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

PROYECTO EDUCATIVO

TOPIC

INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF SPEAKING SKILLS

PROPOSAL

DESIGN A PEDAGOGICAL GUIDE BASED ON THE ACQUISITION OF VOCABULARY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN, MAJOR IN LENGUA Y LINGÜÍSTICA INGLESA

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Que los integrantes MIRYAM ARIANA LLERENA MERCHÁN C.C: 0953043890 con YARITZA JOHANA GONZÁLEZ VELASCO C.C: 0941337024 diseñaron el proyecto educativo con el tema: INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF SPEAKING SKILLS. DESIGN A PEDAGOGICAL GUIDE BASED ON THE ACQUISITION OF VOCABULARY

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

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

Atentamente

Msc. Galo Donoso
Tutor
DEDICATION

I dedicate this project with all my love to my Beloved mother Miriam Azucena Merchán Gutiérrez who with her sacrifice and effort gave me studies throughout my life, trusting in me always in spite of the problems that we have experienced, without the support of my mother perhaps, I had never reached my degree,

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I dedicate this investigation work to my parents César Arturo González Dávila and Piedad del Rosario Velasco Bran and also my Aunt Ketty Hermelinda Velásquez Bran for supporting and guiding me throughout the career.

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We want to thank to God because thanks to Him we have been able to reach this point, for giving us life and health to continue with our projects. To our professors and thesis tutor for giving us all their support around our career and inculcating us to value our studies and not limit ourselves but to improve ourselves every day.
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TÍTULO Y SUBTÍTULO: INFLUENCIA DEL VOCABULARIO EN EL DESARROLLO DE LA HABILIDAD ORAL; PROPUESTA: DISEÑO DE UNA GUÍA PEDAGÓGICA BASADA EN LA ADQUISICIÓN DE VOCABULARIO

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ÁREAS TEMÁTICAS: (Guía de Métodos pedagógicos para coordinar el proceso enseñanza – aprendizaje del idioma inglés y mejorar sus destrezas lingüísticas a través de un instrumento didáctico para la adquisición efectiva de vocabulario.).

PALABRAS CLAVE: Vocabulario, adquisición, memoria, desarrollo.

RESUMEN: La adquisición de vocabulario es esencial para el aprendizaje de idiomas; sin embargo, no es fácil aprender palabras. Obviamente, cuantas más palabras alguien haya aprendido en inglés, más fácil es hablar en inglés. Por lo tanto, la adquisición del vocabulario es de importancia crucial para los estudiantes porque todas las habilidades lingüísticas necesitan la adquisición del vocabulario. El progreso del dominio del inglés no depende del uso de la gramática, sino también de las palabras acumuladas en la memoria. La memoria es un factor que influye en la adquisición del vocabulario porque permite tener o mantener palabras en un recuadro mental, y se usa inmediatamente dependiendo del contexto. Para encontrar la relación entre el vocabulario y las habilidades del lenguaje, este proyecto educativo a través de investigadores y utilizando diferentes métodos de investigación pretenden analizar la influencia del vocabulario en el desarrollo de habilidades orales a través de un campo, análisis bibliográfico y estadístico para diseñar una guía pedagógica basada en adquisición de un vocabulario que promueva y mejora el aprendizaje de nuevas palabras en el idioma inglés en el colegio fiscal Patria Ecuatoriana en el año académico 2017-2018
**Title and Subtitle:** Influence of Vocabulary in the Development of Speaking Skills; Proposal: Design a Pedagogical Guide Based on the Acquisition of Vocabulary

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**Abstract:** Vocabulary acquisition is essential for language learning; however, it is not easy to learn words. Obviously, the more words someone has learned in English language, the easier is to speak in English. Therefore, the vocabulary acquisition is crucial importance to learners because all language skills need the vocabulary acquisition. The progress of English proficiency does not depend on the grammar use but also the words accumulated on the memory. Memory is a factor that influence in the vocabulary acquisition because it allows having or keep words in a mental box, and it is used immediately depending of the context. To find the relation between vocabulary and language skills, this educational project through researchers and using different methods of investigation pretend to analyze the influence of vocabulary in the development of speaking skills through a didactic instrument for an effective acquisition of vocabulary that promotes and improves the learning of new words in the English language at Patria Ecuatoriana high public on academic year 2017-2018.

**Keywords:** Vocabulary, acquisition, memory, development.

**Thematic Areas:** (Guide of pedagogical methods to coordinate the process teaching learning of the English language and to improve its linguistic skills through a didactic instrument for an effective acquisition of vocabulary.)

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TOPIC: Influence of Vocabulary in the Development of Speaking Skills

PROPOSAL: Design a Pedagogical Guide Based on the Acquisition of Vocabulary

TUTOR: MSC. Galo Donoso

ABSTRACT

**Vocabulary** acquisition is essential for language learning; however, it is not easy to learn words. Obviously, the more words someone has learned in English language, the easier is to speak in English. Therefore, the vocabulary acquisition is crucial importance to learners because all language skills need the vocabulary **acquisition**. The progress of English **proficiency** does not depend on the grammar use but also the words accumulated on the **memory**. Memory is a factor that influence in the vocabulary acquisition because it allows having or keep words in a mental box, and it is used immediately depending of the context. To find the relation between vocabulary and language skills, this educational project through researchers and using different **methods** of investigation pretends to analyze the influence of vocabulary in the **development** of speaking skills through a field, bibliographic and statistical analysis to design a pedagogical guide based on the acquisition of vocabulary that promotes and improves the learning of new words in the English language at Patria Ecuatoriana high public on academic year 2017-2018.

**Keywords:** Vocabulary, acquisition, memory, development.
CARRERA: Lenguas y Lingüística
TEMA: Influencia del Vocabulario en el Desarrollo de la Habilidad Oral
PROPUESTA: Diseño de una Guía Pedagógica Basada en la Adquisición de Vocabulario
TUTOR: MSC. Galo Donoso

RESUMEN

La adquisición de vocabulario es esencial para el aprendizaje de idiomas; sin embargo, no es fácil aprender palabras. Obviamente, cuantas más palabras alguien haya aprendido en inglés, más fácil es hablar en inglés. Por lo tanto, la adquisición del vocabulario es de importancia crucial para los estudiantes porque todas las habilidades lingüísticas necesitan la adquisición del vocabulario. El progreso del dominio del inglés no depende del uso de la gramática, sino también de las palabras acumuladas en la memoria. La memoria es un factor que influye en la adquisición del vocabulario porque permite tener o mantener palabras en un recuadro mental, y se usa inmediatamente dependiendo del contexto. Para encontrar la relación entre el vocabulario y las habilidades del lenguaje, este proyecto educativo a través de investigadores y utilizando diferentes métodos de investigación pretenden analizar la influencia del vocabulario en el desarrollo de habilidades orales a través de un campo, análisis bibliográfico y estadístico para diseñar una guía pedagógica basada en adquisición de un vocabulario que promueva y mejora el aprendizaje de nuevas palabras en el idioma inglés en el colegio fiscal Patria Ecuatoriana en el año académico 2017-2018

PALABRAS CLAVES: Vocabulario, adquisición, memoria, desarrollo.
INTRODUCTION

This chapter discusses about Background of the study, Problem identification, Limitation of the problems, Statement of the problems, Scope of the study, and The Significance of the study.

English is an international language, which is used in many fields of life such as: in Politics, Economics, Social and Education. Therefore, English is important for international communication. English is pretended by many people to deliver thought and interact in a variety of situation. English is one of the foreign languages for Ecuadorian students that must school since primary school until University level. English is completely different from Spanish language being look at from the system of structure, pronunciation and vocabulary. English be learnt in teaching involves of four language skills; they are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support four-language skill above such as: grammar, vocabulary, spelling and pronunciation that are taught in English teaching and learning process. Vocabulary is one of important aspects in teaching language, as stated by Edward in his book, Vocabulary is one of the important factors in all language teaching, and student must learn many words while they learn different structures and sound system.
CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION

The present investigation carried out at Patria Ecuatoriana High School; in the city of Guayaquil at San Eduardo citadel located at Libertad and Venezuela streets. This educational institution began in the 70s with the initiative of a group of professionals in education graduated from the Catholic University of Guayaquil. On November 22, 1971, the high school opened its doors with 300 students in its three sections.

Currently, the Educational institution has 3600 students and 90 teachers. The institution offers the specialties of mathematical physics, biologist, social philosophical and accounting, in its classrooms have developed important professionals who have excelled in our country, such as; sailors, teachers and athletes.

The mission of the institution is to train students with autonomy and respect, to optimize the educator's knowledge and to encourage the search and application of pedagogical technical in the advances that take place nationally and international.

CONFLICT SITUATION

Using observation as a research technique, researchers found some factors that are affecting the apprehension of new words and oral practices in the teaching of the English language in the students of 1st. in the Bachillerato at Patria Ecuatoriana high public school located at Zone 8; District 4; Circuit 4; in the City of Guayaquil of the province of Guayas.
In the English class development was perceived that performance of the students did not respond to the standards framed in the education about the knowledge level that students should dominate for an effective learning; they have problems in the vocabulary to solve exercises given in classes, neither, the results were not satisfactory in the oral expression practices. In consequence, students decide to remain passive in the classroom development, hindering to carry out different objectives detailed in the plans of the subject treated.

Similarly, demotivation was observed in the students due to the lack of strategies and methodologies adequate that respond and encourage students' motivation; these aspects create an unfriendly environment with the objectives set, as well as, they affect in all directions in the development of the class. This problem destabilizes the attitude and behavior of students, resulting in unfavorable actions that do not allow cathedra progress optimal.

As a positive aspect it found that students are interested in the text and pedagogical material used by the teacher for the subject explanation, the topics discussed in the text are quite novel and they are in accordance with the current student’s status.

All the negative factors evidenced in this research, could be the cause of the low student’s participation during the learning of this foreign language; The academic performance is not justified with the resources spent in the institution with the hours dedicated to language learning nor does it guarantee quality preparation as required by current needs within the educational field.
SCIENTIFIC FACT

The students of the 1st. Bachillerato "A" school have low development of speaking skills. Therefore, it is a priority to implement a solution to this problem, the shortcomings respond to a limited vocabulary, to the little practice of oral activities and to the low student commitment. In the Patria Ecuatoriana high located in Zone 8; District 4; Circuit 4; in Guayaquil city of Guayas province.

CAUSES

- Very basic vocabulary.
- Insufficiency of practicing of vocabulary
- Insufficiency of lexical activities where students can increase vocabulary
- Little practice of oral activities.
- Lack of motivation
- Low the teacher's commitment to teaching.

