



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
SISTEMA DE EDUCACIÓN PRESENCIAL
CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL

EDUCATIVE PROJECT PREVIOUS TO OBTAIN THE BACHELOR'S
DEGREE IN ENGLISH LANGUAGE

TOPIC:

THE INFLUENCE OF PHRASAL VERBS IN THE DEVELOPMENT OF
THE ORAL EXPRESSION.

PROPOSAL:

DESIGN A DIDACTIC GUIDE WITH DYNAMIC ACTIVITIES TO
IMPROVE THE ORAL EXPRESSION.

AUTHOR: ANGÉLICA BELTRÁN VILLEGAS

ADVISOR:

MSC. LARRY TORRES

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

MSc. Silvia Moy-Sang Castro
DECANA

MSc. Wilson Romero
SUBDECANO

MSc. Alfonso Sánchez Ávila
DIRECTOR

Guayaquil, 19 de Septiembre del 2017

Máster
Silvia Moy-Sang Castro
DECANA FACULTAD DE FILOSOFÍA
LETRAS Y CIENCIAS DE LA EDUCACIÓN

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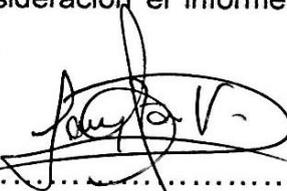
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“THE INFLUENCE OF THE PHRASAL VERBS IN THE DEVELOPMENT
OF THE ORAL EXPRESSION”. Propuesta: DESIGN A DIDACTIC GUIDE
WITH DYNAMIC ACTIVITIES TO ENCOURAGE THE ORAL
EXPRESSION.

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Atentamente,

Angélica Mirza Beltrán Villegas
C.I: 091606703-6

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CENTRO UNIVERSITARIO MATRIZ GUAYAQUIL

PROYECTO

TEMA:

“The influence of the phrasal verbs in the development of the oral expression.”

PROPUESTA:

Design a didactic guide with dynamic activities to encourage the oral expression.

APROBADO

.....
Tribunal N° 1

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Tribunal N° 2

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Tribunal N° 3

Angélica Mirza Beltrán Villegas
C.I: 091606703-6

EL TRIBUNAL EXAMINADOR OTORGA
AL PRESENTE TRABAJO

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TRIBUNAL

DEDICATION

To my Heavenly father and all my family, the reason of what I become today. Thanks for your great support and continuous care. You have been my inspiration and my soul mates during this difficult task.

Angélica Beltrán.

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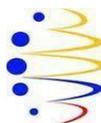
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AUTOR: Angelica Beltrán		TUTOR: MSc. Larry Torres
		REVISOR:
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PALABRAS CLAVES: expresión oral, guía didáctica, verbos con partícula.		
RESUMEN: La guía didáctica con actividades para promover la expresión oral a través del uso de frases verbales es desarrollada como una alternativa para fomentar en los estudiantes la habilidad del habla durante el proceso de aprendizaje – enseñanza, estas actividades permitirán el mejoramiento de las habilidades de expresión oral de los estudiantes y serán de gran ayuda en el momento que ellos den su opinión o punto de vista ante un tema propuesto. La investigación se desarrolló en el colegio público Monseñor Leonidas Proaño donde los estudiantes presentan un bajo desarrollo en su expresión oral, fue notable que ellos no son capaces de expresarse cuando el profesor les hace alguna pregunta ni reconocen las frases verbales que comúnmente se utilizan, por lo cual la presente propuesta se implementará para superar este problema.		
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CONTACTO DE AUTORES: Angelica Beltran	NÚMERO DE TEL.:	E-mail:
CONTACTO EN LA INSTITUCIÓN:	Nombre: secretaria de la escuela de lenguas y lingüística	
	Teléfono: (04)2294888Ext.123	
	E-mail: lenguas.linguistica.filo@gmail.com	



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ABSTRACT: The didactic guide with activities to promote the oral expression through the use of phrasal verbs develops as an alternative to encourage students to speak during the teaching – learning process, these activities will allow the improvement of the oral expression abilities of the students which are going to be a support for them when they give their own opinions. The investigation was developed focused on a public high school “Monseñor Leonidas Proaño” where students present a low development in their oral expression, it was noticed that they are not able to express themselves when the teacher asks them about any topic nor recognizing the phrasal verbs commonly used in routines, therefore, the proposal for overcoming this issue is a didactic guide that helps students and teachers to create a better communication between each other.		
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AUTHORS CONTACT: Angelica Beltrán	PHONE NUMBER:	E-mail:
INSTITUTION CONTACT:	Name: secretaria de la escuela de lenguas y lingüística	
	Telephone: (04)2294888Ext.123	
	E-mail: lenguas.linguistica.filo@gmail.com	

Abstract

The didactic guide with activities to promote the oral expression through the use of phrasal verbs develops as an alternative to encourage students to speak during the teaching – learning process, these activities will allow the improvement of the oral expression abilities of the students which are going to be a support for them when they give their own opinions. The investigation was developed focused on a public high school “Monseñor Leonidas Proaño” where students present a low development in their oral expression, it was noticed that they are not able to express themselves when the teacher asks them about any topic nor recognizing the phrasal verbs commonly used in routines, therefore, the proposal for overcoming this issue is a didactic guide that helps students and teachers to create a better communication between each other.

Keywords: oral expression, didactic guide, phrasal verbs.

Resumen

La guía didáctica con actividades para promover la expresión oral a través del uso de frases verbales es desarrollada como una alternativa para fomentar en los estudiantes la habilidad del habla durante el proceso de aprendizaje – enseñanza, estas actividades permitirán el mejoramiento de las habilidades de expresión oral de los estudiantes y serán de gran ayuda en el momento que ellos den su opinión o punto de vista ante un tema propuesto. La investigación se desarrolló en el colegio público Monseñor Leonidas Proaño donde los estudiantes presentan un bajo desarrollo en su expresión oral, fue notable que ellos no son capaces de expresarse cuando el profesor les hace alguna pregunta ni reconocen las frases verbales que comúnmente se utilizan, por lo cual la presente propuesta se implementará para superar este problema.

Palabras claves: expresión oral, guía didáctica, verbos con partícula.

INTRODUCTION

This investigation has as main purpose to identify and solve the problems related to the development of the oral expression in the students, so that, it was considered important to inquire about the kind of methodology and strategy to learn English as foreign language, specially to encourage students to develop their oral expression, in order to reach this purpose, it establishes the correlation between two stated variable the first one the phrasal verbs and its influence over the improvement of the oral communication which is the second one, therefore, all results obtained from the experience and the gathered information are going to be useful to determine the level of changing during the teaching – learning process.

Moreover, the oral expression is stated as an important skill that joined to the listening, both are essential for creating an appropriate communicative situation because if the students are not able to understand what is said by the other person they cannot answer and the fact of lacking of vocabulary is another issue that afflicts students and their academic development.

The CHAPTER I. It develops the context of the investigation, the problem of the research within which we place the conflict situation and the scientific fact, causes, problem statement, general and specific objectives, questions and justification of the investigation.

The CHAPTER II. It develops the background of the study, all theoretical basis that supports the development of this investigation.

The CHAPTER III. The methodological design with all types of investigation, the methods to be used, the techniques, the population and besides the analysis and interpretation of the results of this educational

project's development are carried out. Besides, the "CHI CUADRADO" is included which shows the correlation between the two variables of this investigation.

The CHAPTER IV. It frames the proposal, the title, the justification, the general and specific objectives, the description, the feasibility of the same one, the sectorial and physical location of the establishment where is going to be carried out, the social impact and the beneficiaries, moreover, it is included the bibliography that supports our research and the theoretical aspects that provide information about the current dissertation from different approaches.

CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION

This study is developed at Monseñor Leonidas Proaño Public High School located at Isla Trinitaria, zone 8, district Ximena 2, province Guayas, canton Guayaquil, parroquia Ximena.

Monseñor Leonidas Proaño is a public high school established under the fundamental principles of the common people's well-being. So that, with its thirty years of pedagogical experience, this institution considers the protagonist of the changing in the education based on the objectives of the Good Living Plan.

Besides, this institution was created as a YMCA International School on June 2nd, 1979, with the support of the Christian Association of teenagers, however, it was on October 16th, 1990 that the institution changes its name by Monseñor Leonidas Proaño. The purpose of this honorable institution is to create an education of quality, specially for those families with low economic resources, besides to promote the art practice as educative methodology and encouraging element for the learning of the students.

All members of this institution consider the education of quality as a human right for creating a good living, even to drive students to get an intercultural exchanging through the accomplishment of their constitutional

guarantees. Furthermore, it can be shown that all teachers involved within this honorable institution, they always look for the better strategies, methodologies in order to reach the meaningful learning by their students, despite their students sometimes do not feel themselves capable to reach their objectives, especially when they get a job and they must develop in a professional field within the community where they are part.

CONFLICT SITUATION

It evidences that the students of 9th grade at “Monseñor Leonidas Proaño” public high school presented serious difficulties in the use of grammatical structures to develop a simple dialog and besides that, it made them difficult to develop a speech critical – reflexive about common situations, in this way, the communicative skills had a low level of quality and the students couldn’t have a good development in the English subject. This caused that the English classes had low participation of the students because they are not able to communicate by their own words what they think or feel, the comments were completely short or in some cases there was not any comment, which leads to a traditional education where the teacher is the only participant in this process.

It is said that the teacher's role is strongly linked to the complexity observed, but the most worrying, it was to know the lack of active methodologies during the teaching – learning process, it means, the instruction was delimited to develop a behavioral aspect, solving consistently activities in the book, teaching definitions, concepts, etc., which did not provide with any meaning to the development of the speaking skills in the students. This was because a great number of teachers in charge if the English subject had a university training totally out of the contexts, it means, they had the concepts that the instruction was based on a rigid paradigms, where the teachers manage the teaching

and the students just receive the same one, therefore, it causes that the learners felt uncomfortable in these kind of environments.

Moreover, this kind of process makes students not to achieve and appropriate development of a vocabulary according to the academic level in which they are because many of them did not recognize common words, whether from the meaning to the handwriting, which shows through the observation to the communication of the students because it was shown that all the dialogues were just memorized, so that, they could not be able to go on the conversation and there were many cases that derived in the same learning style.

This issue was complex especially in the objective evaluations, due to the fact that the students did not accomplish with the established indicators in the assessment, so that, the problem about the communication of the students gets bigger and even it suggests through the low grades affecting the students in their academic development.

It notices that the behavioral problems referred to the behavior and predisposition of the students increase considerably, because the same ones did not find motivation in the processes within the classroom, characterized by an abuse of the routine, which led to a deficient developments, not only in the grammar but in general of all about English language.

Consequently, it affects not only the present of the learners when they do not reach correctly the development of the speaking skills, this can incidence within the professional field because maybe they cannot be able to develop appropriately.

However, there are some other problems that afflict the students such as the infrastructure of the institutions because if they do not enjoy of a comfortable instruction environment, the learning will not be meaningful, the methodologies because some teachers are used to apply the traditional strategies which are not the appropriate for the current education, so that is important that teachers come up with new techniques, strategies to make the class more dynamic and the teachers training, this may be one specific problem because if the teachers do not domain the foreign language, they will not reach that their students understand the class.

SCIENTIFIC FACT

The low development in the oral expression of the vocabulary of the students of the ninth year of basic Education in the institution Monseñor Leonidas Proaño, in zone 8, district Ximena 2, province Guayas, canton Guayaquil, parish Ximena during the school year 2016 – 2017.

It observed that the students could not be able to communicate each other due to the fact that they lack of vocabulary, so that it is difficult to develop a right communicative situation among them.

In spite of that, this investigation will find out the necessities of these students and will provide different solutions which are going to be employed for the improvement of the learning and development of the English as foreign language, besides will promote a learning that students will be able to apply during their daily life for example if they meet with a foreign people they will be capable to communicate and give them instructions or just speak.

CAUSES

- The inadequate use of teaching resources leads the learning to become in a routine process, boring and lacking of stimuli to the students, increasing the levels of unwillingness towards the participation of the students, this influences as an extrinsic motivation because afflicts the students and the way how they learn.
- Low level of motivation in the instruction derives in a disinterested practice by the students, because they do not carry the necessary tool to work and even it is evidenced the school absence. They do not feel motivated to study or learn new contents and they decide to avoid it.
- Absence of teaching techniques in education which cause that the instruction is not attractive for the students, because their thoughts, opinions and wishes are not taking into account during the teaching – learning process, so that, the motivation make them decrease considerably, besides the students do not reach the appropriate level according to the English standards.
- Overuse of the rules for the instruction derives that the students are afraid when they participate in the teaching, because the majority of their actions are conditioned and consequently punished, therefore, they feel restricted because they think that if they make a mistake, they will be given a task as a punishment.
- Inappropriate infrastructure derives to a hostile instruction, due to the number of students in relation to the dimension of the classroom which does not help to the development of a

harmonious learning. Many times the teachers do not reach during the class work with the whole students because of the time and the class hours that they have, therefore, it is important to plan the class according to the requirements of the students and the contents that will be taught.

- Low use of stimulus in the instruction derives that the students are not interested for participating in the teaching – learning process developing in behavioral problems in different moments during the class. The teachers sometimes have problems in the classroom especially during the teaching – learning process with the students that do not feel comfortable and that do not want to learn, so that, they have to implement their methodology with new tasks in order to encourage their students to get a better understanding of English language.
- The incorrect use of the English and Spanish during the classes is other factor that afflicts the students, as teachers know the English class has to be given just in English in order to have students get familiar with the language and develop their understanding, in spite of knowing that, some English teachers tend to speak in Spanish because their students do not comprehend what they are saying.

DEPENDENT VARIABLE

Oral production

INDEPENDENT VARIABLE

Phrasal verbs.

PROBLEM FORMULATION

How do the phrasal verbs influence in the development of the oral production in the students of 9th year at “Monseñor Leonidas Proaño” public high school, zone 8, School district Ximena 2, Province Guayas, canton Guayaquil, parish Ximena and school year 2016 -2017?

OBJECTIVES OF THE INVESTIGATION

GENERAL OBJECTIVE

To assess the influence of using different techniques for the development of oral expression through exercises based on expressions in the students of 9th year at “Monseñor Leonidas Proaño” public high school in order to encourage them to participate in communicative situations, zone 8, school district Ximena 2, province Guayas, canton Guayaquil, parish Ximena, school year 2016 – 2017.

SPECIFIC OBJECTIVES

- To analyze the impact of the implementation of effective techniques to improve the oral expression through statistical study and field analysis in order to improve the speaking skills in the students.
- To suggest some interactive activities through statistical study and field analysis in order to improve the oral production in the students.
- To design a teaching brochure through statistical study and field analysis in order to de develop the oral expression skill in the students.

QUESTIONS OF THE INVESTIGATION

1. What learning techniques do the teachers use to develop of speaking skills in the students?
2. How does an appropriate vocabulary influence in the communicative situations of the English language?
3. How does the teacher encourage the development of speaking skills in the students?
4. What are the indicators employed to assess the quality of the speaking skills that the students possess?
5. What importance do the verb phrases have in the development of the speaking skills?
6. What are the most commonly used verb phrases in the communicative situations?
7. What are the main factors that influence in the use of the verb phrases in the communicative situations?
8. How do the teachers link the verb phrases in the proposed activities during the teaching – learning process?
9. How will a didactic guide focused on activities with verb phrases incidence in the development of speaking skills in the students?
10. How will the teacher adapt the didactic guide in the teaching – learning process?

JUSTIFICATION

The use of the English language in communicative situations, has become more frequent today, because the developed-countries have as universal language this idiom, before which it arises the necessity that our country starts valuing this subject, but especially that the problems during the teaching – learning process are analyzed.

The topic of the present investigation was selected because it was considered that nowadays is necessary the knowledge and management of this foreign language above all, to know, to speak and to comprehend it, because this language has become primordial for all people.

Moreover, the new improvements established from government entities are to give priority to the knowledge and indeed, this is the case of the English language, because the national project is framed in the building of a knowledge's society that allow the increasing the participation of people and the production of economic factors that benefit the country.

“It is posed the redefinition of the current socioeconomic formation and its institutional constraints with the purpose of achieving the transition from an economic primary structure to an economy with constant creation of knowledge and the social and technological innovation”. (Good Living Plan, 2013: pag.62)

Translated by Angelica Beltrán.

As it is mentioned in the citation, it is necessary to establish as priority the production of knowledge, consequently, it is relevant to study all those factors that can affect this process, due to the fact that this

determines the ratings of progress that can be established in the next decade.

Besides, it is found in the Organic Law of Intercultural Education, Title I of the General Principles, in Chapter I, other argument that justifies strongly the importance of the present investigation of the educational context and therefore, for all the progress of the country related to strengthen the quality in the secondary education.

Art2.- Principles – cc. Multilingualism.- It is known the right that all people, communities, population and nationalities have to construct in their own language and the official languages of intercultural relation; as other relation with the international community.

Translated by Angelica Beltrán.

What it is posed in this quote supports the necessity to develop the English language meaningfully, it means that the students can develop in professional contexts with a high level of verbal fluency of the English language, allowing in this way solving problems that can present in the daily life and increasing their capacities of working responsibility.

Besides, it is found as a public politic related to the education, the scholarship or high level studies that in many cases are as requirements the domain of the English language and therefore, it is essential that these kind of skills are developed in the academic stages, so that, it can be guaranteed that the education reaches the necessary progress to achieve to the knowledge society.

Moreover, the problems that are evidenced constantly in the secondary education in the English language subject, have a high percentage directed to the development of the speaking skills, which is

worried, because it would not have the same effect to speak that to limit to know grammatical aspects, whereby, it is necessary to consider each one of the contexts in which the English language is taught, because these will have particular characteristics that allow addressing topics from different axis.

Consequently, it has been evidenced that exist the necessity of addressing this problem with deeply in order to reach to really determine the variables that cause this situation and not only from superficial perspectives, because it will be able to implement solutions according to the standards of international quality that rule for the education.

Whereby the present study addresses the linguistics topics in the development of the speaking skills, it is necessary to emphasize that the same one will be done with an heuristic aspect, it means to pose the direction to solve problems that can present constantly, in this way, it pretends to help in the speaking skills of the students in a meaningful way.

So that, it will develop a didactic guide that guarantees the collaboration in the investigation, which will be useful to all people involved in the teaching – learning process, from the teachers because they will have an innovative tool, to the students because they will feel that the oral practices will be active and participative, even the parents due to the fact that they will evidence the positive results in their sons.

Therefore, this investigation is feasible because all the authorities of this honorable institution Monseñor Leonidas Proaño, they were interested in helping to improve the English language because this will benefit students to increase their English level. Currently, the English language as was mentioned before is so important in any professional

field where people are developing, it has become in something necessary and primary.

This investigation will provide the learning with new innovative resources that have a scientific value, because these will be founded philosophically, sociologically, psychologically, pedagogically and moreover that will be applied during the classes in order to assess the observed results.

CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND OF THE INVESTIGATION

Within the educational field, there is no doubt the importance of the use of a didactic guide as a learning strategy in the formation process of the students. This work tries to uncover the role that this strategy plays in the learning of a foreign language, specifically in the development of the oral expression in English.

So that, the data and information obtained, they could help as a support to comprehend better the problem of the low development of the oral expression, the importance of the didactic guide as a strategy in the teaching – learning process and its incidence in the learning of this ability.

This work will benefit to the teachers because it is described the exercises to use with the students and the development of each one of them. This information can be useful for the teacher and will help them to strengthen the autonomous learning processes.

To develop the present investigation, it takes into account different studies, thesis, and books and so on, they can be found in the digital repositories at National and Foreign Universities, it mentions the most relevant and that provide to this investigation with essential information in order to develop it.

The quoted investigation focuses on a quantitative analysis related to the academic development, such as the low grade points average that the students of bachillerato got in the speaking skills, the similarity between this investigation posed by Gonzales and the present study is about the strategies used to improve the oral production in the foreign language, however, there is a difference because the present investigation does not relate to the development and influence of the vocabulary in the oral expressions, but about the phrasal verbs.

