UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE
BACHELOR OF EDUCATIONAL IN ENGLISH LANGUAGE AND LINGUISTIC DEGREE

TOPIC:
INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF ORAL EXPRESSION

PROPOSAL:
DESIGN OF A VOCABULARY EXERCISE SYSTEM TO THE DEVELOPMENT OF ORAL EXPRESSION

RESEARCHERS: VARGAS AUCAPÍÑA SILVIA TATIANA
GANCHOZO OLIVO MIRELLA LISSETTE

PROJECT’S ADVISOR: MSc. LARRY TORRES VIVAR

GUAYAQUIL, 2018 – 2019
UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS EDUCATION
SYSTEM: CLASSROOM-BASED (PRESENCIAL)

Msc. Silvia Moy-Sang Castro
DEAN

Msc. Wilson Romero
SUBDEAN

Msc. Alfonso Sánchez
DIRECTOR

Msc. Sebastián Cadena
SECRETARY
MSC.
SILVIA MOY-SANG CASTRO, ARQ.
DECANA DE LA FACULTAD DE FILOSOFÍA,
LET她们 Y CIENCIAS DE LA EDUCACIÓN
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: INGLÉS.

Tengo a bien informar lo siguiente:

Que las integrantes Vargas Aucapiña Silvia Tatiana, con C.C. 1206457069 y Ganchozo Olivo Mirella Lissette, con C.C. 1205090150, diseñaron el proyecto educativo con el Tema: Influence Of Vocabulary In The Development Of Oral Expression. Propuesta: Design of a vocabulary exercise system to the development of oral expression.

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 que procedo a la APROBACIÓN del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondientes.

Atentamente:

MSc. LARRY TORRES VIVAR
Consultor Académico
DEDICATION

This thesis is especially dedicated to God because he always has been present along the way giving the strength to continue my career to finish it.

To my parents Luis and Laura because they have been who educated me with important values through the life, and to be always willing to help without measure to get my goals and dreamers.

To my dear sisters Iliana and Erika by mean in my life, and to be an important part of our lives.

Also, my husband Byron and lovely son David who have been my motivation to completely dedicate my time to study and demonstrate them that comprehension and love everything in the life is possible.

Finally to every single person who had possible this work finishes successfully.

Silvia Tatiana Vargas Aucapiña
DEDICATION

I dedicate this project to my family, who has been close to me all time supporting me of many ways.

My Sister who everyday has provides me with a strong love shield.

My daughter to who love her with my life and she is present in each interview with my author giving me encouragement.

Some friends who have spent much time helping me, and my teachers for their valuable knowledgement and patience.

Mirella Lissette Ganchozo Olivo.
ACKNOWLEDGEMENTS

To finish one of the most important goals in my life I would like to say thank you to God for the blessings given because without his help nothing could be possible.

I am eternally grateful to my parents for letting me be who I am today, for amending each one mistake with love, comprehension, and responsibility for all their unconditional support.

To my sisters by the help, that year to year give me along to the university life and fill the happiness and enthusiasm my difficult moments.

To my dear husband, Byron because with his lovely words and trust allow realize me like a professional inside a beautiful career. And a special way to my little son David, because all the effort made, had its reward.

MSc. Larry Torres thank you for sharing his knowledge and being a big part of the development of this research.

Silvia Tatiana Vargas Aucapiña
ACKNOWLEDGEMENT

First of all, thanks God for allow me accomplish one more goal, for the patience and dedication at this work.

I thank my parents for them encouragement words every day in special my sister, she torments me each moment the thesis ends.

I thank my daughter and husband for support me in each moment.

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

Lissette Ganchozo Olivo.
UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LINGUISTICS AND LANGUAGES

TITLE: INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF ORAL EXPRESSION.

PROPOSAL: DESIGN OF A VOCABULARY EXERCISE SYSTEM TO THE DEVELOPMENT OF ORAL EXPRESSION.