INVESTIGATION PROBLEM

How does the learning of vocabulary influence in the development of speaking skill in students of 1st. Bachillerato at Patria Ecuatoriana high public school located in Libertad and Venezuela streets in zone 8; District 4; Circuit 4; in the Guayaquil city of Guayas province at Febres Cordero Parish?
GENERAL OBJECTIVE

- To analyze the influence of vocabulary in the development of speaking skills through a field, bibliographic and statistical analysis to design a pedagogical guide based on the acquisition of vocabulary that promotes and improves the learning of new words in the English language.

SPECIFIC OBJECTIVES

- To determine the importance of vocabulary through a field, bibliographic and statistical analysis

- To establish the relation between the use of vocabulary and oral skill activities through a field, bibliographic and statistical analysis.

- To design a pedagogical guide based on mnemonic strategies that promote and improve the learning of new words in the English language through of obtained data interpretation.

INVESTIGATION QUESTION

1. What is the importance of vocabulary in English language learning?

2. How does the vocabulary acquisition affect the speaking skills?

3. How would the mnemonic activities improve speaking skill?

4. How does the design of a pedagogical guide based on mnemonic strategies intervene with the student's performance in speaking skills?

5. What theories is based this research to improve oral skills?
JUSTIFICATION

First of all, this research is relevant because it allows analyzing the influence of vocabulary in the development of speaking skill through a field, bibliographic and statistical analysis to design a pedagogical guide based on the acquisition of vocabulary that promotes and improves the learning of new words in the English language in students of 1st Bachillerato at Patria Ecuatoriana high school.

Secondly, according to the standards indicated in the European reference framework and the National curriculum, students must reach level A1 when they finished their secondary level. However, due to inconsistencies found through class observation, it carried out in real practice, and then teachers should apply strategies aimed to improve the English proficiency in many ways. Precisely, this thesis also focuses on the importance of being able to communicate in the English language, since it is considered that it is not only a necessity, the reality in which students live, require being more competent, therefore communication in this language is a priority.

Chomsky (2005) acquisition of language during childhood and adolescence occur thanks to the ability of human beings to recognize and assimilate the basic structure of language, for this reason, it is necessary to optimize the educational resources in the institution through a pedagogical guide with mnemonic strategies that promote and improve the learning about new words in the English language.

Thirdly, this work is adaptable to the teacher’s pedagogical strategies; the Organic Law of Education establish in article. 26 of the Constitution of the Ecuadorian Republic; establishes that education is a fundamental right of people throughout their lives and an inescapable and inexcusable duty of
the State and it constitutes a priority area of the state investment, guarantee of the equality, social inclusion and indispensable condition for the society.

The construction of society is a compromise of all, but over all of the education because education is a vital part of the constitutional principle based on the ´Sumak Kawsay´ that has a vision of the world centered in the human being as a part of natural and social environment. As the Minister of Education mentions it, here in advance, M.E as its acronyms are in Spanish, (2017).

"The satisfaction of needs, the attainment of a quality of life and dignified death, the love and being loved, the healthy flowering of all, in peace and harmony with nature and the indefinite prolongation of human cultures. Living has free time for contemplation and emancipation, and that the real liberties, opportunities, capacities and potentials of individuals expand and flourish in such a way that society, territories, diverse collective identities and everyone as a human being universal and particular at the same time, as a desirable life goal ", National Plan for Good Living (2013).

Finally, this project sustains in laws and principles to allow to the development of human abilities so that it guarantees the equality and opportunities for all students in this educational community as part of student´s preparation for the future with values and knowledge to promote and increase the economic development of the country.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND

Before explaining bibliographically, the influence of the learning of vocabulary in the development of speaking skill, it has been needed to find previous works in a similar context, one of these is, the investigation “Vocabulary Acquisition in Second Language” realized by Leal, and Medianeira de Oliveira (2014) in Brazil. This investigation had the purpose to determine the influence of different strategies to learn vocabulary in second language. For example, the effect of decontextualized vocabulary learning (repetitions or memorization of word list) is stronger than contextualized vocabulary learning (use vocabulary in context) in students of some public Brazilian schools in Brasilia. The use of keywords affects production because it limited the acquisition of more words. Remember words through reading comprehension, learn vocabulary incidentally an intentionally. They concluded through investigation results that linguistic context; (the text) has not contributed to increase the performance of students. It was suggested by them that this study should be repeated but using other contexts.

In the foregoing text, the investigation realized by the author shared the idea of the influence of vocabulary in the language acquisition; different authors explain the use of decontextualized vocabulary learning and contextualizing vocabulary learning. These theories help to explains throughout development of theoretical framework, the objective of analyzing the influence of vocabulary in the development of speaking skills through a field, bibliographic and statistical analysis to design a pedagogical guide based on the acquisition of vocabulary that promotes and improves the learning of new words in the English language.
THEORETICAL FOUNDATION

VOCABULARY

Bembibre (2009) says that vocabulary is a set of simple and complex terms making up a language. The vocabulary is different from one language to another and it has the significant characteristic of updating because it is said that vocabulary is a social invention that aims to communicate between individuals, it can also generate individual vocabularies that have to do with the generation of personalized terms that only the subject in question can understand at all.

As well as, it described as the use of vocabulary as a dynamic activity in permanent movement. The vocabulary of a language may be like that of another language, but it will never be the same. Having a wide comprehension of words is a very important instrument for the use of the corresponding language, with which you can get to have a correct expression. The acquisition of vocabulary begins from the first years of life when you begin to associate words with images, (Pigada, and Schmitt, 2006).

(Horst, as it is cited in Pigada, and Schmitt, 2006) considers that people learn words incidentally and by studying on acquisition through extensive reading, in consequence, the acquisition of vocabulary and its increment depend on how exposed they are to the text.

TYPES OF VOCABULARY

The human being through years have acquired many words and often humans masters these words with perfection, because he decodes the meaning due to the context, therefore, considering the level of mastery that a person has over their own vocabulary, we can divide into passive or receptive and active or productive.
The passive or receptive vocabulary. - It refers to the fact that the person can understand the word, but it is not very common to use it when speaking and writing, (Grigg, 2012). However, it can be improved by trying to transfer words from passive to the active vocabulary, Nordquist (2017).

Active or productive vocabulary. - It refers to those words that people can use effectively because they have integrated it into their everyday language and are able to produce messages with it, (Grigg, 2012).

These are the types of vocabulary; however, they cannot be used permanently since it is necessary to travel through these two types alternately or progressively. This type of process appreciates especially in childhood or in the learning of new languages. On the other hand, nowadays, due to economic and occupational needs people can find another type of vocabulary, the technical vocabulary.

Technical vocabulary. - This refers to that set of words specific to certain disciplines, trades or areas of knowledge, which are only known or usual among specialists in each specific field. This technical lexicon has objective classifications of words, where the designation and the meaning coincide, that is, the terms are not interpreted, their meaning is, in this sense. Vocabularies such as the scientific or legal are an example of this type of specialized lexicons, (Bonilla, 2012).

IMPORTANCE OF VOCABULARY

In a second language is vital to understand others or express ideas. It was not possible without vocabulary because without vocabulary nothing can be conveyed. Individuals need to have a toolbox full of tools; (vocabulary). Vocabulary is used for everyone with the purpose to communicate through language. Language is constantly growing, and it is completed with items like grammar, punctuation, and capitalization rules;
figurative language; rhyme; rhythm; and vocabulary, therefore the importance of vocabulary is something that cannot be overstated, (West, 2017).

Communication depend on a good working knowledge of terms and their meanings, teachers should emphasize reading and verbal interaction to help them to build a strong working vocabulary. When someone cannot communicate with clearly and accuracy, instructions or messages may be difficult to understand.

Teachers accentuate the importance of vocabulary acquisition in primary and secondary school and continue providing students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students understand concepts that have words with which they may be unaccustomed. Reading and speaking activities are also an excellent way to build vocabulary, finally. The importance of vocabulary training determines difference in their ability to prosper in school and work, Hidayah (2012).

**VOCABULARY IN SECOND LANGUAGE ACQUISITION**

For many people, the goal of learning English is to be able to communicate in a new language. In language, vocabulary is not just important, but crucial in a foreign language environment because it is the key to communication. Although, for (Folse, 2004) vocabulary is not as important in learning a foreign language as Grammar or other areas. On the contrary, (Wilkins, 2000) states that without grammar, very little can be conveyed but without vocabulary nothing can be conveyed, it is one of these reasons which people travel with a dictionary, instead of a grammar book.

Both, in the first language or the second one is required a strong vocabulary allows students to develop other skills because improving
vocabulary has a positive influence on the ability to build up the language proficiency, when people have a rich vocabulary, it makes that the language skills be easier to perform. The thing is, the more words students know, the more they will learn, because who knows more words is able to use those already known words to go on learning, (Paul, 2002).

MNEMONICS

“Mnemonics is a set of techniques that allow organizing the information so it can be recovered later”, McPherson (2017). Mnemonics is used as acronyms, rhymes, linking information, visual images or making up a story. In the area of psychology and pedagogy, mnemonics is known as the art of facilitating memorization by means of conventional strategies that serve as auxiliary tools.

MNEMONIC IMPORTANCE

McPherson (2017) Mnemonics is important because they are strategies that can be modified to fit a set of learning content. The use of this method improves and reinforces memory to face more complex structures. It is important because it benefits to students and others who have difficulty with the learning.

TYPES OF MNEMONICS

Mnemonic strategies have a set of appropriated activities for remembering. They are:

- shopping lists
- vocabulary
- appointments
- speeches
• facts
• names & faces
• dates
• phone numbers
• ideas
• jokes
• dramatic parts
• poems
• numbers

**MNEMOTECHNICAL STRATEGIES**

Wójcik (2018) proposes seven mnemonic strategies to help memorize and learn more efficiently, in less time. All of these strategies associate the information with an image, a word or a phrase.

- **Display.** – Wójcik (2018) It consists of creating mental images of what one wants to remember. Example: if it is pretended to remember the name of someone called “DAISY” it is possible associate it with a daisy flower.

- **Acronyms.** – Congos (2005) It refers to form a word with the initials of each one of the elements which one want to memorize. Example: UNESCO: United Nations Educational, Scientific and Cultural Organization.

- **Use of Phrases.** – Bakken (2015) Alike to the acronyms, but in this case, it consists of representing the first letter with a set of elements. Medical students use this method to memorize groups of nerves, bones or different parts of our anatomy.
• **Use rhymes or melodies.** - Congos (2005) It consist of use songs to adapt content for example when students in the kinder-garden learn ABC with a song rhyme

• **Divide the information.** - Wójcik (2018) it consists of diving the information into smaller fragments. Example: to divide numbers 4235169827 ... 4750234502.

• **Create stories, stories and jokes.** - Bakken (2015) it refers to remember thing that surprise us or entertain us than the most normal and ordinary things.

• **Use the method of places.** - Wójcik (2018) it consists of memorizing a large amount of information. It combines the use of organization, visual memory, and association. It is useful to identify a common path to make a speech.