Different projects direct toward the active participation in the oral production of the students, so that, it produces frequently communicative situations that enhance the oral abilities of the learners which related to the present investigation, but it differs too because it allusions to the vocabulary and the application is toward the primary not the secondary.

During the development of this chapter, the investigator look for information in order to be able to explain the different variables and the approaches that each one of them has within the educational and social context, because it is important to

THEORETICAL FOUNDATION

EPISTEMOLOGICAL FOUNDATION

DEPENDENT VARIABLE

Oral expression

According to (Maldonado, 2006) "The oral expression is a natural process that the human being acquires from the social interaction, taking

into account that starts from kids and allow as having an effective communication with people.” (p. 36)

As Maldonado mentions the oral expression is the most useful type of communication, therefore, it must be studied considering the aspects that make it efficient and feasible to get an appropriate communication.

For developing the oral expression, it requires an active participation as well as an integral formation. (Vilá, 2005)

Vilá considers that in order to improve the oral expression the students need cultural and reflexive practices that help them to develop their cognitive capacities to communicate in all kind of concepts. It is important to take into account the cooperative work, the constant interaction, the opportunity to express doubts and feelings through the dialog, the analysis and the reflection.

From the communicative approach, the school tasks generally require the development of the oral expression of the students, however, there is a disadvantage of being in the current age, because the new technologies the television, the electronic devices, so on, they avoid the capacity to have creativity and the curiosity to look for new information or get knowledge.

(Dell Hymes, 2000) states that in order to develop a good communicative competence, it is necessary to possess the ability to produce and understand appropriate formulations for the context where they are carried out. (p. 5)

In relation to this quote the oral expression does not only mean to produce words, but also it includes other elements such as: the intensity,

the rhythm, etc. Through the development of this investigation, it is proposed a didactic guide with the use of phrasal verbs that will help students to improve all aspects related to the communication: the voice, the sounds and the corporal gestures that go with the oral expression.

For (Marta Baralo, 2002) “the oral expression constitutes a skill or ability of communication that does not work without the comprehension, the processing and the interpretation of what was listened.” (p. 38)

So that, the oral expression is an interaction of contexts that need to be exchanged in order to get a mutual comprehension within which the communication takes part and is known as a process based on the expressive and interpretative skills that will be used to communicate the message.

During the daily life activities the use of the oral expression suffers changes due to the fact of the new society habits, instead of the familiar story and the conversation at the dinner, the programs at the television or the technological devices as cellphones replace the dialog; therefore, the oral expression becomes poor and is being replaced by audiovisual means which the oral communication is not the most important.

So that, teachers need to come up with new methodologies to enhance the development of this ability in order to communicate orally, the objective of the current investigation is to analyze clearly all components or levels of management that this English language skill requires.

DIDACTIC PROCESSING OF THE ENGLISH ORAL EXPRESSION IN THE CLASSROOM

(Zanon, 2000) stated that the improvement of the conversation, as an essential exercise for the development of the oral expression, it constitutes a wide and complex objective related to the positive attitudes toward the communication, the richness and precision of the vocabulary, the grammatical correction, the efficiency and the communication strategies used in the teaching of English language.

Through the conversation the students develop cognitive abilities that make them organize the information in a coherent way in order to be able to create their own opinions before people who are listening to them and besides they give the opportunity to other people to argue, describe, tell or contribute with new points of view.

Furthermore, linguistics abilities are developed because the conversation requires the endeavor of decoding what listens, of a clear pronunciation, of seeking precise words, or achieving a good interaction with people that manage better the second language. This means to be able to interpret the meaning of the statements in a determined situation.

COMMUNICATIVE ACTIVITIES AND TASKS IN THE TEACHING ENGLISH LANGUAGE

(Marta Baralo, 2002) In the last decades, it is known that the communication is an action process or an exchange of communication, within the communicative approaches in the teaching of English language, the oral expression is one skill that has been generated discussions, because on the one hand it is the

basis of the communication and the interaction, but on the other hand, it is not clear the position that takes within other skills. (p. 29)

The didactic use of the conversation can occur in different ways, from the spontaneous conversation between a teacher and a students, to the programmed activities, playing roles and specifying objectives.

There are other didactic resources, that motivate students and develop their oral expression and that English teachers tend to use efficiently: songs, prepared expositions, debates, playing role and so on. Within all the resources mentioned, it is important to emphasize that the group work allows developing real communicative situations.

Other advantage of the group work, besides it is to provide opportunities for the oral communication and the active use of the language because the learner becomes in the only responsible of his own learning.

However, the group work presents certain inconvenient too, according to some teachers, it takes long time from the class and sometimes the lazy students can benefit from the work of their other partners.

THE COMMUNICATIVE ASPECT OF THE PRONUNCIATION

In the communicative approaches, the pronunciation is one of the features that assures the efficient communication. It is not only about the correct pronunciation, the didactic of the pronunciation deals with the way how the speaking develops and

the problems that avoid the comprehension. (Marta Barolo, 2002, p. 19)

Actually, the first difficulty is to perceive the sounds of the language that is being learnt because they are different and if the students are not able to discriminate them, they will not comprehend the message.

In order to acquire an efficient pronunciation, it is necessary to focus on the meaningful communicative processes, without worrying a lot by the foreign accent. So that, the phonological aspect of the language must include the accent, the intonation, the rhythmic and the pauses.

As (Gil, J., 2000) mentions “that learn a foreign language is not just about to start to pronounce new sounds, but to be able to appreciate the general differences that exist.” (p. 139)

So that, as (Gil, J., 2000) explains the new English learners have to get used to the new sounds, the new phonology they are going to learn in order to discriminate the words by the pronunciation or the accent they have to use in each one of them.

ORAL EXPRESSION IN THE ENGLISH LANGUAGE

The English language characterizes for the use of the speaking skills, therefore, one of the most complex skills but also the most important to develop in the students is the linguistics abilities, before which it is necessary to define the conceptualization of the oral expression, because it is not the same the Hispanic language that a foreign language as the English, so that, it poses the next definition that links strongly to this present investigation.

(Bañuelos, 2014)

It is the ability to create sentences abstractly, that are produced and adapted to the circumstances during the time they are developed. This means to take decisions fast, including them appropriately and adjusting them according to the unexpected problems that appear in the different conversations. (p. 46)

For this author, in the quote mentions that the oral expressions are used constantly in dialogs, expositions, etc., generally in all the conversations that people carry out, but it is important to emphasize that people acquire different opinions related to the topic posed or exposed, so that, it is essential to develop in the students the reaction capacity, it means that they are able to adapt correctly in order to give responses according to the thematic of the conversation.

In this aspect is better mentioning that in order to achieve this communicative capacity, one substantial aspect is the vocabulary, the quality, but above all the quantity of the same one, because people will be able to rely on the cognitive resources and apply them in the conversations, therefore, it will foster wider conversations with meaningful value in the development of the different skills in the English language.

RELATION BETWEEN THE ORAL EXPRESSIONS AND THE COMMUNICATIVE SITUATIONS IN THE ENGLISH LANGUAGE

To transmit a message while people participate in communicative situations can develop in several ways, from the use of mimics, the written production to the verbal form, but this investigation focuses on the relation of the oral expressions. It puts forward the next definition that seeks to express clearly the conception of the oral skills in the communicative conditions.

(Bañuelos, 2014)

The oral production is an interactive process where it constructs a meaning that includes to produce and to perceive, besides to process information. The manner and the meaning depend on the context where the interaction carries out, involving the participants, their experiences, the environment and the proposal of communicating each other. (p. 59)

According to this definition that Bañuelos states, the importance of the context, it means the intention and the manner how to use the oral expressions in the communicative situations, due to the fact that some expressions can vary depending on the sense that is used, it must prepare the students in a wider intellect in order to acquire the capacity of recognizing the linguistics expressions in the function which people uses them.

Otherwise, the students will make mistakes due to the fact that they will not be able to discriminate the different communicative situations, so that, they will not use the appropriate vocabulary and get feel upset because they will not achieve a good communication with other people.

IMPORTANCE OF THE STUDY HABITS IN THE PRODUCTION OF VOCABULARY FOR THE ORAL EXPRESSION

The customs are behaviors that people assimilate according to the constant practice of these activities, which can be positive or negative related to a determined function. It can produce the development and improvement of these skills that help people to achieve their goals, as well as harming the progress of some abilities if they transform in non-performing habits.

(GPP, 2015)

The manner of managing the study times, the techniques to seek and select information, the abilities to take notes and keep a long concentration, it transforms in key steps to take full advantage and reach an excellent academic development. (p. 29)

This conceptualization refers to the set of customs, rules and tactics that usually carry out the learner in order to get specific learnings contents, their capacities to avoid hobbies that do not promote the cognitive development, their willingness towards posed activities and the effort that they show during the teaching – learning process.

(GPP, 2015)

The study habits are the best and the most powerful in order to reach the academic success, even more than the intelligence or memory level. What determines our good academic development is the time that we spend in our work. (p. 91)

The most efficient way to enhance the cognitive capacities and the vocabulary of the English language supports on discerning correctly the places where people can find information, the daily repetition of activities promotes the development of intrinsic capacities in each person, becoming aware that the dedication is an important phenomenon in the training completion.

According to (Covey, 2012) the habits need the three elements in order to put them in practice:

- **Knowledge:** The cognitive structure of the person must possess the necessary information in order to start habitually an activity.

- **Capacities:** The person must possess abilities about the activity that is going to carry out, clearing up that it is not necessary to be an expert.
- **Wishes:** The motivation towards carrying out an activity, it determines largely the success or failure of the same one.

During the development of speaking skills in the English language, the learners have to reach diverse levels and knowledge within the cognitive structures, which will give abilities to employ them in communicative situations, so that, it will favor the development of a meaningful learning and even these can enrich their vocabulary.

The influence of the study habits in the learning and the academic development is notable, because of this, it is able to appear the motivation in the learners, taking into account the leading role in the progress of the society. It emphasizes that the habits in people tend to disappear because of the lack of practice, as well as it develops a lot or reestablishes according to the motivation present in people.

LEARNING TECHNIQUES TO DEVELOP THE SPEAKING SKILL IN THE ENGLISH LANGUAGE.

The teaching – learning process requires for its integral development that the techniques promote and ease the reception and assimilation of the contents and the progress of the English language skills, therefore, this dimension considers substantial within the instruction, due to it arises the possible criteria of quality that apply in order to give opinion about the processes within the classroom.

According to (Linguarum, P., 2014)

Learning techniques are procedures that take part in the general learning and also in the development of a native language. These kind of strategies share distinctive features of the procedures because they manifest in a sequence of the actions in order to reach a learning objective. (p. 63)

Within the learning of a foreign language, a set of strategies will determine the possible results about the students in charge of the teacher, because the implementation of the specific techniques will allow accomplishing the pre-established purposes for the development of the necessary techniques in the language.

From this perspective, the role of the teacher is essential in the teaching, because he will be responsible of considering which techniques are appropriate for the group of students, taking into account the context within which involve the students, therefore, the planning directs towards the development of the learning cycle that must include techniques in each stage.

For (Linguarum, P., 2014) who states that:

The learning techniques are not only the result of mental internal processes of the person, but also the social interaction during the teaching of a non-native language, so that, this statement justifies the strategic teaching as the learning through procedures that develop by cognitive, affective and social processes that are established by the interaction. (p. 29)

According to Linguarum, the strategies considered to apply in the instruction, they must value the teaching linking to the interaction among the learners, due to within the development of the skills of a foreign language, those tools that foster the communication among students are

more relevant than others, largely, this allows an integral evaluation of the particular abilities of each students from dynamic and different perspective.

CLASSIFICATION OF THE LEARNING TECHNIQUES THAT PROMOTE THE ORAL EXPRESSIONS OF THE ENGLISH LANGUAGE.

Repetition

According to (Vicent, A., 2012) “The oral expressions integrates by strategies whose objective is keep the material literally, without changing the information and requires a low cognitive control of the person.” (p. 69)

This kind of didactic tools applied in the teaching, they restrict to the literal continuity of a Cd, book or what the teacher says, consequently, it does not require further mental efforts of the learners, just knowing the phoneme and having the willingness of repeating the pre-established, they are not recommended within the contemporary education processes.

Low Level Development

(Vicent, A., 2012) states “The strategies comprise a scanty customization and respect the basic characteristics on the presented material.” (p. 30)

The production of knowledge frames under the characteristic of the presented strategies, will show simple contents due to the requirements, therefore, this set of strategies seek to enhance the willingness in the learners till later make them carry out other kind of activities more complex gradually.

High Level Development

(Vicent, A., 2012) “The strategies imply a high customization of the information, modifying and restructuring substantially the basic characteristics of the presented evidence.”(p. 37)

This kind of techniques present as a subsequent process to the employed in the low level, that is to say the previous designed ideas are going to transform in contents with particular characteristics of each learner, from which consider the positive according to the deepened level that present the dealt with topic, therefore, it requires a great level of attention.

THE ORAL EXPRESSION IN THE COMMUNICATIVE COMPETENCES

It is important to deepen in the conceptualization of the communicative competences because its development is the main objective in teaching English as a foreign language and also the communicative approach adopted by the English area.

The language in the communicative approach is not received as a set of rules, but as an instrument for the construction of meanings. This approach does not expect to deny the importance of the linguistic competences, but it focuses on achieving an authentic communicative competence.

According to (Dell Hymes, 2001) states that all people have not only the capacity to speak instead the capacity to communicate. Similarly, the communicative competence refers to the necessary linguistic knowledge

that a speaker needs to interact and communicate effectively in a given situation.

This knowledge does not deal with topics about the language, but also about the cultural order. So that, a communicative person acquires knowledge and abilities to use the language and interact with other people, to understand and to be understood. Therefore, within the communicative approach is important to teach students the ways, contents and functions of the language.

For (Tobon, 2004):

The communicative competence is a contextual process, that develops not only when the grammatical rules are managed, but also when the person can determine when he has to speak or not, the place and the listener. The communicative competence considers the attitudes, the values and the motivations related to the language, with their characteristics and uses; it seeks the interrelation between the language and the communicative behavior. (p. 36)

It is clear that the learning of a foreign language implies not only to know the grammatical contents and lexicon, but also to comprehend how to apply it in a real context. Consequently, one of the main objectives is to develop in the students all the components of the communicative competences.

INDEPENDENT VARIABLE

Phrasal verbs are useful expressions used to mean something in a formal or informal way, in the current investigation the students of 9th

grade show serious difficulties when they have to express themselves in public, however a little amount of them tend to use some known phrasal verbs as: get up, wake up, go on, turn on, turn off, etc., because they are commonly employed by the teachers during the class.

PHRASAL VERBS

According to (Tomas, 2012), “The phrasal verbs are idiom expressions that form combining verbs with prepositions or adverbs. This results in new compound verbs with a different meaning to found in the dictionary.” (p. 67)

In reference with this definitions that the author Tomas poses, the phrasal verbs acquire a denotative meaning because it directs to work with extra elements, it is to say that from the phrasal verbs divide several complements that help in the construction of the meanings in the sentence.

This is a substantial aspect that need to prioritize in the teaching of English language, frequently, can observe serious mistakes in the structure of the phrasal verbs, demonstrating that the conjugation is an outstanding issue that is necessary to make it work appropriately in the oral expressions.

(Longman Dictionary, 2004) defines “the phrasal verbs as an idiomatic combination of a verb and adverb, or a verb and preposition (or verb with both adverb and preposition).” (p. 6)

According to the Longman Dictionary, the phrasal verbs are compound verbs that change their meanings by adding other particle and provide students and teachers with a new vocabulary.

(Richard Side, 2000) “Phrasal verbs create special problems for students, partly because there are so many of them, but also because the combination of verb and particle seems so often completely random.” (p. 44)

For Richard Side who considers that the phrasal verbs are a big challenge to the students because of the complexity of the combination between the verbs and the prepositions or adverbs, these compound verbs have to be taught in the practice during classes and try to get students be familiar with the meaning, otherwise they will not be capable to apply them appropriately.

For (Cowie, 2000) “Phrasal verb may combine with different particles to give multiword verbs with different meanings.” (p. 5)

Considering the Cowie’s definition, it can say that phrasal verbs are combined verbs that provide all speakers with new words with other meanings in order to make them avoid the repetition of the well-known verbs.

IMPORTANCE OF THE PHRASAL VERBS WITHIN THE ENGLISH LANGUAGE

For (Amalia Salvado, 2003) the phrasal verbs are part of the active vocabulary of the English native speakers, who use them in the oral expression as in the writing. A great number of these verbs are commonly

applied, above all, in the means of communication: television, theater and the media.

Second, it emphasizes the fact that people normally used to employing verbs that are close to the native language; so that it will turn out easily to remember the verbs, e.g., CONTINUE its corresponding phrasal verb is KEEP ON.

Therefore, the phrasal verbs are relevant tools to improve the oral expression and make it easier than the common use, the teachers have to apply them during the teaching – learning process.

It is known that English learners' purpose is to speak fluent as the native ones, however the absence of knowledge about the appropriate use of these phrasal verbs get hard it, because they do not know when they have to use them or in which context they have to apply them, so that, it is important that teachers explain deeply the common phrasal verbs in different context in order to have students comprehended them.

The development of this current investigation focuses on improving the understanding of the students about the use of the phrasal verbs and achieve an accuracy communication.

PHRASAL VERBS IN THE ENGLISH LANGUAGE

The phrasal verbs are important within the development of the English language, because they give a new sense to the oral communication that is the most common among teachers and students within the educational environment.

The grammatical application of the phrasal verbs have to focus on each part of these compound verbs, which are the verb and the particle.

For (Levitchi, 2000, p. 60) the verbs classify in accordance with:

- A). Composition;
- b).Derivation;
- c). Basic forms;
- d). Content.

Besides, he considers that verbs can be:

- A). Simple;
- b). Compound;
- c). Complex;
- d). Verbal Phrases

According to the Levitchi's classification, it is important to learn each use of the verbs before applying as a phrasal verbs, because if the students do not know the meaning of any verb, when they have to combine and use it as a phrasal verb, they can change or distort the real meaning, not achieving a correct communication with other people who is listening.

TYPES OF PHRASAL VERBS

For (Rosemary Courtney, 2000) there are three types of phrasal verbs:

- 1). Verb+ adverb as in:

The old lady was taken in ('deceived') by the salesman.

2). Verb+ preposition as in: She

Set about ('started') making a new dress.

3). Verb+ adverb+ preposition as in: / cannot put up with ('bear')

Him because he is always complaining. (p. 89)

Considering this classification made by Rosemary Courtney, it is important to recognize first of all that students have to be clear about the concept about an adverb and preposition.

(Santalla, 2006) determines “An adverb is a word that modifies the verb, an adjective or even other adverb.”

For Santalla the adverb can change the meaning of the verb, it is known that most adverbs end in –ly but not all. E.g. a) the students do their homework correctly. (In this first case the adverb correctly ends in -ly). b) The dog runs fast. (In this case the adverb is fast but the ending is not -ly)

For (Santalla, 2006) “A preposition is an invariable words that is used to establish a relationship between two or more words.”

As Santalla states a preposition is a word that can be used to link sentences or other words, they can point out a place, a means, a purpose or even a destiny.

On the other hand, (Acklam and Richard, 2004) state that there are four types of phrasal verbs:

Type n. 1. Intransitive (No object). These kind of sentences do not count with a direct object.

Example:

The old car **broke down** in the Southern highway.

Break down. To stop.

Type n. 2. Transitive (Object). These sentences count with a direct object and it can be placed between the used verb and the particle, they can separate in the sentence.

Example:

Peter **turned** the fan **off** when he went out the living room.

Turn off. To stop a course of electricity.

Type n. 3. Transitive (Object). This is the other type where the sentences count with direct object but it cannot be placed between the used verb and the particle, they cannot separate, they are inseparable.

Example:

Paula **got over** her heart attack.

Get over. To improve from an illness.

Type n. 4. Transitive (Object). These sentences have two particles and a preposition, these ones cannot be separated.

