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FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA DE LENGUAS Y LINGÜÍSTICA
EDUCATIONAL PROJECT

PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC
THE IMPROVEMENT THE ORAL EXPRESSION THROUGH AN USEFUL BASIC VOCABULARY

PROPOSAL
DESIGN OF BOOKLET WITH VOCABULARY EXERCISES

RESEARCHER
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2016
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Que la integrante Martina de la Paz León Medina con C: C: 1715359020 diseñó el proyecto educativo con el Tema: The improvement the oral expression through an useful Basic vocabulary Propuesta: design of booklet with vocabulary exercises.

El mismo que ha cumplido con las directrices y las recomendaciones dadas por el suscrito.

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.

Atentamente:

MSc. LARRY TORRES VIVAR
Consultor Académico
DEDICATION

I dedicate this project to the Creator Jehovah
To His Son the Lord Jesus
To the Holy Spirit.
For supernatural help at all times
To my family
Teachers
Companions
And friends

Martina de la Paz León Medina
ACKNOWLEDGMENT

I thank my Eternal Father for his wisdom and knowledge that he has given me during this challenge in my university studies. For taking me to live unforgettable experiences in the development of this project that closes one more page of my life.
To my family for their support and love that they have given me.
To MSc. For your interest in me reaching the goal.
To my colleagues who always supported me. And my friends who always encouraged me to continue.

In my heart they will always be.

Martina de la Paz León Medina
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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUAS Y LINGÜÍSTICA

TOPIC: THE IMPROVEMENT THE ORAL EXPRESION THROUGH AN USEFUL BASIC VOCABULARY.

PROPOSAL: DESIGN OF A BOOKLET WITH VOCABULARY EXERCISES

RESEARCHER: MARTINA DE LA PAZ LEÓN MEDINA

PROJECT’S ADVISOR: MSC. LARRY TORRES

ABSTRACT

The present research is based on contributing to the learning of English as a second language, improving this project will help increase the development of oral expression in a fun way for students; and make it part of your daily life. This study shows new strategies that will help students become motivated to learn English with new tools. It is hoped to learn the language through a selected vocabulary that will benefit the students of the Padre Antonio Amador School, in the city of Guayaquil. In this research, the aspects presented as a result for the resolution of the research problem are analyzed, analyzing the variables that are used to progress the hypothesis of the problem; these are the dependent and independent variables. A descriptive bibliographical and field research will be carried out, all of which make this possible through the student surveys and the interview to the principal. Narrate and verify that the hypothesis needs an improvement in the area, providing benefits for students, teachers and board of the institution. The implementation of the proposal will support students to become interested in learning English effectively and strengthen oral expression in order to communicate in another language.
TEMA: THE IMPROVEMENT THE ORAL EXPRESSION THROUGH AN USEFUL BASIC VOCABULARY.
PROPOSAL: DESIGN OF A BOOKLET WITH VOCABULARY EXERCISES
INVESTIGADOR: MARTINA DE LA PAZ LEON MEDINA.
CONSULTOR ACADÉMICO: MSC. LARRY TORRES

RESUMEN

La presente investigación está basada en contribuir al aprendizaje del inglés como segunda lengua, el mejoramiento de este proyecto ayudará a incrementar el desarrollo de la expresión oral de manera divertida para los estudiantes; y hacerlo parte en su diario vivir. Este estudio muestra nuevas estrategias que ayudarán a los alumnos a que estén motivados a aprender el inglés con herramientas nuevas. Se anhela aprender el lenguaje a través de un vocabulario seleccionado que beneficie a los estudiantes de la escuela Padre Antonio Amador, de la ciudad de Guayaquil. En esta investigación se plantean los aspectos que se presentaron como resultado para la resolución de la problemática de la investigación, analizando las variables que se emplean para el progreso de la hipótesis del problema; estas son las variables dependientes e independientes. Se efectuará una investigación descriptiva bibliográfica y de campo, que todo esto lo hace posible a través de la encuestas a los estudiantes y la entrevista al principal. Narrar y verificar que la hipótesis necesita un mejoramiento en el área, proveyendo beneficios para los alumnos, docentes y directiva de la institución. La realización de la propuesta servirá de apoyo para que los estudiantes se interesen en aprender inglés de manera eficaz y fortalecer la expresión oral para poder comunicarse en otro lenguaje.
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

**FICHA DE REGISTRO DE TESIS**

**TOPIC:** The EMPROVEMENT THE ORAL EXPRESSION THROUGH AN USEFUL BASIC VOCABULARY  
**PROPOSAL:** DESIGN OF A BOOKLET WITH VOCABULARY EXERCISES

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

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RESUMEN:

La presente investigación está basada en contribuir al aprendizaje del inglés como segunda lengua, el mejoramiento de este proyecto ayudará a incrementar el desarrollo de la expresión oral de manera divertida para los estudiantes; y hacerlo parte en su diario vivir. Este estudio muestra nuevas estrategias que ayudarán a los alumnos a que estén motivados a aprender el inglés con herramientas nuevas. Se anhela aprender el lenguaje a través de un vocabulario seleccionado que beneficie a los estudiantes de la escuela Padre Antonio Amador, de la ciudad de Guayaquil. En esta investigación se plantean los aspectos que se presentaron como resultado para la resolución de la problemática de la investigación, analizando las variables que se emplean para el progreso de la hipótesis del problema; estas son las variables dependientes e independientes. Se efectuará una investigación descriptiva bibliográfica y de campo, que todo esto lo hace posible a través de la encuestas a los estudiantes y la entrevista al principal. Narrar y verificar que la hipótesis necesita un mejoramiento en el área, proveyendo beneficios para los alumnos, docentes y directiva de la institución. La realización de la propuesta servirá de apoyo para que los estudiantes se interesen en aprender inglés de manera eficaz y fortalecer la expresión oral para poder comunicarse en otro lenguaje.

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INTRODUCTION

At the present time it becomes more essential to learn the English language as each day is used in the different areas of knowledge and the development of our lives. English is becoming stronger because of what it becomes the language of today's world, learning English is not a luxury but an obvious necessity since it is a tool that allows us to communicate with people from other countries.

Learning English allows us to enrich our knowledge, exercise our minds, get to know the world's cultural diversity and improve our professional perspectives.

This language is considered the most important language worldwide for its excellence since it has a status in 75 territories around the world that is why it is called the universal language, in the future English is growing so fast that all people should learn it because of its great importance and be able to interact with the rest of the world.

With the technology of today we can communicate with other people from anywhere in the world in an instant, in the last decade we can see an advance in communication that adopt English as a common language to transmit information with worldwide coverage.

Also the current government of our country has made many efforts, so that in the public educational institutions this important language is reinforced at world-wide level. Granting scholarships to the students, providing programs like go teacher, for a greater training to the teachers and in this way to reinforce the teaching of English.

This project is divided into four chapters as follows:
CHAPTER I
The problem
Context of the investigation
Conflict situation
Scientific fact
Causes
Problem statement
Objectives
Question of the investigation
Justification

CHAPTER II
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Objectives
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Human, material and financial resources
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CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION

The present thesis is based in the improvement the oral expression through a useful basic vocabulary to the students of 10th in Padre Antonio Amador basic school. Propose of a booklet with exercises of vocabulary.

Since many years it has seen discouragement of students to learn English. The purpose is that the students understand the vocabulary and oral expression, the objective of this booklet is that students are qualified and the not consider this subject how bored, difficult and confused, by this reason students have a low level of learning, lack of skills in English and specially the oral expression.

It is decided to choose this educative institution to develop the investigation with the purpose to know how English teachers are applying the methodology strategies to develop the oral expression. It is very important to announce the history of the institution where it is going to carry out the investigation.

Padre Antonio Amador School basic is located in 10 Daule ways. It has matutine session with 120 students, its authorities are: Bachelor Marcos Paredes Vallejos principal, coordinator Ruben Palacios, Jorge Alvarez general inspector. English Area Bachelor Ana Toaza
CONFLICT SITUATION

English is an interesting and necessary in the dairy life in spite of the different circumstances. The Ecuadorian government is interested in the English learning and has motivated to teach this subject to improve the quality of life.

In the investigation will have to demonstrate different problems that the institution has as: the classroom environment, the schedule, the physical space, didactic, resources, methodology. The environment in the classroom it is not appropriate and it can not do listening and others skill with freedom.

The schedule is resided because there is only a teacher and it cannot advance with the teaching of the language. The physical space is not inadequate and the students receive all the subjects in the same classroom it is uncomfortable for them.

The methodology that the teacher uses is repetitive and with the use of government book and it has to motivate in the students the interest by the class.

Other problems are the didactic resources because the institution does not have enough material and the teacher has to work with one material and it is not adequate to develop the learning language. These points are very important to get o good teaching in the development of the subject.
SCIENTIFIC FACT

Deficiency of the oral expression in the students of 10th in Padre Antonio Amador basic school I, zone 8, district 7, Guayas Province, Guayaquil, parish Tarqui, school year, 2015-2016.

CAUSES

Lack of oral expression in the students of 10th in Padre Antonio Amador basic school I could the following problem.