**ORAL COMMUNICATION**

The oral communication according to (Bygates, as it is cited in Bañuelos, 2017) is the ability to group sentences in a context and adapt them to the circumstances of the moment. This means, thinking and deciding to respond orally. Then oral communication is an interactive process where meanings are created, but this meaning depends on the context where the interaction occurs, for example: experiences, the environment and the purpose of communicating.

(Swarthout, 2009) Oral communication is the process of expressing information or ideas through the mouth and it can be spontaneous, it has beginnings and endings, and it has a development. The interaction is the soul of communication. Then, to carry it out, it is necessary to know the functions of the language (or patterns) as:
• **Referential function.** - It is used when someone want to simply transmit an information.

• **Expressive function.** - When the issuer makes known its physical or emotional state; appellative function; when it needs to obtain a reaction of the receptor.

• **Factual function.** - It refers to check if communication is physically possible.

• **Esthetic function.** - refers to when trying to create beauty using oral or written language.

Regarding, the oral production, knowledge of the language some tools are required, which are grammar, pronunciation and vocabulary (linguistic competence). At the same time, as the functions and the tools, cultural rules and norms must be acquired (interrupt, speed of speech, how to enter a conversation, use formal or informal language), according to who is spoken, for this reason it is named sociolinguistic-competence. (Brown, as it is cited in Bañuelos, 2017)

As it has been argued, in the previous text, the set of language functions, its tools and cultural norms make up communication, and it, is presented in four different skills; reading, writing, listening and speaking.

**SPEAKING**

According to (Brown, as it is cited in Herliani, 2013) “speaking is an interactive process constructing meaning that involves producing and receiving and processing information. It is an ability to communicate orally to other people with the aim to express their idea and feeling.” (p.4)

Following the foregoing text, the communication is based or involves two abilities the first one is productive while the other is receptive. Speaking
skill represents the productive way, which need of making vocal sounds. When people make sounds are expressing thoughts and feelings in spoken language. At school, many English teachers spend most of class time on reading and writing practice, they do not use speaking and listening skills frequently as other skills. However, to increase communicate approach into the classroom speaking skills should be taught and practiced more because it is the means through which “students can communicate with others to achieve goals or to express opinions, intentions, hopes and viewpoints.” (EL Fattah, 2006, p.13)

**IMPORTANCE OF SPEAKING SKILL**

(Aamer, 2014) says “The Communication needs of language because language has and expresses ideas to interact with others; the set of ideas used in a language is known as speech.” (p.2) Speaking is fundamental to human communication because it gives the ability to communicate effectively. Speaking skills allow people to have their messages in a passionate, thoughtful, and convincing manner. For (Gillis, 2013) “The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator.” (p.1). in addition, he mentions that Speaking skills are important for career success because it can enhance one’s personal life, by and give a well-rounded growth people should all seek.

**THE ASPECTS OF SPEAKING**

For Herliani (2013) there are some aspects of speaking ability:

**Pronunciation.** - Pronunciation has to do with the way in which people make sounds putting letters together, consonants plus vowels, as well as using stress, intonation patterns (the rise and fall of our voice as we speak),
linking (joining certain words together) and sentence stress (emphasis on certain words in a sentence, (EL Fattah, 2006, p.17)

**Accuracy.** - Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy is a factor, which determines the success of foreign language students. (Brown, as it is cited in Herliani, 2013). On the other hand, there is a conflict between fluency and accuracy due to student can acquire confidence in speaking the new language although making it incorrect, however, the use of the language will go on being inaccurate or incorrect, (Skehan, as it is cited in EL Fattah, 2006, p.17).

**Fluency.** - (Lennon, as it is cited in Christiansen, 2011) defines fluency as “the ability to express oneself intelligibly, reasonably accurately and without too much hesitation.” (p.1). This factor entails to converse freely and talk with native-speakers about many different subjects.

**Comprehension.** - This factor makes the communication possible, because requires that not only knowing how to produce it well but also understanding the context of speech to produce the language. Harris, (as it is cited in Herliani, 2013).

**TYPES OF SPEAKING SKILL**

For (Poelmans, 2003) language skills are split up into two dimensions: The first dimension is named auditory; listening and speaking, and second one is named visual; reading and writing. In the like manner, they are divided in receptive and productive skills; reading and listening are receptive skills while writing and speaking are productive skills.

Speaking is a very complex skill where students have problems in the beginning because it involves more than just pronouncing words.
It makes that speaking get split up in different types of speaking situations: partially interactive, interactive, and Non-interactive.

**Interactive speaking.** – it refers to include face-to-face conversations and telephone calls, in which individuals are alternately listening and speaking, and in which they have a chance to ask for clarification, repetition, or slower speech from the other person conversation. Interactive speaking involves other language skill, the listening, while a person speaks another listen after that the second answer provoking a cyclical process. (Miller, 2010).

**Partially interactive.** – It can be mentioned that a partially interactive speaking situation is when someone give a speech to a live audience; the speaker can see the audience and judge from the expressions on their faces and body language, (Azeem et al., 2011).

**Non-interactive.** – Speaking can be in few occasions totally non-interactive, for example, when someone records a speech for a cellphone or radio broadcast, (Azeem et al., 2011).

**EPISTEMOLOGICAL FOUNDATION**

**Principles of Humanistic Education**

Humanism refers to valuing the human being and the human condition. Related to generosity, compassion and concern for the appreciation of human qualities and relationships, (Velasco, 2009)

The teaching of languages is the first objective of humanistic education because without it, it would not be possible to achieve the acquisition of knowledge; this first objective aims to "teach" data, facts, science or mathematics, through the reading and writing in the mother tongue. A second objective of humanistic education is the method, it means, how
something will achieve to arrive at a specific goal with good results. Finally, a third objective is the Coexistence, this refers to live in peace, with cooperation, generosity, respect for differences, and social pluricultural complexity, (Esquivel, 2004).

When a teacher develops a learning environment and this environment is positive, rich in Knowledge and psychologically nourishing, it is known as Humanistic teacher. Humanistic class is taken with deep respect for the learner, effective communication, acceptance of learners, concentration on the needs and feelings of learners, (Gerald, 2000).

There are five basic principles of humanistic education:

- Learning is self-directed.
- Students should know how to learn.
- Performance is made through self-evaluation
- Feelings and knowledge are considered an important part in the learning process.
- Students learn best in a nonthreatening environment.

Learning Theories

Leaning theories get referred to the changes that occur in behavior due to practice. Some of them are the basis of subsequent theories throughout the learning history. The different theories of learning according to (Sánchez, 2016) are: behaviorism, Cognitism, humanism and social learning.

Behaviorism. - posed by John B. Watson; this theory states that learner is essentially passive and only responds to stimuli from the surrounding environment. Learning, therefore, is a change in the behavior of the learner. One of the most obvious limitations of these theories is the study of
behaviors that are only observable, without considering mental processes that are vital when it comes to learning, (Ardila, 2013).

**Cognitism.** – It was proposed for the first time by George A. Miller. This theory mentions that learning is a mental process that involves thoughts, memory, and problem solving. This theory also says that human beings are not programmable animals that respond to stimuli around them. On the contrary, the human being is a rational entity whose actions are a consequence of thought, (Leflore, 2000).

**Humanism.** - It is a learning model that was born from studies in psychology in the 1960s. It focuses on the freedom, dignity and potential of human beings. This theory refers to human behaviors with intentionality and values based on studying each person as a whole from their early growth to their growth as an individual throughout their lives. (Sánchez, 2016) "In humanism, the affective and cognitive needs are the key to learn where the role of the teacher is to facilitate learning, developing self-actualized people in a cooperative and supportive environment."(P.1)

**Social learning.** - Raised by Albert Bandura, a Canadian educational psychologist; this theory points out that learning sometimes does not mean that there must necessarily be a change in behavior, in this type of learning new things are learned through observation, and they are carried out when there is that need or motivation to use it.

**PHILOSOPHICAL FOUNDATION**

The philosophy of language is a division of philosophy that is responsible for the study of language for example: the nature of meaning and reference, the language-thought relationship, the use of language, interpretation and translation and language.
Do not confuse the philosophy of language with linguistics, are related disciplines but differ from each other in some aspects such as: the linguistic is based on scientific facts, describing, analyzing their forms, levels and functions, also the language refers to the oral and written language unlike the philosophy of language that studies common and general aspects within language. (Bentolila, 2007). In consequence, the use of vocabulary belongs to philosophy of language while that the function of vocabulary on grammar is studied by linguistic.

**PSYCHOLOGICAL FOUNDATION**

**The Memory and Learning of English in the classroom**

For (Davidoff, as it is cited in Jimenez 2014) Memory is the process that involves the codification, storage and recovery of the information as phases of this process. Coding, for example, involves a series of operations designed to retain the information in the memory and be recovered at a given time.

Many factors influence and determine learning; many psychoanalysts always mention about intelligence, attitude, age, personality, motivation and rarely include memorization. Memorization is related to both the process of understanding and the process of learning, (Jimenez, 2014). This is demonstrated in the acquisition of a language or the acquisition of a second language, where a message is understood and transmitted thanks to the capacity for recognition and compression of phonemes, words and structures.

For many years, the method of grammar and translation is the approach of structuralism based on oral repetitions of words and phrases list, implementation of communicative approaches. For example, mechanical drill-type exercises, repetition of words or reading aloud have
been forgotten due to new cognitive theories that conceive learning as a reconstruction of the knowledge in permanent movement. For (Sebastian, as it is cited in Jimenez, 2014) “this repetitive practice is considered a passive memorization.” (p.799)

Memory works according to previous knowledge, that is, the more students know a certain subject, and the easier it will be to retain a new aspect of it, (Gathercole, 2008). Applying memory work to the learning of the English language means that the student will memorize better that list that contains greater number of words that translate concepts already known in their own mother tongue. In addition, another more effective method is to use an active memorization, that the simple memorization of words, for example inserting this in a contextualized phrase and thus facilitate the student's task where the words come into motion and functioning, making the retention more effective before demanding passive memorization.

For (Gathercole, 2008) Memory is divided in two types:

**Working Memory:** - it refers to the ability to store and manipulate visual, verbal and spatial information in the mind for a short period. For example: remembering telephone numbers, following directions and instructions.

**Long-Term Memory:** - it involves remembering personal events, storing skills and facts that have been mastered and can be used automatically as: driving car, playing guitar, word meanings and general knowledge.
**PEDAGOGICAL FOUNDATION**

**Communicative Language Teaching**

(Abrams, 2010) Communicative Language Teaching, here in advance (CLT), refers to a greater emphasis on the use of the target language in the classroom, especially putting emphasis on speaking development through exchange of unknown information between speakers. In other words, a part of learning grammar points and set of vocabulary teacher should use a real-life language as the point of departure for language teaching. For (Garza, 2010) to carry out the communicative language teaching, teacher should use authentic texts and authentic materials to create a native environment of English language learning.