Example:

The government has to **come up with** new laws for improving the economy of the country.

Come up with. To suggest.

It is important to mention that there are other kind of verbs that are not part of any category previously described, also some phrasal verbs tend to use the personal pronoun **it** as a direct object.

TECHNIQUES TO ENHANCE THE USE OF PHRASAL VERBS

Metacognitive

(Vicent, A., 2012)

“They are in charge of the knowledge and elaboration processes of the information. It implies the planning and establishment of goals and the regulation of the own learning processes.” (p. 40)

From this perspective, these kind of techniques focus on developing the teaching process in people involved in the instruction, the self-regulation abilities what means that people are able to manage consciously the use of phrasal verbs, but taking into account all the possible phenomenon that can happen in the context of communication, consequently, these strategies are essential for the progress of the abilities of the English language in order to promote a coherent conversation.

Any teacher does not know that the education requires important changes and to reach this, it is necessary to make assessments that show the real problems that the students and teachers face in their daily life.

Affective

(Vicent, A., 2012)

“They are strategies that contribute to reach a pleasant learning environment, helping to pay attention and be attentive to the learning stimulus, besides, to control the anxiety levels, establish and keep the motivation.” (p. 67)

Within the teaching – learning process the classroom environment plays an important role in the progress of the linguistics abilities of a foreign language, largely, because a pleasant learning context increase the satisfaction levels and make students feel comfortable to participative actively in the teaching when the teachers employ methodologies that encourage a kindness surrounding.

On the other hand, if the teachers do not provide a dynamic teaching – learning process, the students are not going to focus on what they are trying to teach, because the students will consider it bored or meaningless.

Social

(Vicent, A., 2012)

“It involves those strategies that interact consciously with others to ease the learning or the accomplishment of a specific learning activity.”

Indeed, in the instruction process of a foreign language is important to promote strategies that cause events where are necessary the

communicative situations, because these kind of techniques make more dynamic the class, furthermore, particular experiences that exchange the learners help for the development of the English language skills through the interpersonal relations, learning throughout the practice.

Temporality in the phrasal verbs

The temporary relation in the oral communicative situations is substantial and this derives mainly to an origin source, these aspects consider as the intention of the action according to a past, present or future sense, a definition is detailed below that shares information about the current study:

(Zamorano, 2016)

The temporary meanings are not only absolute, but relative or dependent of the context, the phrasal verbs show in the time unspecifically, pointing out just an action that happens with antiquity, posterity or simultaneity related to a moment previously established. (p. 39)

Particularly, in relation with the quote poses by Zamora, the temporary refers to the statement, it is good to point out and difference the time when the message is received, because this process applies in other temporary unrelated to the phrasal verbs, for which in the development of the communicative situations must discriminate this variable due to this depends on the interpretation and consequently, the possible response.

In this framework the students must manage appropriately the different tenses of conjugation, because it arises an aspect that acts out as a linker that can help students to express with coherence and sense according to the temporary, otherwise they will present difficulties in the English language skills.

TEACHING – LEARNING OF THE PHRASAL VERBS

(Amalia Salvado, 2005)

“The English teachers are conscious about the big difficulties that produce in the correct use of the phrasal verbs, however, they play an important role within the English language both in the oral aspect and the writing.” (p. 19)

All these kind of expressions are part of the active vocabulary of an English speaker above all in informal context. The use of the compound forms help students to be sure about the relevance that these verbs represent within the general lexicon of the English language.

Considering, that they need special attention from the students begins their English studies, because the teachers cannot be neglected with this teaching due to the fact that they constitute the great part of the lexicon of an English speaker.

This means, the phrasal verbs are commonly used in the daily life of the native speakers and if the students want to express their ideas accurately they need to deepen about the application of them in the communication.

This, necessarily, it obliges to the teachers to the early introduction during the classes if they really want to get a comprehension toward the language and culture of the country or countries where the English language is spoken.

Otherwise, the students will get feel frustrated because they are not going to be able to understand the native speakers or other people who domain the English language due to the lack of experience they have.

PHRASAL VERBS AND IDIOMATICITY

For (Arnaud & Savignon, 2000)

“The meaning of the complex unit does not result from the simple combination of those of its constituents”. (p.161)

As Arnaud and Savignon mention in the previous quote, the meaning of the different phrasal verbs do not only base their constitution, that is to say, it is not just about the preposition of adverb that is part of it, but the context in which is used because depending on the kind of topic they are dealing with, they have to apply the appropriate phrasal verb.

However, the current education of phrasal verbs do not help the students to discriminate the employment of each one of them, the teachers just provide them with the meaning without examples, or just by memorization and the students just focus on the meaning but not in the application within a context.

This causes a misunderstanding during the oral communication, because the students do not think in what they are going to say, instead of that they just think in using the phrasal verb either directly than in context maybe with their own ideas, points of view, etc.

The current investigation tries to give a solution to the problem found in the students, so that, the development of a didactic guide with

different exercises will encourage students to learn the phrasal verbs, not only by the meaning, but also applying them in a real life situation.

APPLICATION AND IMPLICATION ON THE PHRASAL VERBS TEACHING

As it is known the phrasal verbs provide students and teachers with the use of language features which in general help to students better develop in their spoken activities. However the use of these language forms sometimes is not enough and teachers do not get the learning they are supposed to reach during classes and even they derive to a misunderstanding because of the syntactic and semantic they tend to use.

The results of the surveyed applied to the students showed the difficulty they present at the moment of applying the phrasal verbs learnt during classes because they feel anxious and tend to forget all what they are going to say next. So that, there are number of reasons which contribute to the non-usage of the phrasal verbs.

Marks (2008) states “lexical problems are among the possible reasons, as clearly illustrated in the learners’ use of *pick up* instead of *pick* as well as *find out* instead of *find*.” (p. 29)

PEDAGOGICAL FOUNDATION

The pedagogy is the science in charge of learning, so that, for the current investigation the investigators will apply a constructivist paradigm, because the teaching requires the active participation of the students, specifically in the English language and the dimensions of the oral expressions, as well as the improvement of the students’ abilities.

(Piaget, 1964) determined:

The knowledge is not a copy about the reality. To know an object or the events, do not imply just to observe and create a mental image of it. It is to modify or transform the object and understand the process of this change and as a result to comprehend the way how the object is constructed. (p. 62)

In reference with Piaget, it emphasizes the knowledge and its construction, so, in order to reach the development of the oral expression skills, it must carry out a constructivist process to enhance effectively the cognitive capacities, and therefore, the students will present an appropriate academic development.

Indeed, it states that the oral skills can develop meaningfully in the students through the construction process in learning, so that, the cognitive capacities will strengthen as well as the vocabulary and the capacity to overcome the worries of the students.

Although, there is a difficulty that is found when the teaching – learning process is developing within the classroom, and it is the misunderstanding of the students, because many times teachers focus just in teach without allowing students being part of the instruction process, or giving their opinions about what they think.

So that, it is important to get the opportunity to the students to create their own concepts, it can be said that the current investigation bases on the constructivism, because it is not only about the teachers, but also focuses on the students' ideas.

PSYCHOLOGICAL FOUNDATION

The psychology poses clearly the relation with the cognition which is the contribution of the mental structures in learning, so that, it is important to know the function of these structures in order to develop appropriately the oral expressions, therefore, it poses the next definition that allows determining this correlation.

For (Woolfolk, 2011):

To domain a language, the person must comprehend that the most important is the development of the students' language according to the cognitives abilities when they seek the sense about what they listen to and create rules to put all the pieces of language together.(p. 45)

As Woolfolk mentions in the quote, people must comprehend that the development of the language is a systematic process, through which the activities allow recognizing the morphological structures of the words that will agree to apply them in the expression and manage the phonetic issue of English language, so that, in this way will be able to link them in the mental structures the vocabulary required in the language.

To reach this aspect, the planning plays a relevant role because it will allow that the instruction process becoming effective in the development of oral capacities, due to the activities will link each other with the purpose of strengthening the vocabulary and have communicative situations with fluency and coherent.

However, the teachers do not have to follow a stated pattern, because during the development of the teaching – learning process, they can find out a new strategy or methodology to apply and they are going to

change the current planning and improving with other new ideas to get a meaningful learning by the students.

This meaningful learning will help students during their daily life, because they learn to apply and teach others not only to get the owners of the knowledge, they will exchange all what they have learnt and all what they know about other cultures.

SOCIOLOGICAL FOUNDATION

The education is a social process because the main actors are people with their own cultural features, so that, the sociological perspectives are involved within the current investigation because each science has to adapt to the studied variables, therefore, it will link them with the learning of English language.

According to (Castillo, 2012) “The education has a narrow relation with the society and with the pedagogical aspects whose correlation with the general social systems allow us thinking the education as a personal development and at the same time in a collective way.”

Castillo establishes the importance about the relation pedagogy-society in the personal development of the learners, so that, it is necessary to give priority the learning processes of the English language that are going to improve the interpersonal capacities in order to enhance the oral expressions and encourage the communicative situations.

Consequently, to reach a meaningful learning in the speaking skills must consider the social contexts, that refer to the cultural characteristics of each person involved in the learning, but at the same time that this

happens through the interaction in order to enhance communicative situation of quality.

The social interaction allow students developing and create a self-confidence in themselves, because they feel capable to communicate with other people and share their opinions or speak about their culture without thinking all time in making any mistake, they achieve an appropriate oral communication and at the same time learn.

LEGAL FOUNDATION

CONSTITUTION OF ECUADOR

TITLE II

RIGHTS OF CITIZENS

Article 27.

Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work.

Education is indispensable for knowledge, exercise of rights and building a sovereign country and it is a key strategy for national development.

Article 29.

The State shall guarantee the freedom to teach, academic freedom in higher education, and the right of persons to learn in their own language and cultural environment.

Mothers and fathers or their representatives shall be at liberty to choose for their daughters and sons an education that is in line with their principles, beliefs, and pedagogical options.

CODE OF CHILDHOOD AND ADOLESCENCE

RIGHTS RELATED TO THE DEVELOPMENT

Art. 39. Rights and obligations of the parents relates to the education right.

Rights and obligation of the parents or people in charge of the children and adolescence:

- 1.-To enroll children or adolescence in Educative Institutions.
- 2.-To select an education according to the believes and values of the children.
- 3.-To participate actively in the development of the educative processes.
- 4.-To monitor the attendance of their children to the Educative Institution.
- 5.-To participate actively for the improvement of the quality in education.

6.-To assure the efficiency of the educative means that the state and the society provide them.

7.-To ensure the respect of their children rights in the educative institution.

8.-To report the students' rights violation, if they have the pertinent information.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

METHODOLOGICAL DESIGN

Palella Stracuzzi and Martins Pestana (2012) consider the basic aspects related to the investigation, it has a qualitative approach because this deals with the situations generated within the classroom which are kept as priorities in the investigation, those relevant experiences that have determined the improvements of the students in the development of their oral expression, according to the way how they express their ideas and the meaningful learning that manifest throughout their participation.

With this approach, it seeks to create participative environments that can be applicable in social and educative schemes. Aspects as the plausibility and the feasibility are accomplished through diverse processes, as the direct observation of the phenomenon within the situation in the classroom.

Furthermore, it is used the quantitative approach too because during the development, it is necessary to gather quantitative data about the variables which are the dependent the oral expression and the independent the phrasal verbs, that next are studied and analyzed through statistical study and graphics basing on the linkers range or any other measure scale.

Within this approach, it is considered the study as non-experimental because any situation is developed, but the investigators observe existing

situations, not causing intentionally by the investigators. It does not aim to establish reasons, but to identify and define systematically a reality, to study a phenomenon that requires to build an initial knowledge about the problem, the theoretical framework and the methodology to use, that will allow being close to this authenticity.

“The external reality was also accepted by pragmatists and it was considered that values influence the interpretation of the results.” (Onwuegbuzie, 2000, p. 45).

TYPES OF INVESTIGATION

During the development of the investigation, it is important to be conscious about the probable types of investigation that are going to be used to explain better the problem and the possible solutions. The types of investigation that will help to develop the current work:

HISTORICAL INVESTIGATION

Giannina Fusco (2010) The historical investigation is related to scientific one, because it deals with its own study object through rules and procedures related to the scientific investigation; it is a humanistic subject due to the fact the historians analyze and register the individual and group events of the society, the role that people play within the institutions and mainly the meaning of these events in the context where they carry out. (p. 229 - 245)

In reference to this quote, Fusco (2010) explains that the historical investigation is a procedure based on the study object in this case the problem about the oral production that the students have during the teaching-learning process, so that the current investigators have to gather information in order to get solutions to it.

Besides this type of investigation follows the deductive – inductive method which means that through the reconstruction of the past events or problems, it looks for new resolutions to solve it.

This investigation deals with the transition that the problem has experienced through the time, this can help the investigators because they are going to be able to make a comparisons between the changes from the application of the didactic guide as the proposal and get some conclusions that allow obtaining feasible solutions to the problem.

BIBLIOGRAPHICAL INVESTIGATION

Lampard and Pole (2015) a bibliographical or documental investigation employs any printed material as primary source to obtain data. It is not only a compilation of information contained in books, but it focuses on innovative reflection and critical thinking about certain texts and the poses concepts on them. (p. 29)

According to Lampard and Pole (2015) state the bibliographical investigation bases on the use of information contained not only in book, but in any other source as articles, documents and so on, which is going to be very useful, due to the fact that all this information can support the current investigation, with ideas or points of view of different researchers about the current problem which is the low development in the oral production.

FIELD INVESTIGATION

Lampard and Pole (2015) on the contrary of the bibliographical investigation, the field investigation demands to go out to gather information. Its sources can be the nature or the society, but in both

cases, it is necessary that the investigator goes to seek his study object in order to obtain information. (p. 50)

Using this type of investigation, the investigators gather data and information directly from the reality through the use of techniques as surveys or interview with the purpose of giving a solution before the posed problem. Besides with the field investigation, it arises some questions that can be surveyed to the educational community as the teachers, students or authorities in order to create a chart to explain better the studies problem.

EXPLORATORY INVESTIGATION

Jenna (2013) explains that “the exploratory investigation deals with a problem low studied. The problem can be studied before, but in different circumstances, which implies that the chosen topic has a high rate of innovation.” (p. 216)

According to Jenna (2013) this investigation works with previous topics studied but in different situations and contexts, besides it is a new kind of innovation which will help to the current society. In this case the topic developed is the influence of the phrasal verbs which has been researched before and how this impact in the oral production.

During the development of the investigation both variables have no enough information to deepen in the topic, so that the investigators have to use other strategies to gather information that support the project.

Its objective is to document certain experiences or problems low studied that have not been considered before, so that, the investigators are going to identify potential relations among variables with the information that they can obtain from other sources.

DESCRIPTIVE INVESTIGATION

Tonja Motley Locklear (2012) defines that the descriptive investigation specify the properties of the object or phenomenon studied and provides an overview more exactly as possible as it can do it. It is necessary to select the concepts of the phenomenon and determine each one independently with precision. (p. 46)

This descriptive investigation helps to the investigators to describe the data and characteristics of the population or phenomenon of study, this investigation focuses in who, what, why, where and when the phenomenon is developed during the investigation. Therefore, the descriptive investigation cannot create a causal relation of how one variable affects the other.

POPULATION

The population studied in the current investigation is all the educational community such as: the teachers, students, authorities involved in the study because they are who daily struggle with the real problem (low development of the oral production) at Monseñor Leonidas Proaño Public High School, this institution is formed by:

Chart #1. Population

No.	Detail	People
1	Principals	1
2	Teachers	11
3	Students	78
TOTAL		99

Source: Monseñor Leonidas Proaño Public High School

Developed by: Angelica Beltrán

SAMPLING

The target group, the subject of study, is a subset of the larger group and shares characteristics with it (Larson-Hall, 2010, p. 124).

Larson-Hall (2010) poses that the sampling is a group through which gathers enough information to support the two variables developed in the investigation.

No.	Detail	People
1	Students	78
TOTAL		78

Source: Monseñor Leonidas Proaño Public High School

Developed by: Angelica Beltrán

METHODS OF THE INVESTIGATION

Dörnyei (2007) and Cohen et al. (2011) recommend employing ‘the use of multiple methods’ and the latter as ‘the use of multiple data sources’. (p. 58)

The methods that are going to be applied during this investigation are going to provide information for the description, the analysis and the critical assessment; all kind of methods the investigators can use them as tools to link the subject with the object of the investigation:

SCIENTIFIC METHOD

The investigators use this method as a process aimed to explain phenomenon and establish relation between the facts and the laws that describe the physical phenomenon of the world and that allow obtaining the knowledge that be useful for the investigators.

EXPLANATORY METHOD

Kumar (2014) poses that “the explanatory method determines the causes of the phenomenon, why and which are the conditions of the phenomenon, or the correlation of certain variables.”

In this method the investigators focus on determining the origins or the causes of a determined set of phenomenon, where the objective is to know the reason for which occur several facts through the delimitation of the causal relations that they produce. This investigation deepens the knowledge of the reality.

TECHNIQUES AND INSTRUMENTS OF THE INVESTIGATION

It is necessary that during the development of this investigation the investigators apply different techniques and instruments that help them to gather the information in a better way:

OBSERVATION

Malderez (2003) argue that observation is a ‘tool’ mainly used to deepen our understanding of language learning and teaching, which in turn, contributes to professional growth. (p. 64)

This is a technique that helps to the investigators to determine the problem within the educational institution and to get solutions to it. Besides, it provides with information about the factors that influence to the behavior and academic development of the students, the investigators realized that the low development of the oral expression in the students is a great problem because this causes that they are not be able to share their ideas due to the deficiency of vocabulary and common expressions.

SURVEY

Through the use of surveys the investigators are able to gather information about the reality of the institution and the importance of the different opinions and points of view of people involved about the deficiency in the development of the oral expression of the students.

ORAL INTERVIEW

Cohen et al., (2011) argue that interviews afford the researcher information about phenomena and can elicit data in depth and in detail. (P. 65)

The oral interview based on the quote done by Cohen et al., (2011) it is an opportunity to deepen in the problem developed in the institution, because they are the educational community that deals with the problem of the oral production, day by day they struggle with it, without helping students with the necessary tools to overcome it.

OPERATIONALIZATION OF VARIABLES

VARIABLES	DIMENSIONS	INDICATORS
Oral Expression (Dependent Variable)	Generalities	Definition
		Didactic process
		Aspects
	Oral expression levels	Repetition level
		Low development
		High development
	Auditive strategies	Cognitive
		Metacognitive
		Socio affective
Phrasal verbs (Independent Variable)	Generalities	Definition
		Importance
		Characteristics
	Types of phrasal verbs	Verb+ adverb
		Verb+ preposition
		Verb+ adverb+ preposition
	Techniques of phrasal verbs	Metacognitive
		Affective
		Social
	Phrasal verbs in education	Temporality
		Idiomacity
		Communicative situations

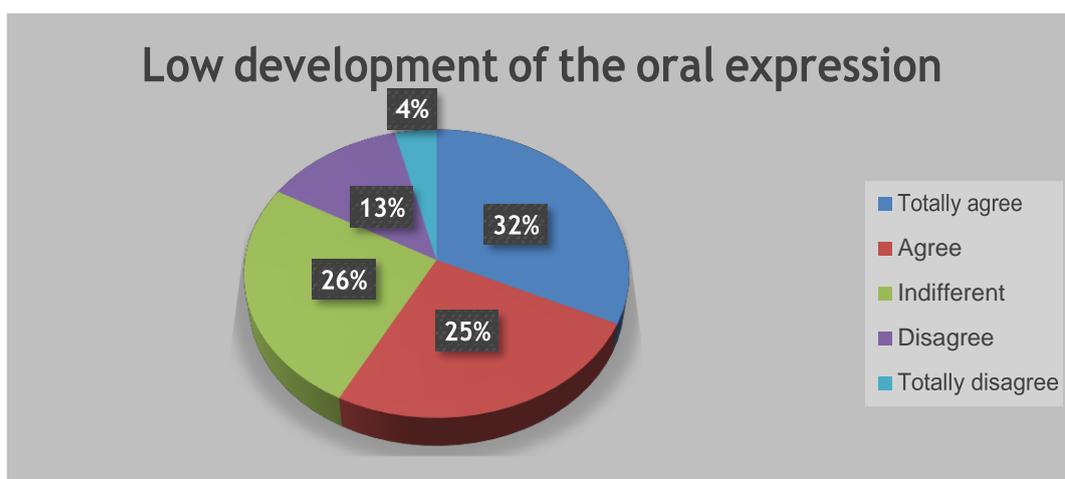
ANALYSIS AND INTERPRETATION OF THE RESULTS SURVEY

1. The oral expression is not developed during the teaching – learning process.

Chart N° 3. Low development of the oral expression.