➢ Poor performance due to by lack of training, new techniques of teacher and low motivation of family parents.
➢ Insufficiency in the vocabulary, the students cannot write sentences in English due to language is bored and tired as the class is repetitive.
➢ Inadequate didactic material since teacher is satisfied only with the book given by the government and is necessary to improve the performance in the students.
➢ Inappropriate place of work due to there are many students in a small classroom

PROBLEM STATEMENT

How do the use of improvement the oral expression through a useful basic vocabulary oral expression in the students 10th grades in Padre Antonio Amador basic school, zone 8 district 7, Guayas province, Guayaquil, parish Tarqui, school year 2015-2016?
OBJECTIVES

General objective

To analyze the improvement the oral expression through a useful basic vocabulary, design a booklet with vocabulary exercises

Specific objectives

To determine the improvement of vocabulary strategies through bibliographic study.

To diagnose the level of oral expression through analysis and evaluation to students.

To select the most important aspect of the investigation.

To elaborate the booklet by means of bibliographical study.

QUESTION OF THE INVESTIGATION

a. How would student improve oral expression through the use of vocabulary?
b. How can oral expression influence English language learning?
c. What kind of teaching material should be used for vocabulary learning?
d. What methodology should be used to help students develop basic vocabulary?
e. What are the advantages of using a didactic guide through a booklet with activities and vocabulary exercises?
f. How would a booklet with activities and vocabulary exercises help the development of oral expression in students?
JUSTIFICATION

The importance of the investigation is that help to discover the low level of oral expression in the students of 10th basic education in English area in Padre Antonio Amador basic school.

The purpose of the investigation is to improve the level of oral expression in spite of shortfalls and weaknesses in the learning of the language clear and precise.

The main interest in to do an investigation over this problem and elaborate a booklet based in basic vocabulary exercises, useful that develop the speaking in the students.

This project is based in the experience of student and motivates them to learn in a different way and the benefits are going to the students, family, parents and authorities.

The students will improve the performance and quality will be effective because they can dominate skill, abilities and attitudes that they will use in the language. Teacher will qualify and use new strategies to develop a productive learning in the students. Family parents have to involve in the education of the students. And authorities a better quality of education of Padre Antonio Amador school.

Nowadays this project is either marked by the Ecuadorian constitution which mentions in the article, The LOEI establish that the system of bilingual intercultural education is a part of the system of education and it is depends in all the level. (p. 9)
The LOE has the objective of regulating the general beginning to place Ecuadorian education in the frame of good living intercultural and plurinationality, this law wades the right, obligation and guarantees in the educative environment and creates basic rules to the organization, the levels and participation of the performs of the system.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND OF THE STUDY

After having review different thesis of Guayaquil’s University and in search of different backgrounds that have relation with the subject to improve the oral expression through a useful basic vocabulary. Propose a booklet with vocabulary exercises. The subject has been studied by several students of School of Language and Linguistics. For example. Videos, dynamics, music, conversations, etc.

THEORETICAL FOUNDATION

The current work is based on the teaching-learning process of English. For this it is necessary that the teacher acquires the techniques that adjust to the needs of the teacher.

These techniques or methods used by the teacher contain a great deal of information for the educational experience to have an effective and productive result in the 21st century.

With the traditional methodology it is decided that students cannot contribute anything to their own intellectual development and we condemn them to listen to our speeches, many of them devoid of interest for our students, so far removed from those of their near reality and context. (Noguero, 2007)
The main objective is to make learning specific and in accordance with the problems or needs of students in the teaching and learning of a foreign language.

**THEORETICAL BASES**

Improve oral expression through a useful basic vocabulary, design of a booklet with vocabulary exercises.

**DEPENDENT VARIABLE**

**ORAL EXPRESSION**

Oral expression is the ability that man has to communicate with others and express their ideas, thoughts through techniques such as raising a subject and communicate it in an appropriate tone of voice very clearly so that the recipient can understand.

According to Dr. Angel Ortiz Professor of the Central University of Mexico, (2013) states that:

"Speaking, expressing, is a communication skill that includes information, listening, observing, and communicating. In oral and written form, express ideas and opinions, discuss; cleverly, others. All human beings they can talk, except the dysfunctional, but one thing it is to emit sounds and another to express itself with correction and Property. The latter involves being aware of what you say, when and where you say".
Being able to express oneself correctly is not necessarily. Having an academic preparation, there are many people with a very low preparation but are very prudent when expressing themselves. Since on the contrary you can get a wide preparation or be very professional but they are a disaster to give an idea or the moment of expression.

Oral expression is a set of techniques that help or determine different guidelines that must be followed to obtain a better oral communication or is the clear and simple way with which the human being can talk about a subject without exceeding to express nonsense with a bad vocabulary.

According to Barnes (2007) (in Language Strategies in Learning) he says:

"Speaking is the main means by which students explore the relationships between what they already know and new observations or interpretations of the reality they face. In fact each of us speaks to himself to explain our thoughts".

Being able to express oneself is a very important and vital necessity for the listener to grasp clearly what we want to express our ideas and opinions.
CHARACTERISTICS OF ORAL EXPRESSION

Clarity

It is very important that the ideas and concepts are in a precise and objective way. We must use or use words that are understandable and comprehensive, using resources that are necessary for our speech to be clear.

Concise

Use the right words; Flee from chatter. Do not be laconic, but do not ambush the addressee in a spirited oratory, however precious.

Coherence

It is the way of expressing in an organized way the thoughts and the ideas in a logical and chain form pointing out those that are objective and those that are opinions.

Simplicity

It should be both in the way of making the message as in the words used and easy comprehension phrases. The formalisms must be avoided; the tone of truth must be expressive which makes it attractive and effective.
Naturality

Perhaps, the most difficult to achieve it requires a lively and spontaneous expression, which does not imply vulgarity or carelessness. It is the proof of the mastery of language and the way to achieve that naturalness, precisely for one careful preparation of the intervention. Only thus, with preparation and trial, can it be assured that the message reaches its recipients in a precise and easily understood.

IMPORTANCE OF ORAL EXPRESSION

According to Velasquez (2007) he says that using language correctly implies a certain degree of complexity, especially if we take into account that the system of language is grammar. Having grammatical knowledge leads to the acquisition of practical knowledge that allows us to organize our thinking and thus to express our ideas and produce and interpret messages in a variety of communicative situations.

It is vital to know how to communicate with the people around us therefore the student should practice expression in the classroom with his colleagues and teachers in order to know the expressive potential that the student has and motivate them to create strategies for a better language development, Which will facilitate a better integration and can express your communication needs with better satisfaction.
APPLICATION OF ORAL EXPRESSION

"The new social trends present in the school have enriched the landscape of language teaching in the school context ... The pillars of this didactic framework are teaching by competences and tasks, integrated curriculum, cooperative learning and the use of TIC in the classroom. "(Trujillo, 2007)

Teaching through TICs in the 21st century is very important because it contributes to the development of the student's abilities and at the same time helps the teacher to create an adequate educational environment so that the children reach the objectives for the different levels of learning.

In the case of teaching the English language, a vital importance is acquired because it allows the individual to approach an increasingly globalized society, since it offers tools for a better development in learning and realizes the importance of learning new languages.

The use of technology in the classroom has multiple benefits in basic oral expression skills.

However many students feel discouraged after a time of studying English is very important that as teachers of a language we seek or have a balance in the teaching style that we are going to use, all this will depend on the characteristics and context of teaching.

In the tools of the TIC we can name some such as videos of audios that help the students capture more fluently the message another resource
are the videos conferences with students speaking that language which helps to have real conversations that foment an activity Productive and free to develop effectively in real practice, the communicative approach to put the oral expression as the most important objective in this process of teaching, language learning to be able to communicate as best as possible.

We can define TIC as those tools "that facilitate our daily activities, as well as access to information regardless of its type and location" (Cukierman, 2009: 6). In the so-called Information and Communication Technologies (TIC) there are two components that we believe we need to distinguish. Information technologies that refer to the administration of information such as computers and their connection to the network, while those of communication are those that allow communication through means such as: radio, television, cinema, all these are used to make the educational process more efficient (Burgos and Lozano, 2011).

TIC do not substitute teachers for their work and to obtain tools to improve their cognitive abilities that depend on the specific stimulus they give us, broadening the knowledge and experiences they bring to teaching, that is why the role of Teacher in this environment is very important and offers the student support and support in the learning process, where the teacher becomes a knowledge facilitator and the student assumes the most active role in their learning.

TYPES OF ORAL EXPRESSION

According to Dr. Farra Font (2009), she defines oral expression skills and situations such as:
“Communication is a process in which several factors intervene: the speaker or writer, the listener or reader and the context in Interacting; Other aspects such as the code or language they use and the communication channel are also involved”.

According to the criterion the ability to speak is when a person dominates a language because it can recognize their fluency, an appropriate use of vocabulary speaking is an art that should not be lost but enrich their value.

At present, talking is a very indispensable ability to achieve our goals, to relate to others and in this way to create ties such as social, family, work, and others.

What distinguishes people is the way of speaking, the body language that we use or adopt when communicating, if we know or are able to wait our turn to speak in a conversation, speaking is a function that surpasses all areas of knowledge in our lifetime. It also puts into action another skill like listening is very necessary that the teacher creates a conversation or a situation to develop this ability to speak as English becomes practical and the student will capture it then and will not forget.

