UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF “LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, ESPECIALIZACIÓN EN LENGUA Y LINGÜÍSTICA INGLESA”

TOPIC:
“STRATEGIC VOCABULARY TO DEVELOP THE ORAL EXPRESSION”

PROPOSAL
DESIGN OF A BOOKLET WITH STRATEGIC VOCABULARY TO DEVELOP THE ORAL EXPRESSION IN STUDENTS OF EIGHTH COURSE AT UNIDAD EDUCATIVA ”VICENTE ROCAFUERTE”.

RESEARCHERS:
MARIA CRISTINA LOPEZ MACIAS
HELEN MARIUXI HERRERA ESPINOZA

PROJECT’S ADVISOR
Lcdo. LARRY TORRES VIVAR, MSc.

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LenguAS Y LINGüÍSTICA

AUTHORITIES' SIGNATURES

MSc. SILVIA MOY-SANG CASTRO
DECANA
FACULTAD DE FILOSOFÍA

MSc. JOSÉ ZAMBRANO
SUBDECANO
FACULTAD DE FILOSOFÍA

MSc. JACINTO CALDERÓN
DIRECTOR
ESCUELA DE LenguAS

MSc. LARRY TORRES V.
SUB-DIRECTOR
CARRERA DE LenguAS
MODALIDAD SEMIPRESENCIAL

ABG. SEBASTIÁN CADENA
SECRETARIO GENERAL
MSc.

SILVIA MOY- SANG CASTRO, Arq. DECANA DE LA FACULTAD DE FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACION.

CIUDAD.-

APROBACION DEL TUTOR

De mis consideraciones:
En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académicos de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Especialización Lenguas y Lingüística.

Tengo a bien informar lo siguiente:

Que los integrantes MARIA CRISTINA LOPEZ MACIAS con C.I. 0916037583 y HELEN MARIUXI HERRERA ESPINOZA con C.I. 0927434522, diseñaron el proyecto educativo con el Topic STRATEGIC VOCABULARY TO DEVELOP THE ORAL EXPRESSION. Proposal: DESIGN OF A BOOKLET WITH STRATEGIC VOCABULARY TO DEVELOP THE ORAL EXPRESSION, el mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Las participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACION del proyecto, y pone a vuestra consideración el informe de rigor para los efectos legales correspondientes.

Atentamente

_________________________

Lcdo. Larry Torres Vivar, MSc.
Counselor
DEDICATION

I dedicate this project first of all to God, who has given me wisdom, intelligence, health and strength to be able to produce it.

To my family, that has been that pillar, support with which always are there to give me the mood of move forward and achieve my objectives obtained in my title.

They were so many years of constant effort, dedication that now are a blessing, to enjoy together with the person that I love, my mother.

Maria Cristina Lopez Macias
ACKNOWLEDGEMENT

I thank God for the wisdom, intelligence; patience has given me throughout the development of this profession, in which I made my efforts, efforts which I've been doing in this race.

I thank my mother that is with me always for his words of encouragement that have been my fight to achieve my goal of being a professional.

I am also grateful to my teachers who were those constant guiding to make it not so in my fight.

Maria Cristina Lopez Macias
DEDICATION

I dedicate in a special way to my father heavenly this achievement, because it has been the main foundation for the construction of my personal and professional life.

My parents who gave me desire to excel bases and offered me love and warmth every day.

My uncles and cousins who offered me their home filled with peace and taught me responsibility. To my brothers for your encouragement to go on.

My friends and close friends for being optimistic to me on this goal.

I dedicate this achievement to all who I love.

Helen Herrera Espinoza
ACKNOWLEDGEMENT

Thank God, someone wonderful who gave me so much strength and faith to believe in what seems impossible to finish but we can always achieved. I've been having always in my mind this biblical text; we can do all through Christ love who strengthens me Philippians 4:13

I am grateful to my parents for pushing me to overcome me every day and giving me your love constantly. Today I can see reached my goal; because they were always rely in the most difficult moments of my career. My uncles that have fostered the desire to overcome in life.

To my thesis director MSc. Larry Torres, who has been a great blessing for teach us to move forward on what we propose and his patience to the students.

A thousand words would not be enough to thank them.

Helen Herrera Espinoza
TOPIC: “Strategic Vocabulary to Develop the Oral Expressions”
PROPOSAL: Design to Booklet with Strategic Vocabulary to Develop the Oral Expressions in Students of Eighth Course at “Vicente Rocafuerte” High School.
Researchers: María Cristina López Macías Helen Mariuxi Herrera Espinoza.
Project advisor: MSc. Larry Torres A.

ABSTRACT
Within the education field, learning another language, in this case English is very important, because the English knowing opens a lot of doors in the educational, labor and even within the society. The English teachers must be constantly trained through seminars, workshops, and even courses in order to apply these knowledge to their students. Throughout the surveys applied to an educational unit, where this project was, we could notice that the students still have fear to express in English because they think they do it in a wrong way, with the direct observation that we could do in the classrooms, where we realize the survey, we realized that the level of oral expression was very low, this was detected in the students of eighth grade of basic education of the educational unit “Vicente Rocafuerte”, school year 2015-2016. With which we decide to focus in this topic and as a whole with the help of strategies and tools to reach to the improvement of the oral expression of the students. With the method of observation applied to the students, we deduce that to obtain a good oral expression of the language they need to practice inside and out the classrooms and with classes extra to be able to achieve a good oral expression in the students. Because of this we have designed a booklet, easy to deal and with basic exercises that help the students with the guide of their teacher in order that they could use it as an additional material for their study.

KEY WORDS:

STRATEGIC VOCABULARY ORAL EXPRESSION KNOWLEDGE
TOPIC: “Strategic Vocabulary to Develop The Oral Expressions”

PROPOSAL: Design to Booklet with Strategic Vocabulary to Develop the Oral Expressions in Students of Eighth Course at “Vicente Rocafuerte” High School.

Researchers: María Cristina López Macías Helen Mariuxi Herrera Espinoza.

Project advisor: MSc. Larry Torres A.

RESUMEN

En la educación el aprendizaje de otro idioma en este caso el idioma Inglés es muy importante en el campo de la educación. Porque abre muchas puertas saber inglés tanto en lo educativo, laboral, en la sociedad. El docente de inglés debe estar capacitándose, constantemente con seminarios, talleres, cursos para poder aplicar estos conocimientos. Por medio de las encuestas que se realizaron en la unidad educativa donde realizamos este proyecto nos pudimos dar cuenta que los estudiantes no pueden expresarse en el idioma inglés porque piensan que lo hacen mal, con la observación directa que pudimos hacer en las aulas donde realizamos las encuestas, con los estudiantes nos dimos cuenta que su nivel de expresión oral era muy baja, esto se detectó en los estudiantes de octavo grado de educación básica de la unidad educativa “Vicente Rocafuerte” del año lectivo 2015 – 2016. Con lo cual queremos que esto sea superado, con la ayuda de estrategias y herramientas que ayuden a que la expresión oral en los estudiantes sea cada vez mejor. Con el método de observación que se aplicó en los estudiantes deducimos que aun para obtener una buena expresión oral en el idioma realicen dentro y fuera de las aulas con clases extra para poder lograr una buena expresión oral en los estudiantes. Por eso hemos diseñado un booklet fácil de entender y con ejercicios básicos que ayuden a los estudiantes con la guía de su maestro para que lo puedan utilizar como material de apoyo para su aprendizaje.

PALABRAS CLAVE:
VOCABULARIO ESTRATEGICO EXPRESION ORAL CONOCIMIENTO
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

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**ADJUNTO PDF**: | SI NO |

**CONTACTO CON AUTORES/ES**: | Teléfono: 0999453718 | E-mail: estudianteingles36@hotmail.com |

**CONTACTO EN LA INSTITUCION**: | Nombre: Escuela de lenguas y Linguística, Facultad de Filosofía, Ciencias de la Educación. | E-mail: ff.lenguasylinguistica@ug.edu.ec |
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

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INTRODUCTION

As we already know, English language is an international language, commercial and globally important. With the doors open to develop it on the outside and in the field of education much more, since the teaching of the language requires the use of all the skills that the language requires like the oral expression, it’s needed to put it into practice.

Study English vocabulary is important to put it into practice at the time of communication, through the oral expression. This helps the development of students so that they achieve an excellent level of oral expression. Do it in workshops or groups of students is a great way.

The teaching of the language requires requirement a lot of practice, through this the students achieved the learning of the language, the vocabulary strategic and to develop of the oral expression. This is with the lessons learned put it into practice in a dynamic way, objective and easy to make students lose their fear to speak the language.

This is done by the students of the 8th grade of basic education of the Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”. For the realization of this project, the directors of the institution gave us the opportunity to do it and make it feasible, through the work of research that we perform in which we detected the problem that was causing among the students of the 8th grade, the low level of oral expression.

And that is why we designed this booklet that will help them improve their oral expression, which was drafted in a way that is simple, practical and objective to facilitate the learning of the language both students and as an aid to teachers.

This project is comprised of 4 chapters that are detailed below:
Chapter 1:

the problem, location of the context of the problem, conflict situation, scientific factor, causes formulation of the problem, independent, dependent variables, General, specific objectives, questions, importance, and justification.

Chapter 2:

Theoretical framework, history of research, theoretical, vocabulary bases definition, importance of vocabulary in English, features of the vocabulary definition, uses of the vocabulary definition, types of vocabulary definition, strategies for teaching vocabulary, oral expression definition, types of oral expression, techniques for oral expression, epistemological personal conclusion, humanism and education basis definition personal conclusion, justification pedagogical definition, personal conclusion, Foundation sociological definition conclusion personal, Foundation psychological definition conclusion personal, Foundation Legal.

Chapter 3:

Methodology, methodological design, scientific method and observation, measurement method, method of experimentation, theoretical methods, statistical methods, types of research, investigation Ex post facto on old facts, types of qualitative research, investigation action and participatory (IAP), population and sample, analytic method and synthetic, descriptive method, method inferential Stratum, interviewing students, Likert scale, operationalization of Variables Square chip, analysis of the results, table of frequencies, graphics, comments, conclusions and recommendations.
Chapter 4:

The proposed, justification, surveys interviews observation direct, problem main, importance, objectives General, objectives specific, description of the proposed, activities, application, instruments to use is, contributors, location, content of the proposed, aspect pedagogical, appearance sociological, appearance Legal, activities or aspects of the proposed, resources or requirement, bibliography, section of annexes.
CHAPTER I

THE PROBLEM

LOCATION OF THE PROBLEM IN A CONTEXT

In present days educative conditions of the public institutions demand changes and improvements in all aspect, such as methodological, pedagogical, technological, etc. constantly arises many needs that must be covered especially in one of the most important subjects like the English Language, as a foreign language. The low level of oral expression of the students, have created difficulties in the develop and understanding of the language. However with the practice of the vocabulary that we are performance in this investigation will help them to develop the ability of speaking.

It is important that students feel interested in improving their ability in oral expression and achieve better standards of comprehension of the English language and obtaining good results on their development.

The Unidad Educativa Fiscal Mixta Vicente Rocafuerte is located in zona 8 distrito 3, which is the object of study and helping to the instruction of the students of 8th of basic in the area of English so they can develop their linguistic abilities with critical thinking.

CONFLICT SITUATION

The problem that appears in the majority of public schools is the low level of oral expression in students, which influence in the lower interest in the English language.

Through an investigation of the teaching methodology and education process in the English language, we found shortcomings because of the out of date methods. Which are the following?
The oral expression has been the way of communication most used by the human being, therefore it must be study by considering the aspects that make this truthful and effective, the oral expression is define as a consubstantial natural process of the human being who acquires himself from the social interaction, considering the previous affirmation. The oral expression is the ability that we acquired since our childhood and allows us to have an effective communication with the people.

It is possible to appreciate few educators who use the new strategies of learning in classes, demonstrating the absence of activities and exercises in the development of the student´s understanding. The planning on the basis of strategies are now less important for many educators, and they even limit its classes of English without audio-visual resources that allow the student to be in contact with the daily English; this is how the interest on the language and their processes of learning is lost.

Which of the shortcomings the students of the Unidad Educativa Fiscal Mixta Vicente Rocafuerte presents, as we know the needs of teachers that can improve the quality of learning and the teaching methods of English to achieve a better standard of speaking language.

In this way we seek to improve the educational quality of the institution in order to achieve a good quality in students in the English language, since learning and using the strategies, they could implement in their daily lives.

**SCIENTIFIC FACT**
Deficiency in the speaking skill of the students in 8th grade of the Unidad Educativa Fiscal Mixta Vicente Rocafuerte, zona 8, Distrito 3 Provincia del Guayas, Cantón Guayas, Guayaquil, Parroquia Luis Urdaneta, período 2015-2016.
Through surveys, we realized and determine the improvements of oral expression in the English language. The students are able to manage language skills and develop them.

The reality of being able to improve the level of oral expression is more practical for students to achieve and their expectations using the language, will make them feel the need to continue and overcome their shortcomings at the present time.

We prepared a booklet containing activities to demonstrate the best way to train students creating a better standard of English comprehension.