Alternative	Frequency	%
Totally agree	25	32%
Agree	20	26%
Indifferent	20	26%
Disagree	10	13%
Totally disagree	3	4%
TOTAL	78	100%

Source: Monseñor Leonidas Proaño Public High School
Developed by: Angelica Beltrán



Source: Monseñor Leonidas Proaño Public High School
Developed by: Angelica Beltrán

Analysis:

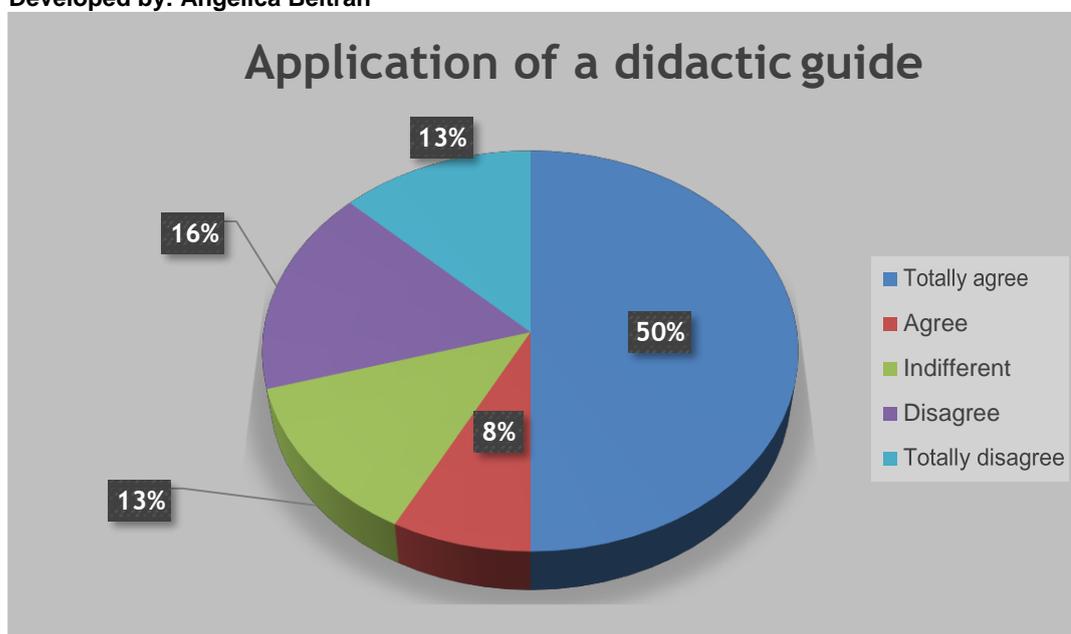
The 58% of the students agreed that during the instruction they do not develop the oral expression because they tend to get bored and do not understand anything that their teacher speaks, however the 26% was indifferent because they do not care if they are able to speak or not in English, they add that this language is not going to help them in their future, and the 17% disagreed because they explain that the teachers just speak without elicit them to speak too.

2. The oral expression can improve by the application of a didactic guide.

Chart Nº 4. Application of a didactic guide.

Alternative	Frequency	%
Totally agree	39	50%
Agree	6	8%
Indifferent	10	13%
Disagree	13	17%
Totally disagree	10	13%
TOTAL	78	100%

Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán



Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán

Analysis:

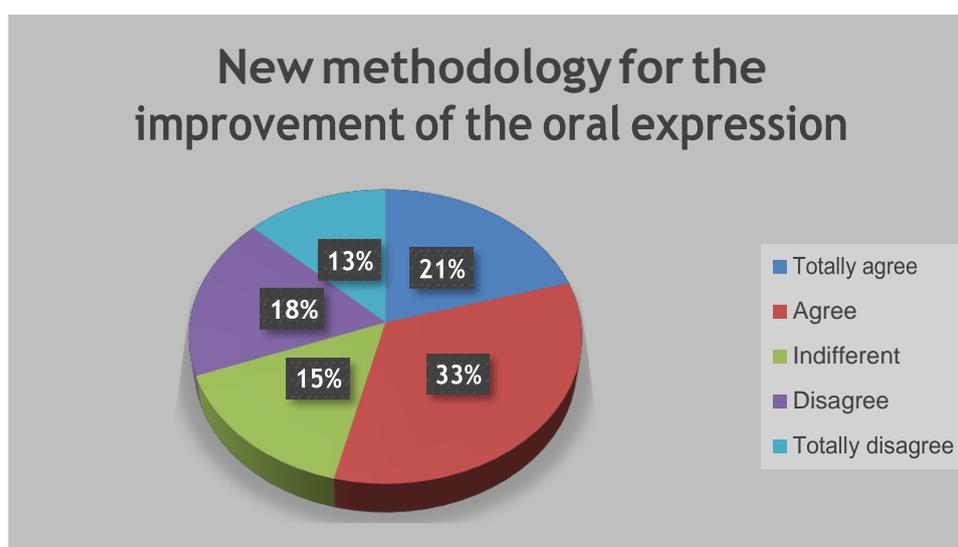
The 58% of the surveyed students considered that the application of this didactic guide will encourage students to express orally which will turn out in the improvement of this skill, but the 13% of these students deliberated that despite the didactic guide the oral production was not going to improve due to the fact that they do not like the English classes and a 30% disagreed totally about this statement.

3. The teachers need to come up with new techniques and methods to improve the oral expression of the students.

Chart N° 5. New methodology for the improvement of the oral expression.

Alternative	Frequency	%
Totally agree	16	21%
Agree	26	33%
Indifferent	12	15%
Disagree	14	18%
Totally disagree	10	13%
TOTAL	78	100%

Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán



Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán

Analysis:

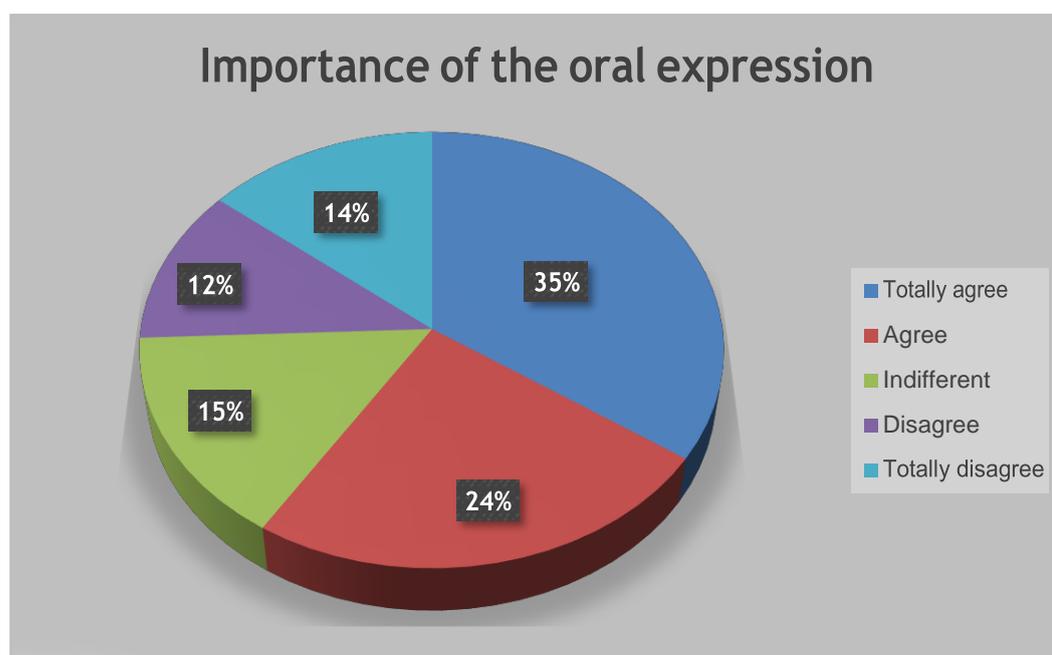
The 54% of the students thought that their teacher do not encourage them to develop their oral production with any innovative tool, technique, etc. but the 15% was indifferent because the classes are repetitive and traditional so that they do not care about what the teacher is explaining or saying and the last 31% of the students like how their teacher teaches the classes and develops the oral production.

4. The oral expression is necessary as the other English skills.

Chart N° 7. Importance of the oral expression.

Alternative	Frequency	%
Totally agree	27	35%
Agree	19	24%
Indifferent	12	15%
Disagree	9	12%
Totally disagree	11	14%
TOTAL	78	100%

Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán



Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán

Analysis:

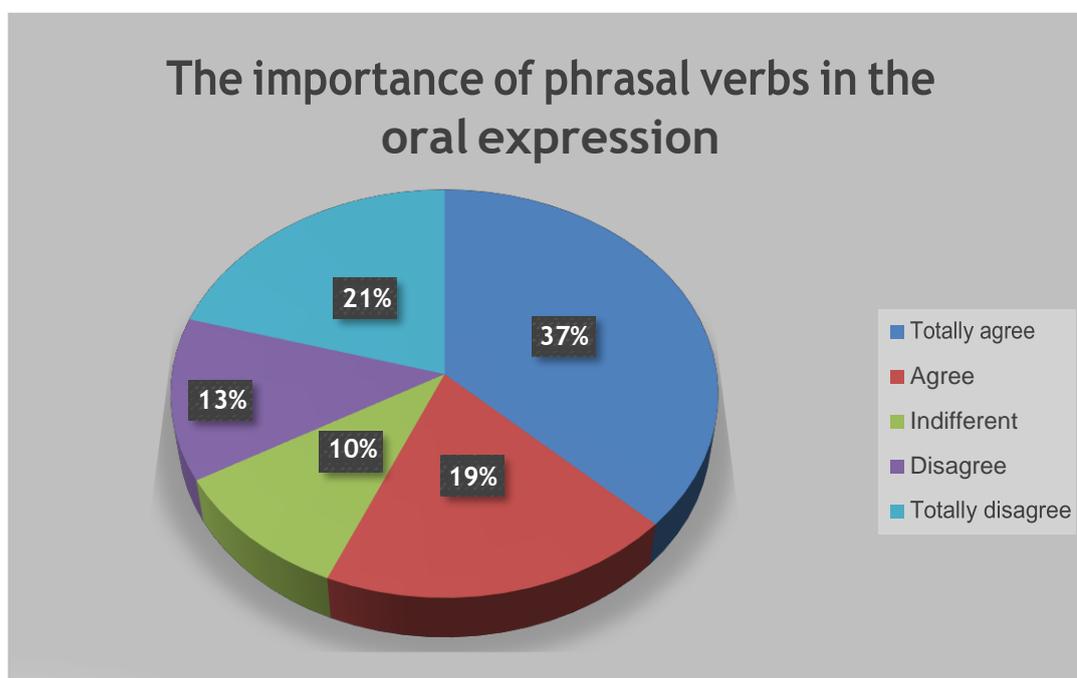
The 59% of the surveyed students considered the oral expression as an important skill because without it, they are not going to be able to communicate each other, the 15% was indifferent because they feel anxious and shy during the communicative situations and the last 26% consider more important listening skill than the oral production.

5. The phrasal verbs are important to develop a better oral expressions.

Chart Nº 8. The importance of phrasal verbs in the oral expression.

Alternative	Frequency	%
Totally agree	29	37%
Agree	15	19%
Indifferent	8	10%
Disagree	10	13%
Totally disagree	16	21%
TOTAL	78	100%

Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán



Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán

Analysis:

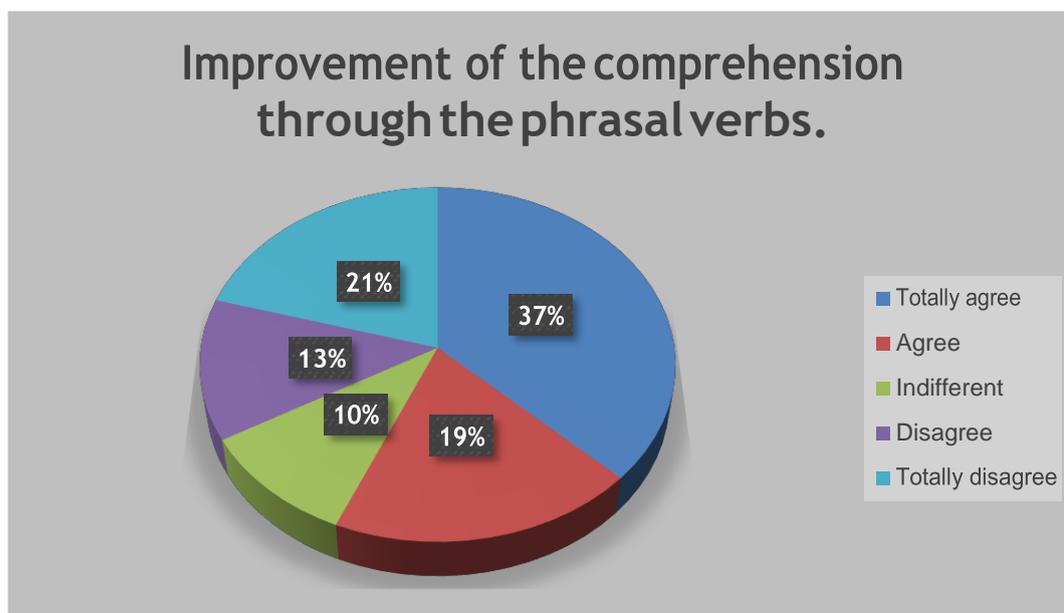
The 56% of the students think the phrasal verbs are important verbs that will improve the oral production, the 10% do not know what the phrasal verbs are nor their use and the 34% considered unnecessary the use of these kind of verbs, because they say these verbs are difficult and their teacher do not help them to better understand each one used..

6. The use of phrasal verbs helps to the better comprehension during the communicative situations.

Chart N° 9. Improvement of the comprehension through the phrasal verbs.

Alternative	Frequency	%
Totally agree	29	37%
Agree	15	19%
Indifferent	8	10%
Disagree	10	13%
Totally disagree	16	21%
TOTAL	78	100%

Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán



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 Developed by: Angelica Beltrán

Analysis:

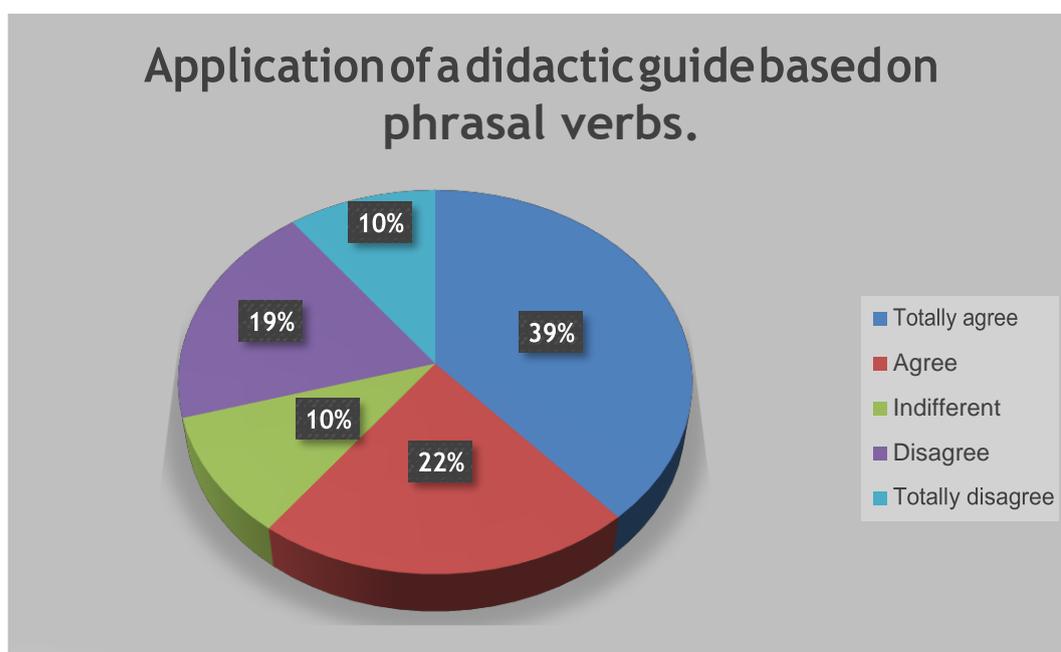
The 37% of the students, they totally agreed considering that is important for the students and the teacher improve the comprehension through the use of phrasal verbs, a 19% just agreed about it, the 10% were indifferent because they do not care about the English subject nor how the teacher gives the class to them, but however the last 21% believe the use of phrasal verbs get the communication hard to understand.

7. It is important to implement a didactic guide with useful exercises about phrasal verbs.

Chart N° 10. Application of a didactic guide based on phrasal verbs.

Alternative	Frequency	%
Totally agree	30	38%
Agree	17	22%
Indifferent	8	10%
Disagree	15	19%
Totally disagree	8	10%
TOTAL	78	100%

Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán



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 Developed by: Angelica Beltrán

Analysis:

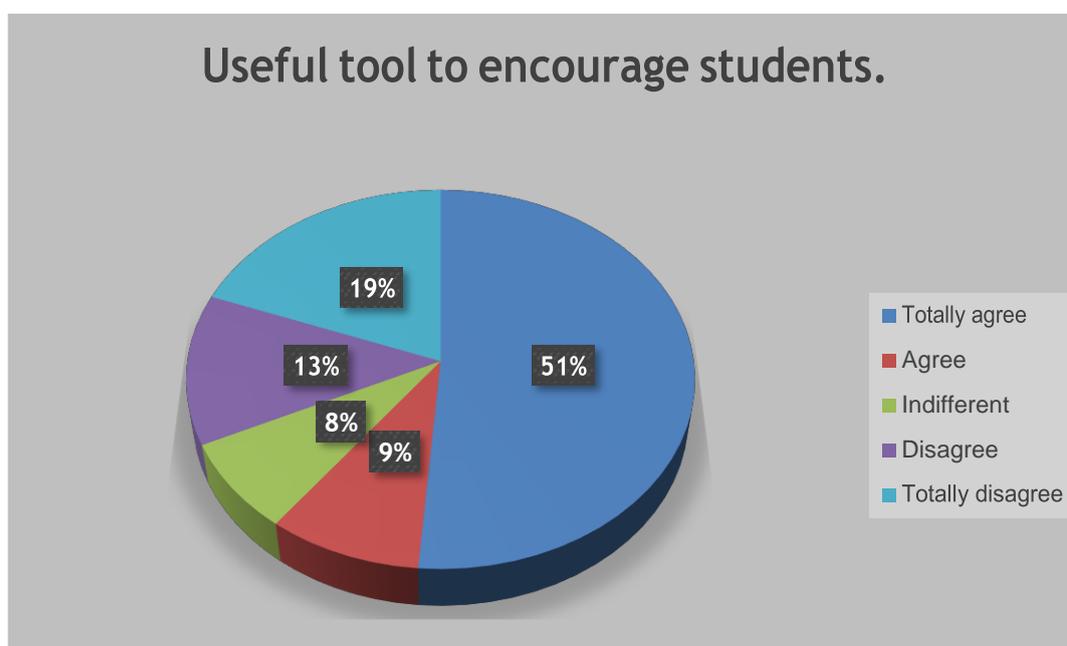
The 60% agreed that the application of this didactic guide is important within the teaching – learning process, the other 10% was indifferent, they are not worried about this didactic guide and the 29% disagreed because they think this didactic guide is not a solution before the low development of the oral production.