The conversation

A conversation is the action of talking between people who exchange ideas in a calm way using the same language with mutual respect.
The dialogue

The dialogue may be in oral or written form in which two or more individuals communicate in an exchange of ideas or information by any means. The dialogue may be in oral or written form in which two or more individuals communicate in an exchange of ideas or information by any means.

The interview

The interview is an oral communicative act that is established between two or more people through a dialogue the interviewer questions and the respondent responds with the purpose of obtaining information or an opinion, or to know the personality of someone.

The debate

A debate is a way of discussing a particular topic among several people who give their opinion and arguments about the issue or problem. By extension, it is also called to any topic of communicative interaction in which the technique is present; in a political confrontation, or in a discussion group in which there are members, a moderator, a secretary and a public.

Speech

The speech is a message addressed to a group of people for the purpose of exposing or transmitting information and convincing the listeners this can be in context determined in a specific place and under conditions, it can be read in front of a group of people who seeks to
orientate itself to a subject in a way that captures the public interest it is the most effective mechanism to initiate communication therefore, there must be a previous link between the speaker, listener and auditorium.

The conference

Conference is a meeting of people who treats or who exposes on a certain matter this is oral and serves to change information, experiences and solve a technical or administrative difficulty that has the purpose of successfully defining the sense of specific situation with the cooperation of the attendees.

ADVANTAGES OF ORAL EXPRESSION

Oral expression serves to communicate better, developing this skill has certain practical advantages.

Crow Filph (2009) in his work Communication Active which states: “The advantage of communicating orally is by ease, by learning, by simplicity, by intonation and mimicry” (p.56)

In analysis all can speak properly well, oral expression a skill that goes from childhood to gain a mastery of language. She comes in two different forms, the reflexive and the spontaneous. When reflectively exposing a subject is done objectively after having examined and thought carefully, this way is used in conferences, talks, academic speeches, conferences.
However the spontaneous form serves to draw attention, express their moods, feelings, desires, exposes diverse subjects and argues their opinion. This happens in an everyday conversation of daily living.

Perez. Ricardo (2010) in his Work Exercises to develop Oral Expression, states:

"To stimulate oral expression, the teacher should create ample spaces of communication with topics of interest to the students, can propose situations to be solved in different contexts that invite the dialogue, in addition to open questions on the subject so that they can emit Opinions and comments, always promoting communicative exchanges between them"(P.55)

For the exercise of the oral expression we can look for different alternatives, creating along with the students other types of content as descriptions of people, animals, objects, daily facts and other exercises for the effect. Songs are a fundamental weapon for learning because they are part of the identity of peoples.

Music helps the development of auditory skills and vocabulary acquisition. The songs are very used in the teaching of English for its musical contents that allow to amplifying the grammatical structure to enrich the pronunciation of the words obtained in the vocabulary and to produce a productive teaching that allows to stimulate to others and to develop a good capacity of oral expression.

Most teachers use music in teaching a second language as a way to relax in the classroom or as recognition after a long day of study.
Barnes, John (2010) in his book Curriculum Innovations for Language Learning, states:

"The reasons why it is advisable to use songs in class are very diverse: to motivate students, to disinhibit them by creating a more relaxed atmosphere, to achieve greater fluidity (music and rhythm force them to speak faster), to inform them of certain cultural aspects And, finally, they can be used, within class development, at any stage: we can use it for the presentation of the new input, for the controlled, semi-controlled practice, for the development of skills (From listening and reading comprehension, to reviewing structures or vocabulary, and, finally, it can also be a starting point for free practice.) Depending on the song's character, whether it is slow, fast, melancholy, cheerful, or whatever work we do with the song, we think it's important to sing it, because if we do not do it, we miss the specific appeal of this material "(p.67).

These ideas allow us to understand the contribution of songs in teaching-learning, music offers possibilities of practicing different sounds such as vowels and consonants that become a conflict for students to learn pronunciation, accentuation of words in English.

Another aspect that music gives us is that it allows students to become familiar with words they have heard at different levels or courses they have obtained and at the same time gain an expansion of vocabulary.

This work is done in a group is very motivating for the students, while singing represent the music with gestures or mimics this helps the students to pick up the lyrics more quickly, the music provides opportunities for teachers because the students are motivated Who have
the opportunity to choose the current music and analyze it together with depth and practice. These advantages should not be wasted the value of music is indescribable music favors both the teacher and the student music is an elementary part of learning another language.

INDEPENDENT VARIABLE

VOCABULARY

Vocabulary is the set of terms that make up a language or language, is the number of words used by a person. According to Dr. (Guadalupe Medina, 2011) regarding the context indicates:

"When learning vocabulary the amount is not the most Important, if not quality. Of course, you get older the amount of vocabulary you know, the greater the ease to communicate, but it is much better to know 10 words really well, than 100 more or less, since the most important is to be able to use the words that are known within a real conversation, or within a writing that is being done."

As quoted, quantity is important, but much more is quality because we must have all the information of each word that is learned, and be able to use it in the right context. Each of the words that are parts of the vocabulary are very essential to be able to use words and understand them according to their function because a word can have many meanings have synonyms and antonyms the most important is when to use the word and how to use it, Words that will come to our mind when spoken in English are those that we hear many times and that we use in practice quality over quantity.
CHARACTERISTICS OF VOCABULARY

According to a study by the University Medical School of Georgetown, 2012 states that:

"If a person improves their vocabulary, their ratio of intelligence increases. Improving vocabulary has been dince always, one of the most important factors for raise the level of human intelligence. The importance of words reaches our IQ".

From the above, if one does not know the language, communication becomes very difficult and, of course, learning. Currently on the internet what we learn comes from the reading we get and is an endless number of words that we find and details the difficulty of the material we read.

It is very necessary that the subjects are taught to go according to the needs of the students, if we are going to teach a teenager the reading and the vocabulary have to be related to topics of identity, overcoming, in the students the success or Failure depends on your ability to understand words and the correct use of them, our vocabulary grows naturally as we progress in years and experience.

IMPORTANCE OF THE VOCABULARY

The importance of vocabulary is in the intellect. A person who has never studied English language structures, but can use a considerable amount of word combinations, can be easily understood with a native speaker. On the contrary, if someone handles grammatical structures and
their vocabulary is insufficient, their communicative process will be unsuccessful.

David Wilkins, a British linguist, rightly states that "Although no grammar can be transmitted, no vocabulary can be transmitted" (2005).

The vocabulary in English is elementary for learning and teaching the English language, because without sufficient knowledge of vocabulary people cannot understand others or express their own ideas. We cannot read any text without using or having knowledge of the vocabulary in which the text is written.

From all this comes a challenge for language teachers. This is like teaching vocabulary in class. The teaching of vocabulary in the teaching of foreign language is of vital importance. It is one of the main aspects of a language to teach.

For all this we need to know an effective way to motivate students through interesting activities. It is necessary to know or know that people add a new vocabulary to their lexicon in a continuous way and necessary to know the word before using it and then add it to their own vocabulary.

Therefore we know that lists of words is one of the most used methods to learn vocabulary in a certain time and this way the student is prepared to give an evaluation for this form is terrible in certain occasions because after a short time this vocabulary is forgotten the reason is because it lacks a very important element that is the context.
Context means how and when to use a particular word, that is why if you learn a list of words and realize that you have not obtained the necessary information about the situation in which you are using and how you are Using that word.

However when studying vocabulary the words learned are translated in our own language, it is usually not accurate since most words do not have it because its meaning depends on the context where it is used because there are words with similar meaning in our language but they are not identical.

TYPES OF VOCABULARY

"There are two kinds of Vocabulary, despite so many classifications that have been given according to needs of each person and of each subject in which is studied, and these are, the passive Vocabulary vs. active vocabulary ".

Passive Vocabulary

The learning of a language is similar to the construction of a house, so that we cannot start the construction on the roof. Learning a foreign language is something that must be strategically planned throughout its process and begins with the creation of a solid foundation on which we will raise our "linguistic" altar.

Passive vocabulary we all know but it is stored in our mind waiting for the right time to use it in certain situations, this vocabulary is the one that we all have and we do not know we have it.
**Active Vocabulary**

It is one that we all understand and is used frequently to express ourselves. According to the researcher this type of vocabulary is that we use in the daily life and we repeat it all the time.

No doubt you need both active and passive vocabulary to learn a language in this case English, who wants to study as a career would have to worry about enriching it to be able to use either of them depending on the situation.

Undoubtedly a good vocabulary is given because the speaker has a broad, active and rich vocabulary. We know that every speaker has an interest in expanding his vocabulary but it is very necessary to be able to do so.

According to Frank Russel (2011), following the proportion that has been principle states that: "For every 5 passive vocabulary words one ends up forming part of the active vocabulary ".

In this sense if we expand our passive vocabulary we can use some of the words in a dialogue, written or in a conversation we can realize that the more passive vocabulary is obtained and recognized we can use more active vocabulary.