Developing oral expression is going to produce on students a significant learning that they are creating for their academic and personal lives.

**CAUSES**

English teachers show a low level of interest in the application of strategies in their classes, this make the language became less enjoyable and even bored at all, for those who have few bases of language and makes it difficult to understand.

Teaching methodology is not significant without using images or videos as resources that students need to have better comprehension and assimilate what they are learning.

Lack of communication is due to the absence of activities, teachers must look for a good communicative activity between them and the students.

Lack of didactic materials in the teaching-learning process.

Deficient pronunciation in students. Low oral expression.

No reinforcement in the English classes. Students have gaps in their learning.
PROBLEM FORMULATION
What is the incidence of acquisition and application of the vocabulary in oral expression in the students of 8th year of the Unidad Educativa Fiscal Mixta Vicente Rocafuerte in school year 2015-2016?

VARIABLES
Independent
Strategic vocabulary

Dependent
Speaking skill

GENERAL OBJECTIVES
To examine the incidence of the strategies vocabulary acquisition to develop oral expression through a literature review, statistical analysis, and field in the students of 8th basic from the unit education Attorney mixed “Vicente Rocafuerte” to design a brochure focusing on practical exercises that will help them improve their level of expressions in the students.

SPECIFICS
1) To determine the use of the strategies vocabulary through a literature review, statistical analysis and surveys to students.

2) To diagnose the level of the oral expressions, through and analysis and evaluation to the students.

3) To choose it more shocking of the research for the design of a booklet with exercises practical.

Research Questions
1. How will we use strategies in the vocabulary?
2. How does the strategic vocabulary help students to understand the language?

3. What resources have been used to develop the oral expression?

4. In which specific areas is speaking skill helpful?

5. Will the students improve their oral expression through the booklet?

6. What are the benefits of using the booklet?

**IMPORTANCE AND JUSTIFICATION**

The benefits of this work will provide more knowledge of the language for those who are involved in the teaching learning process, teachers such as, students and parents.

On the research we expect to achieve changes on the learning of the direct beneficiaries using the new teaching skills that must be practical and significant. Due to this investigation of the teachers and students process of learning we found that a great level of understanding vocabulary will help them in their educational life. This project reaches the proposed objectives improving the knowledge of English teachers obtaining a meaningful and objective teaching.

The research was developed to improve performance and skills used in students in the English Language. This work will improve knowledge and eliminate the shortcomings. Through this project they will have the opportunity to improve oral expression and will benefit not only students but also will be a great help for the community, parents, teachers, and the institution.

Students will achieve the excellence in teaching and learning because the purpose of this work is that the students feel interest in English language skills and can develop easily the speaking one, in order to make it easier to use at any time of their lives. Therefore we want to achieve the motivation of the students, who generally feel very interested to have a
teaching and learning significant objective, concrete forms, and practical learning through activities cognitive. To reach an understanding process of research, statistical analysis, assessments etc. and students will overcome shortcomings with the right methodologies from teachers.

Educational units and teachers should always innovate to make good changes occur in education because society called us to be trained constantly to provide quality in education.
CHAPTER II

THEORETICAL FRAMEWORK

A HISTORY OF RESEARCH

Having done the respective library research and have been checked for files that lie in the office of the school of languages and linguistics of the Faculty of Philosophy, Letters and Sciences of the Education of the University of Guayaquil, we found other similar projects but focused in another point of view. For that reason we consider it is original because never has been developed in this way.

THEORETICAL FOUNDATION

VOCABULARY - DEFINITION

“Vocabulary is the knowledge of words and meanings of the words” (Stahl, 2005). Knowledge of vocabulary is not something that can be learned; it is something that is transmitted and deepens in the course of life. Learning vocabulary is a process that performs on a daily basis to achieve in practice to master it; the vocabulary is developed with phrases, short dialogues in which the English language can be expressed.

Students must have in mind that vocabulary helps them to be able to develop in learning another language in this case English, through vocabulary is the entrance to understand and understand the rules that are studied to learn a foreign language. Teachers should always seek new strategies to make the students feel motivated to learn vocabulary.
“You can then define vocabulary as do the words of a language, including individual elements and pieces of several words that bring together a meaning as well as individual words or phrases.” (Read, 1988)

A wide vocabulary is always a skill highly valued in the communicative skills of a person, as showing intelligence the level of education and cultural background. In this sense, it is usual for the years of training as one of the issues that educators emphasize in the progressive increase of vocabulary by students.

In recent decades we have seen how it has been increasing the importance of the vocabulary within the learning of English as a second language. This is due to the boom that has had the educational methodology, whose emphasis focuses on developing the communicative ability of the students. Taking the communicative methodology as a starting point, we can say that the vocabulary is the key piece within the learning of a foreign language such as English.

The vocabulary is the collection of words that a person knows. It is when the vocabulary refers to words that we use to communicate in oral and printed language. “Receptive vocabulary refers to words that we understand through reading and listening.”(Linse, 2005)

Productive vocabulary refers to the words we use to communicate through writing and speaking. “To communicate effectively using language oral and printed, we must be able to flexibly use words that we recognize and understand.” (Lehr, 2004)

“Individual words teaching students benefit explicitly in addition to learn vocabulary indirectly to direct and explicit individual.” (Sepulcros, 2006). Through several readings and writings, words of teaching activities.

Although students will learn many words of the language in the classroom and different experiences, the statement explicitly words should
be carefully selected and is necessary to make the students understand
the text in a clear manner and specific content

CONCLUSION

Here Steven Stahl says that not only vocabulary is knowledging
about a Word, but make that knowledge is transmitted, so it makes sense
and understanding.

What Linse is meant is that vocabulary is a collection of words that
a person knows and can put it into practice in your daily lexicon. And
make this a daily process in order to achieve practice oral expression of
the English language.

And so students feel that studying vocabulary help who can
understand the language and develop in it. Teachers will give new
strategies to encourage the student to learn vocabulary and make it fun,
dynamic to facilitate their teaching, so that students seek in the vocabulary
the door to learn language English.

What Lehr, Osborn and Hebert make known is that through the
vocabulary we communicate both in writing and in speech, and using any
of these forms have to be able to understand them.

Because through the vocabulary we can learn and put into practice
in our communication, which will help us to better understand the words
and recognize them easily.

What gives us to understand ‘Sepulcros’ is that students will learn
vocabulary indirectly through readings and writings that there will always
be a vocabulary, and activities is in the classroom with the experiences
that each student will live you can learn vocabulary.
IMPORTANCE OF VOCABULARY IN ENGLISH

The vocabulary of English is essential for the learning and teaching of the English language, since without sufficient knowledge of vocabulary people cannot understand others or express their own ideas.

"While the grammar without one little can be expressed, without vocabulary nothing can be passed". (Wilkins, 1972)

In different languages, even without grammar, with some words and useful expressions, one is able to communicate. As students develop a greater fluidity and expression in English, productive vocabulary acquisition is important to further develop their communication skills.

Students often instinctively recognize the importance of vocabulary in English for language learning. As points out learning English vocabulary, help the students to understand and communicate with others. Although we could not say that learning vocabulary leads to communicate properly, their learning is vital to reach fluency.

Every language has a treasure trove of lexicons, collected in their corresponding academic dictionary, terms that are available to all individuals of the linguistic community. But each of those individuals has, or knows nor uses in the same way that flow lexicon.

The lexicon of a language can be analyzed at three levels of use: at the level of the speaker, at the level of the social groups who use it and at the level of their own language.

For a speaking vocabulary is the set of lexical terms which use to communicate. Their vocabulary is clear and verifiable in the set of oral or written terms in that its result their realizations linguistic, not forgetting that the vocabulary that is usually used to flow effective lexicon which is known is smaller.
“The lexicon we understand and lexicon we use are two different realities. It is usually the first abundance and scarcity of the second. Since entered the domain of language, has received comparatively little attention in language test”. (Read, 1988). Read since entered the general trend towards more formats inclusive of the vocabulary, also added that the importance of vocabulary and the need for more orderly development of vocabulary for English speakers have been highly recognized by those who are having difficulties in reading comprehension and other skills for simple lack of knowledge of Word.

“In general, we found that children with learning problems tend to use short sentences with poor word pronunciations, and have "limited general vocabulary receptive and expressive". (Goldsworthy 1996) “Vocabularies of these children often are limited to what you experience in your environment because they cannot read or do not read.” (R. role of aluminum and R. Albert, 2002).

“According to Beglar acquire a large vocabulary is an effort that occurs gradually over several years for foreign language learners and native speakers. The size of the vocabulary of children varies significantly according to age.” (L. Rowe et to the. 2008).

“Some 3-year-olds have more 1100 in their vocabulary others have less than 500” (Hart and Risley 1995). In an analysis by Fenson (1994) who conducted a study on 1800 infants and toddlers at 30 months of age, found that vocabularies of children ranging from 300 people in the top 10, 650 words at the 90th percentile.

“In addition, thousands of items of vocabulary of expression can be acquired by children in a relatively short time.” (Steinberg, 2006).
CONCLUSION

Here Wilkins wants to express that without vocabulary we cannot transmit what we want to express, through the vocabulary we learn as we can speak and communicate in the language English.

In the vocabulary students can overcome improve their fluency and get to express themselves better and more quickly to speak the language.

We believe that Goldsworthy (1996) find that children with learning disabilities also have a tendency to use short phrases and their pronunciation is simple, taking relationship with our research and thus we can visualize this happens in the same way in the students of 8th year when they try to speak in English, but they don't have the tools or the necessary vocabulary to do it correctly in your classroom with classmates and teachers.

What says Beglar (2009) is very difficult, having an extensive and rich vocabulary in knowledge will help us to be able to express ourselves in the language that is achieved with years of practice, and regards L. Rowe et to the. 2008 to the vocabulary in children vary with the age of them.

Some kids may speak a high number in words and others instead fail in it, Hart and Risley said it in 1995 but Fenson, in 1994 said that in children of 30 months of age, the vocabulary can range from 300 people in the percentile 10, 650 words at the 90th percentile.

Steinberg express thousands elements of expression can be expressed by the children in a short time.

CHARACTERISTICS OF THE VOCABULARY DEFINITION

“Researchers have determined that the vocabulary can be quickly develop during childhood, while young children are typically able to
understand the words until is used.” (Bates & Goodman 2001; Fenson, 1994). “Most of the children say their first word between the ages of 1, or and 1 to 8, although are large individual differences among them.” (Bleses et al, 2008 Devescovi et al 2005 Fenson et al 1994, Fernald, Pinto Swingley, Weinberg and McRoberts 2001).

What children learn vocabulary since almost a baby, is much easier because children are more able to assimilate the learning of the vocabulary, since all their attention to know, ask make their way to learn became simpler because everything around them is the vocabulary for learning another language.

These individual differences can be formed by the conclusions of Bates, talking about children from age 1.0, speak words from 0 to 52, 1.4 years speak words from 0 to 347, with the 2 to 6 years old, speak 208 words to 675. After 1.6 sizes from the vocabulary of young children develop very quickly.

When this author refers is that at different ages, children learn words that are useful for their vocabulary and put into practice, at every moment to know more and more.

We realize that childhood is the best age to learn vocabulary and more if it’s another language of others to the mother, already the fact of listening to another language makes them interested in learn it in the small and simple words with which they can express.

The first words in the vocabulary of young children most often relate to things, names in its immediate surroundings and relate mainly to members of the family, food, animals and body parts and routine activities or that involves simple requests that the child used to ask for help.
CONCLUSION

Brooks & Melt off Fenso refers about children that are more quick to learn the vocabulary they can achieve speaking many words, this occurs at different ages children can be with the vocabulary, and they all what is in his around serves them learning and exploring new words in their vocabulary.

Thus Bates & Goodman determine it because they say that there are differences between the ages of the children, but Bleses, Devescovi, Fernald, Pinto Swingley, Weinberg and McRoberts coincide with Bates that there are differences between the ages of the children to speak and learn vocabulary.

We agree with what these authors express because the learning of English in children is easier since they are more ready to be able to easily capture the learning of words and to make repeats more easily.

USES OF THE VOCABULARY DEFINITION

Many mistakenly believe that only vocabulary learning includes the acquisition of words. It also includes fragments, lexical phrases of two or more words, such as good morning and happy.

Teaching vocabulary implies much more than looks up words in the dictionary. On the other hand sold vocabulary indirect exposure through the words.

According to Michael Graves (2000) there are four components of an effective program vocabulary: wide or extensive independent reading to extend knowledge of words. Teaching of specific words to improve the understanding of the texts containing those words.

Word awareness and Word activities to motivate and improve vocabulary learning by an effectively instruction. According to national reading panel, teaching explicit vocabulary is very effective.
To develop the vocabulary, intentionally the teachers should teach both specific words as words varied by learning strategies. “To deepen the knowledge of students in the meanings of words specifies instruction must be solid.” (Beck et al. 2002). “See vocabulary in rich context of authentic text, rather than isolated exercises of vocabulary, produces solid learning vocabulary.” (National Panel of Lectura2000).