8. The didactic guide will provide teachers with a tool to make the classes dynamic.

Chart N° 11. Useful tool to encourage students.

Alternative	Frequency	%
Totally agree	40	51%
Agree	7	9%
Indifferent	6	8%
Disagree	10	13%
Totally disagree	15	19%
TOTAL	78	100%

Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán



Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán

Analysis:

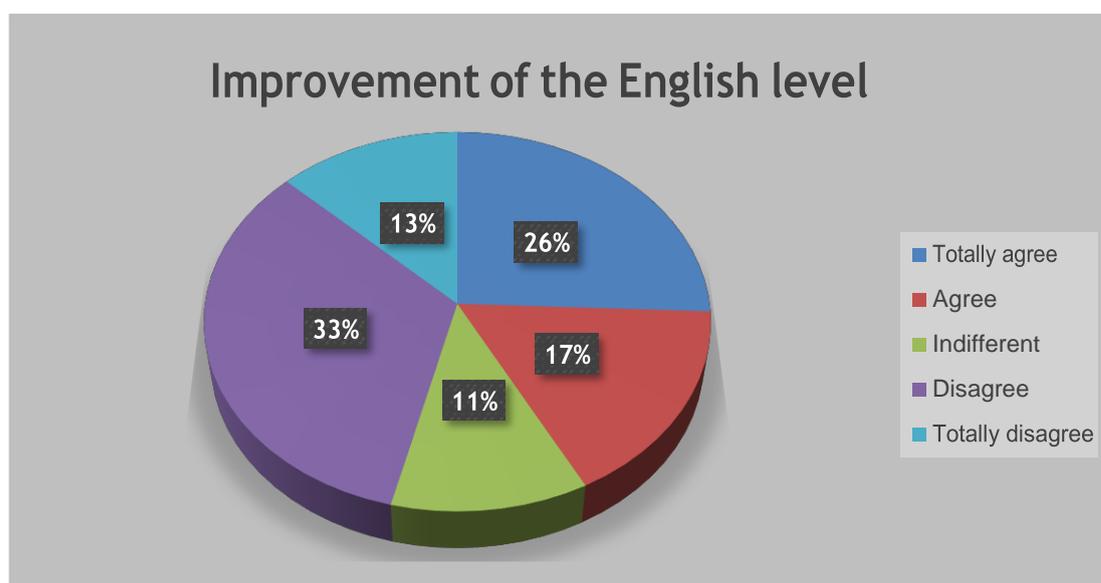
The 60% of the surveyed students considered this tool as a didactic strategy to encourage them to develop their oral production, however, the 8% believe the students are not concerned about the benefits of this didactic guide, and the 32% would like any other didactic tool that can encourage them to express orally.

9. The students will improve their proficiency level by the application of this didactic guide through the use of phrasal verbs.

Chart Nº 12. Improvement of the English level

Alternative	Frequency	%
Totally agree	20	26%
Agree	13	17%
Indifferent	9	12%
Disagree	26	33%
Totally disagree	10	13%
TOTAL	78	100%

Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán



Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán

Analysis:

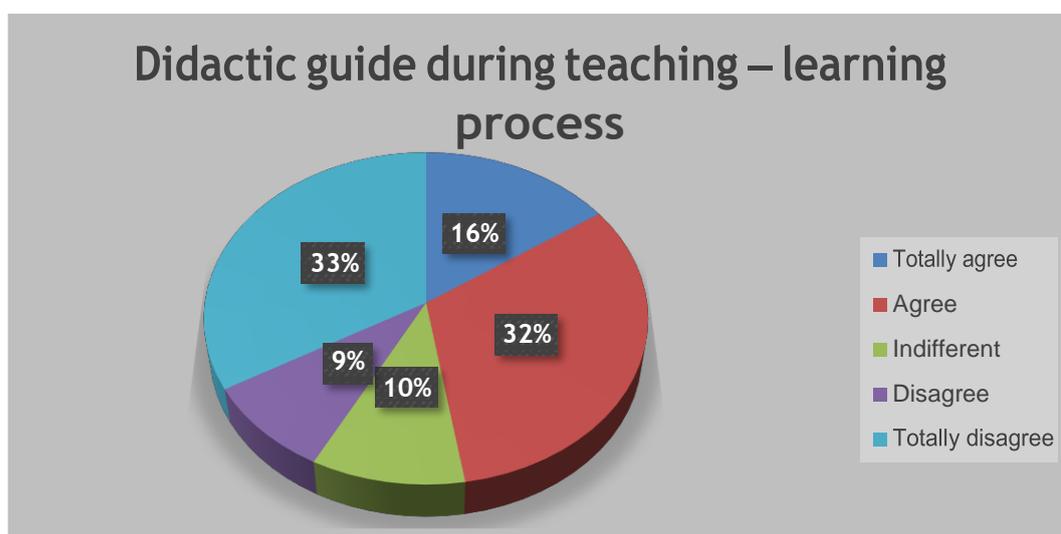
The 43% of the students agreed that their English level is low and that exists the misunderstanding problems in the communicative situations, however the last 14% was indifferent because they have not realized about their English level and even the teachers have not assessed their students like they should with an appropriate test and the last 46% do not care about their proficiency level because they believe they are never going to use this language here in Ecuador.

10. The application of didactic guide in the instruction will be able to create in the students an oral production habit.

Chart N° 13. Didactic guide during teaching – learning process.

Alternative	Frequency	%
Totally agree	12	15%
Agree	25	32%
Indifferent	8	10%
Disagree	7	9%
Totally disagree	26	33%
TOTAL	78	100%

Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán



Source: Monseñor Leonidas Proaño Public High School
 Developed by: Angelica Beltrán

Analysis:

The 47% of the students agreed that their teachers need to a didactic guide as an innovative technique, this proposal caught the students' attention because they realized that they will have to use all what they know about phrasal verbs, but the 10% was indifferent before this statement due to the misunderstanding that creates between the teacher and the students and the 42% believe that the didactic guide is just any other book that do not get the attention of them to improve the oral production.

CHI SQUARE

“Chi-square test is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories.” (F. Maben, 2005, p.1). To calculate chi-square what is needed is:

1. Quantitative data.
2. One or more categories.
3. Independent observations.
4. Adequate sample size (at least 10).
5. Data in frequency form.
6. All observations must be used.

For this work, Independence chi-square test will be applied for determining relation between both variables

STEPS TO CALCULATE CHI-SQUARE TEST

1. Write the observed frequencies from both variables
2. Calculate the expected frequencies and write on the table
3. Use the formula to calculate the chi-square value:
4. Find the **df.** (N-1)
5. Find tabular chi-square
6. Hypothesis conclusion

PROCEDURE

STEP 1: Write the observed frequencies

In this step they were chosen two statements 4 and 5 as they are shown in the chapter three.

4. The oral expression is necessary as other English skills.		
Alternative	Frequency	%
Totally agree	45	35%
Agree	17	24%
Indifferent	2	15%
Disagree	9	12%
Totally disagree	5	14%
TOTAL	78	100%

5. The phrasal verbs are important to develop better oral expressions.		
Alternative	Frequency	%
Totally agree	29	37%
Agree	15	19%
Indifferent	8	10%
Disagree	10	13%
Totally disagree	16	21%
TOTAL	78	100%

After knowing different results in questions number 4 and 5, they are shown on a table indicating all observed values and their totals;

IT WAS OBSERVED						Total
Question	42	17	2	9	5	78
Question	29	15	8	10	16	78
Total	71	32	10	19	21	156

STEP 2: Calculate the expected frequencies and write on the table

To find the expected results, It was used the next formula; the total frequency of the rows of the question N.1 multiplied by the total of the first column after that it is divided by the total frequency. **(Total frequency is equal to 156)**

Total of row question 1 by total of column 1 divided by 156 = 35.5

Total of row question 1 by total of column 2 divided by 156 = 16

Total of row question 1 by total of column 3 divided by 156= 5

Total of row question 1 by total of column 4 divided by 156= 9.5

Total of row question 1 by total of column 5 divided by 156 =10.5

The quantities above are the expected results by the question number 4 whose values will be the same by question number 5

Once observed and expected values are obtained, all of them are shown on a table to calculated chi-square values individually according the next Formula: $x^2 = \frac{(\text{observed frequency} - \text{expected frequency})^2}{\text{expected frequency}}$ and divided by the expected frequency.

IT IS EXPECTED					
Question	35.5	16	5	9.5	10.5
Question	35.5	16	5	9.5	10.5

STEP 3: Calculate chi-square

Now it is necessary to use the formula for X^2 and find out if there is a significant difference between the observed and expected frequencies for the oral expression and phrasal verbs activities in classroom.

$$X^2 = \frac{(Ox - Ex)^2}{Ex}$$

OBSERVED VALUES	EXPECTED VALUES	CHI-SQUARE
42	35.5	1.1901
17	16	0.0625
2	5	1.8000
9	9.5	0.0263
5	10.5	2.8809
29	35.5	1.1901
15	16	0.0625
8	5	1.8000
10	9.5	0.0263
16	10.5	2.8809
CHI-Square calculated		11.9196
Freedom grades		4
Alfa(p)		0.5
Tabular chi-square according to 4 freedom degrees		9.48

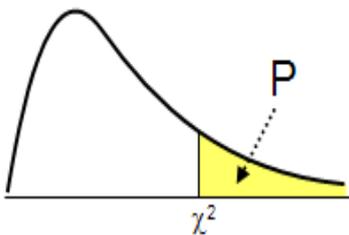
STEP 4: Find the freedom degrees (*df*)

After calculating the chi square value (11.92), freedom degrees are calculated. The freedom degrees are the categories: agree, disagree, etc. In this case there are 5 ones but the formula of the chi-square points out that to this frequency it is necessary to subtract 1, what it equals 4.

STEP 5: Find tabular chi-square

Tabular chi- square is a table with standard values determined by his author **Karl Pearson**. This table is split up two sections; files and columns. Files get the freedom degrees values while columns get the level of significance. In social science it is used 0.05 % of significance or (95%

Values of the Chi-squared distribution



	P										
DF	0.995	0.975	0.20	0.10	0.05	0.025	0.02	0.01	0.005	0.002	0.001
1	0.0000393	0.000982	1.642	2.706	3.841	5.024	5.412	6.635	7.879	9.550	10.828
2	0.0100	0.0506	3.219	4.605	5.991	7.378	7.824	9.210	10.597	12.429	13.816
3	0.0717	0.216	4.642	6.251	7.815	9.348	9.837	11.345	12.838	14.796	16.266
4	0.207	0.484	5.989	7.779	9.488	11.143	11.668	13.277	14.860	16.924	18.467
5	0.412	0.831	7.289	9.236	11.070	12.833	13.388	15.086	16.750	18.907	20.515
6	0.676	1.237	8.558	10.645	12.592	14.449	15.033	16.812	18.548	20.791	22.458

of probability), therefore the tabular chi square is equal to 9.4

STEP 6: Hypothesis conclusion

Independent test of chi square has two hypotheses: null or alternative.

The hypothesis for this project will be:

- **Alternative hypothesis**

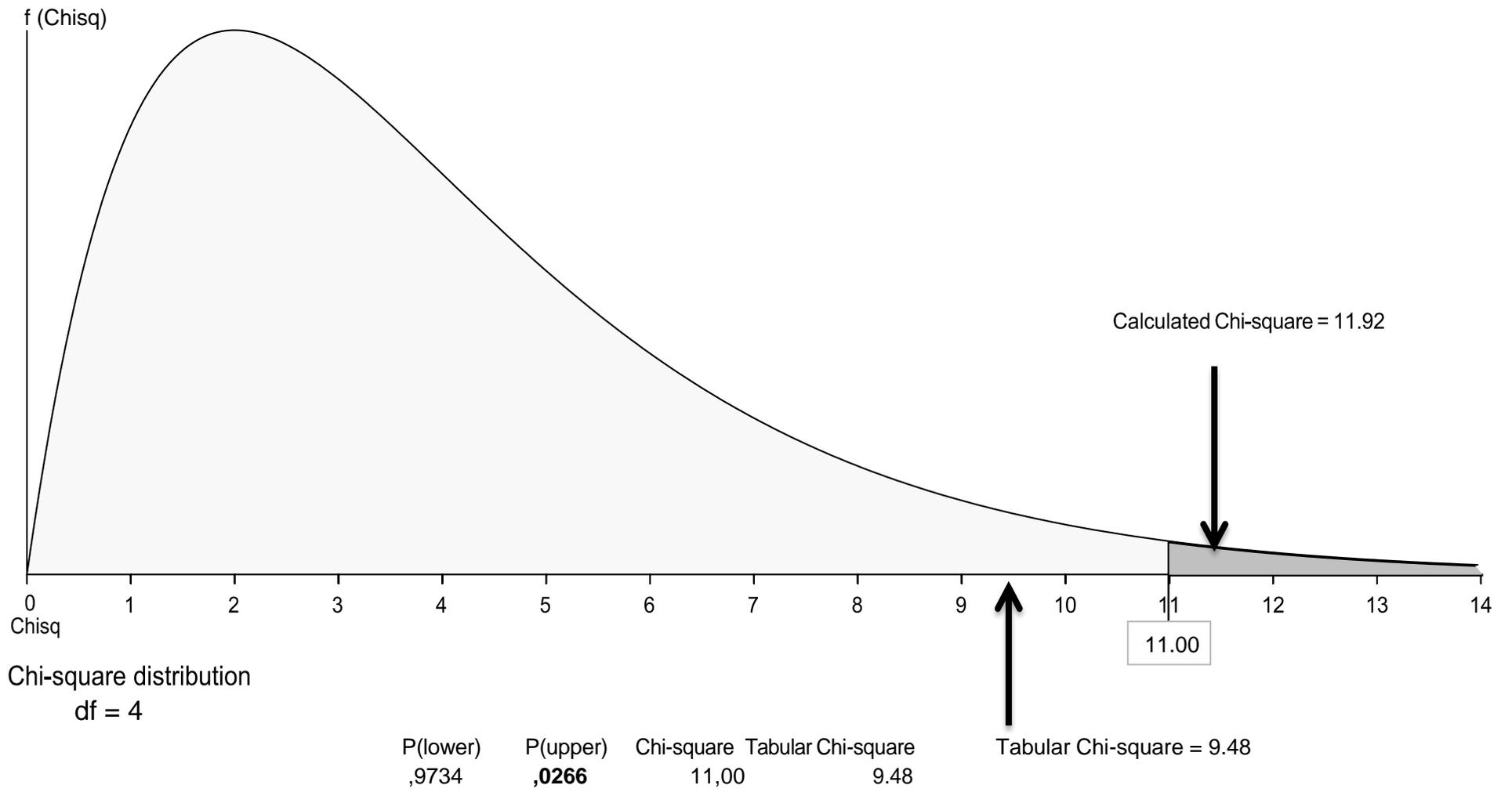
Phrasal verbs do influence in the development of the oral expression.

- **Null hypothesis**

Phrasal verbs do not influence in the development of the oral expression

If chi-square value is equal to or greater than the table value, the null hypothesis will be rejected. Therefore it will be accepted the alternative hypothesis.

- Calculated chi-square 11.92
- Tabular chi-square 9.48



If chi-square value is equal to or greater than the table value, the null hypothesis will be rejected.

CONCLUSIONS:

The investigators established some conclusions after surveying the students at Monseñor Leonidas Proaño public high school; and found out some aspects that do not provide with help to the teachers nor students in order to get a meaningful oral production development:

- ✓ Some students are not worried about improving their oral production because they consider this language is not useful within the communication here in Ecuador.
- ✓ During the English classes the teachers do not apply innovative techniques in order to motivate their students to develop their oral production, instead of that, they tend to be more traditional just like repeat or memorize what you are going to say.
- ✓ Teachers need a training about the use of this didactic guide in order to become a benefit for the students and their learning.
- ✓ The students do not concerned about their proficiency level of English language because the teachers have not assessed them appropriately in order to base on a level in order to come up with a solution.
- ✓ The implementation of this didactic guide will be an useful tool for the teachers because they are going to employ it in order to encourage students to improve their oral production

RECOMMENDATIONS:

The investigators based on the information and data obtained from the survey and comments of teachers and students develop some recommendations in order to improve the quality in the education of English as foreign language.

- ✓ To change the traditional methodology to the innovative one, which will help and encourage students to get a better learning.
- ✓ To apply the didactic guide, one or two days each week in order to motivate and improve daily the oral production in the students during the teaching – learning process.
- ✓ To catch the attention of the students in order to apply the exercises contained in the didactic guide to achieve the continuous practice of the oral production through the use of phrasal verbs.
- ✓ To train teachers about the use of the didactic guide and how develop the exercises during the teaching – learning process.
- ✓ To make dynamics with the students by applying the exercises and show them how easy is to use the phrasal verbs during the oral production in the instruction.

CHAPTER IV

THE PROPOSAL

TITLE

To design a didactic guide with common phrasal verbs in order to improve oral expression.

JUSTIFICATION

The results from the previous field research, through the application of surveys and interviews to the participants of the teaching-learning process, demonstrates that the English language requires tools that be attractive, besides of being meaningful, but above all that they are explicit and basic in order to stimulate the performance in English classes.

The proposal must be innovative, as far as the world changes continuously and could be considered to apply it in social contexts, therefore, the teaching of English language plays an important role in the progress of the population, for which it is necessary the development of pedagogical resources that allow guaranteeing an effective learning in the students.

In this way by developing a didactic guide the instruction will have a different approach to the students, due to the fact that the routine at times is set apart, the fact of using books and charts by the teachers is

traditional and do not help to the development of speaking nor encourage the participation in communicative situations.

Furthermore, it was evidenced that the students will be willing to explore different exercises related to the oral expression, because in this way they are going to have a didactic tool that is easy to carry to all English classes and help them.

GENERAL OBJECTIVE

To analyze the application of a didactic guide based on phrasal verbs of English language during the instruction in order to improve the oral expressions.

SPECIFIC OBJECTIVES

- ✓ To design a didactic guide employing common used phrasal verbs in order to encourage the communicative situations in the teaching process.

- ✓ To assess the impact of the didactic guide in the oral expression of the students.

- ✓ To identify the common used phrasal verbs employed in the communicative situations at classroom.

THEORETICAL ASPECTS

PHILOSOPHICAL ASPECT

This proposal will use philosophical criteria because it seeks to develop in students some questions, uncertainties and all kind of events that can be considered as a means to drive students reason and compare with their daily life facts and in this way to form students with high capacities for the professional life.

Additionally, this will allow students to be reflexive developing the necessary skills of the English language, due to the fact, that they will be able to build up their own contents during the classes and encourage the participation to the communicative situation among their other partners involved.

PEDAGOGICAL ASPECT

The didactic guide will be a pedagogical resource for the teachers because within it they will find methodological tools that will allow them to learn new contents in order to apply them in the instruction and creating interactive learning environments which help students to be collaborative and obtain a meaningful learning.

Consequently, the proposed didactic guide looks for stimulating the cognitive capacities of the students developing efficiently the oral expression through common phrasal verbs used in colloquial English and will reinforce the previous vocabulary and assimilate new knowledge to employ it.

SOCIOLOGICAL ASPECT

The didactic guide has as purpose to develop communicative situations where the main characters will be students, this will accomplish through the use of common phrasal verbs in the didactic guide which will be the students' tool where they will find the meaning and some examples.

This proposal will include the social dimension of the English language in a critic way, it means that the students know the language, but at the same time they are conscious and reflexive on the problems found in the society.

PSYCHOLOGICAL ASPECT

This didactic guide will enhance the students' abilities in the English language considering the cognitive perspectives which is a means to reach the meaningful learning in the oral expression because it will not work just as a repetitive learning.