The emergence of the internet today has made it possible for English or any other language to be adequate according to the needs of the student.
VOCABULARY ADVANTAGES IN ENGLISH

At present, English is the most widely spoken language in the world, since it is a universal language that opens great opportunities in life because it allows establishing different relations with other countries in the commercial, cultural and tourist.

The advantages that we can get from knowing vocabulary in English are diverse and one of these advantages is the security that you feel when expressing yourself. Therefore the barriers are not obstacles because the given impulse in the learning to the learning is effective. By experiencing new words the mind gets more potential that will allow us to broaden our perspectives of knowledge.

EPISTEMOLOGICAL FUNDAMENTATION

Epistemology is a branch of philosophy that studies the fundamentation of scientific knowledge. It is analyzed that within the process of learning a foreign language, such as English, we leave aside the most important perspectives such a communicational productions; giving greater preeminence to the cognitive and grammatical syntactic area, for this reason, the student cannot develop different competences in that language, nor can create mutual communication interactions with his colleagues and his teacher.

All this problem can be solved by performing task sent and established in oral production in the classroom, giving the opportunity to continue a complete process for safe learning.
According to the author César Augusto Bernal in his book “Methodology of research” (2006), p. 32 states that “epistemology is based on methods, techniques and strategies for the teaching of English, is a direct derivation of the philosophy that has as essential importance the search for useful knowledge; Establishing knowledge through observation and contact of reality, as knowledge to solve the problems or needs of educational institutions”

We can consider that the epistemological foundation as the one in charge of making known the philosophy and the knowledge with answers to different questions like for example: ¿What is the reasoning?, ¿What is knowledge?; therefore it is considered as the science that knows things in their substance and its causes.

It is appreciated that the epistemological foundation is fundamental for the learning, teaching and development of the English language, because it helps students to develop their knowledge through the experiences and experiences that are the result of the reality that is becoming evident.

**Humanism Definition**

According Perez Porto & Garden (2007) “Humanism, in general, is a behavior or attitude that exalts the human race. Under this conception art, culture. Sport and general human activities become transcendent. Such transcendence could be achieved through the exaltation and experimentation of one’s faculties.
Humanism and Education

Therefore, we must think of the development of knowledge as something very necessary in the human being since humanism and education go hand in hand in the daily life is an environment composed by the attention and effect among human beings by sharing a natural world. Humanism is the educational action for the construction of people we cannot rule out any of the two between "being and it must be" this rigidity is their reason for life. Education and humanism are but two elements in the same substance.

The best ingredient for a good education is the dedication to make students active in their own evolution and in society. Good education confirms progress and makes us more observant of ourselves and of everything around us, trying to help those who need it most, respecting the differences we each have and knowing the weaknesses and strengths of individuals, these elements must be highly recognized by the educator to be able to offer an honest and effective teaching.

PEDAGOGICAL FOUNDATION

They are the theoretical conceptions of how to teach to achieve the dimensions, skills and abilities to get to know the educational purposes through an adequate application of the students' needs and to have a true formation of the individual since they are the protagonists who Go in search of the new knowledge since these are based on the essential in the educational process, in the development of the study and the processes of the educational system.
Constructivism

In response to the question, what is constructivism? Mario Carretero (1997, p.21) argues that: "Basically it can be said that it is the idea that maintains that the individual, both in the cognitive and social aspects of behavior as in affective ones, Is not a mere product of the environment nor a mere result of its internal dispositions, but a construction of its own that takes place day by day as a result of the interaction between these two factors. Is a faithful copy of reality, but a construction of the human being with which instruments does the person perform such construction? Fundamentally with the schemes he already has, that is, with what he already built in his relationship with the environment that surrounds ".

The constructivism as it points out is a paradigm that is part of a construction that sustains the personal knowledge of the human being and his relation with the environment that surrounds him, making known his ideas and aspects in his knowledge that grow and develop, resulting in his work Own that is constantly reproducing in the two affective and cognitive aspects.

SOCIOLOGICAL FOUNDATION

Communicating through oral or written language allows us to develop in the intellectual, emotional and social spheres m. The major objective of teaching in English as a foreign language should be the communicative competence of students.
Learning English means being effective in communication since the communicator can make his own message and can understand the linguistic production of the speakers. Sociological foundations are the way people confront language modes.

**Society and Education**

“The school is always behind society and there is an obvious gap between the use of new technologies at a general level, in the various social and economic activities of everyday life and what is done in schools” (Gargallo Lopez, 2003:20).

According to Lopez education is the main piece that helps the development of any society. If there is no good society there can be no good education. However, through the combination of human and pedagogical resources, we will be able to recognize the needs of individuals more easily.

There is a great source of resources available in our society that help us to carry out different activities that the teacher can use within the classroom, all these tools allow us to design resources that are more effective in the teaching process, both for the teacher as for the student.

**PSYCHOLOGICAL FOUNDATION**

According to author Roxy Calderón Mora (Brown, 2011) in her book Psychology of the education
“The psychological foundation focuses on the processes emotional aspects of people. This is where we take in the feelings of those who learn the language in relationship with themselves, in their relationships with others members of the community of speakers, and in relation to the emotional ties between language and culture”

It is very important to stress that learning a second language is necessary for us to move to that world where the culture of that country becomes our second culture in this way not only learn their language but also come to know a new way of living and To see the things that it possesses since this entails learning any language whatsoever. In this way the learning of English transports us to another environment and another culture of any country where this language is spoken.

**Psychology and Education**

They are the theoretical conceptions of how to teach to achieve the dimensions, skills and abilities to get to know the educational purposes through an adequate application of the students’ needs and to have a true formation of the individual since they are the essentials in the educational process, in the development of the study and the processes of the educational system.

“Everything is changing today. Psychology and Education must work together and in collaboration with sociology, economics and other sciences of man. The issues of education are too complex for a single academic discipline”. J. Bruner, 1987
According to Bruner, as education progresses, society becomes more complex in all its aspects, education are more important because it allows to acquire knowledge and skills to cope with the different conditions of that society.

LEGAL FOUNDATION

CONSTITUCIÓN POLÍTICA DE LA REPÚBLICA 2008

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la 17 política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.
LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL (LOEI)

Art. 2. Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo.

Equidad e inclusión.- La equidad e inclusión aseguran a todas las personas el acceso, permanencia y culminación en el Sistema Educativo. Garantiza la igualdad de oportunidades a comunidades, pueblos nacionales, grupos con necesidades educativas especiales y desarrolla una ética de la inclusión con medidas de acción afirmativa y una cultura escolar incluyente en la teoría y la práctica en base a la equidad, erradicando toda forma de discriminación.

CÓDIGO DE LA NIÑEZ Y LA ADOLESCENCIA

Art. 37. Derecho a la educación.- Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

5. Que respete las convicciones éticas, morales y religiosas de los padres y de los mismos niños, niñas y adolescentes. (…)

Art. 38. Objetivos de los programas de educación.- La educación básica y media asegurarán los conocimientos, valores y actitudes indispensables para:

a) Desarrollar la personalidad, las aptitudes y la capacidad mental y física del niño, niña y adolescente hasta su máximo potencial, en un entorno lúdico y afectivo;
b) Promover y practicar la paz, el respeto a los derechos humanos y libertades fundamentales, la no discriminación, la tolerancia, la valoración de las diversidades, la participación, el diálogo, la autonomía y la cooperación;

c) Ejercitar, defender, promover y difundir los derechos de la niñez y adolescencia

d) Prepararlo para ejercer una ciudadanía responsable, en una sociedad libre, democrática y solidaria;

e) Orientarlo sobre la función y responsabilidad de la familia, la equidad de sus relaciones internas, la paternidad y maternidad responsable y la conservación de la salud;

f) Fortalecer el respeto a sus progenitores y maestros, a su propia identidad cultural, su idioma, sus valores, a los valores nacionales y a los de otros pueblos y culturas;

g) Desarrollar un pensamiento autónomo, crítico y creativo.

PRINCIPIOS Y FINES

Art. 2.- La educación se rige por los siguientes principios:

c) Es deber y derecho primario de los padres, o de quienes los representan, dar a sus hijos la educación que estimen conveniente. El Estado vigilará el cumplimiento de este deber y facilitará el ejercicio de este derecho.

f) La educación tiene sentido moral, histórico y social; se inspira en los principios de nacionalidad, democracia, justicia social, paz, defensa de los derechos humanos y está abierta a todas las corrientes del pensamiento universal.
Art. 3.- Son fines de la educación ecuatoriana:

b) Desarrollar la capacidad física, intelectual, creadora y crítica del estudiante, respetando su identidad personal para que contribuya activamente a la transformación moral, política, social, cultural y económica del país;

Organización y administración del sistema educativo.

Art. 24.- La autoridad superior del ramo es el Ministro de Educación. Sus atribuciones y deberes en el área de la educación son:

a) Desarrollar una política unitaria y definida, de acuerdo con los principios y fines previstos en la Constitución y en esta Ley;

b) Aprobar los planes y programas que deben aplicarse a nivel nacional o regional y velar por su cumplimiento.