RESEARCHERS: SILVIA VARGAS AND LISSETTE GANCHOZO

ABSTRACT

The elaboration of this educational project was carried out considering all the regulations and standards established by Faculty of Philosophy, Letters and Sciences of Education, School of Linguistics and Languages of University of Guayaquil. All the specifications have been followed in all the chapters, respecting the use of quotations, research techniques and methodology.

The variables that served as research in the theoretical framework were selected according to the needs and failures that were detected when the researchers applied the observation class and the survey to the students of first year of bachillerato at “Rosa Olga Villacrés Lozano high school located in Daule.

Once evidenced the problem, investigators designed an exercise system of vocabulary taking into account the topics present in the book that the government provide to the public institution which aims to give a possible solution that will have a great influence on the learning outcomes. The implementation of the proposal will support students to become interested in learning English effectively and strengthen oral expression in order to communicate in another language.

VOCABULARY | ORAL EXPRESSION | MOTIVATION
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

TITULO: INFLUENCIA DEL VOCABULARIO EN EL DESARROLLO DE LA EXPRESIÓN ORAL.

PROPUESTA: DISEÑO DE UN SISTEMA DE EJERCICIOS DEL VOCABULARIO PARA EL DESARROLLO DE LA EXPRESIÓN ORAL.

INVESTIGADORES: SILVIA VARGAS Y LISSETTE GANCHOZO

RESUMEN
Para la elaboración del proyecto educativo, se consideró todos los reglamentos y normas establecidos por la Facultad de Filosofía, Escuela de Lenguas y Lingüísticas de la Universidad de Guayaquil. Así mismo se han seguido todas las especificaciones en todos los capítulos, respetando el uso de citas, técnicas de investigación y metodología.

Las variables que sirvieron de investigación en el marco teórico, fueron seleccionadas de acuerdo a las necesidades y falencias que se presentaron al momento de la observación de la clase y la entrevista realizada a los estudiantes del Primer año de bachillerato de la unidad educativa “Rosa Olga Villacrés Lozano” ubicado en el cantón Daule.

Ante la problemática presentada se ha diseñado un sistema de ejercicios tomando en cuenta los temas del libro implementado por el Ministerio de educación del Ecuador a instituciones públicas, el cual pretende dar una posible solución que influirá mucho en los resultados de aprendizaje. La realización de la propuesta servirá de apoyo para que los estudiantes se interesen en aprender inglés de manera eficaz y fortalecer la expresión oral para poder comunicarse en otro lenguaje.

| VOCABULARIO | EXPRESIÓN ORAL | MOTIVACIÓN |
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

**FICHA DE REGISTRO DE TESIS**

**TITULO Y SUBTITULO:**
Influencia del vocabulario en el desarrollo de la expresión oral. Diseño de un sistema de ejercicios de vocabulario para el desarrollo de la expresión oral.