That statement often does not begin with a definition, by the ability to give a definition is often the result of knowing what the word means.

CONCLUSION

This part explains that not only vocabulary learning consists in acquiring words, but it goes beyond because knowledge is acquired deeper where come lexicons, fragments that give to learn a vocabulary of words and leads us to look up its meaning in the dictionary to know what it means and learn them.

Michael Graves said that there are 4 components that are effective. A wide range of vocabulary, extensive reading to expand learn words and the specific teachings of words which serves to better understand texts that have these words. We think that what expresses Graves is very true because with these four components you can reach full vocabulary learning or improve it if you know something.

What National Reading Panel expresses is that there must be motivation, games for learning vocabulary and we think that it should be so; you should be motivation always so to teach vocabulary students interested to learn that vocabulary and develop it through language.

The author concerned that deepens the learning of vocabulary must be it in context rich of authentic texts. We agree because to teach vocabulary should be taken from authentic text since the source where it is sought must be real to be able to deepen the teaching of vocabulary.
TYPES OF VOCABULARY

ACTIVE OR PRODUCTIVE-VOCABULARY

Moreover, it is when a person can use it effectively because it has integrated it fully into their everyday language and is able to produce messages with him. I.e., it is the kind of vocabulary that a person understands and used when needed without help.

It is the Nation, who claims that the productive vocabulary refers to the words that students can to pronounce, spell, and write. It's how to use words in grammatical pattern.

In this sense, is in the process of acquisition of vocabulary, it is normal to circulate through these two stages repeatedly, being the first stage the associated with the passive vocabulary, and following the acquisition of vocabulary in active or productive way. This type of process can be seen especially in childhood or in learning new languages.

The acquisition of vocabulary (both in the native language and in second or foreign), is a very complex process. The first distinction that we must make is between passive vocabulary and active vocabulary. The first is the vocabulary that the subject understands unaided or with very little assistance, but is not able to use independently. The second is the vocabulary comprising the subject without problems, but is also able to use when you need it without help. Clear, therefore, that wider a person's vocabulary is the passive vocabulary, and seems also clear, if a person has a 'stored' in their passive vocabulary word, hardly that Word can reach part of their active vocabulary.

One of the advocates of this theory was co-author of the Natural Approach (Tracey Terrell), and who has invested great effort in trying to explain this process of language acquisition.

This process seems to be a gradual and relatively "slow" process since it would not be learning but an advantage. Once the form is already «linked», the subject should go trying to «access» (accessing in English)
to this form repeatedly. The first few times will require much time and possibly some support, but that time or the need to support it will be reduced gradually. How many more times this subject tries to access this form, will be 'possible'.

**CONCLUSION**

For us, the active vocabulary or productive is whereby a person can use it easily once assimilated their significant because it is part of their everyday language and can produce messages through the without help.

Online Nation (2003. 25) said that the productive vocabulary that students can to pronounce, spell and write as they wish it to be used as grammatical pattern, because they apply to rules that they can find.

When we talk about acquiring vocabulary has two phases, the first is the stage which is the passive vocabulary and the second acquisition of a productive or active vocabulary and this can be seen in childhood or in learning new languages.

Here is that the vocabulary is distinguished between liabilities and assets; While the first is learned without help, and the second is the vocabulary that the person understood without problems, but use it when you need it and without any help, but also explains that the passive vocabulary is the most clear because if don't store their passive vocabulary words will be difficult which is used in the active vocabulary.

So explain Trace Terrell co-author of the Natural Approach, which sought to explain the process of language acquisition and we believe that this theory is more practical because it may seem slow but the process will be more effective.
STRATEGIES FOR TEACHING VOCABULARY

FLASHCARDS— the “flash-cards” are an instrument of common use in English classes to levels of primary education and early childhood education. These help us to introduce new vocabulary and to review and strengthen the already studied vocabulary. We can use them at the beginning of the session, as first contact and point to the previous meeting and during or at the end of it to review the vocabulary seen previously.

Any foreign language, in this case English, is an abstract "language" and little concrete in the beginning to learn it; with the flashcards we bring reality to our students. It is known that human beings possess visual memory and is associated to the articulation of the words facilitates the learning of new vocabulary.

We can perform numerous activities if we provide our students flash-cards in smaller size that we could use with the large group: our students learn the vocabulary easily, can create sentences from the chosen flash-card, can play individually, in couples and large groups. We have selected and prepared the following flashcards by themes: actions, members of the family, house furniture, and elements of the class, food, clothing and animals.

CONCLUSION

The use of the flash-cards is a very practical when it comes to teaching vocabulary since it helps a student by means of connect words with images and thus is easier to learn the vocabulary and put it into practice in oral expression through phrases, sentences, short dialogues etc.

We are sure that the use of the flash-card is a material that makes dynamic class, students through this material facilitates you the learning of vocabulary.
PERSONAL DICTIONARIES

Dictionaries for writers are the equivalence of the Central de Abasto: is where you find you're raw. Not surprisingly, therefore, that many of them have carried out own dictionaries. Gustave Flaubert, for instance, wrote his dictionary of the common places where I wanted to collect: "All the evil that comes from our enormous ignorance". At the entrance of the Word dictionary, reads: "tell him: 'I'm made for the ignorant'".

Journalist Ambrose Bierce wrote with wit and humors his Devil's dictionary, in where, for example, marriage is defined as: "The state or condition of a community consisting of a master, a mistress and two slaves, making in all, two."

In his book the letter: three hundred words, Michel Tounier perform a kind of curator from the abundance of the dictionary, to reduce it to a vocabulary.

CONCLUSION

For us the personal dictionaries are the collection of words that you learn with every day because every day one can learn words to listen or watch in some text.

It can be your personal dictionary add increasingly words that don't know and want to know its meaning, as it is pronounced and then be able to use it in a dialogue and be gradually increasing new words in our vocabulary and can then achieve express it orally with others.

Everyone can create personal dictionaries to facilitate the learning of new words to us and practice your pronunciation to develop ourselves in the language.
**ORAL EXPRESSION**

**Definition**—In Linguistics, oral expression is the set of techniques that determine the General guidelines that should be followed to orally communicate effectively, i.e., is the way of expressing what you think without barriers.

Also called oral expression to one of the skills developed in the learning both of mother tongues unconsciously as a foreign language of deliberate, conscious.

Oral expression serves as how it instrument for communicating processes or external objects to the. It must take into account that the oral expression in emotion: project in accordance with the subject vocabulary feelings: easy-to-understand words.

The language is a hereditary method for the formation of primary school students. With the language we communicate not only (that is not little), but at the same time think, feel, and acquire new knowledge. Is not strange that the scholastic failure this partly motivated circumstance is broader than speech, since it requires paralinguistic elements to complete their final meaning.

Among the aspects that must be observed carefully, are the following: voice: the auditory image has a big impact for the Auditorium. Feelings and attitudes can be transmitted through the voice.

Diction: The speaker should have a good command of the language. Such knowledge involves a proper domain of the pronunciation of the words, which is necessary for the comprehension of the message.

Structure of the message: is forced to plan beforehand what they will say. A good speaker cannot improvise.

**Fluency:** Use the words

**Volume continuously:** intensity of voice
Rhythm: harmony and clarity

Accentuation: express themselves accurately

Coherence: express themselves logically

By lacks language as it can be a reading comprehension limited, or by the failure to form expressive resources, written or oral way, own thinking or the contents of the curricular areas. Ultimately poor language skills can make the future human and professional young people. Therefore any teaching effort oriented in this direction seems laudable.

Precisely, the creation not far from a University discipline as the didactics of the language is a valuable contribution for both pedagogy and Linguistics. In effect the effort to equip language teachers with the knowledge and resources that encourage dynamic methods of expression and understanding in the classroom has to contribute positively in the personal growth of students.

The learning and use of the English language has experienced exponential growth in recent decades, despite a decline in the number of speakers who use this language in percentage terms. While in 1950, 8% of the world’s population spoke English as their mother tongue, it is estimated that by 2050, this number was located below 5% (Graddol, 1999)

“The language is all verbal and non-verbal resources used by individuals to communicate. It is a set of signs that man uses to convey to others what he thinks feels and means.” (Collective of authors 2004).
CONCLUSION

Through oral expression we can express what we feel; also English can use speaking skills in the learning of a language in this case.

Oral expression serves as a communication tool to express it involved a series of strategies that help make this oral expression of easy understanding as emotions, vocabulary, voice, diction, structure, fluency, rhythm, clarity and coherence.

We believe that learning a new language should be motivated to make students feel interest in learning new words and be able to express them, whether oral or written, the learning and use of the English language has increased with the passing of decades, since everyone wants to learn to speak a new language and to develop it without difficulty.

Oral expression will always be present because through it we communicate and express our feelings.

ORAL EXPRESSION TYPES

FREE ORAL. - expression-free oral expression occurs and founded as a method, of which he is author J Villegier in the content of a critical analysis on the different systems of teaching foreign languages. The aforementioned method makes an open option for significant learning in the context of the communicative approach and from very emerging criteria in the psychoanalyst, humanistic psychology, existential and personalist.

The free Oral expression exposes the creation of climates of trust and safety in the classroom, the respect for the interests of the student, the flexibility, the specific motivation of non-directivity and the priority of the word. It gives Moreover, a resounding no to the rigidity, the routine the academicism of the language and mechanical learning that although theoretically banished from the classroom and often present.
CONCLUSION.

For us what free speaking arising and based as method as it expresses J. Villegier the says that there must be a content of critical analysis in relation to the teaching of foreign languages, the stresses that it must be a meaningful learning related to the context of the communicative approach.

We agree that the free oral expression is the step to be able to trust the student in the classroom, so that the feel that security and it can develop with full confidence in learning the language and at the same time the student feels motivated to continue learning the language.

TECHNIQUES FOR TEACHING ORAL EXPRESSION

TECHNICAL: individual individual.-techniques are those that involve a single Exhibitor, which works only collects information through research that the only and participates in the activities of a single form.

TECHNIQUES GROUP.-modern societies do not require responsibilities, such as oral expressions in front of an audience in order to discuss issues of common interest. For this purpose, a set of procedures called techniques of expression is used to facilitate the exchange of ideas and reflection on them. Two major groups are known at the oral level. Collective techniques for several exhibitors dialogue, conversation, debate, Assembly.

CONCLUSION: These techniques for teaching oral expression such as the individual techniques and technical group see them as very important because they serve for the teaching of oral expression and are more practical for their learning.

The individual techniques here concerns that an exhibitor only investigates and works to present your collected information. This technique does not add much in the teaching of oral expression because
one person is done and there is a debate, discussion, and solutions that can bring.

Group techniques are more feasible because they involved several people who can contribute with your ideas and can be a debate, opinion of ideas that come up and you can get them in practice. The good thing about this technique all learning everyone's because they expose their ideas.

**EPISTEMOLOGICAL FOUNDATION**  
**HUMANISM DEFINITION**

It is a rational philosophy informed by science, art-inspired, and motivated by compassion. Affirming the dignity of every human being, it is compatible with the maximization of individual liberty and opportunity in line with social and planetary responsibility.

He advocates the extension of participatory democracy and the expansion of the open society, standing for human rights and social justice. Free of Supernaturalism, recognizes the human being as part of nature and holds values whether religious, ethical, social or political have their origin in experience and human culture.

Therefore humanism is derived from the goals of life from human need and interest rather than theological or ideological abstractions, and asserts that humanity must take responsibility for their own destiny. Human magazine. “You put in the center of the universe so you better watch everything there is in the world” (Spielvogel 2005 p. 12).

Does this author is with what you should be thinking about humanism; man is the most important of that time. And education man is an essential entity to achieve the proposed objectives, the human being is educated to be better every day, the humanism says that people can find a purpose in life is an approach to life based on reason and our common
humanity, acknowledging that moral values are properly founded on human nature and the nature by itself alone.

CONCLUSION

What we think regarding this definition of humanism is that we are agreed that a rational philosophy inspired by the art and motivated by compassion. That man is free and has its dignity of human being, struggling for human rights and social justice.

Recognizes the human being as part of nature and that has religious values, ethical and social those have experience in culture human, we think that humanism is derived from the goals of life which man is capable of assuming its own destiny.

What Spielvogel 2005 says that man is the center of the universe to include everything you need to your around.

The man knows what he wants to learn and as put into practice to develop in life through education that may receive in a manner objective, realistic and meaningful.

HUMANISM AND EDUCATION DEFINITION

Talk of a humanist education implies, refer to that type of education that aims to fully educate people as such, trainees become members useful for the same and other members of society. Therefore, that puts emphasis, as well as the curricular subjects, in the teaching of norms, values and beliefs that promote respect and tolerance among people.

Humanist education is a broad, dynamic, educational process which encompasses all aspects of people, academic course but especially normative, and which I think it should take into account the following principles:
It must be a quality education. A good education is the ingredient without which a development process lacks the strength to make agents people assets of its own transformation, and the transformation of the society in which I had to live.

A good education garantize the progress of society by becoming more open, more critical of us ourselves and the environment that surrounds us.