De la orientación y bienestar estudiantiles

Art. 37.- El Ministerio de Educación planificará y ejecutará obligatoriamente la orientación dentro de un criterio integral, considerándola consubstancial al proceso educativo y como una acción interdisciplinaria con responsabilidad participativa de la comunidad educativa, conducida por profesionales especializados y desarrollada al interior del currículum. Los servicios de bienestar estudiantil serán aplicados de igual manera con criterio especializado para facilitar un óptimo aprovechamiento de los recursos humanos, económicos y materiales en el proceso educativo, dentro de un contexto social.
Código de la niñez y adolescencia Derechos relacionados con el desarrollo.

Art. 37.- Derecho a la educación.- Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

1. Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente.

2. Respete las culturas y especificidades de cada región y lugar;

3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender;
CHAPTER III

THE METHODOLOGY

METHODOLOGICAL DESIGN

This project is based on a field’s investigation, as it is possible to observe the current problem in the Padre Antonio Amador fiscal school at the scene.

According to "It comprises the elaboration and development of a proposal of a viable operational model, whose purpose is the search of solution of problems, requirements or needs of organizations or social groups; Can refer to the formulation of policies, technological programs, methods or processes. For its formulation it must be based on documentary, field research or a design that includes both modalities" (Yépez, 2010 P.28)

We can indicate that it is possible research because the components exist these are the teachers, managers, and students with their problems each in the teaching - learning methodology and techniques, it is possible when the teacher is adequately trained in these processes of teaching the English language and put into practice human values: empathy, justice, simplicity will be able to solve the problems of the institution.
TYPE OF INVESTIGATION

The objective of this research work is to determine the failures of communication in the students of the institution and to make known the shortcomings in the oral expression and vocabulary of the students.

Due to the importance of the research, it was decided to take into account the descriptive research because it allows us to know the most important characteristics. The field allows us to collect data from the place where the events occur and the documentary - bibliographic that helps us through books or the Internet to discover the needs or students in the educational.

Descriptive Research

"The descriptive research comprises the description, recording, analysis and interpretation of the current nature and the composition or processes of the phonemes. The focus is on dominant conclusions or about how a person, group or thing is conducted or operates in the present". (Tamayo and Tamayo, 2010 p.46)

Tamayo says this research fully describes the research process and establishes social and environmental factors in teaching English to students.

This research is characterized because it indicates the phenomenon or the specific situation that helps us to know the problematic to be developed in the research work. It was possible to use
this type of research for the actual data obtained at the time as they were involved students, teachers and authorities, in addition to being able to discover the low level of basic vocabulary in English and to be able to solve the shortcomings found in this institution in the Field of education.

Quantitative research

It is based on the study of the variables that contributes us to gather specific information, to obtain the numerical and statistical data in the development of this project.

We obtain the numerical calculation and the quantities on which we can apply a statistical analysis and the information of the teachers and the students to know the magnitude of the problem and to establish the conclusion about the variable of the investigation.

Qualitative research

This research helps us to obtain the data collection to formulate hypotheses, to establish behavioral patterns of the subjects under study.

Since it is possible to determine the qualities of the population in the analysis of the situations or characters it comprises.

Field research

It is based on that we can be in contact with the subject of study. This research consists of using tools such as interview questionnaire,
survey and observation directly and indirectly, the principal, students of 10th grade in the fiscal school father Antonio Amador.

Fidias G. Arias (2012), said that field research consisted of collecting all directly from the subjects investigated, or the reality where the facts occur (primary data) without manipulation or control of some variables that the researcher obtains the information but does not alter the existing conditions.

**Bibliographic research**

This research is a process based on the search of data obtained in the public library, which served to complete the development of research.

"It is based on the systematic review, rigorous and deep material of the phenomena or the establishment of the relationship between two or more variables when choosing this type of study, the researcher uses the documents, collects, selects, analyzes and presents documentary results of any kind. (Filiberto Martins, 2010 p.87).

This type of research allows leaning on the arguments of different authors like books, internet, pamphlets and more bibliographical sources. That will be of absolute value.

**POPULATION**

According to Tamayo (2012), the population is the totality of a phenomenon of study, it includes the totality of units of analysis that
integrate this phenomenon, and that must be quantified for a certain study integrating a set N of entities that participate of a certain characteristic. It is called the population because it constitutes the totality of the phenomenon attached to an investigation.

It is the set of individuals that possess common characteristics that are observed in a place in a determined moment in which the investigation is realized.

SAMPLE

It is a subset or part of the population in which the research will be carried out.

The sample will not be probabilistic choosing the population through the selection of units of analysis according to the following table. "The sample is a representative and finite subcommittee that is drawn from the accessible population." (Arias, Phidias, 2012 p.83).

**FORMULA**

\[ F = \text{fraction sample} \]

\[ \frac{n}{N} = 0.46 \]

\[ \frac{100}{216} = 0.46 \]

n= sample size

N= population

**Fraction sample**

0, 46 x 1 authorities = 0.46 = 0.5

0, 46 x 15 teachers = 6.90 = 7.0

0, 46 x 200 students = 92.46 = 92.5

Total = 100
## STRATUM

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHORITIES</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>200</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL</td>
<td>216</td>
<td>42</td>
</tr>
</tbody>
</table>

**Source:** Escuela de Educación Básica Padre Antonio Amador.

**Author:** Martina León Medina
## OPERALIZATION VARIABLES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT VARIABLE</td>
<td>DEFINITION</td>
<td>SET OF WORDS THAT IS PART OF A SPECIFIC LANGUAGE</td>
</tr>
<tr>
<td>VOCABULARY BASIC</td>
<td>IMPORTANCE</td>
<td>THE VOCABULARY IN ENGLISH IS ELEMENTARY FOR LEARNING AND TEACHING THE ENGLISH LANGUAGE, BECAUSE WITHOUT SUFFICIENT KNOWLEDGE OF VOCABULARY PEOPLE CANNOT UNDERSTAND OTHERS OR EXPRESS THEIR OWN IDEAS.</td>
</tr>
<tr>
<td></td>
<td>CHARACTERISTICS</td>
<td>INCREASE INTELLECT IN SPEAKING AND WRITING</td>
</tr>
<tr>
<td>DEPENDENT VARIABLE</td>
<td>DEFINITION</td>
<td>ORAL EXPRESSION IS THE ABILITY THAT MAN HAS TO COMMUNICATE WITH OTHERS AND EXPRESS THEIR IDEAS AND THOUGHTS.</td>
</tr>
<tr>
<td>ORAL EXPRESSION</td>
<td>IMPORTANCE</td>
<td>ORAL EXPRESSION ALLOWS THE PRACTICAL GRAMMATICAL KNOWLEDGE TO EXPRESS THE CORRECT MESSAGE</td>
</tr>
</tbody>
</table>
RESEARCH METHODS

It was considered that the use of theoretical methods is necessary since in investigating it is important the search for useful elements that allow to reach the knowledge of the proposed, these methods are fundamental to answer the different questions in the educational field.

Scientific Method

"Set of steps fixed in advance by a discipline in order to achieve valid knowledge through reliable instruments", "standard sequence to formulate and answer a question", "guideline that allows researchers to go from point A to point Z with the confidence of obtaining a valid knowledge"

Thus, the method is a set of steps that tries to protect us from subjectivity in knowledge.

Deductive method

The deduction goes from the general to the particular. The deductive method is the one that leaves the general data accepted as valid, to deduce by means of logical reasoning, several hypotheses, that is to say; Part of truths previously constructed as general principles, to then use it to individual cases and to demonstrate its effectiveness.

Inductive method

The induction goes from the particular to the general. We use the inductive method when we obtain general propositions from the inquiry of
particular facts, that is, that is a general principle after the study and analysis of facts and phenomena in particular.

The Induction is a mental process that lies in deducing from some particular cases observed the general law that governs them and that applies to all of the same gender.

**DIRECT OBSERVATION**

This method collects data in the classroom, the interaction between people in the teaching of oral expression through a useful basic vocabulary.

"Observation is an ability to view or receive through sight, in a systematic way, any fact, a phenomenon that occurs in nature or in society according to a few pre-established research objectives" (Bernal & Cesar, 2010, p. 69).

It is one in which the researcher has direct contact with what he wants to investigate because it allows obtaining information from primary sources and used as a measuring instrument. In addition, analyze conflicts in the community.

**TECHNIQUES FOR RESEARCH**

The techniques are the means used to obtain the information and facilitate its development. This process was carried out through surveys and interviews applied to students and teachers of the school of basic education Father Antonio Amador
"Understood by technique of investigation the procedure or Particular way to obtain data or information" (Phidias G Arias 2010 p.67).

**Interview**

The interview with the teacher and the 10th grade teacher is for obtaining information through a direct dialogue to the interviewees by establishing closed and structured questions mentioning their preparation and evidences on the teaching of oral expression through a useful basic vocabulary.

In this regard, Tamayo and Tamayo (2008: 123), says that the interview "is the relationship established between the researcher and his object of study through individuals or groups in order to obtain oral testimony."

The interview is the direct communication between the interviewee and the interviewer through a dialogue that will allow us to collect data and obtain verbal responses to the questions raised about the problem.

**Survey**

The survey is a variety of questions assigned to several people, in order to collect data of any kind; whether public or private in an investigation.