**AUTOR/ES:**
- Vargas Aucapiña Silvia Tatiana
- Ganchozo Olivo Mirella Lissette

**TUTOR:**
- MSc. Larry Torres Vivar

**REVISORES:**

**INSTITUCION:**
- Universidad de Guayaquil

**FACULTAD:**
- Filosofía Letras y Ciencias de la Educación

**CARRERA:**
- Lenguas y lingüística

**FECHA DE PUBLICACIÓN**

**N. DE PAGS:**

**TITULO OBTENIDO:**
- Licenciatura en Ciencias de la Educación, mención en Lengua y Lingüística Inglesa.

**ÁREAS TEMÁTICAS:**
- Lengua Inglesa

**PALABRAS CLAVE:**
- VOCABULARIO, EXPRESIÓN ORAL, MOTIVACIÓN.

**RESUMEN:**
Para la elaboración del proyecto educativo, se consideró todos los reglamentos y normas establecidos por la Facultad de Filosofía, Escuela de Lenguas y Lingüísticas de la Universidad de Guayaquil. Así mismo se han seguido todas las especificaciones en todos los capítulos, respetando el uso de citas, técnicas de investigación y metodología. Las variables que sirvieron de investigación en el marco teórico, fueron seleccionadas de acuerdo a las necesidades y falencias que se presentaron al momento de la observación de la clase y la entrevista realizada a los estudiantes del Primer año de bachillerato de la unidad educativa Rosa Olga Villacrés Lozano ubicado en el cantón Daule, una de ellas fue la insuficiencia de la expresión oral. Ante la problemática presentada se ha diseñado un sistema de ejercicios tomando en cuenta los temas del libro implementado por el Ministerio de educación del Ecuador a instituciones públicas, el cual pretende dar una posible solución que influirá mucho en los resultados de aprendizaje. Para realizar esto, fueron muchos los instrumentos de investigación utilizados los cuales sirvieron para obtener una información verídica y eficaz que ayudaron a los investigadores a finalizar con éxito la presentación, ejecución y aplicación de este proyecto.

**N. DE REGISTRO (en base de datos):**

**N. DE CLASIFICACION:**

**DIRECCIÓN URL (tesis en la web):**

**ADJUNTO PDF:**
- SI

**CONTACTO CON AUTORES**
- Teléfono: 0992156171
- 0994903525
- E-mail: taty_vargas88@hotmail.com
- lissmgo@hotmail.com

**CONTACTO EN LA INSTITUCION**
- NOMBRE: Secretaría de la Escuela de Lenguas y Lingüística
- TELEFONO: (04)2294888 Ext. 123
- E-mail: lenguas.linguistica.fil@gmail.com
# NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY

## THESIS REGISTRATION FORM

<table>
<thead>
<tr>
<th>TITLE AND SUBTITLE:</th>
<th>Influence of vocabulary in the development of oral expression. Design of a vocabulary exercise system to the development of oral expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHORS:</td>
<td>Vargas Aucapiña Silvia Tatiana, Ganchozo Olivo Mirella Lissette</td>
</tr>
<tr>
<td>ADVISOR:</td>
<td>MSc. Larry Torres Vivar</td>
</tr>
<tr>
<td>REVISERS:</td>
<td></td>
</tr>
<tr>
<td>INSTITUTION:</td>
<td>University of Guayaquil</td>
</tr>
<tr>
<td>FACULTY:</td>
<td>Of Philosophy, Letters and Education Sciences</td>
</tr>
<tr>
<td>CAREER:</td>
<td>Languages and Linguistics</td>
</tr>
<tr>
<td>PUBLICATION DATE:</td>
<td></td>
</tr>
<tr>
<td>N. OF PAGES:</td>
<td></td>
</tr>
<tr>
<td>DEGREE OBTAINED:</td>
<td>Bachelor of Education Sciences, major in English Language and Linguistics</td>
</tr>
<tr>
<td>THEME AREAS:</td>
<td>English language</td>
</tr>
<tr>
<td>KEYWORDS:</td>
<td>VOCABULARY, ORAL EXPRESSION, MOTIVATION</td>
</tr>
<tr>
<td>ABSTRACT:</td>
<td>The elaboration of this educational project was carried out considering all the regulations and standards established by faculty of philosophy, letters and sciences of education school of linguistics and languages of university of Guayaquil. All the specifications have been followed in all the chapters, respecting the use of quotations, research techniques and methodology. The variables that served as research in the theoretical framework were selected according to the needs and failures that were detected when the researchers applied the observation class and the survey to the students of first year ofbachillerato at &quot;Rosa Olga Villacrés Lozano high school located in Daule, Once evidenced the problem, researchers will design a exercise system of vocabulary taking into account the topics present in the book that the government provide to the public institution which aims to give a possible solution that will have a great influence on the learning outcomes. The implementation of the proposal will support students to become interested in learning English effectively and strengthen oral expression in order to communicate in another language.</td>
</tr>
<tr>
<td>REGISTRATION NUMBER:</td>
<td></td>
</tr>
<tr>
<td>CLASSIFICATION NUMBER:</td>
<td></td>
</tr>
<tr>
<td>URL ADDRESS:</td>
<td></td>
</tr>
<tr>
<td>ATTACHED PDF:</td>
<td>YES</td>
</tr>
<tr>
<td>TO CONTACT THE AUTHORS:</td>
<td>Telephone: 0992156171 0994903525</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:taty_vargas88@hotmail.com">taty_vargas88@hotmail.com</a> <a href="mailto:lissmgo@hotmail.com">lissmgo@hotmail.com</a></td>
</tr>
<tr>
<td>TO CONTACT THE INSTITUTION:</td>
<td>NAME: Secretarial of the school of Languages and Linguistics.</td>
</tr>
<tr>
<td>TELEPHONE:</td>
<td>(04)2294888 Ext. 123</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:lenguas.linguistica.filo@gmail.com">lenguas.linguistica.filo@gmail.com</a></td>
</tr>
</tbody>
</table>
GENERAL INDEX