José Pedro Varela said “education is of vital importance, for those peoples, which, like ours, has adopted the Democratic Republican form. The extension of suffrage to all citizens requires education disseminated to all, since without it the man has no awareness of their actions.”

CONCLUSION.

We believe, that what he said José Pedro Valera is reality education is of vital importance for all because we are free to choose what is best for our lives through education. A blind people without education is not progressing, cannot achieve the objectives proposed only education can help to progress, be better in what we do and get away to achieve our goals.

When we speak of humanist education we are thinking man to make your education more motivated students feel the interest to learn in a more dynamic way.

In which education should be of quality and excellence that develops humans with spiritual, moral values so that men and women of tomorrow are thus forged valuable for our society.

Teaching new generations should be more practical and realistic based on what students plays them live, to know the experiences that they have passed to be able to know how to reach them through the humanist education.
PEDAGOGICAL JUSTIFICATION DEFINITION

The starting point of the educational foundation of the e-Math arises from the idea that a good process of teaching and learning materials should be primarily based on the conceptual change and should be promoted to facilitate meaningful learning. This idea is linked to the proposed methodology and resources used.

The first thing that should be noted is that we understand the significant learning as a process in which base the pedagogical approach of a training action, and not as only the result of the training, acceptance that frequently is attributed to the concept.

"Pedagogical constructivism is not merely false. It is also harmful because it denies the objective truth, removes criticism and debate and makes expendable teachers". "On the hunt for reality" (Gedisa. Barcelona. Spain, BUNGE, Mario. 2007)

Us adapt related to what Mario Bunge manifests to the teaching and learning of English in the use of strategic vocabulary to improve the development of speaking skills students already many times the shortcomings of to maintain a good oral expression is that English teachers must have a clear pedagogical Foundation.

Constructivism is a view of learning based on the conviction that knowledge isn't a thing that can be simply the master gives in the front of the room students at their desks. More knowledge is constructed, by the students through an active, mental development process; students are builders and creators of sense and knowledge.

Constructivism is based on the works of Piaget (1977) and Kelly (1991). Twomey Fosnot (1998) defines constructivism in reference to the four principles: learning, significantly depends on what we already know, new ideas that adapt and change our old ideas, learning involves inventing new ideas instead of accumulating facts mechanically, significant learning occurs by reflect old ideas and reach new conclusions about new ideas.
A productive kind of constructivist then is centered for the active student. In this type of classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, ask questions to investigate, imagine, invent. The teacher's role is to facilitate this process.

Here what Piaget Kelly and Twomey Fosnot concerned about the four principles say that learning is according to new ideas which had to adapt to new ideas in meaningful learning. This is to take the experiences which help that through research imagine makes the student feel capable of carrying out this process, and the teacher makes is to facilitate this process to occur.

CONCLUSION

Concerning the pedagogical justification in its definition tells us that a good process of teaching-learning materials in general should be based fundamentally in conceptual change that will take to the facilitation of meaningful learning.

Mario Bunge 2007 says that constructivism is harmful which the reality is.

We are agreed that the students in this new are the protagonists of the class they with their ideas, experiences are that give the pattern to make the class more motivating and dynamic. We think that Piaget's theory is very interesting for the old ideas and new ideas are used to learning, make student is motivated to research, the search for new information to meet their need for learning.

SOCIOLOGICAL REASONING DEFINITION

Define sociology of Anthony Giddens ("sociology", 1989) offers the following general definition: "sociology is the study of human social life,
groups and societies. It is a dazzling and irresistible, having as its object our own behavior as social beings.

The scope of Sociology is extremely broad, ranging from the analysis of passing encounters between individuals on the street to research social processes around the world.

As no doubt note, Giddens - in this particular excerpt - is more - refers to the sociological company description in very general terms that hiring of nail-down a specific definition...

The scope of Sociology is extremely broad, ranging from the analysis of passing encounters between individuals on the street to research social processes around the world."

In this sense of opportunity and optimism "Auguste Comte, who gave the name to the sociology, confidently expected would provide the highest level of scientific explanation in the establishment of the law of human society if same".

As teacher and scholar of sociology, modern sociology was first self-taught in Britain at the beginning of this century but the expansion here took place much more recently and was initially heavily influenced by the United States sociology. During the 1960's, especially, became a subject of major social sciences, taught in universities and colleges, and with the development of the level ‘A’ of Sociology during the 1970s became an important subject in schools also.

Education is not one social fact, the function of education is the integration of everyone in society, as well as the development of their individual potential makes it a social fact central to sufficient equality and idiosyncrasy as to constitute the object of a sociological reflection. Sociology studies the man in their social environment, i.e. in a society culture, country, city and social class. However, research of sociologists can range from large and vast sets up to small units of observation,
although always exist between both the complementarity in the analysis. Sociology does not study society as "sum of individuals", but studying the multiple interactions of those individuals who are that gives life and existence to society in all its manifestations, applying systematic research and evaluation methods that allow its measurement, quantification and empirical verification.

CONCLUSION.

For us definition of the sociological Foundation defines that sociology is the study of human social life, groups and societies is to observe and analyze the behavior in general man through the different places where this is.

What the Gidden author who refers to sociological enterprise in general terms for all. On the other hand what we refine Auguste Comte the gives full confidence to Sociology which provides the highest level of scientific explanation in the establishment of human laws.

PSYCHOLOGICAL FOUNDATION

DEFINITION
Study the psychological principles applied to the process of teaching and learning in the educational context. Emphasis on scientific facts product research that describe the growth and development physical, cognitive and personality, including emotional and social development and its implications in the education.

Curriculum design, as psychological option chosen as base the constructivist, against other options such as the behaviorist school learning. The basic psychological approach of the current curriculum are: integral and global Vision of human development. It is noteworthy the cognitive, emotional, social and physical development from fragmentation and separation unit.
Need to start from the development of the student, following a series of evolutionary periods with qualitative characteristics which condition the experiences that the school offers the student for this purpose are must attend both their cognitive level as to knowledge that has built previously.

Content and learning process must possess logical and psychological significance, taking into account the internal logical structure of content such as its possible assimilation of the student.

The student must have a positive attitude to learn significantly, thus it is respond to emotional and methodological factors where the expression and achievement of interests will be key elements to achieve.

CONCLUSION

We think that the psychological Foundation emphasizes research which describes the physical development and everything that has to do with regard to education on scientific facts. Through the psychological groundwork, we realize teaching that we must bear in mind that as the students are beings that come from different worlds and we must have the account how to treat them.

On this basis based on the Constructivist Learning at school and confronts the behavior in the current curriculum global vision of human development is taken into account, and what we want to achieve is to stand the cognitive, affective, social and physical part.

So that students can have a good assimilation in their learning should be into account the logical and part psychological in order to achieve a good learning student. With all this what you want to get is favorable in the students results to make their learning more meaningful but always keeping present part psychological student to make their learning with excellent results.
LEGAL FOUNDATION

Education is a universal right of people, inexcusable duty of the State to achieve the sustained development of our people in freedom and democracy.

Esta Ley Orgánica de Educación Intercultural, LOEI, está hecha para cumplir expresamente con lo dispuesto en los arts. 26, 27, 28 y 29 de la Constitución de la República y no menos de otros 32 artículos conexos y o complementarios relacionados con las garantías constitucionales, participación y organización del poder, organización territorial, régimen del desarrollo, y régimen del buen vivir.

Que el artículo 298 de la Constitución de la República establece reasignaciones presupuestarias destinadas, entre otros al sector educación, a la educación superior, y a la investigación, ciencia, tecnología e innovación en los términos previstos en la ley. Las transferencias correspondientes a pre asignaciones serán predecibles y automáticas.

Art. 4.- Derecho a la educación. - La educación es un derecho humano fundamental garantizado en la Constitución de la República y condición necesaria para la realización de los otros derechos humanos.

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

El Sistema Nacional de Educación profundizara y garantizara el pleno ejercicio de los derechos y garantías institucionales.

Art. 6.- Obligaciones.- La principal obligación del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y
garantías constitucionales en materia Educativa, y de los principios y fines establecidos en esta Ley.

Art. 10.- Las y los docentes del sector público tienen los siguientes derechos:

Acceder gratuitamente a procesos de desarrollo profesional, capacitación, actualización, formación continua, mejoramiento pedagógico y académico en todos los niveles y modalidades, según sus necesidades y las del Sistema Nacional de Educación.
CHAPTER III

METHODOLOGY

METHODOLOGICAL DESIGN.

The methodological design is a clear and concise relation between each of the stages of intervention.

• The methodological design is the description of how will make the proposal of intervention.

• Methodological design are the steps to follow to generate information that the project requires.

In the light of a subject matter, objectives that are however needed. A methodological design is the particular form where each auditor to organize its proposal of intervention. The methodology must be supported by the epistemological, ontological and conceptual stance of the auditor; i.e. each methodological design should respond with internal coherence to the conception of the human being, the concept of education and the pedagogical principles that they orient themselves to each auditor in his work. Therefore, the intervention strategy depends on the type of study that you choose (the approach), since this determines the design, the process proposed to the community, the information generated, the form as they will work with the community and the place of the professional auditor.

Empirical methods: The empirical method is a model of scientific research, which is based on the logical empirical and that together with the phenomenological method is the most widely used in the field of the social sciences and in the descriptive Sciences.
Their contribution to the research process, the empirical allows the researcher to a series of results mainly from the experience of research relating to their problems, also involves carrying out the preliminary analysis of information, as well as verify and theoretical concepts that make it possible to reveal key relationships and fundamental characteristics of the object of study, through various means of study and practical procedures.

Among the empirical methods are:

- Observation.
- Measurement.
- Experiment

METHOD OF SCIENTIFIC OBSERVATION.

It is the first method used by scientists and currently continues to be its universal instrument. It allows knowing reality through direct perception of objects and phenomena direct processes and bodies, which must have some qualities that give it a distinctive character.

THE METHOD OF MEASUREMENT.

The measurement should take into account the object and the property that is to be measured, the unit and the measuring instrument, the subject who performs it and the results that are intended to achieve.

To develop in order to obtain numerical information about a property or attribute of the object or phenomenon, where known and measurable magnitudes are compared. I.e. is the attribution of numeric values to the properties of the objects.
THE METHOD OF EXPERIMENTATION.

Experimentation depends on the degree of knowledge of the investigator in its research, the nature, the circumstances of the object and the problem of research, i.e. not always can be made experimentation.

The experimentation must follow certain rules which are: • isolate the object and properties study of the influence of other factors • playing • object of study in controlled conditions by modifying the conditions under which takes place the process or phenomenon that is studied.

Theoretical methods:

Theoretical methods are those that reflect the essential relationships between properties, objects and phenomena. The facts constitute a scientific theory is necessary to select them, classify them, compare them, analyze them, make abstraction of some features and properties, generalize them, and explain them, only thus it is possible to discriminate relations essential, causality, the not causal, repetitive, constant.

While the product of scientific activity, the theory is the thread of research activity and contains in its center the principles, laws, categories, concepts, hypothesis and research problems that explain the object of a science, there is no doubt that when reference is made in the definition of science to the systematized body of knowledge It is becoming a direct allusion to the construction of theoretical systems.

We think that it is not idle to point out, that this distinction is made as a mode of classification, because the theoretical methods and empirical methods in the development of scientific research are in an indissoluble relationship.
Within the main tasks to be developed as part of the theoretical research should be noted: the formulation of the problem, review of the literature, decomposition of the problem, theoretical modeling, hypothesis formulation and definition of variables, design making and the analysis of the results for the preparation of the final report of the investigation. Main methods of theoretical knowledge in the research are: analysis, synthesis, comparison, abstraction, induction, deduction, and generalization.

All science, as a product of knowledge exists as a result of the relationship between, and may establish the existence of methods of theoretical knowledge and empirical knowledge. "there are 125 million children not attending school;" "150 million drop out before having learned to read and write and 872 million illiterate adults" in this sense is undeniable the direct relationship in the statement made by the author and the low productivity of labor and its effect on the lower growth of the economies, as it is considered as a social cost of low educational level resulting in the abandonment of the school during the early years of schooling. Likewise represents a social cost for higher expenditures need to be incurred to finance social programs and transfer to sectors that fail to generate own resources." (p.12)

The meaning attributed to the quality of education is primarily understood as effectiveness, so it would be a quality education that manages students actually learns what is supposed that should learn, what is provided for in the plans and curricula. This dimension of the concept foregrounds the learning outcomes effectively reached by the educational action (p. 44).

Statistical methods: The statistical method and the process of obtaining, representation, simplification, analysis, interpretation and projection of the variable characteristics or values numeric of a study or a research project for a better understanding of the reality and optimization in decision-making. The statistical method in the social sciences becomes a powerful tool of scientific precision to the extent in which is combined
with the qualitative methods and is used according to the needs and the healthy criteria. Adolph Quetelet was among the first to apply statistical methods to the study of a set of data.

According to Bojaca "statistical method offers advantages for educational and pedagogical research". (Bojaca, 2004)

1) Facilitates the handling of large amounts of data and observations by the proper employment of the sample.