"Define the survey as a technique that seeks to obtain information
that provides a group or sample of topics about themselves or in
relation to a particular topic." (Phidias G Arias 2010 p.72)

This medium was applied with the purpose of collecting information
of the students of 10th of basic education, making use of the Likert table
that was given to each student. This table shows the information collected
from 10th year students, indicating in graphical representation the
percentage of answers to the questions raised in the survey. Emphasizing
the analysis of this research.
OBJECTIVE: to determine if teaching oral expression in the classroom encourages a basic vocabulary skills in tenth grade students at escuela de educación básica padre Antonio Amador.

1. ¿Considera necesaria la enseñanza de la expresión oral? ¿Por qué?

Por supuesto que sí, es absolutamente imprescindible en la enseñanza porque aporta en el desarrollo del estudiante y de la sociedad.

2. ¿Considera usted que hace falta la implementación de recursos en la enseñanza de inglés?

Sí. Ayudaría a desarrollar la clase con interés.

3. ¿Considera importante el desarrollo de las habilidades de un vocabulario Básico en los alumnos?

Afirmativo, porque en la práctica del vocabulario se lograría desarrollar el dialogo abiertamente.

4. ¿Cree que la elaboración de un folleto con actividades y ejercicios es importante en el desarrollo de vocabulario básico?

Lo creo porque sería de gran beneficio para los maestros y estudiantes.

5. ¿Apoyaría al desarrollo de este proyecto? ¿Cómo?

Encantado lo haría, abriendo campo a los encargados de este proyecto; facilitándole el tiempo necesario, y brindando el apoyo mi con los estudiantes.
OBJECTIVE: to determine if current activities of oral expression used in the classroom promote the basic vocabulary in tenth grade students at escuela de educación básica padre Antonio Amador.

1. Do you consider oral expression techniques necessary? Why?
   Yes. I consider it very necessary because by making use of them the student would develop with enthusiasm.

2. What are the factors that prevent students to understand the learning of a new vocabulary?
   One of them is that the classes are monotonous and repetitive; another reason is the short time for the class and finally the lack of teaching materials.

3. Do you think the use of new dynamic can help to develop basic vocabulary skills?
   Of course yes.

4. What is the most difficult aspect of developing vocabulary in classes?
   It is the little interest, for the difficulty of the pronunciation in a dialogue.

5. Do you think that an additional didactic element is necessary to promote the learning of basic vocabulary?
   It is very necessary to raise the spirits and interest in students in learning this second language.
OBJECNTIVE: To obtain information about the use of oral expression techniques to develop the basic vocabulary skills of 10th grade students in Basic Education at Escuela de educación básica Padre Antonio Amador.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>STATEMENTS</th>
<th>TOTALLY DISAGREE</th>
<th>DISAGREE</th>
<th>INDIFFERENT</th>
<th>AGREE</th>
<th>TOTALLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The oral expression techniques can help to develop the skills of a useful basic vocabulary.</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>The basic vocabulary in English will be to interesting if effective teaching techniques are implemented in each class.</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>The vocabulary will be easy to understand if it starts with frequently used words.</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>The vocabulary requires the use of different applications and procedures.</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>The vocabulary will be more interesting if the use of different didactic resources becomes a priority in the class.</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>Some words are difficult to understand because they are always applied in different ways.</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>The techniques of teaching oral expression can become more attractive for all.</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>The teacher promotes the development of vocabulary skills through different strategies and resources.</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>The use of modern resources increases the participation of students in the classroom.</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>A booklet with new vocabulary and activity exercises will motivate you to read more in English.</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>20</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica padre Antonio Amador.

Author: Martina León Medina
ANALYSIS AND INTERPRETATION OF THE RESULTS
SURVEY TO THE STUDENTS

SAMPLE: 40 students
COURSE: 10th

STATEMENT 1: The oral expression techniques can help to develop the skills of a useful basic vocabulary.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>29</td>
<td>72%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>8</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica padre Antonio Amador.
Author: Martina León Medina

ANALYSIS: According to the results of statements 1, we can find that 72% of the students have answered affirmatively; this means that oral expression can help develop oral skills in students.
ANALYSIS AND INTERPRETATION OF THE RESULTS
SURVEY TO THE STUDENTS

SAMPLE: 40 students  COURSE: 10th

STATEMENT 2: The basic vocabulary in English will be interesting if effective teaching techniques are implemented in each class.

Chart 2

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>AGREE</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>17</td>
<td>42%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica padre Antonio Amador.
Author: Martina León Medina

ANALYSIS: According to statements 2, we can observe that the greater number of students agrees, and totally agree that they are implemented in the hours of effective technical classes in the learning of the vocabulary.
ANALYSIS AND INTERPRETATION OF THE RESULTS
SURVEY TO THE STUDENTS

SAMPLE: 40 students
COURSE: 10th

STATEMENT 3: The vocabulary will be easy to understand if it starts with frequently used words.

Chart 3

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>AGREE</td>
<td>15</td>
<td>37%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 3

Source: Escuela de Educación Básica padre Antonio Amador.
Author: Martina León Medina

ANALYSIS: According to statements 3, we found that 50% of students responded positively to receiving vocabulary teaching with words that are used frequently.
ANALYSIS AND INTERPRETATION OF THE RESULTS
SURVEY TO THE STUDENTS

SAMPLE: 40 students  

COURSE: 10\(^{th}\)

STATEMENT 4: The vocabulary requires the use of different applications and procedures.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>AGREE</td>
<td>13</td>
<td>32%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>19</td>
<td>48%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica padre Antonio Amador.  
Author: Martina León Medina

ANÁLISIS: According to statements 4, researchers have observed that 10% of students disagree with using different procedures when applying vocabulary teaching; this means that in the greater number of students there was total acceptance.
ANALYSIS AND INTERPRETATION OF THE RESULTS
SURVEY TO THE STUDENTS

SAMPLE: 40 students

COURSE: 10th

STATEMENT 5: The vocabulary will be more interesting if the use of different didactic resources becomes a priority in the class.

Chart 5

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>AGREE</td>
<td>19</td>
<td>47%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 5

Source: Escuela de Educación Básica padre Antonio Amador.
Author: Martina León Medina

ANALYSIS: According to statements 5, it was observed that a large number of students have responded affirmatively that the use of teaching resources will be of great help and enthusiasm in teaching vocabulary.
ANALYSIS AND INTERPRETATION OF THE RESULTS
SURVEY TO THE STUDENTS

SAMPLE: 40 students
COURSE: 10th

STATEMENT 6: Some words are difficult to understand because they are always applied in different ways.

Chart 6

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>AGREE</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 6

Source: Escuela de Educación Básica padre Antonio Amador.
Author: Martina León Medina

ANALYSIS: According to statements 6, we get as a result that 95% of students say that it is very difficult to understand the words of a vocabulary when they are used for different times in a verb. This approves the use of a vocabulary booklet.
ANALYSIS AND INTERPRETATION OF THE RESULTS
SURVEY TO THE STUDENTS

SAMPLE: 40 students.  
COURSE: 10th

STATEMENT 7: The techniques of teaching oral expression can become more attractive for all.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>9</td>
<td>22%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>AGREE</td>
<td>15</td>
<td>38%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>9</td>
<td>22%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica padre Antonio Amador. 
Author: Martina León Medina

ANALYSIS: According to statements 7 it is analyzed that 38% of the students are in agreement and a similar percentage totally agree that the techniques of teaching of the oral expression have to be more interesting for the students.
ANALYSIS AND INTERPRETATION OF THE RESULTS
SURVEY TO THE STUDENTS

SAMPLE: 40 students
COURSE: 10th

STATEMENT 8: The teacher promotes the development of vocabulary skills through different strategies and resources.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>AGREE</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>15</td>
<td>38%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica padre Antonio Amador.
Author: Martina León Medina

ANALYSIS: According to the statements 8 only 17% of students do not approve that the teacher should promote the development of vocabulary skills using different strategies and resources; indicating that in 83% if there is acceptance.
ANALYSIS AND INTERPRETATION OF THE RESULTS
SURVEY TO THE STUDENTS

SAMPLE: 40 students  COURSE: 10th

STATEMENT 9: The use of modern resources increases the participation of students in the classroom.

Chart 9

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
<td>3</td>
<td>8 %</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>5 %</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>4</td>
<td>10 %</td>
</tr>
<tr>
<td>AGREE</td>
<td>15</td>
<td>37%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 9

Source: Escuela de Educación Básica padre Antonio Amador.
Author: Martina León Medina

ANALYSIS: According to statements 9 it is observed that a large number of students accept the use of modern resources in the classroom, which motivates them to participate with interest in teaching.
ANALYSIS AND INTERPRETATION OF THE RESULTS
SURVEY TO THE STUDENTS

SAMPLE: 40 students  COURSE: 10th

STATEMENT 10: A booklet with new vocabulary and activity exercises will motivate you to read more in English.

Chart 10

<table>
<thead>
<tr>
<th>VALUE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALLY DISAGREE</td>
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<td>12%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>INDIFERENT</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>AGREE</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>TOTALLY AGREE</td>
<td>13</td>
<td>33%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Escuela de Educación Básica padre Antonio Amador.
Author: Martina León Medina

ANALYSIS: According to the statements 10 we find that there is great acceptance and acceptance in the students of the 10th year, in which they are provided with a booklet with exercises and vocabulary activities, which motivates them to read in this second language.
DISCUSSION OF RESULTS

According with the results in this investigation on the proposal of the design of a booklet with exercises vocabulary, we have the following information.