The best way to have a communicative language teaching is integrating language skills; speaking, listening, reading and writing, that is why, the four language skills support each other and are found together in real-life language use. When teacher integrate all of them, not only is useful for developing a communicative language but also to know about culture. This approach is being used in public schools through National curriculum, (2017).

**Strategies for Teaching Vocabulary**

Vocabulary knowledge is critical to language comprehension and exist different strategies.

**Pre-teaching Vocabulary Words.** This strategy is useful to teach unfamiliar words used in a text prior to the reading experience. Students should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed.
Pre-teach vocabulary is also ideal to experience painless reading and listening, (Thornbury, 2010).

**Repeated Exposure to Words.** - Repeated exposure to new vocabulary words is ignored. It consists of providing multiple opportunities to use a new word in written and spoken, showing vocabulary in visual, oral, or written form, (Lee, 2016), to help students reinforce their understanding of it. Students need to hear a repeated word in various times before it can become an active part of their vocabulary.

Examples:

- To write new words on Monday.
- To write new words in alphabetical order on Tuesday.
- To write new words in sentences on Wednesday.
- To write new words four times each on Thursday.

**Keyword Method.** - The keyword method occurs before a student reads a text. In this method, unfamiliar words are introduced prior to reading. However, the objective in this method is not student remembers the word, but it is important that teach them a “word clue” to help them understand it. The objective of using keyword is also to link to the word meaning to that where the reader can access during a reading experience, (Akbar, 2016).

**Word Maps.** - The word map exercises are an adequate method for vocabulary acquisition in second language. It consists of previewing reading materials to determine which words are unknown. Teacher should give students new words then, students create a graphic organizer or spider map for the word. So that, at the top or center of
the organizer is the vocabulary word. Word maps help students develop complete understandings of words, (Toi, 2009).

SOCIOLOGICAL FOUNDATION

Learning process

Language learning is part of a process where the speaking skill is learnt through using different strategies:

**Using minimal responses.** - Language learners who do not have enough confidence in oral abilities prefer to keep in silence. One way to encourage them is to help them to build up some minimal responses that they can use in different type of exchanges. Such responses can be especially useful for starters. It is an important speaking activity leading to a gain of specific vocabulary, (Vălimăreanu, 2010). They are useful to indicate understanding, agreement or doubt.

**Recognizing scripts.** - Recognizing scripts is a useful strategy for those who learn English as second language because learner can predict what they will hear and what they will need to say in response. They can be apologies, compliments, greetings, invitations, and other functions that are used in social and cultural norms, (Azeem et al., 2011).

**Using language to talk about language.** - Language learners are often very shy to pronounce anything when they do not understand what his or her partner is saying. Teacher should help Students to develop their speaking skill more effectively giving to them strategies and phrases to use for clarification and comprehension, (Azeem et al., 2011).
Borrowed words from other countries

The “extranjerismos” are words used in other languages and they are adapted to their languages; this mixture has given throughout history with lexical contributions from different languages. The extranjerismos are expressive needs extracted and ordered to the maximum to the graphic and morphological features of the native language. Globalization has allowed the use of foreign words to become increasingly common, for that reason, several countries pay attention to language learning because they have understood that language is an essential vehicle for development, especially in economies focused on foreign trade (Ramos, 2016).

This increment of borrowed words brings new words to the vocabulary, and join even colloquial terms or slang, changing a language. On the other hand, there is also another use of words, as “Spanglish”, which is the morph-syntactic and semantic fusion of Spanish with English. It is usually confused with the use of Anglicisms in Spanish; consequently, through globalization the language is changing its vocabulary, so in the future, this way of speaking and using these words will be the beginning of a new language.

LEGAL FOUNDATION

The legal foundation that supports the educational project is present on the constitution of the Republic of Ecuador as the maximum legal instrument, rector of development and coexistence in the Republic, where the principles that give value to education and culture are consecrated and deepened, as it is mentioned in the art. 28; as a fundamental right and pillar of changes, and transformation of the nation.

The Ministry of Education, based on this article, has promulgated a Ministerial Agreement, N. 345041-14 that mentions in the Art. 1 provide that
the English teaching, from 2016 which is mandatory from the second grade of basic education to the third year of baccalaureate for all public institutions, fiscomissionals and individuals of the country. The fulfillment of this agreement is done through the application of the National Curriculum for all public and private institutions.

This is also important to consider as a legal basis the objective in (the National Plan for Good Living, 2013) that encourages harmonization in the educational process, considering the proficiency that the student should have at the end of the school year; abilities, competences and learning goals are necessary to promote to the next level of their studies.

**Common European Framework**

According to the Common European Framework the level of proficiency for vocabulary and speaking skills depend on the level of communicative competence that learners get little by little while they are learning English. The level of communicative competence is divided in; (C) advance learner, (B) intermediate learner and (A) starter. As it has been mentioned in the Ministerial Agreement, N. 345041-14, Art. 1 and (National Curriculum, 2017) students should be taught English from second basic grade up the 3rd of Bachillerato, from this point, it is expected that they reach B1 level of proficiency.

**Vocabulary range**

**B2**

- Has a good range of vocabulary for matters connected to his/her field and most general topics can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B1
- Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.

A2
- Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
- Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.

A1
- Has a basic vocabulary repertoire of isolated words and phrases related to particular situation

**Speaking**

B2
- Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.
- Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.
• Can convey degrees of emotion and highlight the personal significance of events and experiences.

B1

• Can enter unprepared into conversations on familiar topics.

• Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.

• Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.

• Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.

A2

• Can establish social contact: greetings and farewells; introductions; giving thanks.

• Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.

• Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.
• Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.

• Can use simple everyday polite forms of greeting and address. Can make and respond to invitations, suggestions and apologies. Can say what he/she likes and dislikes.

A1

• Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.

• Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
CHAPTER III

METHODOLOGY

RESEARCH DESIGN

Researchers have used the qualitative approach to describe the properties, characteristic types, qualities, advantages and disadvantages of each of the variables to obtain the deepest possible understanding of the influence of vocabulary on the development of speaking skill. This approach was also used to know how the problem or deficiencies in the development of language skills have occurred and once determined to direct the research towards a solution. To achieve this, it was necessary to use data collection techniques to interpret them later and be able to conclude and recommend actions to follow. On the other hand, a quantitative approach was also used to have a more accurate idea of the reality and of the conflict situation by examining data in a numerical way to demonstrate what was raised at the beginning of the investigation in the form of statistical tables.

Once, two methodological approaches have been carried out, researchers have presented conclusions and recommendations for English teachers in this institution.

TYPES OF INVESTIGATION

FIELD RESEARCH

Reyes, and Sunderlin (2008) this type of investigation refers to gather information by means of observation where individual’s behavior is considered under natural conditions. Field research contributed to the investigation because it allows collecting real information from object of the study, social situation, methodology applied by the teacher in class, level of English language in eight-grade students, communicative approach applied
in classroom, use of speaking activities, and vocabulary acquisition. In this type of investigation, researchers used note-taking strategy, observation technique, they are used an observation classroom form.

**BIBLIOGRAPHICAL**

Hernández et al., (2003) this research consists of gathering information from different sources to review the literature with topics related to research. Bibliographical research contributed to getting relevant information to give support to the topic of research through reports, books, and legal documents, surfing on the internet, academic journals, conference proceeding, and constitutional laws.

**EXPLORATORY**

Kumar and Ranjit (2005) they represent those studies that are investigated for the first time or are very few investigated studies. They are also used to identify a problem. In this research it was used because the use of techniques to acquire Vocabulary in a better way has been little studied and to raise the conflict situation according to these variables.

**EXPLICATIVE**

For Cazau (2006) this research is used to establish the reason for the facts, that is, their causes and the effects of the same "(p 27). This type of research helped to explain the causes that affect the inadequacy of the development of reading comprehension in the eighth-grade students of the 2017-2018 school period and explain its consequences. It also helped explain the variables and their different theories given by different authors.
DESCRIPTIVE

Kumar and Ranjit (2005) "This type of research describes the facts as they are observed" (p 27). The researchers used this type of research because this helped to describe important situations such as, properties of students, teacher, methodology and the use of Didactic material. It also helps researchers because they described results after collecting data through survey and a qualitative description through interview opinion.

CORRELATIONAL

Hernández et al., (2003) this research is one that measures two variables and establishes a statistical relationship between them (correlation). Correlational investigation contributed to the investigation to determine the relationship between vocabulary and speaking skill through statistics, foundations and the chi square test.

RESEARCH METHODS

Inductive method: Only precise cases are analyzed, whose results are taken to draw conclusions of a general nature, Hernández et al., (2003). This method contributed significantly since this research has the objective in particular to determine the relationship between the acquisition of vocabulary and the development of speaking skill. It was used from observations and recorded data from field research to gradually discover the generalization of the scientific fact, in this case the influence of vocabulary in the development of speaking skill.

Deductive method: This method refers to perform an induction process that refers the conflict situation to a theory to express a hypothesis, which through a deductive reasoning tries to validate the hypothesis empirically. This method contributed to the investigation because the research topic allowed knowing the reasons and
consequences of the different flaws that exist in the Patria Ecuatoriana fiscal school.

**Quantitative method:** To achieve maximum objectivity on a given fact, the researcher tries to identify general laws referring to subject groups or facts through a statistical analysis as a salient feature, (Hernández et al., 2003, p.18). This method contributed to the research because it allowed achieving more objective and measurable results using student surveys with 10 questions related to the methodology of learning English, the use of teaching materials.

**Qualitative methodology:** It is a research that is based on subjective and individual analysis; this is an interpretative research, referring to the singular. (Hernández et al., 2003, p.18). This method helped to interpret the results of the surveys, the interview and the observation class to give correct conclusions and coherent and useful recommendations.

**Historical and logical:** It refers to the cause and effect of a problem or situation in different periods, Urgiles (2014). This method contributed to the investigation because it allowed knowing the object and historical connections, among them the trajectory of educational and pedagogical theories in different periods of history.

**Analysis-synthesis:** "It consists of dividing the object or fact into various parts with the idea of finding and knowing theories about variables by means of a logical process of investigation" (Hernandez et al., 2003, p.126). This type of method helped the researchers to carry out a deep analysis of the information obtained and synthesize them to determine in this case, the influence of the acquisition of the vocabulary in the development of the speaking skill.
POPULATION

For Ludwig (2008) population is group of individuals with several characteristics. In this research work, the students, professors and managers represent the population under study in the fiscal school Patria Ecuatoriana, as shown in table N. 1, during the 2017-2018 school year.

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>STAFF</th>
<th>UNIVERSE</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directives</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>60</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>700</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>761</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017
Chart. N. 1

SAMPLE

Ludwig (2008) “Sample is a part of the population, which is obtained from the properties or characteristics of the group, so that it is a reflection of the population” (p, 1). In this project, the use of sample contributed to knowing different teaching and learning situations for example: to know if students like most study English, how they would like learning English, what they think about the teacher performance, his methodology and his didactic resources to develop vocabulary acquisition and speaking skill.