(2) It facilitates the handling of both deductive and inductive categories to turn them into numerical variables.

(3) Maximize the objective nature of the interpretation but observation and participation of the research subject in the investigated cohort.

**TYPES OF QUANTITATIVE RESEARCH:**

Historical research: past experience is, describes what was and represents a critical search for truth that sustains the past events. The researcher depends on primary and secondary sources which provide information and the investigator should examine which carefully in order to determine its reliability by means of a critical internal and external. In the first case it verifies the authenticity of a document or track and in the second, it determines the meaning and validity of data that contains the document deemed authentic.

Correlational research: Social research that aims to measure the degree of relationship that exists between two or more concepts or variables, in a context in particular. Sometimes only enhances the relationship between two variables, but relationship between three variables are often located in the study.

The usefulness of this type of research is to know how can behave a concept or variable knowing the behavior of one or more related variables. When two variables are correlated, this means that one varies
the other also varies and the correlation can be positive or negative. If it is positive it means that subjects with high values in a variable tend to show high values in the other variable. If it is negative, it means that subjects with high values in a variable will tend to show low values in the other variable.

If there is no correlation between the variables, this indicates that these vary without following a systematic one another pattern: there will be subjects that have high values in one of the two variables and low in the other subjects that have high values in one of the variables and values on the other, subjects that have high values in the two variables and others that have values lower or media in both variables.

If two variables are correlated, and the correlation is known, the bases are to predict the approximate value that will take a group of people in a variable, knowing the value of another variable.

They are supposedly related. Usually it is not so easy to determine when a correlation makes no sense.

**INVESTIGATION EX POST FACTO: Completed facts**

About this type of research is appropriate to establish possible cause-effect relationships, noting that certain events have occurred and looking for the factors that have them in the past have caused. It differs from the real experiment in this cause is introduced at a given time and the effect comes to observe some time later.

Examples of research ' ex post facto ' are as follows:

-Identify the characteristics of students who obtained high notes in their studies.

-Identify factors associated with lung cancer such as smoking tobacco, or the type of occupation that have had people suffering from this disease.
-To determine the relationship between the characteristics of a political campaign, the situation in the country and the success in a presidential election.

**TYPES OF QUALITATIVE RESEARCH:**

**The Ethnographic:** Ethnographic is a method of study used by anthropologists to describe the Customs and traditions of a human group. This study helps to know the identity of a human community that focuses on a particular socio-cultural area. It is worth mentioning that, while it was coined by anthropology, it is also used in other social science research, such as sociology.

**Branches of Ethnographic and researchers:**

According to anthropologist Elsie Rockwell put it; it is a form of extremely useful research which was developed in England for nearly four decades. Anyway its acceptance required long time since, an alternative tool, caused multiple rejections between dominant paradigms of the time.

Under this concept refers both to the action taken by a field researcher when faced with the study of a social group, as a final product that is derived from this research activity. Without going any further, to Rockwell Ethnography was much more than a tool to obtain data for what could not being enclosed in the strict definition of method. Rather it's a whole where method and theory.

**Theory based:** It has its origin in the symbolic fundamentalism that have artifacts, gestures and words, seeks to discover concepts, hypotheses and theories, to avoid judgments a priori, all this from data collection and analysis, these can be qualitative and quantitative and can be obtained through interviews observations of field, newspapers and audio-visual materials then interpret what we see, we hear, what we read and analyze. The grounded theory has to do with the ethnomethodology which is nothing more than the study of social phenomena, including
speeches and actions to give sense and meaning to the social practices (ways of speaking), also has to do the ethnomethodology with research and action which has modalities such as:

1. The participatory mode: It allows obtaining collective knowledge about a certain social reality, is characterized by the collective acquisition into account innovation, development and vocational training. Based on: the problem by studying originates in the community or workplace. Deepen the understanding of a problem.

2. The cooperative: when two or more people decide to join together to solve together issues relating to professional practice, taking into account innovation, development and vocational training.

**The basic elements of cooperative research are:** The problems are mutually defined by the subjects and which investigates. Seeks solution to the problems presented. The decisions that have to do with the investigation are the result of the cooperative effort.

**Phenomenology:** Adhering to the etymology of the word is the study of phenomena. The word is composed of the Greek voices φαινόμενον (phenomenon), which means 'phenomenon, which manifests itself, what it shows ', and λόγος (logos), 'study, Treaty'.

As such, the phenomenology is a subjective idealist current within the philosophy proposed the study and description of the phenomena of consciousness or, in other words, of the things as manifested and shown in this. It sits the world is that which is perceived through the conscience of the individual, and intends to interpret it according to your experiences. In this sense, it valued empiricism and intuition as instruments of phenomenological knowledge.

Phenomenology is wide and has developed various aspects throughout history, being some of its greatest representatives of Edmund
Husserl, Max Scheler, Martin Heidegger, Maurice Merleau-Ponty and Jean Paul Sartre.

Phenomenology of spirit as is titled one of capital works of the German philosopher Georg Wilhelm Friedrich Hegel. In it are dealt with issues as complex as the theory of knowledge, history, science, religion, and ontology, in order to elucidate the concept of science. In this way, Hegel moves in dialectic of forms or phenomena of consciousness, from the sense of the individual up to the universal reason, i.e., the absolute knowledge.

The biographical method and the history of life: In the long history of the social sciences, the biographical approach has been one of the constants that, under epistemological perspectives and diverse theoretical intentions, has arrived at our days with unusual vigor and from backgrounds different disciplinary. Interest in the biographical description is not recent, but the takeoff of the methodology of life stories coincides with the height of the Chicago school in the 1920s. From the time of the American Bureau of Ethnology and the enormous production of the Indian Portraits of Americans to the masterpieces of anthropology anthropologists and journalists, there has been a continuous use of oral sources in Biographical research.

Analysis of content and speech: It is a subject of the methodological block of the Master in Social communication offering the student a basic and multidisciplinary training to address the analysis of content and discourse of media texts. The subject confronts the student against the main methodologies of the social and human sciences applied to the analysis of content or speech, both traditional (analysis of content, semiotics, Narratology) as those that constitute contemporary trends (frame analysis, critical analysis of discourse and analysis neorretorico).

The structure of the course responds to the following objectives: first, that the students learn the theoretical and conceptual foundations of the
explored analysis methods and understand both their usefulness and its limitations. Secondly, students learn how to prepare a research design based on one or another method and to analyze the results obtained from its application.

RESEARCH (IAP) PARTICIPATORY ACTION:

The investigator should not act as the OWL of Minerva, is not to see but to transform. "Alicia Kirchner clarifies that to be able to generate processes of change, it is necessary to know the reality of the territory where we want to intervene." (Kirchner)

One way to do so is through research participatory action. Participatory action research is a methodology aimed at production of a proactive and transformative, through knowledge un the process of discussion, reflection and collective construction of knowledge between the different actors of a territory in order to achieve a social transformation. This methodology combines two processes, the meet and the Act, involving both the population whose reality is dealt with.

It is a process that combines theory and practice, and which enables learning, critical awareness of the population about their reality, their empowerment, strengthening and extending their social networks, their collective mobilization and his transforming action. The IAP, therefore, does not reject the role of the specialist but yes poses that and for whom the research as the first problem to solve.

An IAP we talk about objective reality in a dynamics of research that arises and develops as a process in the permanent complementarity of different knowledge - technical knowledge, everyday knowledge-. In this sense, we could refer to a dialectical construction of knowing that part of consider the object to investigate as a subject (protagonist of the research) and the purpose of the research as social transformation.
Population and sample: The concept of population statistics goes beyond what is commonly referred to as such. A population is required as a finite or infinite set of people or objects that have common characteristics.

We highlight some definitions:

"A population is a set of all the elements that we are studying, about which we try to draw conclusions". Levin & Rubin (1996). (Levin, 1996)

"A population is a set of elements that have a common feature." Chains (1974). (Chains, 1974).

The size which has a population is a factor of utmost importance in the process of statistical research and in our social case, and this size come given by the number of elements that make up the population, according to the number of elements the population may be finite or infinite. When the number of elements comprising the population is very large, it can be considered this an infinite population, for example; the set of all positive numbers.

A finite population is one that is made up of a limited number of elements, for example; the number of inhabitants of a region.

When the population is very large, it is obvious that the observation or measurement of all elements multiplies the complexity, in terms of work, time and costs required to do so. A statistical sample is used to solve this issue.

It is often impossible or impractical to observe the totality of individuals, above all if they are many. Instead of examining the entire group called population or universe, a small part of the group called the sample is examined.
Sample:

Sample is a significant representation of the characteristics of a population, to bass, the assumption of an error (usually not more than 5%) studied the characteristics of one population much smaller than the global population set. "Sample is called a part of the population to study that serves to represent the". Murria R. Spiegel (1991). (R.Spiegel, 1991)

METHODS OF RESEARCH

Empirical: Definition of empirical.

What is based and associated with experience and practice. We use the word empirical way extended in our language as an adjective to qualify what is based and associated with the experience, practice and observation of events. Empirical knowledge comes from experience, and we normally use this word associated to the knowledge, because empirical knowledge will involve direct contact with what is real, that achieved through the experience. Everything that a person knows, knows, without a scientific knowledge is empirical knowledge. We know that a cube of ice on the skin will cause a hit of cold because he was, and the same applies to fire for example, we know that being near it produces great heat, because we felt it...

"Note is put forward (that is, the prefix ob.) of an object, at the same time as a slave (that this is the first meaning of the root service)" To be faithful; and as a teacher to possess it or preserve it (which is the second meaning of the root service). Watching one is put eyes on it, consider it as an object."

It is an empirical procedure par excellence, the most primitive and at the same times the most widely used. It is the method by which establishes a specific and intensive relationship between the researcher and the social fact or social actors, which results in data which are then synthesized to develop research.
This method is a "logical reading of forms" and exercise and "methodology of the gaze" (construction and production of new reality).

Since the end of the last century and the beginning of this, is it was resorting to this technique increasingly more systematically, to become a methodological instrument par excellence in anthropology, although today it is to recognize that its use is much broader.

The observation is a process whose first and immediate function is to collect information about the object to be taken into consideration. This collection implies an activity of coding: the selected gross information translates using a code to be transmitted to someone (self or others). Many coding systems that exist could be grouped into two categories: systems of selection, in which information is encoded a systematized through a grid or rack preset mode, and the production systems, in which the observer makes himself their coding system.

In the same way, Arias, (2006, p. 134), says: "that is a proposal for action to solve a practical problem or meet a need. It is essential that such a proposal is accompanied by a research, demonstrating its feasibility or possibility of realization".

**Surveys:**

The survey is a research technique that consists of a verbal or written interrogation carried out to people in order to obtain certain required information for an investigation. When the survey is conjugation is usually done using the method of the interview; and when the survey is written is often make use of the instrument of the questionnaire, which consists of a document with a list of questions, which will make them to people to survey. A survey can be structured, when it is composed of formal lists of questions asked to all alike; or informal, when they allow the interviewer to modify questions based on the answers that go giving the respondent. Polls are groups of people with similar characteristics of which you want to obtain information, for example, are carried out surveys to the
target, to the customers of the company, the staff of the company, etc.; this group of people is known as population or universe. And to avoid interviewing all members of the population or universe, is usually done using the technique of sampling, that is to determine, through a formula, a number of people representative of the population or universe to study; that number of people referred to as sample. To obtain a sample and make surveys the number of people that this indicates, you can get information you need, without having to survey the entire population or universe.

Interviews

The concept of interview refers to communication that is between the interviewer and the interviewee. In both cases can be more than one person. The aim of this communication is to obtain certain information, whether personal or not.

There are different mobile which are interviews, one of them are work-related.

THEORETICAL

Inductive method: The inductive method or intuitivism is the scientific method that gets general conclusions from specific premises. It's the usual scientific method, in which four essential steps can be distinguished: the observation of the facts for your registration; the classification and study of these facts; the inductive bypass that part of the facts and reach a generalization; and the matching.

This means that, after an initial phase of observation, analysis and classification of the facts, is achieved by applying a hypothesis that provides a solution to the problem. One way to carry out the inductive method is proposing, through various observations of events or objects in their natural state, a conclusion that is general to all events of the same kind.
Deductive method: The first descriptions of deductive reasoning were made by philosophers in the ancient Greece, among them Aristotle. Note that the word deduction comes from the verb infer (from the Latin deducĕre), which refers to the extraction of consequences from a proposition.

The deductive method can infer something observed from a general law. This distinguishes it from the so-called inductive method, which is based on the formulation of laws on the basis of the facts observed.

Among the examples that we can use to understand more exactly what the term deductive method would be the following: If we start from the affirmation that all Englishmen are on time and know that John is English, we can conclude that John is therefore timely.

ANALYTICAL AND SYNTHETIC METHOD.

Analytical method: This method involves the analysis (of the Greek analysis, which means decomposition), this is the separation of a tone in parts or in its constituent elements. Relies on that to know a phenomenon it is necessary to break down it into its parts.

Synthetic method: It involves synthesis (from the Greek synthesis, which means meeting), that is, the union of elements to form a whole.