Statements 1, we can find that 72% of the students have answered affirmatively; this means that oral expression can help develop oral skills in students.

Statements 2, we can observe that the greater number of students agrees, and totally agree that they are implemented in the hours of effective technical classes in the learning of the vocabulary.

Statements 3, we found that 50% of students responded positively to receiving vocabulary teaching with words that are used frequently.

Statements 4, researchers have observed that 10% of students disagree with using different procedures when applying vocabulary teaching; this means that in the greater number of students there was total acceptance.

Statements 5, it was observed that a large number of students have responded affirmatively that the use of teaching resources will be of great help and enthusiasm in teaching vocabulary.

Statements 6, we get as a result that 95% of students say that it is very difficult to understand the words of a vocabulary when they are used for different times in a verb. This approves the use of a vocabulary booklet.
Statements 7 it is analyzed that 38% of the students are in agreement and a similar percentage totally agree that the techniques of teaching of the oral expression have to be more interesting for the students.

Statements 8 only 17% of students do not approve that the teacher should promote the development of vocabulary skills using different strategies and resources; indicating that in 83% if there is acceptance. It is observed that a large number of students accept the use of modern resources in the classroom, which motivates them to participate with interest in teaching.

Statements 9 it is observed that a large number of students accept the use of modern resources in the classroom, which motivates them to participate with interest in teaching.

Statements 10 we find that there is great acceptance in the students of the 10th year, in which they are provided with a booklet with exercises and vocabulary activities, which motivates them to read in this second language.
**CHI SQUARE**

**Objective.** To demonstrate the relation between the Independent and Dependent variable.

**Independent Variable:** Basic Vocabulary  
**Dependent Variable:** Oral Expression

As we can see the value P is less than 0.05 for that reason we can affirm that there is a relation between the two variables. Therefore, basic vocabulary has influence in the oral expression.

![CROSSTABS](image)

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64
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

a) Few vocabulary teaching techniques.
b) Little importance to new vocabulary words.
c) They do not understand the pronunciation of words.
d) They do not use vocabulary strategies in class.
e) Lack of interest in learning English.
f) The classes are boring and stressful.
g) The teacher does not use updated methods.
h) Problem to read in English.
i) They would like to learn with new didactic resources.
j) The brochure in English will be fun and fundamental.

RECOMMENDATIONS

a) Allow effective vocabulary techniques.
b) Prepare and project vocabulary activities.
c) Motivate to listen to music in English.
d) Present an adequate vocabulary in English.
e) Organize the time to encourage learning English.
f) Expand participation through the new vocabulary.
g) Using body movements would have a fun class.
h) The teacher must be trained and use all the tools.
i) Listening to music through modern technology.
j) The booklet will help you teach and learn.
CHAPTER IV

THE PROPOSAL

DESIGN OF A BOOKLET WITH VOCABULARY EXERCISES

JUSTIFICATION

It is evident that the naturalness in the communication of any language is based on the definition, the way to understand the inquiry through emotions and feelings fundamentally. People express these impressions physically, yes, movements instead of simple words structured from their brain.

For this reason, vocabulary exercises are used for acquisition of foreign languages which will be important for students as the first beneficiaries. Because the use of vocabulary techniques will improve the teaching-learning process and motivate them to increase their interest in language. The second beneficiaries will be the teachers because they will have a new didactic method to improve the progress of learning and increase their motivation in the work as teachers. Finally the school of basic education Father Antonio Amador will be another beneficiary since these elements can be used as a guide for more students and in this way to be able to successfully face any problem that affects another student.
OBJECTIVES

General objectives

Improve the acquisition of foreign language through the design of a booklet with exercises of vocabulary for a good oral expression in the 10th course of education of the school Father Antonio Amador.

Specific objectives

- To know how this new method can be applied as a resource for psycholinguistic activities. Then, carry vocabulary exercises with the techniques created and established.

To verify that the teaching-learning process is effective in structuring the learning environment and focusing on the problems discovered.

To prepare adequately the didactic material for the students according to the new method to carry out group activities.

THEORETICAL ASPECTS

Psychological aspect

Psychology is considered as the descriptive science of behavior and studies the causes of attitude. The psychology used shows its value extremely well to understand how Education could reform in the acquisition of Foreign Language as a primary effect.
Therefore it is request to take students in a constructive development, sharing social-interactive evidences and creative proposals to create an attractive place to practice and train politely. This provides all the assignments of teachers, so that the English language is no longer seen as difficult to learn, all present work is simple, entertaining and obvious to be psychologically natural.

**Pedagogical aspect**

Pedagogy, is the art of Teaching and education that allow the human being to develop their potential through methods and actions, is the continuous result in the course of teaching - learning. Pedagogy is the practical growth of education until the acquisition of their particular skills.

For example, the Project presented aims to teach instructional strategies, experiences, knowledge. The student's environment and the learning objectives established by the student and the teacher. The vocabulary exercises of this proposal are oriented to the pedagogical requirements, to direct the students to a true growth in the learning of the English language.

**Sociological aspect**

The sociological aspect is the projection in the educational field; education is a social relation when there are two individuals the educator and the learner that influences the education of sociality. The instruction event is carried out on groups of students as this intensifies their dimensions.
Building vigorous and fruitful revelations of coexistence; Education is specified as the activity in which the human being receives information from a cultural event that assimilates it within and exalts his personality; education has a very broad role that is responsible for forming the personality in the vigorous individual and Balanced to face the deepest problems of life.

Legal aspect

This proposal has been approved by the director of said institution based on the constitution of the Republic of Ecuador and the laws of education. In Article 27 states. Education will focus on the human being and guarantee holistic development, within the framework of human rights and the development of skills and abilities to create jobs.

The constitution in the chapter, article 66 states. Education is an inalienable right of the person, inexcusable duty of the state, society and family; has the right to participate in the educational process.

FEASIBILITY

Similarly, Fidias Arias (2006) indicates that. "This is a proposal for action to solve a practical problem or satisfy a need. It is essential
that this proposal be accompanied by an investigation, demonstrating its feasibility or feasibility. "(P. 17)

This proposal is feasible, since it has the support of director José Olmedo Cuyo of the school of basic education Father Antonio Amador, teachers, students and parents, also added resources as paper to elaborate the additional worksheets and the collaboration of our project consultant who has contributed to the development of this research.

For this reason a brochure was designed for teachers whose main objective is to be able to carry out new methodological strategies that help to distribute new teachings in the students' learning to obtain a functional, efficient, creative, favorable aspect in order to favor learning Effective, and be able to approach a better education with quality and warmth.

HUMAN, MATERIAL AND FINANCIAL RESOURCES

Human feasibility

The staff involved in this proposal is the principal, teachers and students; all of them are part of the human resources available to the Padre Antonio Amador Elementary School.

Material and financial feasibility

The proposal is an instruction through a booklet with vocabulary exercises, for the development of oral expression of students involving teachers and parents that is funded through the physical resources of the school.
The resources of self-financing by the submitter and a minimum percentage contributed by the parents of the students

DESCRIPTION OF THE PROPOSAL

The present proposal will be for the students of the tenth grade of basic education of the school Father Antonio Amador. A booklet with vocabulary exercises will be designed to be done in classes, in this proposal each activity will be supported by projected activities, worksheets as support material.

Activities

The didactic activities will be, dynamic, games, that will be used to strengthen the vocabulary. For all this we use exercises, figures, audio songs that help us to the fun of the vocabulary.

This project was carried out with the help of teachers, students and other authorities.

Application

The proposal will be supervised and approved by the authorities, English teachers and the project adviser.

Instruments of use: Additional worksheets will be used with writing activities pen drive internet evaluation sheets.
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Velásquez (2007) Importancia del Desarrollo de la expresión oral en:

ANNEX 1

DOCUMENTS
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 Martina De La Paz
León Medina con C.C: 1715359020 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 IMPROVEMENT THE ORAL
EXPRESSION THROUGH AN USEFUL BASIC VOCABULARY PROPOSAL:
DESIGN OF BOOKLET WITH VOCABULARY EXERCISES, ha sido orientada
durante todo el período de ejecución en el programa antiplagio URKUND quedando el
9% coincidencia.

MSc. LARRY TORRES VIVAR
CC: 0913004347
composed by the attention and effort among human beings by sharing a natural world. Humanism is the educational action for the construction of people we cannot rule out any of the two between "being and is must be" thus dignity is their raison d'être. Education and humanism are but two elements in the same substance.

The best ingredient for a good education is the dedication to make students active in their own evolution and in society. Good education confers progress and makes us more observant of ourselves and of everything around us, trying to help those who need it most, respecting the differences we each have and viewing the weaknesses and strengths of individuals. These elements must be highly recognized by the educator to be able to offer an honest and effective teaching.

Pedagogical Foundation
They are the theoretical concepts of how to teach to achieve the dimensions, skills and abilities to get to know the educational purposes through an adequate application of the students' needs and to have a true formation of the individual since they are the protagonists who, in search of the new knowledge, since these are based on the essential in the educational process, in the development of the study and the processes of the educational system.