<table>
<thead>
<tr>
<th>SAMPLE</th>
<th>EIGHTH-GRADE STUDENTS</th>
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<tbody>
<tr>
<td>STAFF</td>
<td>SAMPLE</td>
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<tr>
<td>Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Students</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>202</td>
</tr>
</tbody>
</table>

50 Students per grade

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017
Chart. N. 2
### TABLE OF OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>INDEPENDENT VARIABLE</th>
<th>DIMENSION</th>
<th>INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>Definition</td>
</tr>
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<td></td>
<td>Importance of vocabulary</td>
<td>-Communication terms and their meanings</td>
</tr>
<tr>
<td></td>
<td>Vocabulary in second language acquisition</td>
<td>-The goal of learning English is to be able to communicate in a new language. -Vocabulary has a positive role on the ability to build up the language proficiency</td>
</tr>
<tr>
<td></td>
<td>Types of vocabulary</td>
<td>-The passive or receptive vocabulary. -Active or productive vocabulary. -Technical vocabulary.</td>
</tr>
<tr>
<td><strong>DEPENDENT VARIABLE</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>SPEAKING SKILL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>Definition</td>
</tr>
<tr>
<td></td>
<td>Importance of speaking skill</td>
<td>Language expresses ideas to interact with others.</td>
</tr>
<tr>
<td></td>
<td>The aspects of speaking</td>
<td>Pronunciation Accuracy Fluency Comprehension.</td>
</tr>
<tr>
<td></td>
<td>Types of speaking skill</td>
<td>Interactive speaking Partially interactive Non-interactive</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school  
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

### TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

Every type of investigation needs to apply a method, but this method needs to use instruments to carry out the research. The use of techniques and instruments of investigation consist of collecting the data: the information is made in two ways: in the first data collecting, researchers look for information en journals, PDF documents, scientific books, magazines,
and legal documents. On the other hand, in the second data collection the information is obtained from or through surveys and interviews as it is explained in the next paragraphs.

**Observation**

(Hernandez et al., 2003, p.316) Observation is the practice of research, on which all others are supported, since it constitutes the basic relationship between the subject that observes and the object that is observed, which is the beginning of all understanding of reality. This technique helped to the investigation because it allows knowing an educative phenomenon in natural conditions, for example, for this work, thanks of it, researchers can note-take the development of language skills in classroom, types of strategies and didactic resources to increase vocabulary and develop speaking skills.

**SURVEY**

Barrera (2017) Survey refers to a data collection technique for social research. This technique contributed to the investigation because it was useful for getting information about the natural situation about speaking and vocabulary acquisition in eighth-grade students at Patria Ecuatoriana public school, which was applied to 50 students.

**INTERVIEW**

For Romeo and Domenech (2016) the interview is an action of communication that is usually oral, as well as, it is carried out between two or more people with the sole purpose of gathering information, opinion or knowing the personality of the interviewee.
In this work, the interview helped to the researchers to know the English teacher’s experiences, to know the processes related to speaking activities and the way in which students learn new words. Interview also contributed to knowing the perceptions of the teacher, on aspects related as:

- The objectives in the development of speaking activities
- The way in which teacher encourage students to learn new words
- The types of activities to increase speaking skills
- The teacher’s methodology applied in class to improve language skills.
- Type of didactic material applied to develop vocabulary and improve oral activities.
SURVEY TO STUDENT

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

Mark with an (X) the answer you choose

1. I would like to learn English very well.
   - Totally agree
   - Agree
   - Totally disagree
   - Disagree
   - Indifferent

2. I speak English with my teacher and my partners
   - Totally agree
   - Agree
   - Totally disagree
   - Disagree
   - Indifferent

3. I learn new words every week
   - Totally agree
   - Agree
   - Totally disagree
   - Disagree
   - Indifferent

4. I learn to pronounce words making simples sentences
   - Totally agree
   - Agree
   - Totally disagree
   - Disagree
   - Indifferent

5. It is easier for me to learn new vocabulary from a list of words
   - Totally agree
   - Agree
   - Totally disagree
   - Disagree
   - Indifferent
6. It is easier for me to learn new vocabulary from the text content.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

7. My comprehension has improved from I have learned new vocabulary.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

8. It is easier for me to learn vocabulary in topics related to my interest, for example: sports, science, fashion etc.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

9. When I memorize words after that I forget them.
   - Totally agree
   - Agree
   - Indifferent
   - Disagree
   - Totally disagree

10. Repletion is my memorization technique.
    - Totally agree
    - Agree
    - Indifferent
    - Disagree
    - Totally disagree

11. I would like to learn techniques to memorize words better.
    - Totally agree
    - Agree
    - Indifferent
    - Disagree
    - Totally disagree

12. I would like to have a didactic guide with exercises that help me to increase my vocabulary and speak better English.
    - Totally agree
    - Agree
    - Indifferent
    - Disagree
    - Totally disagree
DATA ANALYZE
50 students

Chart 1 I would like to learn English very well.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>23</td>
<td>46%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>38%</td>
</tr>
<tr>
<td>Indifference</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Graphic 1 to learn English

Source: Patria Ecuatoriana public school
Elaborated by: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Analysis

The (84%) of students mentioned that they would like to learn English very well, while the (16%) of them think not. Most of the students mentioned that they do like learning English; it should be because they have an interest to speak English. Therefore, it is suggested to motivate students with new activities in class to keep the students’ interest by learning English.
DATA ANALYZE
50 students

Chart 2. I speak English with my teacher and my partners

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>13</td>
<td>26%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>38%</td>
</tr>
<tr>
<td>Indifference</td>
<td>14</td>
<td>28%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Graphic 2 Speak English

Source: Patria Ecuatoriana public school
Elaborated by: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Analysis

The (64%) of students mentioned that they speak English with their teacher and their partners, while the (36%) of them think not. Most of the students mentioned that they do speak English with their teachers. Therefore, it is suggested that teacher implement activities where students interact more among them.
DATA ANALYZE
50 students

Chart 3 I learn new words every week

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>28%</td>
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<tr>
<td>Agree</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td>Indifference</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Totally agree</td>
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<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Graphic 3 to learn new words

Source: Patria Ecuatoriana public school
Elaborated by: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Analysis

The (98%) of students mentioned that they learn new words every week, while the (12%) of them think not. Most of the students mentioned that teacher gives them vocabulary class by class, however, it is suggested that teacher use different strategies to teach vocabulary a part of traditional way of listing words at the whiteboard.
DATA ANALYZE
50 students

Chart 4 I learn to pronounce words making simples sentences.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>12</td>
<td>24%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>24%</td>
</tr>
<tr>
<td>Indifference</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Graphic 4 Pronunciation of words

Source: Patria Ecuatoriana public school
Elaborated by: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Analysis

The (48%) of students mentioned that they learn to pronounce words making simples sentences, while the (46%) of them think not; it should be because teacher uses grammar activities to put in practice vocabulary given. However, it is suggested practice vocabulary in grammar and speaking activities at the same time.
DATA ANALYZE

50 students

**Chart 5 It is easier for me to learn new vocabulary from a list of words.**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>24%</td>
</tr>
<tr>
<td>Indifference</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>24%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Patria Ecuatoriana public school  
**Elaborated By:** Miryam Llerena Merchán and Yaritza González Velasco, 2017

**Graphic 5 List of words**

The (74%) of students mentioned that it is easier for them to learn new vocabulary from a list of words, while the (28%) of them think not; it should be because they are used to learning vocabulary in a list of words, however, it is suggested to applied other methods or strategies where they can memorize words effectible.
DATA ANALYZE
50 students

Chart 6 It is easier for me to learn new vocabulary from the text content.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>48%</td>
</tr>
<tr>
<td>Indifference</td>
<td>7</td>
<td>14%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Graphic 6 Vocabulary from context

Source: Patria Ecuatoriana public school
Elaborated by: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Analysis

The (80%) of students mentioned that It is easier for them to learn new vocabulary from the text content, while the (20%) of them think not; it should be because they like relating words and discover other words in different topics. Therefore, it is suggested, teacher focuses on the teaching of vocabulary in context more than a list of words.
DATA ANALYZE
50 students

Chart 7  My comprehension has improved from I have learned new vocabulary.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>42%</td>
</tr>
<tr>
<td>Indifference</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Graphic 7 Comprehension and vocabulary

Source: Patria Ecuatoriana public school
Elaborated by: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Analysis

The (82%) of students mentioned that their comprehension has improved from they have learned new vocabulary, while the (18%) of them think not; it is demonstrated that the learning of new vocabulary influence in the comprehension of the students, however, teacher should consider this advantage to implement the new vocabulary in speaking activities, too.
DATA ANALYZE
50 students

Chart 8 It is easier for me to learn vocabulary in topics related to my interest, for example: sports, science, fashion etc.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>26</td>
<td>52%</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>44%</td>
</tr>
<tr>
<td>Indifference</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
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<td>0%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Graphic 8 Vocabulary relateded

Source: Patria Ecuatoriana public school
Elaborated by: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Analysis

The (96%) of students mentioned that it is easier for them to learn vocabulary in topics related to their interest, for example: sports, science, fashion etc, while the (14.3%) of them think not. It is important to teach with materials that motivate and encourage learning, for this reason, teacher should bring topic that teenager like most, today. Therefore, it is suggested to motivate students with additional materials focus on students’ interest.
DATA ANALYZE
50 students

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Indifference</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>16%</td>
</tr>
<tr>
<td>Totally agree</td>
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<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Graphic 9 Memorize words

Analysis
The (64%) of students mentioned that When they memorize words after that they forget them, while the (18%) of them say not. It can be because students to learn for the moment, for a lesson or exam, however, the lack of interest to learn to speak English make students forget words. Therefore, it is suggested to implement a guide with techniques and strategies aimed to keep words in their minds longer.
Analysis

The (86%) of students mentioned that Repetition is their memorization technique, while the (14.3%) of them think not. It is true that repetition has been a traditional method to memorize words and concepts and it works with some people, however, it is not an effective way to learn, as well as, this way of learning does not let students open their minds to their critical thinking and improve their language abilities. Therefore, it is suggested to use a guide with different memory techniques that will help students to learn in an easier and faster way.
DATA ANALYZE

50 students

Chart 11 I would like to learn techniques to memorize words better.