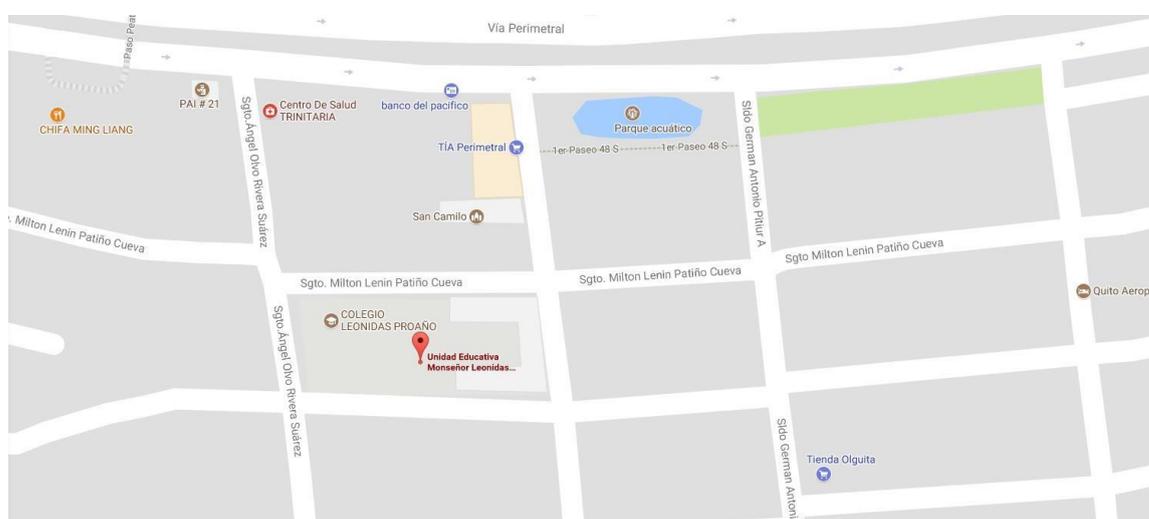
Besides, it will focus on the motivation within the teaching – learning process, it means to analyze the different obstacles in the environment where the communicative situations are carried out, but all at once get interesting and be useful for stimulating students to progress in their oral expression skill.

PHYSICAL AND SECTORIAL LOCATION

Province:	Guayas
Canton:	Guayaquil
Parish:	Ximena

Sector:	Urban
Direction:	Isla Trinitaria Coop Polo Sur Sldo Marcos Guanoluisa y Sldo Angel Rivera
Characteristics of the institution:	Public
Characteristics of the population:	Low level

SATELLITE MAP



<https://goo.gl/maps/j7sfBWsjARF2>

DESCRIPTION OF THE PROPOSAL

In the current proposal the teachers and students will find some common used phrasal verbs with their meaning and application in a context, which will be useful for the students at the moment of participating in classes because if they want to give a personal idea or point of view, they are not just going to use the basic vocabulary they know, they will modify the grammatical structure implemented.

Moreover, they will observe a picture based on the context used for different phrasal verb, so that it will be easy to understand the meaning without using the translator or asking the teacher for it, it means they will apply it just by looking at different pictures.

Besides, this proposal will provide a new tool to encourage students to express orally without focusing on the mistakes they could make, just participating and having fun, the different activities of the didactic guide are ludic and playful that allow students to cooperate each other and learn by playing which becomes the learning meaningful for them.

The activities were developed for applying them within classes which will create a comfortable learning environment for students who will improve their oral expression and they will be able to give their personal opinions by using the appropriate phrasal verbs depending on the context they are using.

The proposal is considered as a dynamic tool because the exercises found are focused on getting a meaningful learning for the students through the different activities developed in the classroom.

FEASIBILITY OF ITS APPLICATION

Financial

To develop the present proposal requires financial resources, because the same one bases on the development of a didactic guide, for which the investigators will assume the role in designing all activities and the costs of printing it.

Technique

During the development of this meticulous study at Monseñor Leonidas Proaño Public High School, it was observed clearly the necessity of providing of innovative didactic resources to the teachers and that all these focus on the progress of the phrasal verbs of English language, before which applying the proposal becomes transcendental.

Human

Due to the fact that it is about a social-educational investigation, within which the participants involved directly in the teaching-learning process, whether these teachers or students, as well as the indirect ones the community, they support the adaptation of pedagogical resources that encourage the development of oral expression.

SOCIAL IMPACT

The educational community will have an innovative proposal because this will deal with the development of basic cognitive frameworks for the learning of English language, therefore, this will influence in the social participants who will feel motivated in order to be involved in communicative contexts frequently, the most remarkable is that the participants will not be afraid of making mistakes, because this will improve the oral skill of this foreign language.

BENEFICIARIES

It is evidenced clearly that the great beneficiaries will be the teachers and students, due to the fact that this will be a tool to an innovative teaching, from this perspective, they will plan meticulously the

different contents, strategies and activities that they will propose during the teaching-learning process.

It is important to emphasize that in this way, it will be positive to the students the implementation of a didactic guide in the processes within the classroom, because different activities will be developed, but especially focused in a meaningful learning of phrasal verbs, so that this didactic guide will improve the quality of the development in the oral expression of the students.

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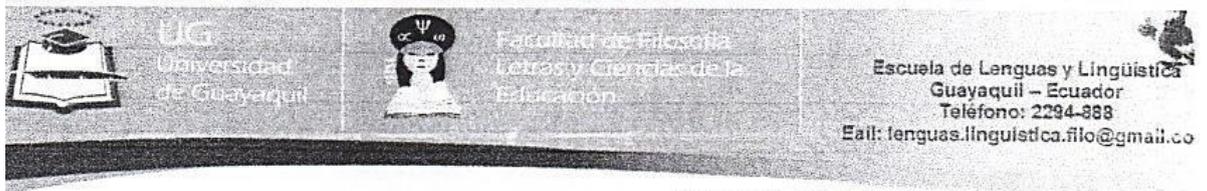
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ANNEXES

ANNEX I



Guayaquil, 29 de Agosto del 2016

MSc.

LARRY TORRES

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

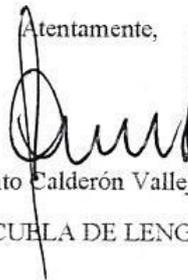
Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: **BELTRAN VILLEGAS ANGELICA MIRZA.**

TOPIC: INFLUENCE ON THE PHRASAL VERBS IN THE DEVELOPMENT ORAL EXPRESSION OF THE LANGUAGE.

PROPOSE: DESIGNE OF THE DIDACTICS GUIDE WITH PHRASAL VERBS WITH ACTIVITIES TO DEVELOPMENT THE ORAL EXPRESSION.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,


Ab. Jacinto Calderón Vallejo, MSc.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA


UNIVERSIDAD DE GUAYAQUIL,
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por	Ldo. Fabricio Guzmán Briones	DIGITADOR	
Revisado por	Ab. Jacinto Calderón Vallejo	DIRECTOR	

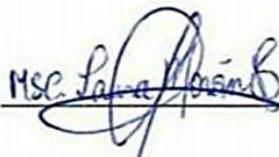
UNIDAD EDUCATIVA FISCAL “MONSEÑOR LEONIDAS PROAÑO”

Guayaquil, 19 de junio del 2016

Por medio de la presente, Yo, MSc. Laura Morán Hurtado con cédula de identidad 0918664475, Vicerrectora de la Unidad Educativa Fiscal “Monseñor Leonidas Proaño”, ubicado en la ciudad de Guayaquil en el sector Sur, **AUTORIZO**, que **ANGÉLICA MIRZA BELTRÁN VILLEGAS** con C.I. **0916067036** egresada de la Escuela de Lenguas y Lingüística de la facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil, aplique su proyecto educativo en esta institución con el tema:
**INFLUENCE ON THE PHRASAL VERBS IN THE DEVELOPMENT ORAL
EXPRESSION OF THE LANGUAGE.**

Sin otro particular,

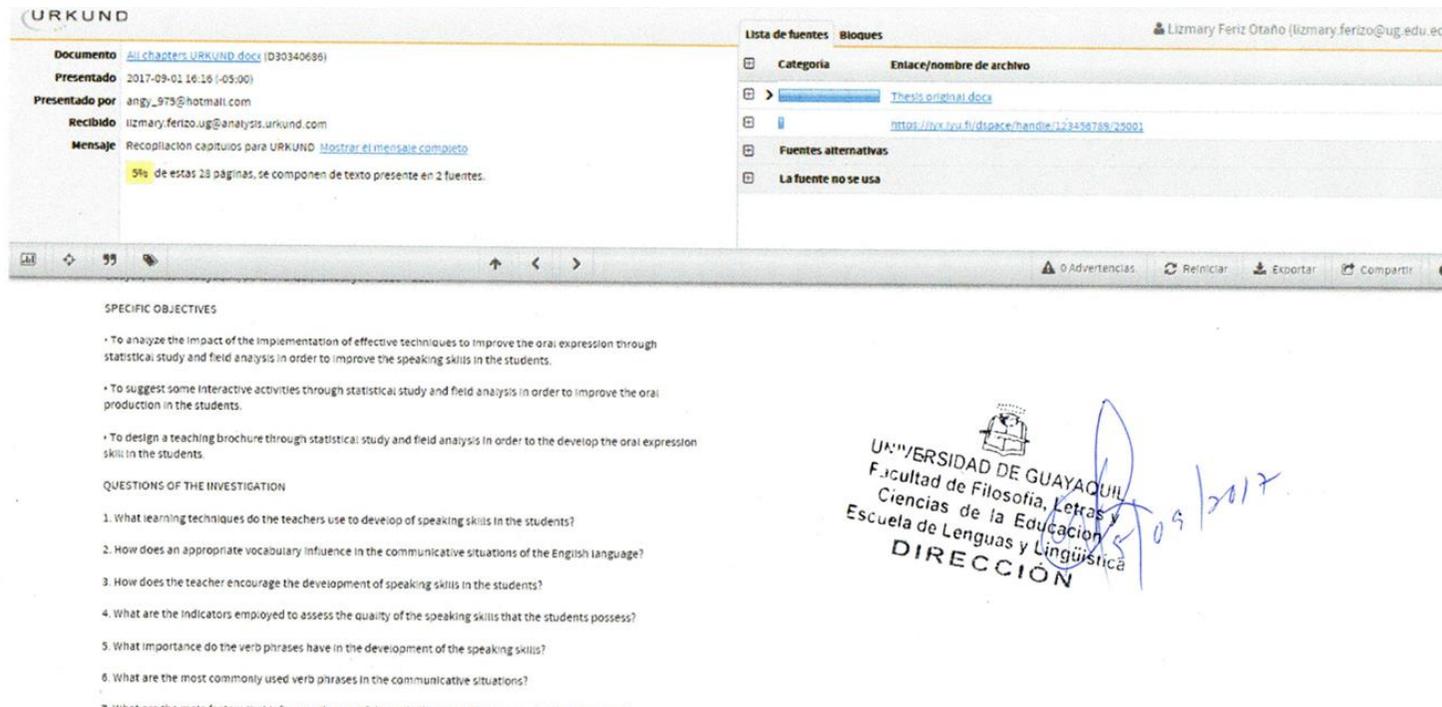
Atentamente,


Vicerrector/a



ANNEX II

URKUND



The screenshot displays the URKUND interface. On the left, document details are shown: 'Documento: All chapters URKUND.docx (D30340696)', 'Presentado: 2017-09-01 16:16 (-05:00)', 'Presentado por: angy_979@hotmail.com', 'Recibido: lizmary.feriz.ug@analisis.urkund.com', and 'Mensaje: Recopilación capítulos para URKUND. 5% de estas 28 páginas, se componen de texto presente en 2 fuentes.' On the right, a 'Lista de fuentes' (List of sources) is shown with columns for 'Categoria' and 'Enlace/nombre de archivo'. It includes 'Thesis original.docx' and a URL 'https://rx.bv.fh/dispace/handle/123456789/25001'. Below the interface, the document content is visible, featuring 'SPECIFIC OBJECTIVES' and 'QUESTIONS OF THE INVESTIGATION'. A stamp from the 'UNIVERSIDAD DE GUAYAQUIL' is present, dated '09/2017', with the text 'Facultad de Filosofía, Letras y Ciencias de la Educación' and 'Escuela de Lenguas y Lingüística DIRECCIÓN'.

MSc. Larry Torres
Tutor de Titulación

MSc. Lizmary Feriz Otaño
Gestor de Titulación

Urkund Analysis Result

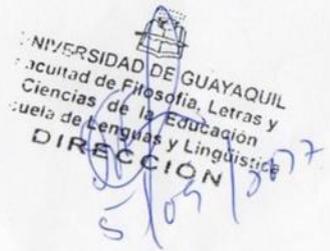
Analysed Document: All chapters URKUND.docx (D30340686)
Submitted: 2017-09-01 23:16:00
Submitted By: angy_975@hotmail.com
Significance: 5 %

Sources included in the report:

Thesis original.docx (D29779816)
<https://jyx.jyu.fi/dspace/handle/123456789/25001>

Instances where selected sources appear:

19



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MSc. Lizmary Feriz Otaño
Gestor de Titulación



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA: LENGUAS Y LINGÜÍSTICA**

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. LARRY TORRES VIVAR, tutor del trabajo de titulación Certifico que el presente trabajo de titulación, ha sido elaborado por **Angélica Mirza Beltrán Villegas** con C.C: **0916067036** con mi respectiva supervisión como requerimiento parcial para la obtención del título **LICENCIADA EN CIENCIAS DE LA EDUCACIÓN** en la carrera **LENGUAS Y LINGÜÍSTICA**.

Se informa que el trabajo de titulación **THE INFLUENCE OF PHRASAL VERBS IN THE DEVELOPMENT OF THE ORAL EXPRESSION. PROPOSAL: DESIGN A DIDACTIC GUIDE WITH DYNAMIC ACTIVITIES TO IMPROVE THE ORAL EXPRESSION**, ha sido orientada durante todo el período de ejecución en el programa antiplagio URKUND quedando el 9% coincidencia.

Urkund Analysis Res

Sin título: Bloc de notas

Archivo Edición Formato Ver Ayuda

Angélica Mirza Beltrán Villegas

Analysed Document: All chapters URKUND docx (D30340686)
Submitted: 2017-09-01 23:16:00
Submitted By: angy_975@hotmail.com
Significance: 5%

Sources included in the report:

Thesis original docx (D29779816)
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Instances where selected sources appear:

19

URKUND

View of Similarity Report

Language: Castellano de España

Document: UNKUND docx (D30340686)

Submitted by: ang_975@hotmail.com

Similarity: 5%

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Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCION

MSc. LARRY TORRES VIVAR
C.C: 0913004347

ANNEX III

TÍTULO: Visita a la Institución educativa para presentar la propuesta.



Authors: Angélica Beltrán

Source: Monseñor Leonidas Proaño Public High School



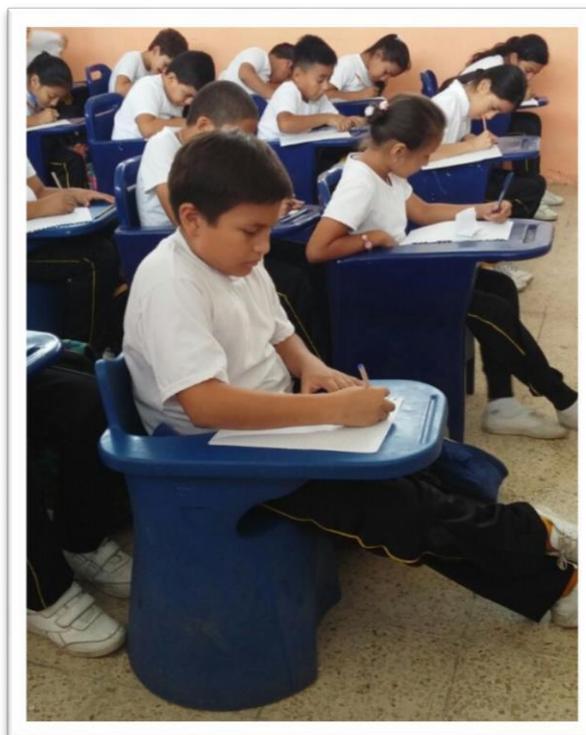
Authors: Angélica Beltrán

Source: Monseñor Leonidas Proaño Public High School



Authors: Angélica Beltrán

Source: Monseñor Leonidas Proaño Public High School



Authors: Angélica Beltrán

Source: Monseñor Leonidas Proaño Public High School

ANNEX IV

UNIVERSITY OF GUAYAQUIL

STUDENTS SURVEY

OBJECTIVE: To determine the different points of view of the surveyed people through the application of the questions in order to gather important information for the investigation.

1. The oral expression is not developed during the teaching – learning process.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

2. The oral expression can improve by the application of a didactic guide.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

3. The teachers need to come up with new techniques and methods to improve the oral expression of the students.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

4. The teachers do not encourage students to develop their oral expression.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

5. The oral expression is necessary as the other English skills.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

6. The phrasal verbs are important to develop a better oral expressions.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

7. Teachers apply phrasal verbs during their speech within the classroom.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

8. The use of phrasal verbs help to the better comprehension during the communicative situations.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

9. Teachers explain the different use of the phrasal verbs in different context during the teaching – learning process.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

10. Students do not feel comfortable using the phrasal verbs because commonly they do not know their application in context.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

11. It is important to implement a didactic guide with uses and exercises about phrasal verbs.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

12. The application of the didactic guide will help the students to express their thoughts appropriately by using phrasal verbs.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

13. The didactic guide will provide teachers with a tool to make the classes dynamic.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

14. The students will improve their proficiency level by the application of this didactic guide through the use of phrasal verbs.

Totally agree

Disagree

Agree

Totally disagree

Indifferent

UNIVERSITY OF GUAYAQUIL
STUDENTS SURVEY

OBJECTIVE: To identify the proficiency level of the oral expression in the students through the application of different questions in order to implement the didactic guide as a technique to enhance them to speak.

1. When you speak in public do you get anxious?

2. How much time do you spend to think before telling something?

3. Would you feel motivated to use a didactic guide to improve your oral expression?

4. Would you like to use a didactic guide during the English classes?

5. Do you consider that this didactic guide will provide with new ways to express their thoughts without getting timid?

UNIVERSITY OF GUAYAQUIL
TEACHERS SURVEY

OBJECTIVE: To determine if the methods that teachers apply are correct through different questions in order to gather information to the current work.