Analytical judgment involves the decomposition of the phenomenon, its constituent parts. A mental operation is by which the totalizing representation of a phenomenon is divided into its parts.

Synthetic judgment, on the contrary, consists in systematically unite the heterogeneous elements of a phenomenon in order to rediscover the individuality of the thing observed. The synthesis means unifying activity of the scattered parts of a phenomenon. However, the synthesis is not the sum of partial contents of a reality; synthesis added to parts of the
phenomenon something that only can be purchased altogether, in the singularity.

**Statistical/mathematical method**

`Queuing method of homogenization and territorial indicators analysis.

This method facilitates the homogenization of various features to reduce the set of variables to a number through which it is possible to establish the necessary correlations for the classification of places or territories referred to in the analysis. This way makes the categorization not only of a number of socio-economic indicators but also of spatial units.

Essentially the method allows the homogenization of indicators that can be expressed in different units of measure for one or more zones, and for one or more years.

To proceed to the application of the method in question will begin by the determination of spatial units (province, areas, town or municipality) that will be object of study and the set of variables or indicators that will describe the phenomenon from which you want to characterize each spatial unit considered.

These data comply in a double-entry table, as shown below, where the rows represent spatial units which are the subject of study (in this case, municipality) and the columns correspond to the indicators or selected variables.

Suppose that (Mm) there are municipalities and (Xn) indicators.

Where: Xj - selected indicators (for j = 1, 2, 3, n)

MI - selected spatial units (municipalities for i = 1, 2, 3, m).

Wij - value of the indicator j in the municipality i.
Each selected indicator or variable will be expressed in different units of measure which makes it difficult to establish appropriate comparisons including non-only the form of expression, but because for the same.

DESCRIPTIVE METHODS

What is it?

Type of research that systematically describes the characteristics of a population, location, or area of interest.

Here the researchers collect data on the basis of a hypothesis or theory, exposed and summarized the information carefully and then carefully analyzed the results, in order to extract significant generalizations that contribute to the understanding.

Objective:

Your goal is to get to know situations, customs and attitudes prevalent through the exact description of the activities, objects, processes, and people.

Its goal is not limited to data collection, but the prediction and identification of the relationships that exist between two or more variables.

Stages:

1. Examine the characteristics of the problem.
2. Definition and formulation of hypotheses.
3. They set out the assumptions that underpin the hypothesis.
4. Choose the sources to develop the theoretical framework.
5. Selection of data collection techniques
6. They establish precise categories that suit the purpose of the study and allow to highlight the similarities, differences and significant relationships.

7 Verification of the instrument.

8 Make accurate and objective observations.

9 Description, analysis and interpretation of data.

**INFERENTIAL METHOD**

**Method of inferential statistics.**

- The taking of samples or sampling, which refers to properly consider a sample that allow obtaining statistically valid and significant conclusions.

- The estimation of statistical variables or parameters, which allows to estimate population values from samples of much smaller size.

- The contrast of hypotheses, which allows you to decide whether two samples are statistically different, if a particular procedure has a statistically significant effect, etc.

- The experimental design.

- Bayesian inference.

- Non-parametric methods.

**Professional**

Methods for evaluating professional practice: it is obvious that this level of evaluation is the most important and complete, since it gives us information about what professional really makes in their professional practice. However, it should be noted, from the methodological point of view is the most difficult since they involved not only technical problems
(feasibility and reliability) but also other factors not relating to what the Professional is able to do and which can modify its practice, as for example, the type of organization of the institution where he works available resources, competition from other professionals involved in the practice that is intended to evaluate, care overcrowding and the motivation of the own professional, among others.

Nevertheless, there are instruments which seek to evaluate this level and give us enough relevant information from the actual practice of the professional as: scales of global assessment, review of clinical histories (audit), review of clinical decisions (chart stimulated recall), the observations of the practice by colleagues or through videos, surveys of satisfaction of patients and families notebooks of self-learning or portfolio, the opinion of other members of the team, indicators of problems in practice, or the quality of the therapeutic requirements, among others.

SURVEYS, INTERVIEWS, DIRECT OBSERVATION.

After performing surveys to students, interviews with managers and teachers from the institution. We can say that students in the eighth grade of basic education of the unit education Attorney mixed Vicente Rocafuerte could reinforce their learning in language English, and improve their oral expression with vocabulary exercises, workshops of conversation for so encourage students to English classes are dynamic. We present you a proposal in which a simple booklet to interpret it and handle it will be designed.

Taking into account the following aspects:

Main topic: the problem.

Important aspects: development of a plan.

Data source: information.
Population

<table>
<thead>
<tr>
<th>ITEM</th>
<th>STAFF</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>directives</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>teachers</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>students</td>
<td>615</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>633</td>
</tr>
</tbody>
</table>

Source: "Unidad Educativa Fiscal Mixta Vicente Rocafuerte".

Researchers: María López Macías y Helen Herrera Espinoza

N                              100
F= -------              F: ------- =0.158
N                              629

SAMPLE FRACTION= 0,158
0.158 X6 Directives = 0.94  0.94
0.158 X12 Teachers = 1.89     1.89
0.158 x 615 Students = 97.17  97.17

---------------------

100

CHART #2

<table>
<thead>
<tr>
<th>ITEM</th>
<th>STAFF</th>
<th>POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DIRECTIVES</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>STUDENTS</td>
<td>94</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
### OPERATIONALIZATION OF VARIABLES CHART

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY</strong> Independent Variable.</td>
<td>DEFINITION</td>
<td>Importance of Vocabulary in English. Definition.</td>
</tr>
<tr>
<td></td>
<td>CHARACTERISTICS OF THE VOCABULARY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>USES OF THE VOCABULARY</td>
<td>Definition</td>
</tr>
<tr>
<td></td>
<td>TYPES</td>
<td>Active or productive Vocabulary</td>
</tr>
<tr>
<td></td>
<td>STRATEGIES</td>
<td>Flashcards Personal Dictionaries</td>
</tr>
<tr>
<td><strong>ORAL EXPRESSION</strong> Dependent Variable.</td>
<td>DEFINITION</td>
<td>Free Oral</td>
</tr>
<tr>
<td></td>
<td>TYPES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TECHNIQUES</td>
<td>Technical Individual Group</td>
</tr>
</tbody>
</table>
**CHI SQUARE TEST**

**Objective.** - To determine if there is a relation between the two variables, Independent: Strategies vocabulary; Dependent: Speaking skill.

Chi Square

As we can see in the next chapter the percentage of the two variables is 0.0%, for this reason we can conclude that there is a relation between these two variables.
UNIVERSIDAD DE GUAYAQUIL  
FACULTAD DE FILOSOFIA, CIENCIAS Y LETRAS DE LA EDUCACION  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  

SURVEY TO STUDENTS  

**OBJECTIVE OF THE SURVEY:** To know students point of view about the importance of new strategies to research vocabulary to develop the oral expression.  

**SPECIFIC INFORMATION:** Write an “x” on the answer you consider the most appropriate on each of the required questions.  

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>INDIFERENT</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. - You develop the speaking skill in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02. - You practice English daily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03. - You develop English language with new techniques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. - You memorize new words in an easy way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05. - The teacher includes ludic activities in the English class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06. - The teacher uses prior knowledge to give of the new information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.- Your teacher uses technological resources in the English class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08. - The teacher reinforces the English classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09. - You English teacher make workshops in order to increase the participation in classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. - You think this booklet will help you to improve your pronunciation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS

The best way to identify the different educational problems that the students of 8th grade basic education at "UNIDAD EDUCATIVA FISCAL MIXTA VICENTE ROCACUERTE" are experimenting during the learning process is through surveys and direct interviews with the followings options always, usually, sometimes and never were very helpful to establish conclusions and recommendations.

SURVEY TO THE STUDENTS RESULTS

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>INDIFERENT</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You develop the speaking skill in class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>2. You practice English daily.</td>
<td>6</td>
<td>8</td>
<td>13</td>
<td>0</td>
<td>21</td>
<td>48</td>
</tr>
<tr>
<td>3. You develop English language with new techniques.</td>
<td>8</td>
<td>13</td>
<td>7</td>
<td>0</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>4. You memorize new words in an easy way.</td>
<td>19</td>
<td>9</td>
<td>7</td>
<td>0</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>5. The teacher includes ludic activities in the English class.</td>
<td>19</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>48</td>
</tr>
<tr>
<td>6. The teacher uses prior knowledge to give of the new information.</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>33</td>
<td>48</td>
</tr>
<tr>
<td>7. Your teacher uses technological resources in the English class.</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>0</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>8. The teacher reinforces the English classes.</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>43</td>
<td>48</td>
</tr>
<tr>
<td>9. You English teacher make workshops in order to increase the participation in classes.</td>
<td>3</td>
<td>5</td>
<td>13</td>
<td>0</td>
<td>27</td>
<td>48</td>
</tr>
<tr>
<td>10. – You think this booklet will help you to improve your pronunciation.</td>
<td>25</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>8</td>
<td>48</td>
</tr>
</tbody>
</table>
INTERVIEW TO THE DIRECTORS

OBJECTIVE OF THE SURVEY: To know directors point of view about the importance of new strategies to research vocabulary to develop the oral expression.

Question 1: Do you consider that in the institution exists an adequate audio lab?

Answers 1: I think we have the laboratory to the missing some teams dip by

Question 2. - Do you consider that the teachers are highly qualified to teach the English language?

Answer 2: Yes, but the teachers must constantly attend a workshop training seminars to impart new learning techniques.

Question 3. - Do you consider that the teaching methods taught by teachers are generating good results in students?

Answer 3: The teachers now to try to methods to be used in their effective school students through interactive classes.

Question 4. - Do you consider that in the institution must exist a “conversation classroom’ to improve oral expression?

Answer 4: I think that yes, for groups through conversation students practice and improve their speaking skills.

Question 5. - Do you consider that teachers should make additional clubs to teach the vocabulary and expressions through audio rooms?

Answer 5: By club’s English teacher emphasizes the vocabulary and expressions through pictures with audio.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, CIENCIAS Y LETRAS DE LA EDUCACION
ESCUELA DE Lenguas Y Lingüística
INTERVIEW TO THE TEACHER

OBJECTIVE OF THE SURVEY: To know English teacher point of view about the importance of new strategies to research vocabulary to develop the oral expression.

Question 1. - Do you think that the students need new strategies to learn more vocabulary?

Answer 1: the teaching of English should always innovate strategies for their students to be better developed in the language and practice it so that your pronunciation is excellent.

Question 2. - How to encourage students to practice the English language?

Answer 2: As Teaching English to Students Motivation Must Be the Most Practical, Dynamic, Clear and Concrete.

Question 3. - Do you think that the use of modern technology in the classroom motivates students to learn English?

Answer 3: The technology helps the learning of English because she through student may feel interest in the language.

Question 4. - Do you think that new words and expressions will help students to communicate in class?

Answer 4: If the learning of new words and expressions students can practice among them to improve your pronunciation.

Question 5. - Do you believe that the English department should encourage students to receive conversation workshops to help them with the language?

Answer 5: The Department Is Called to Make English Conversation Workshops for Students to Have A Place To Practice The Language And Improve Their Pronunciation Should Do This After The Class Is Good Help To The Student.
ANALYSIS OF RESULTS  
SURVEY TO THE STUDENTS

Sample: 48 students  
Year: Eighth

Statement 1 The audiovisual lab helps in the teaching of students.

CHART OF THE FREQUENCY No 1

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>6</td>
<td>12,50%</td>
</tr>
<tr>
<td>AGREE</td>
<td>11</td>
<td>22,92%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>15</td>
<td>31,25%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>00,00%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>16</td>
<td>33,33%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”  
Elaborated by: María López Macías y Helen Herrera Espinoza.

ANALYSIS: According to the results 12, 50% answered that are strongly agreed with the audiovisual lab is a teaching aid for students. 22, 92% answered that are agree with the use of the audiovisual lab. 31, 25% answered that the audiovisual lab is indifferent form for the teaching aid students, but 33, 33% answered that the audiovisual lab is strongly disagree with the teaching aid for students.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 48 students  Year: Eighth

CHART OF FREQUENCY N. - 2

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>6</td>
<td>12,50%</td>
</tr>
<tr>
<td>AGREE</td>
<td>8</td>
<td>16,67%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>13</td>
<td>27,08%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>00,00%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>21</td>
<td>43,75%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”
Elaborated By: María López Macías y Helen Herrera Espinoza.

ANALYSIS: According to the results 12,50 % are strongly agree to dedicate time to practice English, 27,08 % of students are indifferent to practice English, 16,67% of students are agree to dedicate time to practice the language , but the 43,75% of students are strongly disagree to dedicate time to practice English.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENT

Sample: 48 students
Year: Eighth

Statement .3 You develop English language with new techniques

CHART OF FREQUENCY N.-3

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>8</td>
<td>16,67%</td>
</tr>
<tr>
<td>AGREE</td>
<td>13</td>
<td>27,08%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>7</td>
<td>14,58%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>00,00%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>20</td>
<td>41,67%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”
Elaborated By: María López Macías Y Helen Herrera Espinoza.