COVER PAGE .................................................................................................................. i
AUTHORITIES ............................................................................................................. ii
APPROVAL OF THE PROJECT LETTER ................................................................. iv
DEDICATION ................................................................................................................ iv
ACKNOWLEDGEMENTS ............................................................................................... vi
ABSTRACT .................................................................................................................... viii
RESUMEN ...................................................................................................................... ix
NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY IN SPANISH ... x
NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY IN ENGLISH ... xi
GENERAL INDEX .......................................................................................................... xii
INDEX OF CHARTS ....................................................................................................... xvi
INDEX OF GRAPHICS ................................................................................................. xvi

INTRODUCTION ........................................................................................................... 1

CHAPTER I ....................................................................................................................... 3
THE PROBLEM ............................................................................................................... 3
CONTEXT OF THE INVESTIGATION ........................................................................... 3
CONFLICT SITUATION ............................................................................................... 3
SCIENTIFIC FACT ......................................................................................................... 4
CAUSES AND CONSEQUENCES ................................................................................. 4
PROBLEM FORMULATION ......................................................................................... 5
VARIABLES .................................................................................................................... 5
OBJECTIVES OF THE INVESTIGATION ....................................................................... 5
  GENERAL ................................................................................................................... 5
  SPECIFICS ............................................................................................................... 6
SCIENTIFIC INTERROGANT ......................................................................................... 6
JUSTIFICATION ............................................................................................................ 6

CHAPTER II ................................................................................................................... 9
THEORETICAL FRAMEWORK ....................................................................................... 9
THEORETICAL FOUNDATION ...................................................................................... 10
VOCABULARY ............................................................................................................... 10
STRATEGIES FOR TEACHING VOCABULARY .......................................................... 12
CLASSIFICATION OF THE VOCABULARY ......................................................... 14
THE IMPORTANCE OF THE VOCABULARY ....................................................... 21
METHODOLOGY OF THE VOCABULARY IN THE SECOND LANGUAGE ........ 22
TEACHING TECHNIQUES VOCABULARY IN ENGLISH ............................. 23
ORAL EXPRESSION ......................................................................................... 28
DEVELOPMENT OF ORAL EXPRESSION .......................................................... 29
ESSENTIAL ASPECTS IN ORAL EXPRESSION .............................................. 32
MAIN QUALITIES OF ORAL EXPRESSION ................................................... 33
CHARACTERISTIC OF ORAL EXPRESSION .................................................. 36
ADVANTAGES AND DISADVANTAGES ORAL EXPRESSION .................... 36
IMPORTANCE AND BENEFITS OF IMPROVING YOUR SPOKEN ENGLISH .......................................................... 38
HOW TO IMPROVE ORAL EXPRESSION? .................................................... 40
ORAL EXPRESSION TYPES ........................................................................... 42
METHODS FOR EFFECTIVELY IMPROVING STUDENT COMMUNICATION SKILLS .......................................................... 43
THE PATH TO IMPROVING STUDENT COMMUNICATION SKILLS ........ 43
SPEAKING IN THE DISCIPLINES ................................................................. 46
EPISTEMOLOGICAL FOUNDATION ................................................................. 47
PEDAGOGICAL FOUNDATION .................................................................. 49
PSYCHOLOGICAL FOUNDATION ................................................................. 52
SOCIOLOGICAL FOUNDATION .................................................................... 53
LEGAL FOUNDATION .................................................................................... 54