<table>
<thead>
<tr>
<th>ALTERATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Indifference</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Graphic 11 Memorization techniques

Source: Patria Ecuatoriana public school
Elaborated by: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Analysis

The (92%) of students mentioned that they would like to learn techniques to memorize words better, while the (8%) of them think not. As it was expressed the foregoing analyzes, it is necessary to use other techniques a part of this used in class, traditionally. Therefore, it is suggested to use a guide with different memory techniques that will help students to learn in an easier and faster way.
DATA ANALYZE
50 students

Chart 12 I would like to have a didactic guide with exercises that help me to increase my vocabulary and speak better English

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td>Indifference</td>
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<tr>
<td>Disagree</td>
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<td>0%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Patria Ecuatoriana public school
Elaborated By: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Graphic 12 Didactic guides

Source: Patria Ecuatoriana public school
Elaborated by: Miryam Llerena Merchán and Yaritza González Velasco, 2017

Analysis

The (80%) of students mentioned that they would like to have a didactic guide with exercises that help them to increase their vocabulary and speak better English, while the (20%) of them think not. In consequence, Researchers have designed a guide with techniques and strategies to learn vocabulary and improve their speaking skill.
CHI-SQUARE

Chi-square is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories, F. Maben, (2005)

To develop this probabilistic test, it is necessary to have:

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

In the like manner to calculated chi-square it is needed the following steps:

1. Write the observed frequencies in column O.
2. Figure the expected frequencies and write them in column E.
3. Use the formula to find the chi-square value:
4. Find the df. (N-1)
5. Find the table value (consult the Chi Square Table.)
6. If your chi-square value is equal to or greater than the table value, reject the null hypothesis

STEP 1: Write the observed frequencies

In this step, they were chosen two statements 1 and 8 as they are shown in the chapter three.
After knowing different results in questions number 1 and 6, they are shown on a table indicating all observed values and their totals:

<table>
<thead>
<tr>
<th>IT WAS OBSERVED</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>50</td>
</tr>
<tr>
<td>Question 10</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

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

To find the expected results, it was used the next formula; the total frequency of the rows of the question N.1 multiplied by the total of the first column after that it is divided by the total frequency. (Total frequency is equal to 100)
Total of row question 1 by total of column 1 divided by 100 = 17
Total of row question 1 by total of column 2 divided by 100 = 20.5
Total of row question 1 by total of column 3 divided by 100= 9
Total of row question 1 by total of column 4 divided by 100= 3
Total of row question 1 by total of column 5 divided by 100= 0.5

The quantities above are the expected results by the question number 1 whose values will be the same by question number 10

<table>
<thead>
<tr>
<th>IT IS EXPECTED</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>17</td>
<td>20.5</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Question 10</td>
<td>17</td>
<td>20.5</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

STEP 3: Calculate chi-square

Now it is necessary to use the formula for X2 and find out if there is a significant difference between the observed and expected frequencies for the listening skill and interacted activities in classroom.

$$X^2 = (O_x - E_x)^2 / E_x.$$
STEP 4: Find the freedom degrees (df)

After calculating the chi square value (10.6), freedom degrees are calculated. The freedom degrees are the categories: agree, disagree, etc. In this case, there are 5 ones but the formula of the chi-square points out that to this frequency it is necessary to subtract 1, what it equals 4.

STEP 5: Find tabular chi-square

Tabular chi-square is a table with standard values determined by his author Karl Pearson. This table is split up two sections; files and columns. Files get the freedom degrees’ values while columns get the level of significance. In social science, it is used 0.05 % of significance or (99.95% of probability), therefore the tabular chi square is equal to 10.6.

<table>
<thead>
<tr>
<th>Values of the Chi-squared distribution</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Chi-square distribution diagram" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>0.975</th>
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<th>0.10</th>
<th>0.05</th>
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<th>0.02</th>
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<tbody>
<tr>
<td>DF</td>
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<td></td>
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</tr>
<tr>
<td>1</td>
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<td>0.000982</td>
<td>1.642</td>
<td>2.706</td>
<td>3.841</td>
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<td>5.989</td>
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<td>11.668</td>
<td>13.277</td>
<td>14.860</td>
<td>16.924</td>
<td>18.467</td>
</tr>
</tbody>
</table>
STEP 6: Hypothesis conclusion

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

The hypothesis for this project will be:

- **Alternative hypothesis**
  Vocabulary do influence in the development of speaking skills

- **Null hypothesis**
  Vocabulary do influence in the development of speaking skills

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

- Calculated chi-square 10.6
- Tabular chi-square 9.48
CONCLUSION AND RECOMMENDATIONS

Through observation technique, interview and survey researchers has determined was some facts or factors that are affecting the learning of English language, specially, the acquisition of vocabulary to improve speaking skill

Students:

- The students rarely practice speaking activities with their teacher
- The students acquire vocabulary from a list of words
- The students learn English in a traditional way, learning vocabulary and practice grammar activities.
- The students do not pronounce well words in class at all.
- The students have little confidence in themselves when they want to speak English and forming ideas.
- The student does not have additional material to acquire vocabulary effectively.
- The students did not feel motivated by their teacher.
- The students do not have activities aimed to implement new words in speaking skill.

Teacher:

- Teacher has limited materials students practice learning new words in a way more effective
- Teacher seldom practice speaking activities with their students
- The teacher`s activities are focus on grammar rather than a communicative approach.
- Teacher does not use adequate methodology to teach vocabulary
• Teacher does not have a didactic resource to diversify and present new vocabulary exercises.

This observation, interview and survey shown that there are problems in the methodological treatment of speaking activities and the acquisition of new vocabulary during the class, therefore it is necessary to help to develop speaking and vocabulary acquisition activities aimed to improve the use of English language. Therefore, it is recommended to use the proposal of the thesis based on the design of acquisition of new words to improve speaking skills.
CHAPTER IV

THE PROPOSAL

DESIGN A PEDAGOGICAL GUIDE BASED ON THE ACQUISITION OF VOCABULARY

JUSTIFICATION

After having the research conclusions, it has been considered the use of an additional didactic resource to improve speaking skills in students from first course of Bachillerato at Patria Ecuatoriana public school in academic year 2017-2018. Therefore, researchers have designed a pedagogical guide based on mnemonic strategies that promote learning of new words and improve speaking skill.

This proposal is innovative because it has different strategies to do students learn vocabulary faster than using other traditional method, for example the use of vocabulary in context, mind map, jigsaw activities and many others. Students find in these activities the way to learn English increasing their vocabulary in an easy way so that they can use these words to speak in English because when someone improves their lexical, improve the speaking skill, too.

This pedagogical guide is creative because it allows teachers to design their own vocabulary strategy according to the day lesson. Pedagogical guide will change the traditional way to teach vocabulary in class because students get bored when teacher put a list of words on the whiteboard; this type of exercises has an active methodology involving students in meaningful processes that enrich their knowledge.
This proposal will benefit to the students, teachers, directors and parents because it is a solution to one of these deficiencies in English language. As well as, this guide is the vital importance because whatever language skill teacher wants to apply in class, teacher will need of the use of new vocabulary or review prior vocabulary to develop each one of those. Parents are interested in the quality of education because it is not mean that the fact of studying in public school necessarily the education is badly, on the contrary, with projects like this, the teaching and learning of English language can improve. In consequence, parents agree with implementations of this instrument in English class because they also want their children be competence professionals. Directors will see the increment in the English performance in Patria Ecuatoriana public school. This pedagogical guide has a short-term impact and a long-term impact, the first is improve the level of proficiency in English increasing vocabulary with active activities and the second one because through this increment all language skills will improve, too.

GENERAL OBJECTIVE

- To design a pedagogical guide based on mnemonic strategies that promote and improve the learning of new words in the English language.

SPECIFIC OBJECTIVE

- To help students to improve their oral communication in English
- To help students to increase vocabulary to improve English proficiency
- To help teacher with an additional didactic resource to develop oral skills
THEORETICAL ASPECTS

The active method integrates a set of methodologies that allow the teacher to establish activities of interest from the student, encouraging the development of their abilities.

An active method is based on the implementation of new activities proposed by the teacher, whose practice leads to the construction of knowledge, so promoting the development of autonomy learning and cooperation that occur in the constant group work developed.

FINANCIAL FEASIBILITY

The authors of the thesis will cover the financial resources used in this thesis project. The financial feasibility is calculated by summing the amounts of the initial investment and the final project investment. The implementation of the proposal will not have an investment by the directors or teachers; researchers who have used the following resources will finance it;

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobilization</td>
<td>50.00</td>
</tr>
<tr>
<td>Writing materials</td>
<td>20.00</td>
</tr>
<tr>
<td>1000 Photocopies of draft papers and printing jobs</td>
<td>55.00</td>
</tr>
<tr>
<td>3 Ringed work for presentation to tutor.</td>
<td>8.00</td>
</tr>
<tr>
<td>2 plastering work</td>
<td>21.00</td>
</tr>
<tr>
<td>5 Internet services</td>
<td>20.00</td>
</tr>
<tr>
<td>2 copies of the project in pdf file</td>
<td>10.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 184</strong></td>
</tr>
</tbody>
</table>
LEGAL FEASIBILITY

This proposal has a legal base because it follows the objective of education according to Art. 2, 26 and 27 from National Constitution that establishes an education inclusive and participative for everyone with the objective to generate knowledge of quality respecting all human rights, especially of the children. The Good Living Plan promotes an education with quality and with equality of opportunities, an education where parents, directors, teachers and students are the center of the development of the country. The ministerial agreement also impulse the teaching of English from second basic education up third of Bachillerato, this agreement is implemented by National Curriculum who has established 15 hours for primary school and 25 hours for secondary school. To evaluate the process and the progress of teaching English, it is necessary based on European common framework to know the level of proficiency what students should have at the end of each scholar year. Considering all these aspects, researchers have proposed a pedagogical guide that will be delivered at Patria Ecuatoriana public school.

TECHNICAL FEASIBILITY

The pedagogical guide is a necessary resource that allows teachers to the implementation of strategies and activities that improve the second language acquisition. As it will be delivered to the director, directors should keep this pedagogical guide available for all English teachers in the institution. Teacher should adapt the exercises on the guide according to the topic that will be taught in the next lesson. It is important to suggest that this didactic resource be used constantly and not being kept on the library because the activities proposed in it are designed to generate practice and motivate students to participate more in class.
HUMAN RESOURCES FEASIBILITY

Without human resources it would not be possible because first all, the support that Directors gave researchers and open doors to an educational project that will be very useful for their students and the satisfaction of parents that see in this project, an opportunity to changes some deficiencies in learning English. To the teacher because she gave the opportunity researchers worked support with her students and her opinion about conflict situation. Students because the problems are found in them due to low performance, it was important to know what they think about learning English. Thesis supervisor because he helped to polish the written work motivating the scientist investigation to give support to the project.