Constructivism
ANEX 2
PHOTOS
Interview with the principal of the school. Lic. Luis Olmedo Cuyo
English teacher. Lic Ana Toaza
Students in the realization of the project
CONTENT

Lesson 1: Vocabulary about clothes and accessories
Lesson 2: Weather forecast
Lesson 3: Fruits
Lesson 4: Vocabulary about classroom objects
Lesson 5: Sports
Lesson 6: Feelings emotions
Lesson 7: Action verbs
Lesson 8: Collective nouns
Lesson 9: Prepositions of place
Lesson 10: Verb to be
BOOKLET
BASIC VOCABULARY
FOR
DEVELOPMENT
IN STUDENT LEARNING
**SCHOOL:** PADRE ANTONIO AMADOR  
**COURSE:** 10th  
**TOPIC:** VOCABULARY ABOUT CLOTHES AND ACCESSORIES  
**CLASS N°:** 01  
**TEACHER:** MARTINA LEON MEDINA

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<th>Belt</th>
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<th>Skirt</th>
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<tbody>
<tr>
<td>Socks</td>
<td>Gloves</td>
<td>Wallet</td>
<td>Trainers</td>
</tr>
<tr>
<td>Tie</td>
<td>Shirt</td>
<td>Sunglasses</td>
<td>Cap</td>
</tr>
<tr>
<td>Suit</td>
<td>Trousers</td>
<td>Blouse</td>
<td>Sandals</td>
</tr>
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</table>
Unscramble the clothes and accessories vocabulary and number the pictures

1. Ktisr
2. t-tihrs
3. tsnriare
4. ite
5. aellwt
6. scosk
7. essulnags
8. elvogs
9. eltb
10. oshes
11. srthi
12. isut
13. ueorsstr
14. lsboeu
15. slansad
16. pac
Write the missing letters in the boxes to complete the clothes and accessories vocabulary

B__g

S__o__t__

D__e__s

W__t__h

S__e__l__r

S_a_f

U_b_e_l_______

B__a_e_e_______

J__c_e_______

O__e__a__l_______

P__j__m_s

S__i_s_i_______
Look at the weather vocabulary list below and write them under the correct places.

- Cold
- Partly-cloudy
- Rainbow
- Dry
- Snowy
- Stormy
- Rainy
- Hot
- Tornado
- Sunny
- Warm
- Windy
UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS
ACTIVITY N° 03

SCHOOL: PADRE ANTONIO AMADOR
COURSE: 10th
TOPIC: FRUITS
CLASS N°: 03
TEACHER: MARTINA LEON MEDINA

Cherry  Orange  kiwi
Banana  Pear  pineapple
Grapes  Peach  Plum
Match with lines

Pineapple
Peach
Grapes
Pear
Kiwi
Banana
Plum
Plum
Find and circle the words in the wordsearch puzzle.

Watermelon  Melon  Lemon
Mango  Pomegranate  Papaya
Strawberry  Apple  Avocado
SCHOOL: PADRE ANTONIO AMADOR
COURSE: 10th
TOPIC: VOCABULARY ABOUT CLASSROOM OBJECTS
CLASS N°: 04
TEACHER: MARTINA LEON MEDINA

- Pencil
- Ruler
- Eraser
- Sharpener
- Scissors
- Schoolbag
- Pen
- Pencil case
- Book
- Notebook
- Crayon
- Globe
- Map
- Paintbrush
- Glue
Put the numbers according to the figure.

- Glue
- Crayon
- Map
- Sharpener
- book
- Eraser
- Globe
- Pencilcase
- Pen
- Pencil
- Notebook
- Scissors
- Ruler
- Paintbrush
- schoolbag
Observe each figure and write the name in the crossword puzzle according to the number indicated.

Horizontals
1. [Image 1]
2. [Image 2]
3. [Image 3]
4. [Image 4]
5. [Image 5]
6. [Image 6]
7. [Image 7]
8. [Image 8]

Verticals
9. [Image 9]
10. [Image 10]
11. [Image 11]
12. [Image 12]
13. [Image 13]
14. [Image 14]
15. [Image 15]
Baseball  Archery  Basketball  
Boxing  Cycling  Football  
Golf  Gymnastics  Hockey
Ice skating  Karate  Parachuting

Skiing  Running  Surfing

Tennis  Volleyball

Adventure sports  Rock climbing
Look at the figure and write the name of the sport

Karate

Skiing

Rock climbing

Ice skating

Volleyball

Running

Tennis

Rafting

Paragliding

Surfing
SCHOOL: PADRE ANTONIO AMADOR
COURSE: 10th
TOPIC: FEELINGS EMOTIONS
CLASS N°: 06
TEACHER: MARTINA LEON MEDINA

Happy

Sad

Bored

Confused

Scared

Tired

Worried

Angry
Choose the correct words from the list below and write them under the correct pictures.

- Happy
- Sad
- Angry
- Confused
- Scared
- Worried
- Tired
- Bored
Unscramble the feelings vocabulary and number the pictures

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<td>Sing</td>
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<tr>
<td>Close</td>
<td><img src="image10" alt="Close" /></td>
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Shout
Cry
Go sell
To play
Sweep
Tie up
Laugh
Imagine
Read
Paint
Row
To buy
Look at the number of each word in the list, then write it on the crossword and put the number on the picture.

Horizontals - Verticals

1. Jump 6. Open
2. Sit 7. Dance
3. Watch 8. Listen
5. Sing 10. Write
Match with lines

To buy
Read
Imagine
Row
Paint
Laugh
Tie up
Go sell
Sweep
To play
Cry
Sheep | Flock | Dog | Pack
---|---|---|---
Fish | Shoal | Elephant | Herd
Pig | Piara | Ants | Colony
Bee | Swarm | Fly | Cloud
Look at the figure and write the name of the collective nouns

_______  ________  ________  ________

_______  ________  ________  ________

_______  ________  ________  ________

_______  ________  ________  ________
Look at the figure and write the name of the collective nouns.
**SCHOOL:** PADRE ANTONIO AMADOR  
**COURSE:** 10th  
**TOPIC:** PREPOSITIONS OF PLACE  
**CLASS N°:** 9  
**TEACHER:** MARTINA LEON MEDINA

<table>
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<tr>
<th>Preposition</th>
<th>Example</th>
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<tbody>
<tr>
<td>Over</td>
<td>![Over Image]</td>
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<tr>
<td>Under</td>
<td>![Under Image]</td>
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<td>Behind</td>
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<td>Next to</td>
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<td>In</td>
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<td>Opposite</td>
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<td>In front of</td>
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<td>On</td>
<td>![On Image]</td>
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<tr>
<td>Between</td>
<td>![Between Image]</td>
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</tbody>
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Circle the correct option and fill in the blanks

Look! That brown horse is jumping ________ the fence.

a) on  b) under  c) in  d) over

Mr. Jefferson is hiding ________ the bed because he is afraid of injections.

a) behind  b) under  c) opposite  d) on

Can you see that girl ________ the blackboard?

a) over  b) under  c) behind  d) in front of

Marilyn is sitting ________ her brother Peter and they are watching TV.

a) next to  b) under  c) opposite  d) in front of

Superhero Mighty man is having a bath ________ the tub.

a) under  b) on  c) near  d) in

The driver of the blue car ________ the green car is very angry.

a) over  b) under  c) behind  d) in front of
The man with the green hat is sitting \underline{_______} the woman with the red hat.

a) next to  b) under  
c) opposite  d) in front of

All the family members are sitting \underline{_______} the TV and watching a wonderful film.

a) next to  b) under  
c) opposite  d) in front of

Man: Why are you throwing snowballs \underline{_______} my face?
Boy: Because it's very funny.

a) under  b) on  
c) near  d) in

The man in the yellow car is very unhappy because his car is \underline{_______} two other cars?

a) in front of  b) behind  
c) between  d) next to

There is a young girl \underline{_______} the baby. She must be a babysitter.

a) next to  b) under  
c) opposite  d) in front of
VERB TO BE

I am

You are

He is

She is

It is

We are

You are

They are
Write the personal pronouns and the verb to be. Observing the figure...
Peter and Carl

Hello! My name is Carl. I am from Australia. I am 13 years old and I am a student at a secondary school. My father is a teacher and my mother is a nurse. My father is 45 years old and my mother is 42. We live in the city center. Our house is a small flat but it is new and modern. My grandparents live with us. They are retired.

This boy is Peter. He is my best friend. He is a student at high school. He is 15 years old. His parents are lawyers. Their office is on Curry Street. They live in the city center. Their house is very big and it has got a big garden. We are always together after school.

Michael and Joseph

These are Michael and Joseph. They are twin brothers. They are 16 years old. They are both short and slim. They are in the same class. They always together. They are from London. Their favorite football team is Liverpool and their favorite singer is Madonna. Michael's hair is blonde and wavy but Joseph's hair is dark and straight. Michael is good at Mathematics and Joseph is good at Physics. They are both interested in seeing new places and camping. Their house is in the country. It is a small cottage. Their father is a bus driver and their mother is a shop assistant. They are very happy together.