ANALYSIS: According to the results 41,67% of students are strongly disagree to practice new techniques 27,08% students are agree to practice new techniques 16,67% are strongly agree to practice new techniques 14,58% of students are indifferent .
ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

Sample: 48 students  
Year: Eighth

Statement. 4 You memorize new words in an easy way

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>19</td>
<td>29,17%</td>
</tr>
<tr>
<td>AGREE</td>
<td>9</td>
<td>18,75%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>7</td>
<td>12,50%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>00,00%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>20</td>
<td>39,58%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”  
Elaborated By: Maria López Macías Y Helen Herrera Espinoza.

ANALYSIS:  According to students 29,17% are strongly agree with memorize knowledge and vocabulary in English 18,75% of students are agree with they do not have interest to memorize knowledge and vocabulary in English 12,50% are indifferent with memorize knowledge and vocabulary and 39,58% are strongly disagree of students said.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 48 students
Year: Eighth
Statement. 5 The teacher includes ludic activities in the English class.

CHART OF FREQUENCY N. - 5

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>19</td>
<td>39.58%</td>
</tr>
<tr>
<td>AGREE</td>
<td>7</td>
<td>14.58%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>22</td>
<td>46.83%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafruerte”
Elaborated By: María López Macías Y Helen Herrera Espinoza.

ANALYSIS: According to students 39.58% said that are strongly agree The teacher includes audio exercises in the English class 46.83% students said strongly disagree with the teacher includes audio exercises in the English class 14.58% said that are agree with the teacher includes audio exercises in the English class and the 0% are disagree.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 48 students
Year: Eighth
Statement 6 The teacher uses prior knowledge to give the new information

CHART OF THE FREQUENCY N.-6

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>5</td>
<td>10.41%</td>
</tr>
<tr>
<td>AGREE</td>
<td>7</td>
<td>14.58%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>3</td>
<td>6.25%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>33</td>
<td>68.75%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”
Elaborated By: María López Macías Y Helen Herrera Espinoza.

ANALYSIS: According to the results 10.41% are strongly agree of student’s opinion that the teacher explains different situations to produce the language 14.58% of students are agree 6.25% of students are indifferent and 68.75% are strongly disagree for that reason that to do in the United Educative Vicente Rocafuerte to make this project.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 48 students  
Year: Eighth

Statement. 7 Your teacher uses technological resources in the English class.

CHART OF THE FREQUENCY N. - 7

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>8</td>
<td>16,67%</td>
</tr>
<tr>
<td>AGREE</td>
<td>8</td>
<td>16,67%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>7</td>
<td>14,58%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>00,00%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>25</td>
<td>52,08%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”
Elaborated By: María López Macías Y Helen Herrera Espinoza.

ANALYSIS: According to results 16, 67% are agree ,they say their teacher can listen English cd students  16.67% are strongly agree and 14.58% students are indifferent , 52.08% are strongly disagree . So it is necessary to do this in the United Education Vicente Rocafuerte.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 48 students
Year: Eighth

Statement. 8 The teacher reinforces the English classes.

CHART OF THE FREQUENCY N. - 8

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>3</td>
<td>06,25%</td>
</tr>
<tr>
<td>AGREE</td>
<td>3</td>
<td>06,25%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>0</td>
<td>00,00%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>00,00%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>42</td>
<td>87,50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”
Elaborated By: María López Macías Y Helen Herrera Espinoza.

ANALYSIS: According to results 6,25% of students are agree, they think that reinforce his/her English classes is important for the learning of the language 6,25% are strongly agree and never 87,50% are strongly disagree So my project is important for the institution.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 48 students
Year: Eighth

Statement. 9 You English teacher make workshops in order to increase the participation in class

CHART OF THE FREQUENCY N. - 9

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>3</td>
<td>06,25%</td>
</tr>
<tr>
<td>AGREE</td>
<td>5</td>
<td>10,41%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>13</td>
<td>27,08%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>00,00%</td>
</tr>
<tr>
<td>STRONGLY AGREE</td>
<td>27</td>
<td>56,25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”
Elaborated By: María López Macías Y Helen Herrera Espinoza.

GRAPHIC N.- 9

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”
Elaborated By: María López Macías Y Helen Herrera Espinoza

ANALYSIS: According to results 6, 25% of students are strongly agree to answer that participate in workshops in pairs are a technique for the learning of the language 10, 41% of students are agree 27, 08%of students are indifferent and 56, 25% are strongly disagree for that reason that improvement the level of the language.
ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 48 students  
Year: Eighth

Statement: Your English teacher uses dialogues to improve your pronunciation.

CHART OF THE FREQUENCY N. - 10

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>7</td>
<td>18.75%</td>
</tr>
<tr>
<td>AGREE</td>
<td>6</td>
<td>12.50%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>7</td>
<td>14.58%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>26</td>
<td>54.17%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Fiscal Mixta “Vicente Rocafuerte”  
Elaborated By: María López Macías Y Helen Herrera Espinoza.

ANALYSIS: According to results 18, 75% of students are strongly agree answers that English classes help you to improve your pronunciation to do that the students to have a way with words of the vocabulary 12, 50% of students are agree 14, 58% of the students are indifferent and 54, 17% are strongly disagree, in my opinion is this project for improvement of the students.
CONCLUSIONS AND RECOMMENDATION

CONCLUSIONS

- The students have low performance in language even if they express interest in it.
- Students do not have a laboratory of audio for their practical classes of oral expression.
- The teacher’s not use the appropriate techniques of education to impart their classes.
- Those students not have resources to practice the language and to develop it.
- Teachers do not motivate, their English classes to be more dynamic and make that students seek to practice the language.

RECOMMENDATIONS

- Use strategies to make students gain interest on the language and increment the level of knowledge in English.
- Implement an appropriate audiovisual lab to motivate the students in the English learning.
- The teacher must do interactive classes to create interest on students’ learning.
- To motivate teachers to make a club where it is practiced speaking skills in an interactive way.
- Motivate the directors of the institution to install an application of vocabulary in the lab computers so taught classes are not monotonous.
- Create the room of conversations the students will practice the language.
CHAPTER IV.
THE PROPOSAL
DESIGN OF A BOOKLET WITH STRATEGIC VOCABULARY
TO DEVELOP THE ORAL EXPRESSION IN STUDENTS
OF EIGHT COURSE AT “VICENTE ROCAFUERTE” PUBLIC HIGH SCHOOL

JUSTIFICATION

In the teaching of the English language, develop oral expression is one of the problems that always is present in the students. They have difficulty to express themselves in the language since its vocabulary is not developed and their knowledge of word is just for meaning cannot put into practice the vocabulary learned in contexts and thus be able to practice oral expression.

Since language teaching English this is one of the problems that always is presented that the students are made difficult to express themselves in English, because the vocabulary is not the know the meaning of words and repeat them only achieve that through the vocabulary the students can practice oral expression.

After spotting this problem, through surveys that we carry out to students, interviews with teachers of English and the directors of the institution; we have decided to develop the design and implementation of a brochure with vocabulary exercises to improve the level of oral expression for the students of the eighth year of Unidad Educativa Vicente Rocafuerte.
This brochure will help students in their classes, as support material to be able to overcome and develop oral expression. Which has been prepared, then to practice, simple and understandable that you will be useful for teachers, students and the institution.

We have noticed a deficiency in the students, even though the Government is encouraging languages English through many alternatives to these shortcomings be overcome both by teachers as the students.

Therefore, that we have observed that students and teachers need a support, an additional text to improve the academic level, which has been prepared in a way that is practical and easy to understand so that they serve Guide for teacher and reinforcement for students.

This is how we will succeed in improving the level of oral expression in the students, motivated to overcome that fear to express them in the language and do so in a way practice and using methods most suitable for power developed in the language.

Therefore, the application of our project helped that these deficiencies are overcome in students, teachers and the community in general.

“Education is vital for those peoples, which, like ours, has adopted the Democratic Republican form. The extension of suffrage all citizens requires education disseminated to all, since without it the man has no awareness of their acts.” (Varela, March 1994)

This is the reason that the most beneficiaries will be the students already through the booklet in which there are vocabulary exercises where students will be motivated to practice and improve your speaking skills.
IMPORTANCE

Disinterest and lack of motivation to improve these shortcomings that always arise in the teaching of the language English is more common than we can imagine, teachers try to teach a foreign language you can get their students in a practical and easy-to-understand, and students always have difficulties in learning the language.

Why teachers should be more trained with workshops, seminars where updated with playful methods that help the student overcome those flaws.

This project is aimed not only at students, teachers, but to the community in general who feel interest in English language and be able to develop in, with this brochure design all may reinforce their knowledge, and mainly the students of the unit education Attorney mixed Vicente Rocafuerte.

GENERAL OBJECTIVES.

Teaching language English speaking students became a problem because to practice the language, are presented to studies difficulties in that it can bed one, which has decided to design a brochure focusing on exercises Basic, easy to understand an be able to practice to help them as a extra material study for eighth grader basic educational unit Attorney mixed “Vicente Rocafuerte”.

SPECIFIC OBJECTIVES.
To develop this booklet with completely educational resources and that it will help to make the teaching of the language easier and more practical.
To motivate students to practice vocabulary exercises to express better in the language.
To implement conversational exercises with audio.
To achieve with the elaboration of this brochure for both students and teachers they can find in it an additional support for the teaching of language.
Our project proposal is feasible because thank to the supports that gave us the unit education Attorney mixed “Vicente Rocafuerte” managers, teachers, students, leaders who gave us their collaboration to give solution to the problem that we detected, with the financial support that we put in the preparation of this booklet and with the aid of tutor to their ideas and tips to achieve that this will serve for future generations.

DESCRIPTION OF THE PROPOSAL.

Our proposal could be implemented during the current school year with students in eighth grade of basic education of the unit education Attorney mixed Vicente Rocafuerte.

The brochure could be designed with different vocabulary exercises to help improve the level of oral expression.

What we propose is that the brochure can be used for all students of the different levels of the institution, in which you can find images, exercises, and flashcards as support material which is distributed in 10 lessons that conform to what you need to the institution.

The brochure is an additional resource that will serve to improve the level of oral expression in eighth grade students of basic education of the Unidad Educativa Fiscal mixed "Vicente Rocafuerte".

7. CONTENT OF THE PROPOSAL.

LESSON 1. VOCABULARY ABOUT CLASSROOM OBJECTS.

LESSON 2. THE DAYS OF THE WEEK AND MONTHS OF THE YEAR

LESSON 3. FAMILY OF MEMBERS

LESSON 4. CLOTHING
PEDAGOGICAL ASPECT

The pedagogical foundation arises from the idea based on a good teaching-learning process, which is based on the conceptual change that should promote and facilitate meaningful learning. Within this widespread concept also there are aspects that would help to improve oral expression in English of the students of basic 8th year. Complete trust to be able to express themselves through the vocabulary and achieve a good oral expression will be achieved through conversational workshops in the classroom.

These pedagogical aspects which we have implemented in the preparation of this booklet, are for make the student a researcher, creator and to apply their knowledge in a meaningful way within the teacher’s guidance. We know that today's education is to form students who are able to carry out the entire process of learning and at the same time, teachers are the guide that students will need to complete this learning.

SOCIOLOGICAL ASPECT

Sociology studies the man within society in general and in the field of education. In this Sociological Foundation, we want to reflect the aspects we can highlight within education, a foreign language in which is required to achieve a high level of oral expression in basic year students.
on the other hand, not only students should be expressed in English while studying but also outside the classroom. This gives a fluid speaking in language and can achieve many things in his studies or latter work, with this learning as a great tool to manage any area.

This booklet we have drawn up is a tool for the community in general that may help to overcome its flaws in the English language.

LEGAL ASPECT

Education is a universal right of people, the inexcusable duty of the state to achieve the development sustained for our people in freedom and democracy.

On this legal basis the aspects that are relevant are articles and laws which favor to education in general, especially of the “Ley Orgánica de Education Intercultural (Loei)”, that is made to enforce specifically the provisions of articles 26, 27, 28 And 29 of the Constitution of the Republic and the “Régimen del Buen Vivir”.

This project is made under these laws that help students to Develop freely in learning a foreign language as English. The eighth year of basic students can now improve their oral expression through the practice of the vocabulary as a tool to manage the language.
CONCLUSION

After having detected the problem through the observation direct of the work that is executed with them surveys made both to them students, teacher and manager in general.

We can say that students have managed to overcome their level of speaking skills in the English language since for teachers preparing the booklet helps them as extra material to their classes and are very useful as part of their work the students, the be able to devote time to the practice of speaking.