1. As a teacher, what is the meaning of a didactic guide? Mention a definition.

2. Do you know how to use a didactic guide?

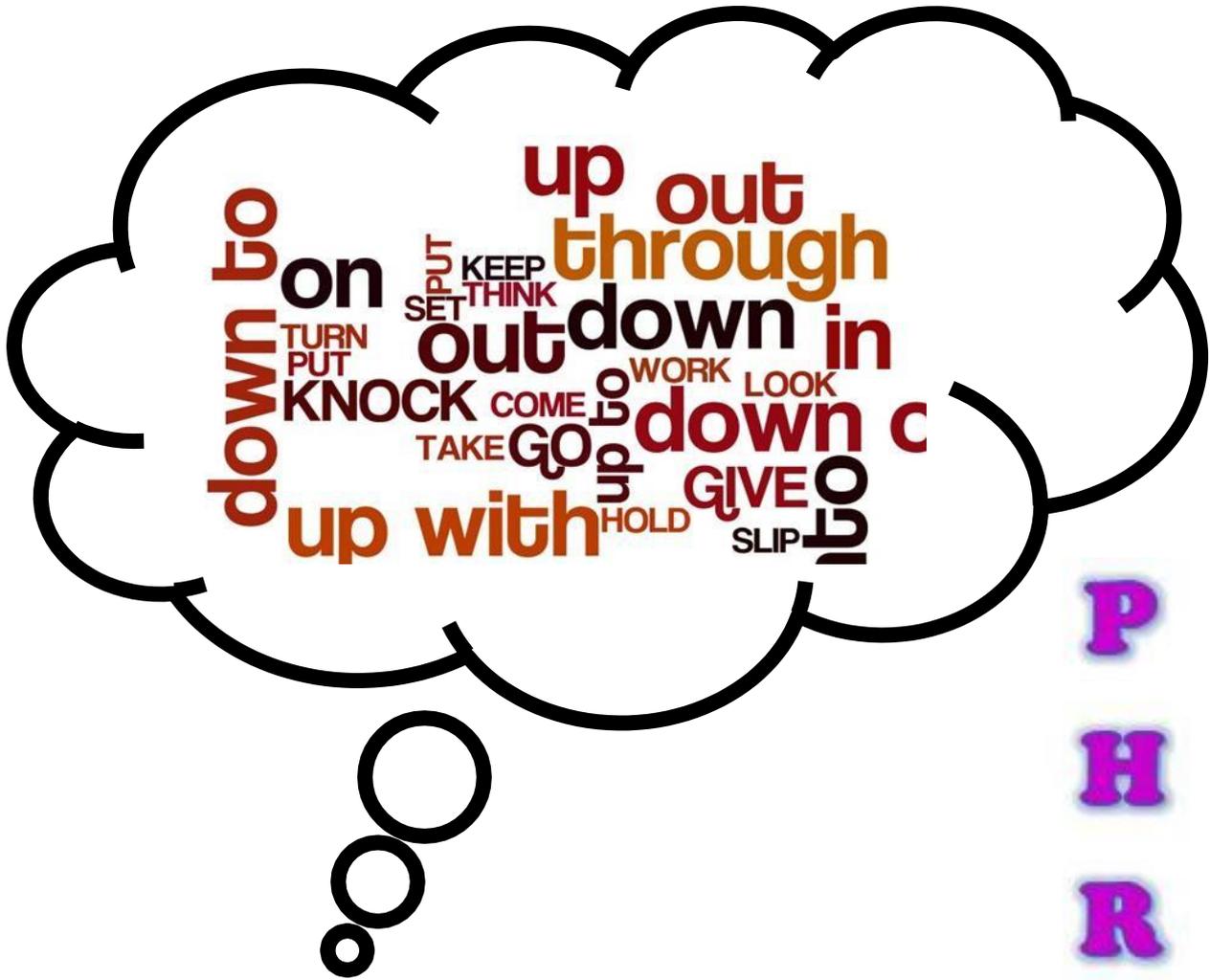
3. How often do you use a didactic guide to enhance students to develop their oral expression?

4. Do you consider your students have an appropriate proficiency level in their oral expression?

5. Do you employ innovative techniques and methods to enhance students to express themselves?

ANEXO V

PROPOSAL:



P
H
R
A
V
E
R
B
S
A
L



VERBS

INTRODUCTION

The oral production represents a socio-cultural interaction, it defines as an inherent human activity which used to satisfy the cognitive, affective and social necessities, from a set of verbal and non-verbal resources. Besides, this allows comprehending other people and the environment where the communicative situations are developing.

Certainly, this becomes true because of the use of the inherent oral expression and the linguistics and cognitive abilities which help to the interrelation with people in society. It is important for the educative context the development and consolidation of the appropriate use of the oral expression in the students, the teacher needs to support students giving the necessary motivation in order to improve the way how they communicate each other.

Definitely, during the oral expression is the teacher's opportunity to implement interactive activities that allow students to reflect, infer and deduct contrasting the proposed idea with their previous knowledge, although, in some many cases the development of the classes are changing constantly because there are many external and internal factors involved which determine the educative environment depending on the approach they have to the students.

For example a student does not feel motivation, he tends to get bored and does not care about the class and the teacher can use flashcards, realia, and music in order to encourage him to participate actively that is considered an external factor that helps student struggle with the daily problems.

Consequently, the use of external factors can be useful within the educative context, so that the current proposal provides English teachers

with a didactic tool about different activities based on phrasal verbs to be applied during classes in order to improve the oral expression in their students, which means that their students are going to have a supporting for expressing themselves without feeling the pressure of the teachers or their other partners.

It is known that phrasal verbs are a difficult matter, therefore, in this didactic guide the activities are developed thinking about the necessity and the misunderstanding of the students by these kind of verbs, so, the teachers just need to plan the class implementing each activity depending on the topic they are going to teach.

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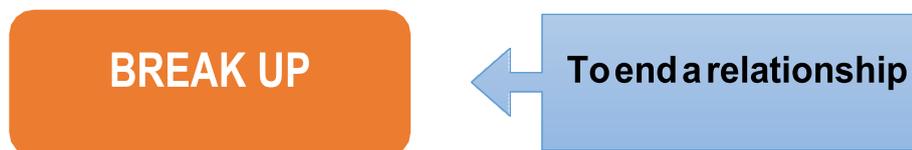
ACTIVITY #1

Resources: Cd player, worksheets with the lyrics song, markers and a microphone.

Participants: Teacher and students.

Development: The teacher has to play the music and ask students about the singer, if they can recognize her voice, then the teacher shows students some flashcards about the phrasal verbs to get in students mind the meaning of each one, after the teacher encourages them to sing looking at the lyrics in order to identify the missing phrasal verbs. Ask them to complete and then go to the front of the class to sing.

PHRASAL VERBS USED IN THE TAYLOR SWIFT SONG

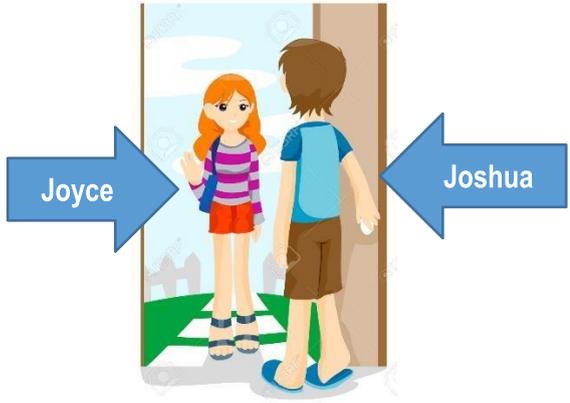


Example:

Paulo and Ana **break up** the first time.

To visit someone's house

COME AROUND



Example:

Joyce **comes around** again Joshua.

Call something off

To cancel or end it



Pablo



Matthew

Example:

Matthew **calls** the party's date **off** again.

To restart a relationship

GET BACK TOGETHER



Samy

Luca

Example:

Samy and Luca **get back together**.

Fall for something

To believe something that is false



Example:

Jiminy cricket always **falls for** the same tricks of Pinocchio.

EXERCISE #1.

Listen, complete with the correct phrasal verbs and sing the song.

Broke up	break up	come around
Getting back together	called off	falling for

WE ARE NEVER EVER GETTING BACK TOGETHER

I remember when we _____ the first time

Saying, "This is it, I've had enough, " cause like

We hadn't seen each other in a month

When you said you needed space. (What?)

Then you _____ again and say

"Baby, I miss you and I swear I'm gonna change, trust me."

Remember how that lasted for a day?

I say, "I hate you, " we break up, you call me, "I love you."

Ooh, we _____ again last night

But ooh, this time I'm telling you, I'm telling you

We are never ever ever _____,

We are never ever ever _____,

You go talk to your friends, talk to my friends, talk to me

But we are never ever ever ever _____

Like, ever...

I'm really gonna miss you picking fights

And me _____ it screaming that I'm right

And you would hide away and find your peace of mind

With some indie record that's much cooler than mine

Ooh, you called me up again tonight

But ooh, this time I'm telling you, I'm telling you

We are never, ever, ever, ever getting back together

We are never, ever, ever, ever getting back together

You go talk to your friends, talk to my friends, talk to me

But we are never ever ever ever _____

Ooh, yeah, ooh yeah, ooh yeah

Ooh, yeah, ooh yeah, ooh yeah

Ooh, yeah, ooh yeah, ooh yeah

Oh oh oh

I used to think that we were forever ever

And I used to say, "Never say never..."

Uggg... so he calls me up and he's like, "I still love you, "

And I'm like... "I just... I mean this is exhausting, you know, like,

We are never _____. Like, ever"

ACTIVITY # 2.

Resources: Flashcards and an empty bag.

Participants: Teacher and students.

Development:

In this fun miming game, students review some commonly used phrasal verbs. The class is split into two teams (A and B). A student from Team A comes to the front of the class, picks a card and mimes the situation. Students from both teams then try to guess what is being mimed. The first student to guess correctly scores a point for their team. Then, a student from Team B performs a mime, and so on. The teams are told before each mime the information they need to look for and how many phrasal verbs are in the mime. The team with the most points at the end of the game wins.



Wake Up



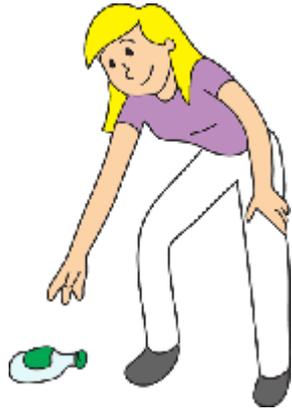
Get Up



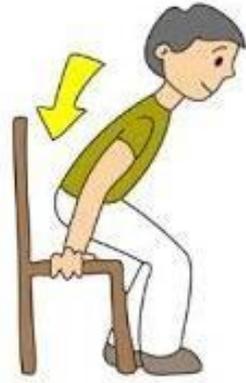
Take off



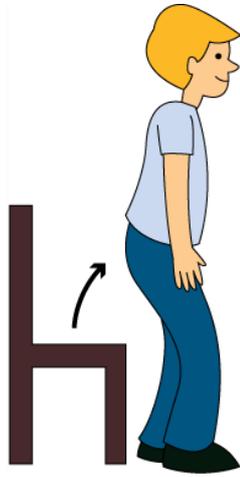
Put on



Pick up



Sit down



Stand up



Go up



Go down



Turn up

EXERCISE #2.

Look at the pictures below and say a sentences using the correct phrasal verb worked in class.

THESE ARE SOME EXAMPLES THAT CAN BE GIVEN TO THE STUDENTS.

1. Jhon wakes up in the morning.

2. I get up at 6 am

3. You turn up the music.

4. We go down to lunch time.

5. You sit down, please!

6. I stand up fast.

7. I pick up my pencil.

8. You take off the clothes.

9. I put on my uniform.

10. I go up to the bedroom.

ACTIVITY #3

Resources: Pieces of cardboards with different phrasal verbs.

Participants: Teacher and students.

Development: Story time!

This is a chain game where the teacher asks students make a circle and then put the cardboards on the floor. The teacher takes 1 piece of cardboard and starts the story, next other student takes another cardboard and continues the story making a sentences using the phrasal verb in the cardboard. If the students cannot continue the story they will have one point less. The student without any point less will be the winner.



<http://3.bp.blogspot.com/>

SPEAK

UP

HOLD

ON

CALL

BACK

FALL

DOWN

GIVE

UP

MAKE

UP

THROW

AWAY

THINK

ABOUT

EXERCISE #3.

Look at the pictures and create your own story by using phrasal verbs known, then share your story with your partners.







ACTIVITY #4

Resources: Worksheets.

Participants: Teacher and students.

Development: Copy me!

This is a funny game that encourages students to understand the meaning of different phrasal verbs. The teacher divides the class into two teams, each one has to choose someone to play, and then, the two players have to sit down facing each team. First, the teacher asks students to answer the questions in the worksheet, each question has a different phrasal verb, when everybody finishes, and the teacher has to read each question and the player who is in the chair and one member of the team have to read their answers if they match, that team will have 1 point and they have to keep doing the same until all members participate.



<https://escuelademendigorría.files.wordpress.com/2014/04/dscn5980.jpg>

EXERCISE #4

WORKSHEET

Read the next questions and answer each one using the appropriate phrasal verb.

a. What kind of clothes do you prefer putting on?

b. When you have garbage on your hand where do you throw it away?

c. Do you like going up and down the stairs or going to the gym?

d. What time do you wake up?

e. Do you love making up for going to a party?

f. Where do you put your clothes when you get it off?

ACTIVITY #5

Resources: Board, markers and worksheets.

Participants: Teacher and students.

Development: Phrasal Race!

Teacher divides the class into three groups and explains them that he is going to write a phrasal verb on the board and they have to write a sentence in the worksheet and when they are sure about the written sentence, they have to run to the board and touch the button drawn in the board and say the sentence they write using the phrasal verb chosen by the teacher, if the sentence has sense and a correct grammatical structure the group is going to have 1 point. At the end of the game the teacher counts on the points and say the winner team.

EXERCISE #5

WORKSHEET

Look at the board and write a sentence by each phrasal verb written on the board, then go in front of the class and say your sentence.

1. ()

2. ()

3. ()

4. ()

5. ()

6. ()

INFLUENCE OF PHRASAL VERBS IN
THE DEVELOPMENT OF THE ORAL
EXPRESSION

PROPOSAL:

DESIGN A DIDACTIC GUIDE WITH
DYNAMIC ACTIVITIES TO IMPROVE
THE ORAL PRODUCTION

CHAPTERS

CHAPTER #1
**The context of the
investigation**

CHAPTER #2
**The theoretical
framework**

CHAPTER #3
**The methodological
design**

CHAPTER #4
The proposal

CHAPTER #1

THE PROBLEM OF THE INVESTIGATION

Students get bored

Students do not focus
on the subject

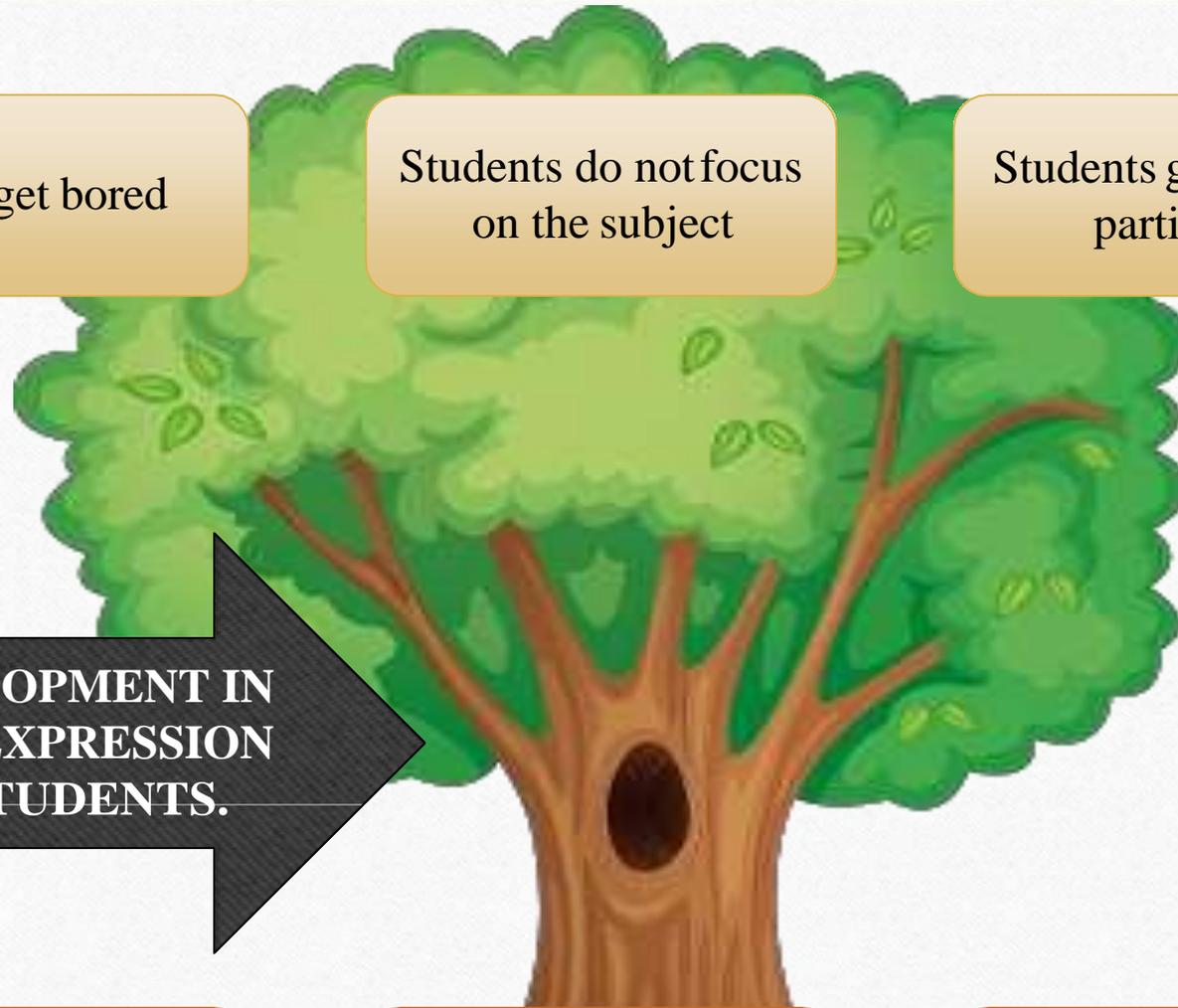
Students get afraid to
participate

**LOW DEVELOPMENT IN
THE ORAL EXPRESSION
OF THE STUDENTS.**

Inadequate Use Of
Teaching Resources

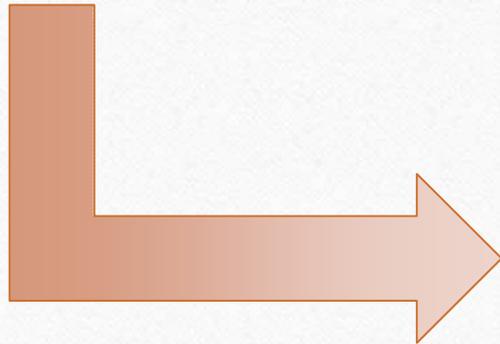
Inappropriate
Infrastructure

Overuse Of The
Rules



OBJECTIVES
OF THE
INVESTIGATION

GENERAL OBJECTIVE



To assess the influence of the phrasal verbs in the development of the oral expression.

SPECIFIC OBJECTIVES

To analyze



To suggest



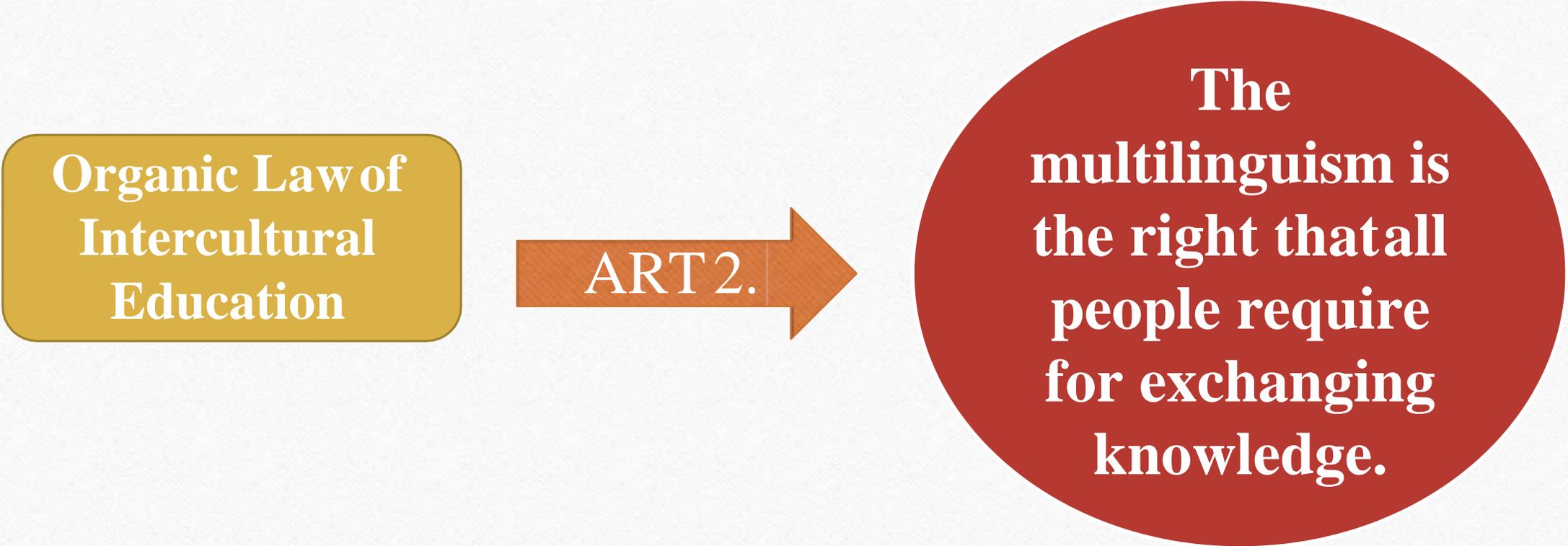
To design



JUSTIFICATION

Organic Law of
Intercultural
Education

ART 2.