PEDAGOGICAL ASPECT

Memory Games

Memory games are very important in the classroom because it makes the learning a more enjoyable experience and support to develop different skills in students for example it encourages socialization, teamwork, self-discipline, following and respecting rules and cooperative learning. As well as, memory games are ideal in the classroom, since they challenge students’ ability to remember. It is important to say that students need to be exposed to English through a variety of activities that challenge their reasoning and promote their decision-making skill, so that, students can experience success to engage in the class, it will help to make the learning process more effective and easier because students acquire meaningful knowledge through them. Therefore, memory games contribute to understanding clearly what to do in class because they help students to remember new words and to practice them.
Memory Game

Memory games help students to:

- Memory improvement
- Create an association between that characteristic of the object and the name in the mind.
- Association either with images of a name or with other people can really help.
- Repetition and review help to confirm your memory.

SOCIOLOGICAL ASPECT

Communication in classroom

Teacher should work on developing communication skills with their students, practice-making eye contact and speaking little by little. In the same way, the teacher implement communicational activities should give them necessary vocabulary to expand and improve their proficiency through different strategies a part of using a dictionary to know words.

The purpose of learning a new language is to not only speak this language but also encourage students to confident in knowing that they can make worthwhile contributions to conversation. The importance of communication in every language is to be aware of the own opinions and feelings. To teach English is a necessity that the government must take in account due to technological and economical advances, which has allowed thousands of people have better conditions of life because speaking English has opened doors, especially, at international industries.

This guide has the social purpose of helping to improve the teaching and learning process of English language at Patria Ecuatoriana public
school, so that, its students can develop this ability and they can be prepared for a competitive world.

DESCRIPTION OF THE PROPOSAL

This guide brings eight exercises with different strategies. Each strategy has a prior explanation about how it is used. Teacher should apply these strategies in class and adapt them to regular class using the student’s book. This guide will facilitate work of teacher in class and allows students to improve their proficiency and fluency, inclusive it allows students to gain a next level of proficiency in short time, however it depends on frequency that teacher applies them. The exercises in this guide are other way to motivate students to learn more words in English much easier. As well as, they are ideal to make students work in groups.

Content of this guide is divided in the following activities.

• Jigsaw Activity
• Acrostics
• Mind Maps
• Keywords tables
• Vocabulary in context
• Vocabulary in context
• Vocabulary in context
• Context Clues Worksheets

CONCLUSION

It is thought that it is difficult to get to improve some deficiencies in the teaching of English language because directors and parents are always waiting for helping of government, however the improvement of education not only is a government priority, it is also a priority of University of
Guayaquil whose mission is contributing to develop of the community. The purpose of this thesis work and its proposal is to bring the same opportunities to learn English as they are in the private schools. Impossible is nothing when citizen that get their upper education decide to help to the economic development of the country through many projects aimed to improve the teaching, while the teaching improves, there will be less people on the jail, less poverty, less contamination and less healthy problems.

With the use of this guide, the teacher will have the facility to use other didactic resources a part of these used traditionally to improve not only speaking skills but also all language skills because the use of vocabulary is present in all of them. The use of this proposal also depends on the importance that the directives give to it and be aware of the importance to break paradigms to transmit knowledge useful for this globalized world.
REFERENCES


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Grigg. H, (2012) *Active vs. passive vocabulary - do you know the difference?* Retrieved from eastasiastudent.net/study/active-passive-vocabulary/


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Romeo. A, and Domenech. L, (2016) *materiales de lengua y literatura*


ANNEXES
Msc.

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

De mis consideraciones

En virtud que las autoridades de la facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de proyectos Educativos de licenciatura en Ciencias de la Educación, Mención Lengua Inglesa y Lingüística, el día 15 de Agosto 2017

Tengo a bien informar lo siguiente:

Que los integrantes Miryam Ariana Llerena Merchán con C.C 0953043890,
Yaritza Johanna Gonzalez Velasco con C.C 0941337024 diseñaron el proyecto educativo.

Topic:

INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF SPEAKING SKILLS

PROPOSAL:

DESIGN A PEDAGOGICAL GUIDE BASED ON THE ACQUISITION OF VOCABULARY

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

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

Atentamente

Msc. GALO DONOSO
CONSULTOR ACADÉMICO
ASIGNACION DE TUTOR

MSc.
Galio Donoso
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad

De mis consideraciones:

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

En esta designación consta el nombre de las estudiantes de la Escuela de Lenguas y Lingüística: GONZÁLEZ VELASCO YARITZA JOHANNA Y LLERENA MERCHÁN MIRYAM ARIANA.

TOPIC: influence of vocabulary on the speaking skill.

PROPOSAL: Design of a didactic guide based on vocabulary mnemonic strategies.

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

[Signature]
MSc. Alfredo Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
CERTIFICADO DE PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Msc. Galo Donoso, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Yaritza Johanna González Velasco C. I. 0941337024 y Miryam Ariana Llerena Merchán C.I. 0953043890 con mi respectiva supervisión como requerimiento parcial para la obtención del título de licenciado en ciencias de la educación, mención lenguas y lingüística.

Se informa que el trabajo de titulación “Influence of Vocabulary in the Development of Speaking Skills” ha sido orientado durante todo el período de ejecución en el programa anti-plagio Urkun quedando el 3% de coincidencia.

Urkund Analysis Result

Analysed Document: Llerena and Gonzalez.docx (D36017200)
Submitted: 3/1/2018 3:02:00 AM
Submitted By: pji_1993@hotmail.com
Significance: 3 %

Sources included in the report:

oral expression and warm-up activities. Martinez-Mendoza.docx (D35023816)
All chapters URKUND.docx (D30346868)
PARA EL URKUND.docx (D30296010)
http://www.k12reader.com/effective-strategies-for-teaching-vocabulary/

Instances where selected sources appear:

11

Msc. Galo Donoso
C.I.0919552422
PICTURES
INSTALACIONES DEL COLEGIO PATRIA ECUATORIANA

Colegio Patria Ecuatoriana ubicado Portete y Vicente Roca Rodríguez

Fuente: Colegio Fiscal Patria Ecuatoriana
Elaborado por: Miryam Llerena Merchán and Yaritza González Velasco, 2018
ENTREVISTA CON EL DOCENTE DE OCTAVO GRADO

Lic. Mario Catellanos

Entrevista al Lic. Mario Catellanos, docente de inglés de los octavos grados del colegio Patria Ecuatoriana, periodo lectivo 2017-2018

Fuente: Colegio Fiscal Patria Ecuatoriana
Elaborado por: Miryam Llerena Merchán and Yaritza González Velasco, 2018
ENCUESTA REALIZADA A LOS ESTUDIANTES DE OCTAVO GRADO PARALELO “B”

Encuesta a estudiantes de octavo grado paralelo “B” del colegio Patria Ecuatoriana, periodo lectivo 2017-2018

Fuente: Colegio Fiscal Patria Ecuatoriana
Elaborado por: Miryam Llerena Merchán and Yaritza González Velasco, 2018

ASESORIA DE TESIS POR EL MSC. GALO DONOSO
Tutorías con el Msc. Galo Donoso, periodo de titulación 2018

**Fuente:** Colegio Fiscal Patria Ecuatoriana

**Elaborado por:** Miryam Llerena Merchán and Yaritza González Velasco, 2018
PEDAGOGICAL GUIDE
BASED ON THE ACQUISITION OF VOCABULARY

Authors
Miryam Ariana Llerena Merchán
Yaritza Johana González Velasco
Introduction

According to the investigation realized by Miryam Llerena and Yaritza González, (2018) where they determined the influence of vocabulary in the developing of speaking skill, they propose a pedagogical guide based on the acquisition of vocabulary, it has many exercises such as Jigsaw Activity, Acrostics, Mind Maps, Keywords tables, Vocabulary in context and Context Clues activities. Researchers are part of Guayaquil University engaged with the Patria Ecuatoriana public school developing. It was a hard work, which, researchers are proud and thankful with all members in this institution, especially, English teachers, students and parents. They are convinced that this work will help their children in the future.

General Objective

To use vocabulary learning strategies to improve speaking skill

Specific Objectives

- To connect words by forming ideas
- To help students understand and remember text passages better
- To develop critical thinking skill
- To enhance student’s confidence in attempting comprehension questions.

Description

This guide brings eight exercises with different strategies. Each strategy has a prior explanation about how it is used. Teacher should apply these strategies in class and adapt them to regular class using the student’s book. This guide will facilitate work of teacher in class and allows students to improve their proficiency, inclusive it allows students to gain a next level of proficiency in short time, however it depends on frequency teacher can
apply them. Exercises in this guide are other way to motivate students to learn more words in English much easier. As well as, they are ideal to make students work in groups.

Content

- TASK 1
- Jigsaw Activity
- TASK 2
- Acrostics
- TASK 3
- Mind Maps
- TASK 4
- Keywords tables
- TASK 5
- Vocabulary in context
- TASK 6
- Vocabulary in context
- TASK 7
- Vocabulary in context
- TASK 8
- Context Clues Worksheets

Special considerations

Present multiple opportunities to meet the new word, since a single exhibition is not enough for the student to learn its meaning. It is important to present the word orally, show how it appears in the text, and re-include it orally and in writing in the activities.

Deliver extensive information about the word that is being taught, that is, give examples of use in various contexts, show synonyms, relate the word to other terms, etc.

Making them to think about new words and use them is the best way for students to learn new vocabulary. Discriminating whether a word is used
correctly or incorrectly in a certain context, asking students to imagine in what situation they would use a certain word, and including the words learned in the conversation of the class can help in this regard.

TASK ONE JIGSAW ACTIVITY

PROCEDURE
A jigsaw activity is a cooperative learning technique where students work in groups to teach each other something. The groups are given an overall assignment, and each student in each group becomes an ‘expert’ on a smaller part of it. When each student has taught what he/she knows to another group member, they have together learned the overall assignment and completed the jigsaw (similar to a puzzle).

Exercise A

**Food from Around the World**

**Japan:**

What are the main ingredients?

- 
- 
- 
- 

Morocco: Lamb Tajine

What are the main ingredients?

- 
- 
- 
- 

How is it made?

Exercise B

**El Salvador: Cheese and Pork Pupusas**
Exercise C

WRITE ABOUT YOUR COUNTRY!

Name of your country:
Traditional food:
Main ingredients:
How it is made:

Retrieved from: Joan Kang Shin University of Maryland, Baltimore County.
jshin2@umbc.edu
Adapted by:

TASK TWO ACROSTICS
PROCEDURE

An acrostic is a composition of a small text whether normal or in rhyme, in which the initial, middle or end letters of each verse or sentence read vertically, give meaning to a new word or phrase. This type of exercise gives students a chance to express themselves and inspire others.

- Teacher can adapt this exercise using new words unit by unit.
- It is another way to motivate students and make them write poems using words like:

Exercise A

1. PEACE
2. LOVE
3. HOPE

- Living for someone
- Opening my heart
- Giving a voice to others
- Energizing my spirit

P____________
E____________
A____________
C____________
E____________
PROCEDURE

Mind-mapping is a technique for facilitating knowledge acquisition and retrieval using visual clues such as images, errors and colors. Mind maps help to motivate students to study and use new words regularly. Mind mapping as a vocabulary learning strategy is effective for our junior students with average performance.

