance speeches should be brief.

HOW TO GUIDE GROUPS INTO THE SOLUTION OF PRESENTATION PROBLEMS

In some cases the speaker can face situations that was not planed, such as: the computer does not work, the usb is locked or the conference room does not have the adecuate environment such as: air condition or it is too small to the audience; in those cases the speaker does not have the control that in some others the speaker must be prepared and have "a plan b".

for example: the speaker prepared the presentations with visual aids in power point but the computer does not work, "the plan b" is to have non technological visual aids such as: charts, pictures, etc.

Activity: students have to think in a real problem situation in which the speaker can be involved at the time to give a speech and must provide a solution to the problem.

Questionnaire for self evaluation:

1. What is the purpose of a special occasion speech?

2. What kind of special occasion speeches exist?

3. Write three examples of special occasion speech.

4. What do you need to take into account to give a birthday speech?

5. What are the elements that you need to give a welcome speech?

6. In what occasions can you give a receiving award speech?

7. What is a graduation speech and in what occasions can you give it?

8. What do you understand by a wedding speech?

9. Is "global warming" a special occasion topic? Why?

Final activities:

Activity 1:

Students need to choose among the types of special occasion speeches and select one type to prepare and give the presentation of the chosen one, such as:

- Wedding speech

- Graduation speech

- Welcome speech

- Presenting or receiving an award, etc.

When students have finished the speech they need to create the entire environment to make the presentation (role plays) each students need to take the role of the speaker as in a real situation.

Activity 2:

As a final activity students have to prepare a perfect speech taking into account all what they have learned during the teaching learning process of this subject. Students also have to put into practice the tips, techniques and advices for making an excellent oral presentation not forgetting the correct well dressed and interesting topic which motivates and catches the interest to the audience, presenting good visual aids, the topic must be presented as a real situation with the purpose of being a real lecture.

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METHODOLOGICAL GUIDE FOR THE TEACHER

UNITS	FUNCTION	SKILLS AND SUBSKILL	ACTIVITIES
UNIT 1 **ORIENTATION**	What Oratory is, developing the oratory concept with their own students words and making their own speech, taking into account the six essential elements for making a good oral presentation, practicing the critical listening the students can improve this skill, analyzing the scene and the audience the students can get the attention since the beginning of the speech.	Comprehension, fluency, vocabulary	-Before to create the speech students have to identify the audience - For the oral presentation students have to use the adequate gestures and body language according the speech. - After the oral presentation the students have to make peer and self corrections.
UNIT 2 **PRINCIPLES**	Using the traditional and electronic sources, students have to get accurate information about the selected topic, after getting the information, the students have to organize the body speech , taking into account the main ideas, having that, the students can start working with the introduction and conclusion.	Reading, writing and comprehension	-The selection of a topic for creating the body, introduction and conclusion, as a first activity -The students have to use the main technological resource that the University provides that is EBSCO HOST, having all information students have

			to join the three steps in the logical order.
UNIT 3 **INFORMATIVE AND PERSUASIVE SPEECH**	Studying the differences between them , to learn which principles are and how to identify on a speech the type of a speech according to the message that the Speakers want to transmit, doing through exercises and activities where the students must put into practice the creativity for performing the speech.	Reading, comprehension, fluency and writing	-Students have to select an interesting topic to work with, knowing the different types they are --Students also have to master each element studied before regarding to get the audience interest, catching the attention, etc
UNIT 4 **ADAPTING ORATORY TO OTHER OCASSIONS AND FORMATS**	Learning what type of speech is appropriated for specify special occasions, the students have to work looking for different speeches that can be used for special occasions like wedding, high school graduation, etc	Reading , comprehension, fluency and writing	- Given the examples, the students have to select one of them for starting working with. -Students will be able to distinguish what types of special occasion oratory they are, having all the information they also be ready to perform a perfect speech.