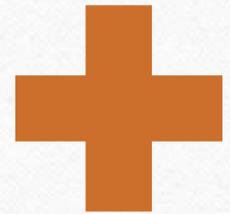


The
multilingualism is
the right that all
people require
for exchanging
knowledge.

CHAPTER #2

THEORETICAL FRAMEWORK

Phrasal verbs



Oral
expression



Get a
meaningful
progress in the
speaking skill

GONZALES (2005)

✓ Focus on the vocabulary to improve the oral expression

✓ Focus on the use of phrasal verbs to improve the oral expression.

- 
- ✓ Focus on the active participation.
 - ✓ Create communicative situations.

ORAL
EXPRESSION
LEVELS



REPETITION

Vicent (2012)
“Requires a low cognitive control of the person.”



LOW LEVEL DEVELOPMENT

Vicent (2012)
“Respect the basic characteristics”



HIGH LEVEL DEVELOPMENT

Vicent (2012)
“Modifying and restructuring the basic characteristics”

STRATEGIES TO
USE THE
PHRASAL VERBS

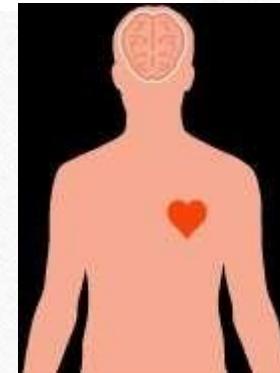
METACOGNITIVE

- Vicent (2012).
“establishment of goals”



AFFECTIVE

- Zamorano (2016). “reach a pleasant learning environment.”



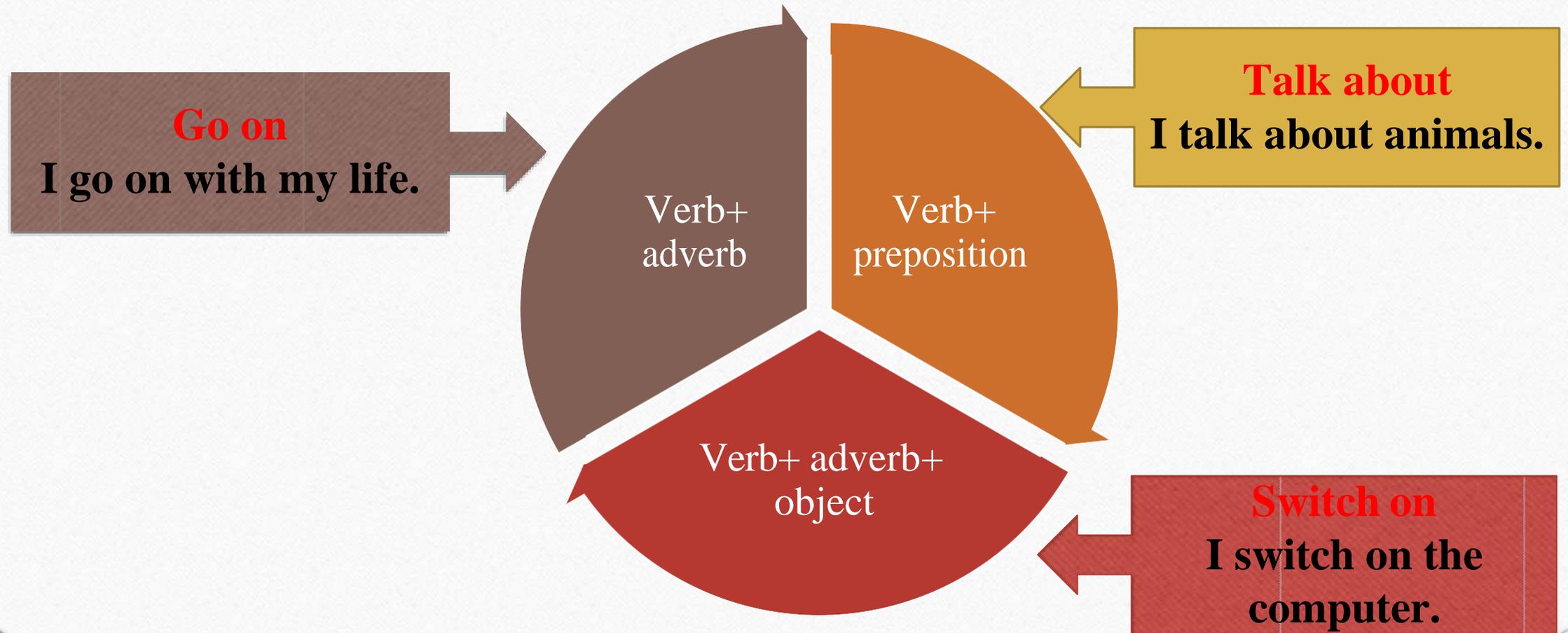
SOCIAL

- Vicent (2012). “To
“interact consciously with
others”



TYPES OF
PHRASAL
VERBS

Rosemary Courtney (2000) there are three types of phrasal verbs:



PHRASAL VERBS

AND

IDIOMATICITY

Arnaud and
Savignou (2000)

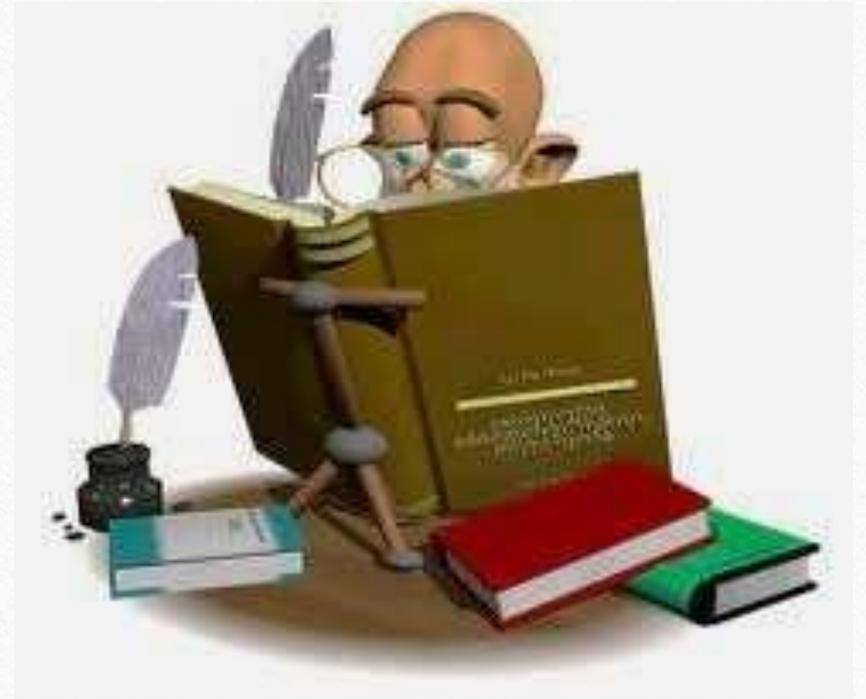
“the complex unit
does not result from
a simple
combination”

X It's not about the
prepositions.
X It's not about
adverb only.

Depend on:
- The topic
- The context



FOUNDATIONS





PEDAGOGICAL

Piaget (1964)
“understand the process
of this change”



PSYCHOLOGICAL

Woolfolk (2011)
“development of the
students’ language”



SOCIOLOGICAL

Castillo (2012)
“education as a personal
development”



LEGAL

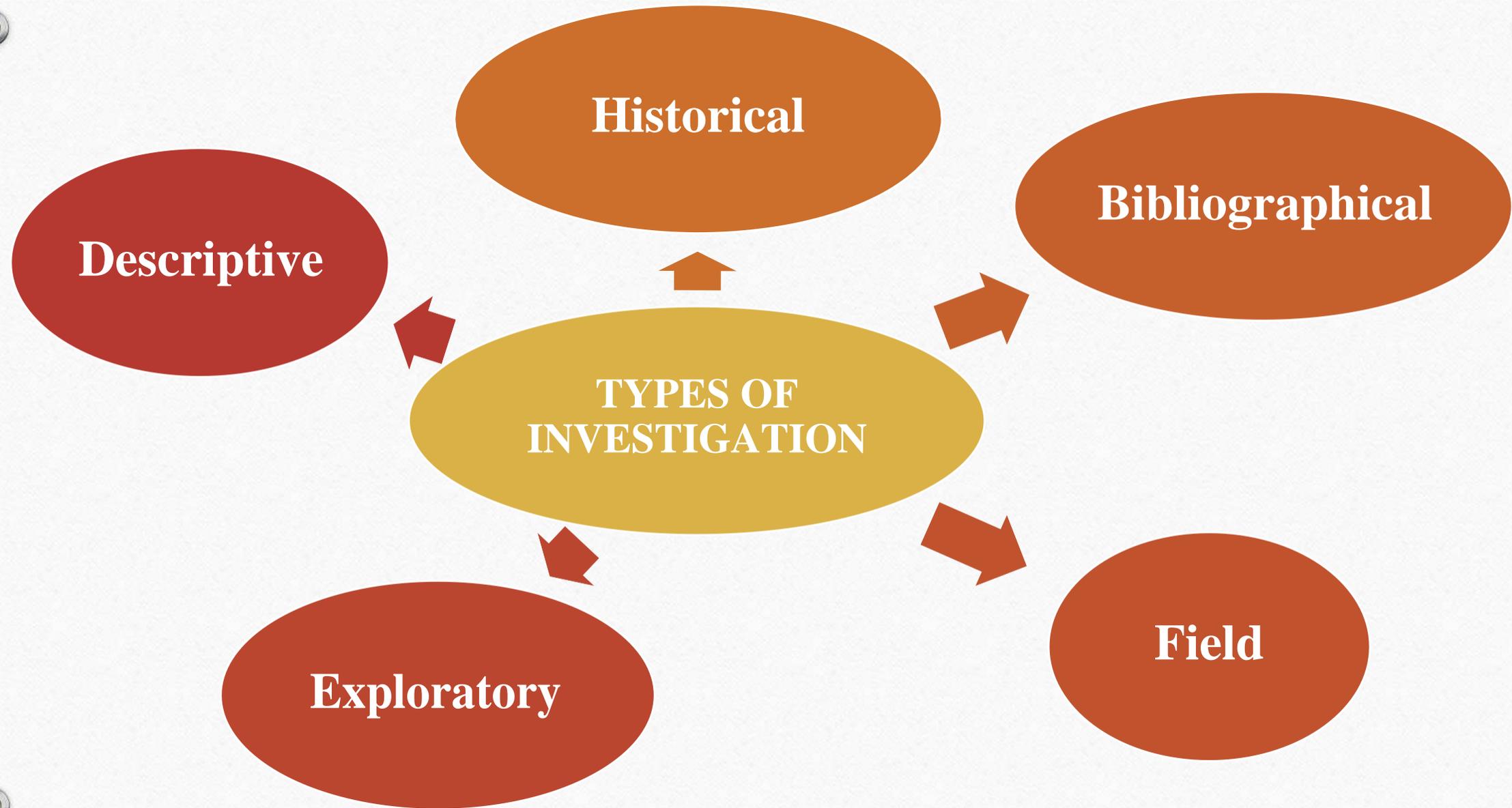
**Constitution of Ecuador.
Article 39. “To participate
actively in the development
of the educative processes”**

CHAPTER #3

METHODOLOGICAL DESIGN

Parella Stracuzzi and Martins Pestana (2012)





POPULATION

**Students of 9th
grade at Monseñor
Leonidas Proaño
High School**



TECHNIQUES AND
INSTRUMENTS OF
THE
INVESTIGATION

Observation



Techniques

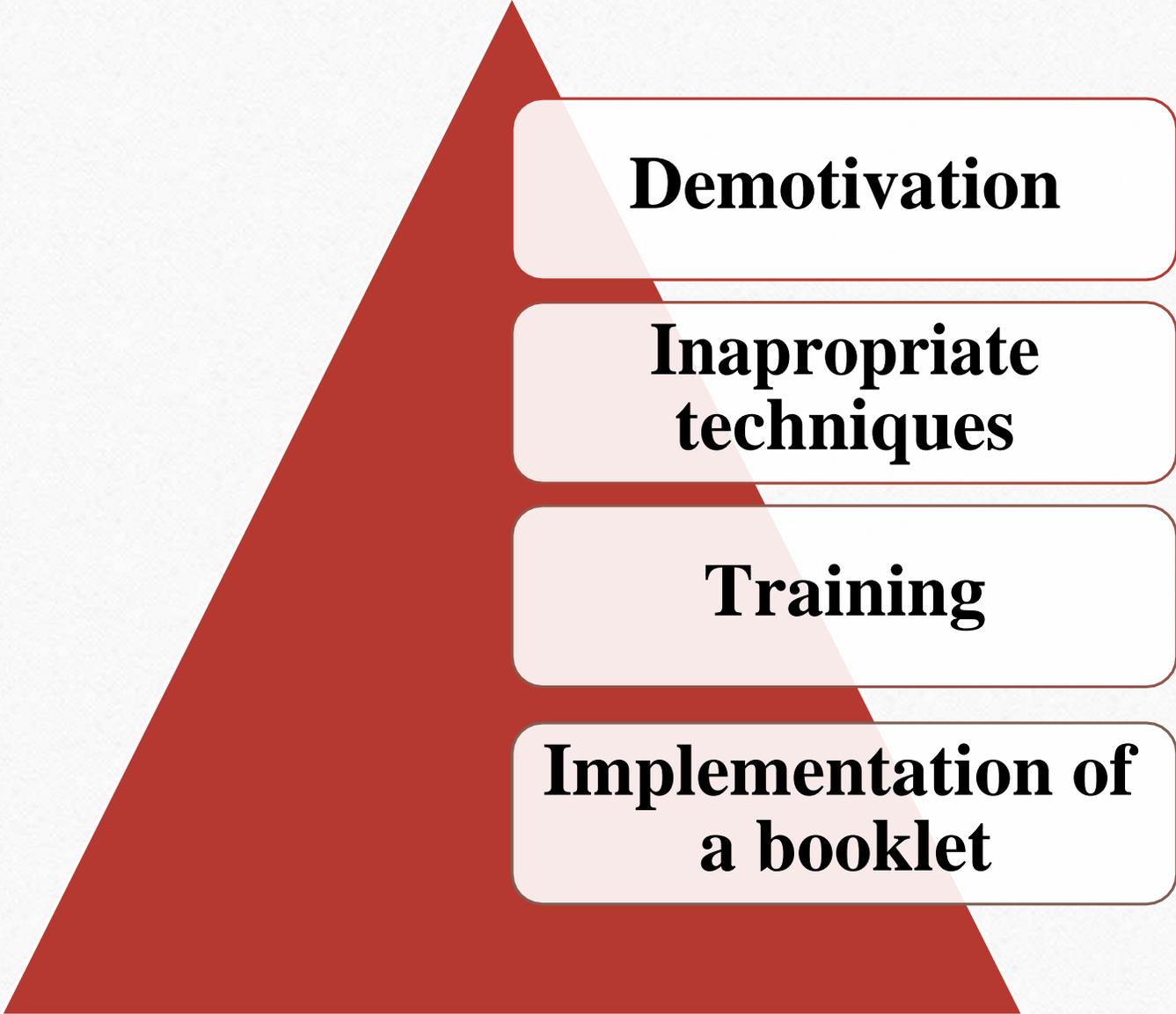
**Oral
interview**



Survey



CONCLUSIONS



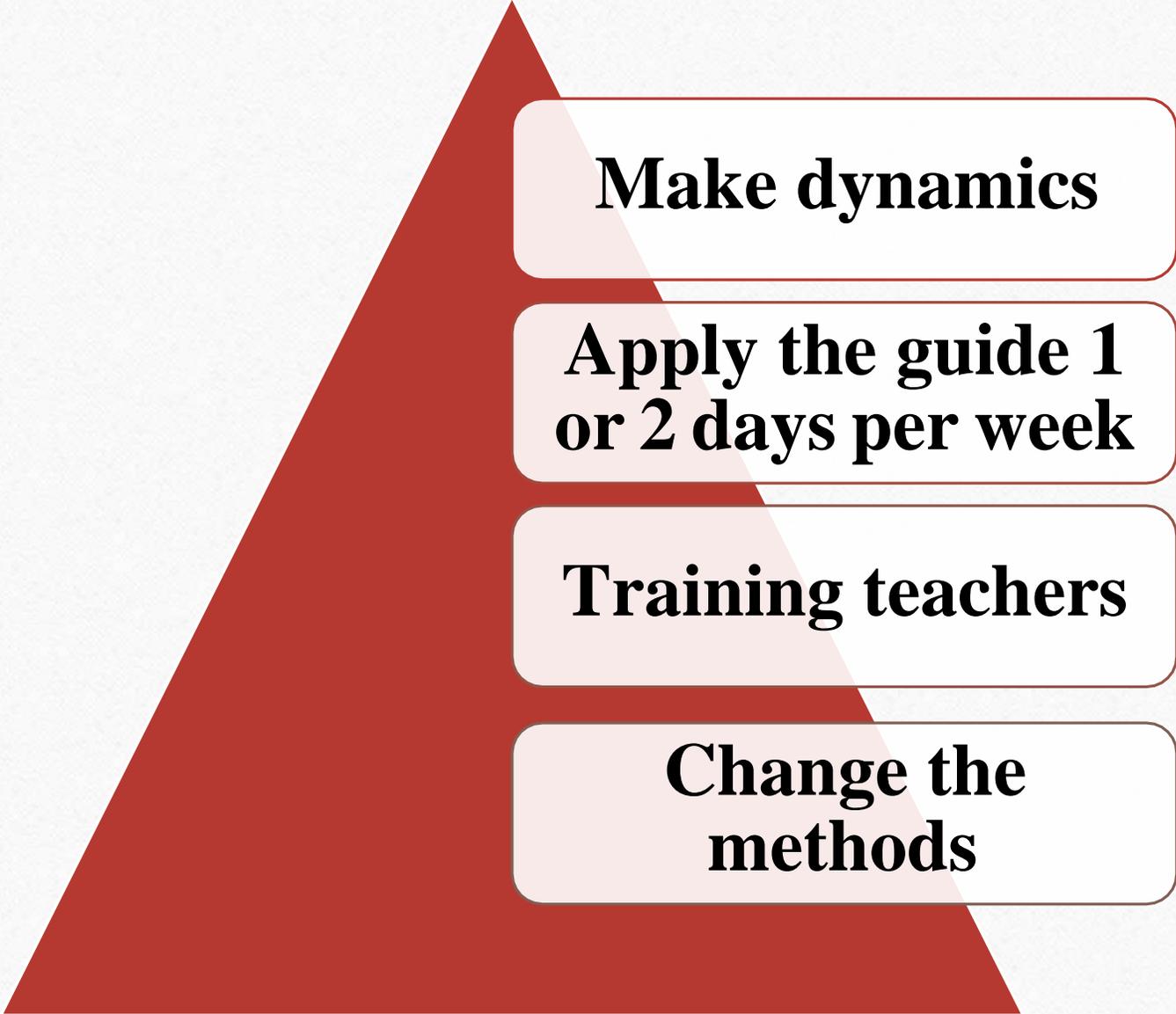
Demotivation

**Inappropriate
techniques**

Training

**Implementation of
a booklet**

RECOMMENDATIONS



Make dynamics

**Apply the guide 1
or 2 days per week**

Training teachers

**Change the
methods**