Instructions:

- You can use mind maps for groups of words that are connected.
- Write the main word in a circle, as it is shown on the picture above: fruit.
- Draw lines out of the circle and write words at the end of the lines, e.g. apple, banana, strawberry, cherry, pear, pineapple, etc.

Adapted by:
Exercise A
Technology appliances

Exercise B
My home objects
keyword tables is useful to learn new vocabulary and become familiar with English words and modify them by adding or removing certain affixes (suffixes / prefixes) to form adjectives from nouns, adverbs from adjectives, verbs from adverbs, nouns from verbs or the other way around.

<table>
<thead>
<tr>
<th>FRUIT</th>
<th>VEGETABLES</th>
<th>MEAT</th>
<th>CARBOHYDRATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>cabbage</td>
<td>chicken</td>
<td>rice</td>
</tr>
<tr>
<td>orange</td>
<td>carrot</td>
<td>beef</td>
<td>pasta</td>
</tr>
<tr>
<td>banana</td>
<td>onion</td>
<td>lamb</td>
<td>bread</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADJECTIVES</th>
<th>OPPOSITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>sad</td>
</tr>
<tr>
<td>interesting</td>
<td>boring</td>
</tr>
<tr>
<td>talkative</td>
<td>quiet</td>
</tr>
<tr>
<td>patient</td>
<td>impatient</td>
</tr>
<tr>
<td>wide</td>
<td>narrow</td>
</tr>
<tr>
<td>tall</td>
<td>short</td>
</tr>
</tbody>
</table>
Exercise A
Complete the table with the correct comparative and superlative

<table>
<thead>
<tr>
<th></th>
<th>ADJECTIVE</th>
<th>COMPARATIVE</th>
<th>SUPERLATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>2.</td>
<td>tall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>lighter</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td>hugest</td>
</tr>
<tr>
<td>6.</td>
<td>strange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td>widest</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>narrower</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td>tiniest</td>
</tr>
<tr>
<td>10.</td>
<td>little</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted by: Miryam Llerena Merchán and Yaritza González Velasco

Exercise B
**Complete de color table:** look for think with red and yellow color

<table>
<thead>
<tr>
<th></th>
<th>red</th>
<th>cherry</th>
<th>rose</th>
<th>jam</th>
</tr>
</thead>
<tbody>
<tr>
<td>merlot</td>
<td>garnet</td>
<td>crimson</td>
<td>ruby</td>
<td></td>
</tr>
<tr>
<td>scarlet</td>
<td>wine</td>
<td>brick</td>
<td>apple</td>
<td></td>
</tr>
<tr>
<td>mahogany</td>
<td>blood</td>
<td>sangria</td>
<td>berry</td>
<td></td>
</tr>
<tr>
<td>currant</td>
<td>blush</td>
<td>candy</td>
<td>lipstick</td>
<td></td>
</tr>
</tbody>
</table>

**TASK FIVE  VOCABULARY IN CONTEXT**
PROCEDURE

Pictures Matching Game can be used to teach and learn the sub-skills for reading and spelling including:
1) Letter/s to sound/s recognition;
2) Sound/s to letter/s recognition; and,
3) Developing phonemic awareness in spoken words.
Students should look at the pictures and match with the words in the box; it is a useful resource to prepare vocabulary before starting a reading lesson.
Write the correct word in the box below the picture

<table>
<thead>
<tr>
<th>window</th>
<th>heating</th>
<th>socket</th>
<th>ceiling</th>
<th>switch</th>
<th>floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>wall</td>
<td>carpet</td>
<td>light</td>
<td>door</td>
<td>aircon</td>
<td>radiator</td>
</tr>
</tbody>
</table>

Adapted by:

Exercise B
**Match the vocabulary with the correct definition and write a–j next to the numbers 1–10.**

<table>
<thead>
<tr>
<th>Number</th>
<th>Definition</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This is usually made from wood and you can enter or leave a room through it.</td>
<td>a. aircon</td>
</tr>
<tr>
<td>2</td>
<td>The metal object that hangs on the wall and keeps us warm.</td>
<td>b. radiator</td>
</tr>
<tr>
<td>3</td>
<td>This is made from glass and you can look outside through this.</td>
<td>c. ceiling</td>
</tr>
<tr>
<td>4</td>
<td>The plastic object you have to press to turn the lights on and off.</td>
<td>d. door</td>
</tr>
<tr>
<td>5</td>
<td>The object that hangs on the wall and blows out hot or cold air.</td>
<td>e. floor</td>
</tr>
<tr>
<td>6</td>
<td>This is a colorful and sometimes beautiful decoration we put on the floor.</td>
<td>f. window</td>
</tr>
<tr>
<td>7</td>
<td>The bottom part of the room where the carpet usually is.</td>
<td>g. wall</td>
</tr>
<tr>
<td>8</td>
<td>The top part of the room where the lights usually are.</td>
<td>h. socket</td>
</tr>
<tr>
<td>9</td>
<td>There are usually four of these in the room above the floor but below the ceiling.</td>
<td>i. switch</td>
</tr>
<tr>
<td>10</td>
<td>The plastic object where you can plug your electronic items such as a computer or TV.</td>
<td>j. carpet</td>
</tr>
</tbody>
</table>

**TASK SIX Vocabulary in context**
## Picture matching

### Exercise A

Write the correct word in the box below the picture

<table>
<thead>
<tr>
<th>beautiful</th>
<th>handsome</th>
<th>old</th>
<th>young</th>
<th>tall</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>fat</td>
<td>slim</td>
<td>thin</td>
<td>blond hair</td>
<td>ginger hair</td>
<td>dark hair</td>
</tr>
</tbody>
</table>

### Exercise B
Complete the sentences with words from the previous page.

1. _______________ is the opposite of short.
2. If you eat lots of junk food, you will get _______________.
3. _______________ people are below average height.
4. _______________ is the opposite of old.
5. You are _______________ when you are 50 or 60 years old.
6. _______________ is the opposite of fat.
7. A good-looking woman is _______________.
8. _______________ is similar to thin.
9. You have _______________ if your hair is a yellow color.
10. A good-looking man is _______________.

**TASK SEVEN Vocabulary in context**

**Picture matching**
**Exercise A**

Write the correct word in the box below the picture

<table>
<thead>
<tr>
<th>go to bed</th>
<th>do homework</th>
<th>get up</th>
<th>have breakfast</th>
<th>have lunch</th>
<th>have dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>brush your teeth</td>
<td>wake up</td>
<td>have a shower</td>
<td>go to work</td>
<td>go home</td>
<td>go to school</td>
</tr>
</tbody>
</table>

Adapted by:

**Exercise B**

Match the vocabulary with the correct definition and write a–j next to the numbers 1–10.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You do this after a long day and just before you fall asleep.</td>
</tr>
<tr>
<td>2</td>
<td>You do this when your alarm clock goes off in the morning.</td>
</tr>
<tr>
<td>3</td>
<td>You do this in the morning because it is the most important meal of the day.</td>
</tr>
<tr>
<td>4</td>
<td>You do this at the dinner table with your family.</td>
</tr>
<tr>
<td>5</td>
<td>You do this to make your body and hair clean.</td>
</tr>
<tr>
<td>6</td>
<td>You do this after you wake up.</td>
</tr>
<tr>
<td>7</td>
<td>You do this so you can meet your friends and learn new things.</td>
</tr>
<tr>
<td>8</td>
<td>You do this after school because your teacher will get angry if you don't.</td>
</tr>
<tr>
<td>9</td>
<td>Your dentist will be pleased if you do this twice a day. i. get up</td>
</tr>
<tr>
<td>10</td>
<td>You do this in the afternoon when your classes at school have finished.</td>
</tr>
</tbody>
</table>

| a. | have dinner |
| b. | go to school |
| c. | have a shower |
| d. | go to bed |
| e. | go home |
| f. | wake up |
| g. | have breakfast |
| h. | brush your teeth |
| j. | do homework |
Exercise A

Write the correct word in the box below the picture

<table>
<thead>
<tr>
<th>receptionist</th>
<th>cleaner</th>
<th>shop assistant</th>
<th>nurse</th>
<th>doctor</th>
<th>engineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>office worker</td>
<td>teacher</td>
<td>hairdresser</td>
<td>lawyer</td>
<td>police officer</td>
<td></td>
</tr>
</tbody>
</table>

![Images of people in different occupations]

Exercise B

Write the name of a job to complete the sentences.
1. A _______________ and a _______________ work in a hospital or clinic and take care of you when you are ill.

2. An _______________ designs and builds large buildings or bridges.

3. A _______________ keeps an office, school or hotel clean and tidy.

4. Someone who works in a school classroom and helps students is called a _______________.

5. A person who works in a court and can help people on trial is called a _______________.

6. Someone who cuts and styles your hair to make it look good is called a _______________.

7. Someone who helps you in a shop when you want to buy something is called a _______________.

8. A person who works to stop crime is a _______________.

9. A _______________ works at the front desk of a building and welcomes visitors and answers the phone.

10. An _______________ works for a company and usually uses a computer and phone.
PROCEDURE

This fun context clues worksheet instructs the student to read each sentence and write the meaning of the underlined word. The student must use the words that surround the word that is underlined to help them find the meaning. Context clues are words in a sentence that help you figure out the meaning of a difficult word that you do not know. This context clues worksheet gives many problems where student must find the meaning of words by using the context of the other words in the sentence.

Exercise A
Julie bought a gift for her mom at a cart in the mall. The kiosk sells special chocolate candies.

In this sentence, the word **kiosk** means
- car
- office
- department
- cart

Exercise B
I ate a portion of everything on my plate when I ate a small piece of meat, a small piece of bread, and a small piece of chocolate pie.

In this sentence, the word **portion** means
- whole
- piece
- spoiled
- complete
Birds that migrate, such as some ducks and geese, leave their home in the winter.

In this sentence, the word **migrate** means

- swimming
- to move
- flying

**Exercise D**

There are many forms of transportation, such as a bus, a car, or a train, that can get you to the zoo.

In this sentence, the word **transportation** means

- toys
- animals
- system for moving people or things
- times

**Exercise E**

A limerick is a fun way to use words. You can make up poems, rhymes, and songs.

In this sentence, the word **limerick** means

- verse
- copy
- report
- text

**Exercise F**

Precipitation, such as rain and snow, falls from the sky.

In this sentence, the word **precipitation** means

- lightening
- water that falls from the sky
- thunder
Exercise G
Our country's highest politician, the president, has the job of making sure our country stays safe.

In this sentence, the word politician means
- man
- boss
- golfer
- elected person

Exercise H
Nutritious foods, such as fruits and vegetables, help our bodies grow.

In this sentence, the word nutritious means
- healthy
- boring
- yucky