In workshops carried out with students is a good basic to overcome those flaws in the language. This is saw attained in them students of eight grade basic of it unit educational Fiscal mixed “Vicente Rocafuerte” is managed that them students is interest in that its level of oral expression follow surpassing is since his practice it made by means of exercises conversational with audio and this will serve for teachers and the Community general.
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ANNEXES
CERTIFICADO DE VOTACIÓN
ELECCIONES SECCIONALES 23-FEB-2014
014 - 0163 0916037583
GÉRELA LOPEZ MACIAS MARIA CRISTINA
MÉDICO GUAYAQUIL CIRCUNSCRIPCIÓN 1
PARROQUIA ZONA 12
Universidad de Guayaquil

ESPECIE UNIVERSITARIA - NIVEL PREGRADO

Guayaquil, Julio 2 2015

Señor Ingeniero

Vicente Viten Gómez, Msc.
Rector de la UNIDAD EDUCATIVA FISCAL "VICENTE ROCAFUERTE"
Zona: 8 Distrito: 3 Circuito: 04
Ciudad

De mis consideraciones:

De conformidad con el convenio interinstitucional suscrito ante la Universidad de Guayaquil y la Subsecretaría de Educación, para que los estudiantes de la universidad puedan realizar sus prácticas pre-profesionales y de vinculación con la comunidad, solicitamos:

Se sirva otorgar autorización pertinente, para que los estudiantes:

López Macías María Cristina
Herrera Hellen

De la Escuela de Lenguas y Lingüística, puedan aplicar el PROYECTO DE INVESTIGACIÓN que se aplicará al 9° grado (EGB), el cual se titula:

TEMA: "Técnicas para mejorar las estrategias comunicativas en el desarrollo del aprendizaje de la expresión oral en el idioma inglés."

PROYECTO: Diseñar un booklet de diálogos y ejercicios orales para mejorar las estrategias comunicativas en el desarrollo del aprendizaje de la expresión oral.

Para la elaboración del trabajo de TITULACIÓN previo a la obtención del Título de LICENCIADO en CIENCIAS DE LA EDUCACIÓN mencion Lengua Inglesa y Lingüística.

Por considerar que el proyecto a realizarse tendrá la repercusión en beneficio de la Comunidad Educativa de la Institución que usted tan acertadamente dirige, espero que nuestra petición tenga la acogida favorable de parte, le anticipó mis reconocimientos.

Atentamente,

María Cristina López
Estudiante Solicitante

Hellen Herrera
Estudiante Solicitante

e: e
Guayaquil, 3 de julio de 2015

Msc.
Vicente Viteri Gómez
Rector de la Unidad Educativa Fiscal "Vicente Rocafuerte"
Zona: 8     Distrito: 3
Ciudad.-

De mis consideraciones:

De conformidad con el convenio Interinstitucional suscrito ante la Universidad de Guayaquil y la Subsecretaría de Educación para que los estudiantes de la Universidad puedan realizar sus prácticas pre-profesionales y de vinculación con la comunidad.

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: Herrera Espinoza Helen Maruixi y López Macías María Cristina de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación previo la obtención del título de Licenciado (a) en Ciencias de la Educación mención Lengua Inglesa y Lingüística.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que Ud. acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte Le anticipo mis reconocimientos

Lcdo. Larry Torres Vivar Msc.
Subdirector de la carrera Semipresencial Lenguas Y Lingüística.
PROPOSAL: DESIGN OF A TOOL TO DEVELOP STRATEGIC VOCABULARY TO DEVELOP THE ORAL EXPRESSION OF ENGLISH LEARNERS IN THE SECONDARY SCHOOL.

MARTA HERNÁNDEZ-ESPÍN, HELENA PAVÓN, EMILIANO J. DE LA CALLE, AND SERGIO ANAYA

CONSULTOR ACADÉMICO: HÉCTOR TORRES LARRA

The accuracy of the text is 99%.
Msc. Larry Torres Vivar.
Docente de la Facultad de Filosofía, Letras y Ciencias de la Educación
Ciudad.

De nuestras consideraciones:

Con un atento saludo nos es grato comunicarle que, en virtud de sus méritos académicos y profesionales ha sido designado consultor Académico para la Dirección del Proyecto Educativo: TOPIC: INCREASE THE USE OF VOCABULARY TO DEVELOP THE ORAL EXPRESSION IN THE STUDENTS OF 8TH YEAR OF BASIC EDUCATION OF THE PUBLIC AND MIXED VI CENTE ROCAFUERTE SCHOOL ZONE 8 ,DISTRICT 3 ,STATE OF GUAYAS, CITY GUAYAQUIL ZONE LUIS URDANETA SCHOOL YEAR 2015-2016.PROPOSAL: MAKING OF A BROCHURE WITH PICTURES de las Estudiantes: LOPEZ MACIAS MARIA CRISTINA Y HERRERA ESPINOZA HELEN MARIUXI para el Sistema de Educación Superior Semipresencial en el Centro Universitario Matriz Guayaquil, en la Especialización de Lenguas y Lingüística, periodo lectivo 2015-2016

Hacemos propicia la oportunidad para desearle el mejor de los éxitos en el desarrollo académico y formativo en el área que usted laborará, que con seguridad motivará en el estudiante la búsqueda permanente del conocimiento, a través del desarrollo de un aprendizaje significativo.

Con la consideración y estima,

MSc. Jacinto Calderón Vallejo,
Director Carrera de Lenguas y Lingüística
Semipresencial.

Elaborado por: Ldo. Fabio Conforme
Revisado y aprobado por: MSc. Jacinto Calderón Vallejo
Teacher Maria Lopez in the outside of the Unidad Educativa Vicente Rocafuerte.

Teacher Helen Herrera in the classroom.
The teacher Maria Lopez in conducting the survey with 8th grade students.

Teacher Maria Lopez interviewing the English teacher.
Teacher Maria Lopez explaining the survey to 8th grade students.

Eighth grade students conducting the survey.
Eighth grade students conducting the survey.

Teacher Maria Lopez explaining the survey questions to an eighth grade student.
Teacher Maria Lopez interviewing a teacher of the Educational Unit Vicente Rocafuerte.

Teacher Maria Lopez interviewing the Director of the English Area of the Educational Unit Vicente Rocafuerte.
Teachers Maria Lopez and Helen Herrera with the MSc. Larry Torres Vivar in the revision of the Project.
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LESSON 1

VOCABULARY: CLASSROOM OBJECTS N. - 1

1. WHITEBOARD
2. DOOR
3. LIGHTS
4. WALL
5. WINDOW
6. FLOOR
7. DESK
8. TEACHER’S DESK
9. WASTEBASKET
EXERCISES:

Look At The Picture And Write the Colors Of The Objects.

Pairs: Take Turns.

- Ask For The Colors Of The Objects In Your Classroom and write down on the lines:

For Example:

<table>
<thead>
<tr>
<th>Door</th>
<th>Window</th>
<th>Desks</th>
<th>Floor</th>
<th>Board</th>
<th>Table</th>
</tr>
</thead>
</table>

A: What color is the door?  B: Brown.

1. _________________________  _____________
2. _________________________  ______________
3. ________________________  ______________
4. ________________________  ______________
5. _________________________  ______________
6. _________________________  ______________

VOCABULARY N. - 2

MY SCHOOL BACKPACK OBJECTS:

BOOK  CRAYON
Circle the school backpack objects shown in the picture below:
LESSON 2

VOCABULARY: THE DAYS OF THE WEEK AND MONTHS OF THE YEAR

Days of the week: PRONUNCIATION

<table>
<thead>
<tr>
<th>Day</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>MONDEY</td>
</tr>
<tr>
<td>Tuesday</td>
<td>TUESDEY</td>
</tr>
<tr>
<td>Wednesday</td>
<td>WEDNSDEY</td>
</tr>
<tr>
<td>Thursday</td>
<td>ZUIRSDEY</td>
</tr>
<tr>
<td>Friday</td>
<td>FRAIDY</td>
</tr>
<tr>
<td>Saturday</td>
<td>SATUIDEY</td>
</tr>
<tr>
<td>Sunday</td>
<td>SANDI</td>
</tr>
</tbody>
</table>

Months of the year

![Months of the Year]
Write the month of each holiday or event.

Example: 1. Halloween October

1. Valentine’s Day__________

2. The Day of the National Flag________

3. Mother’s Day________

4. Father’s Day________

5. Guayaquil Independent’s Day________

6. Christmas ________________

7. New Year’s Day _______________

8. Your birthday _______________
LESSON 3

VOCABULARY: FAMILY OF MEMBER

- FATHER
- MOTHER
- BROTHER
- SISTER
- GRANDMOTHER
- GRANDFATHER
**VOCABULARY N. - 2**

**EXERCISE:** Write the name of your family members on the lines below.

FATHER: ______________

BROTHER: ______________

MOTHER: ______________

SISTER: ______________

GRANDMOTHER: ______________

GRANDFATHER: ______________

---

**Family Member Missing Letters Worksheet**

Look at each family member picture and fill in the missing letters to spell the name of each family member correctly.

- m__ther
  - __________

- g__andp__
  - __________

- fa__her
  - __________

- __ran__ma
  - __________

- _ist__r
  - __________

- br__the__
  - __________
LESSON 4. VOCABULARY: CLOTHING

**VOCABULARY N. - 1**

- T-SHIRT
- SHIRT
- PANTS
- HAT
- PULLOVER
- JACKET
- SKIRT
- COAT
- SUIT
- NECKTIE
- CAP
- SOCKS
Look and write.

1. dress
2. shirt
3. T-shirt
4. boot
5. skirt
6. jumper
7. shoe
8. jacket
LESSON 5

THE CLOCK TIMES

The Hour:

*The hour is a unit of measurement of time!*

1. 60 seconds are equal to 1 minute.
2. 1 hour is equal to 60 minutes.
3. 24 hours is a day.
4. Each day has 24 hours.

The Clock:

*The clock has two important parts to measure*
VOCABULARY N. - 2

- Ten ´o clock
- Five past ten
- Ten past ten
- Twenty past nine
- A quarter past seven
- Half past four

EXERCISE N.-1

Look at the pictures and recognize the hour:

Three o´clock

Six past five

Ten past ten

Half past three
EXERCISE N.-2

Look at the clocks and write the right time:

1. __________________

2. __________________

3. __________________

4. __________________
LESSON 6

VOCABULARY OF FRUITS

Apple    Strawberry
Pear          Cherry
Banana   Grapes
Pine Apple   Watermelon
Orange
Lemon
Plum
**VOCABULARY N. - 2**

**EXERCISES**

**STRAWBERRY**  **WATERMELON**  **BANANA**  **PLUM**  **APPLE**  **LEMON**  **ORANGE**  **PEAR**  **CHERRY**
LESSON 7

VOCABULARY: DAILY ROUTINES

- **Take shower**
- **to get up**

- **To have breakfast**
- **go to school**

- **Do homework**
- **to have dinner**

- **Wash your teeth**
- **to go to sleep**
"Daily Routines" - Exercises

Look at the picture about daily routines and choose the correct answer:

For example:

A. to get up
B. to have breakfast
C. to take a shower

1. 
A. go to school
B. to have breakfast
C. to get up

2. 
A. Do homework
B. go to school
C. to have dinner
3. Washington

- D. Wash your teeth
- E. go to school
- F. to have dinner

4. Bedtime

- A. Wash your teeth
- B. go to school
- C. to have dinner

5. Dinner time

- A. Wash your teeth
- B. go to school
- C. to have dinner
LESSON 8 : CARDINAL AND ORDINAL NUMBERS

VOCABULARY: NUMBERS 1-20

CARDINAL NUMBERS

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<th>eight</th>
<th>15</th>
<th>fifteen</th>
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<tr>
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<td>10</td>
<td>ten</td>
<td>17</td>
<td>seventeen</td>
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<td>twelve</td>
<td>19</td>
<td>nineteen</td>
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<tr>
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Ordinal Numbers

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<th>21st</th>
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<td>90th</td>
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EXERCISE: ORDINAL NUMBERS

Color the tree by checking the color of each ordinal position.

Color the tenth part orange
Color the first part grey
Color the fourth part red
Color the fifth part dark green
Color the eighth part pink
Color the ninth part yellow
Color the sixth part blue
Color the third part green
Color the seventh part skyblue
Color the second part maroon
LESSON 9

VOCABULARY: PARTS OF THE HOUSE

**VOCABULARY N. - 2**

Find the parts of the house in the word search:

- BATHROOM
- HALL
- GARDEN
- DINING-ROOM
- BATHROOM
- KITCHEN
- LIVING-ROOM
- BEDROOM
LESSON 10

VOCABULARY: Domestic Animals and Wild Animals

DOMESTIC ANIMALS

ANIMALS

DOG
CAT
RABBIT
SHEEP
FISH
MOUSE

WILD ANIMALS

cheetah
lion
tiger
Zebra
Squirrel
Swordfish
Turkey

mountain lion
rhino
zebra
Ant
Beaver
Bull
Caterpillar

squirrel
skunk
raccoon
Vulture
Rooster
Panda
VOCABULARY N. – 2

Domestic Animals Match:
Wild Animals Match:

African Animals Word Scramble

Look at each African animal and unscramble the letters and write the name of the African animal on the line.

<table>
<thead>
<tr>
<th>panetleh</th>
<th>inol</th>
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<tbody>
<tr>
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<table>
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</thead>
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<td></td>
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<table>
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<th>ehecta</th>
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<tbody>
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