CHAPTER III .................................................................................................... 57
METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS ... 57
METHODOLOGICAL DESIGN ......................................................................... 57
TYPES OF RESEARCH .................................................................................. 57
DESCRIPTIVE RESEARCH ........................................................................... 57
DOCUMENTARY RESEARCH ....................................................................... 58
EMPIRICAL RESEARCH ............................................................................... 58
FIELD RESEARCH ......................................................................................... 59
QUALITATIVE RESEARCH ........................................................................... 59
QUANTITATIVE RESEARCH ......................................................................... 60
POPULATION .................................................................................................................. 61
SAMPLE ....................................................................................................................... 61
RESEARCH METHODS .................................................................................................. 63
  DEDUCTIVE METHOD ................................................................................................. 63
  INDUCTIVE METHOD .................................................................................................. 63
  STATISTICAL METHOD ............................................................................................... 64
TECHNIQUES AND RESEARCH TOOLS ..................................................................... 64
  INTERVIEW .................................................................................................................. 65
  PARTICIPANT OBSERVATION ..................................................................................... 65
  SURVEY ....................................................................................................................... 65
INTERVIEW TO THE ENGLISH TEACHER ................................................................. 66
SURVEY TO STUDENTS ............................................................................................... 67
ANALYSIS AND INTERPRETATION OF DATA ............................................................ 69
CHI SQUARE ................................................................................................................. 79
CONCLUSIONS ............................................................................................................ 80
RECOMMENDATIONS ................................................................................................. 80

CHAPTER IV ................................................................................................................... 82
THE PROPOSAL ............................................................................................................. 82
  JUSTIFICATION ........................................................................................................... 82
OBJECTIVES ................................................................................................................ 83
  GENERAL .................................................................................................................... 83
  SPECIFIC OBJECTIVES ............................................................................................. 83
THORETICAL ASPECTS .............................................................................................. 84
  PEDAGOGICAL ASPECT ........................................................................................... 84
  SOCIOLOGICAL ASPECT .......................................................................................... 84
  PSYCHOLOGICAL ASPECT ....................................................................................... 84
FEASIBILITY OF THE PROPOSAL ............................................................................... 85
  FINANCIAL FEASIBILITY ......................................................................................... 85
  LEGAL FEASIBILITY .................................................................................................. 85
  TECHNICAL FEASIBILITY .......................................................................................... 86
  HUMAN FEASIBILITY ................................................................................................. 86
  POLITICAL FEASIBILITY ............................................................................................ 87
DESCRIPTION OF THE PROPOSAL ............................................................................... 87
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONCLUSIONS</td>
<td>88</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>90</td>
</tr>
<tr>
<td>ANNEXES</td>
<td>96</td>
</tr>
<tr>
<td>ANNEX 1: DOCUMENTS</td>
<td>97</td>
</tr>
<tr>
<td>ANNEX 2: PICTURES</td>
<td>105</td>
</tr>
<tr>
<td>ANNEX 3: PROPOSAL</td>
<td>109</td>
</tr>
</tbody>
</table>
INDEX OF CHARTS

TABLE 1: POPULATION AND SAMPLE....................................................... 61
TABLE 2: OPERATIONALIZATION OF THE VARIABLES MATRIX CHART..... 62
TABLE 3: LIKERT SCALE - SURVEY ANALYSIS.......................................... 68
TABLE 4: CHART OF FREQUENCY N° 1...................................................... 69
TABLE 5: CHART OF FREQUENCY N°2....................................................... 70
TABLE 6: CHART OF FREQUENCY N° 3...................................................... 71
TABLE 7: CHART OF FREQUENCY N° 4..................................................... 72
TABLE 8: CHART OF FREQUENCY N° 5..................................................... 73
TABLE 9: CHART OF FREQUENCY N° 6..................................................... 74
TABLE 10: CHART OF FREQUENCY N° 7.................................................... 75
TABLE 11: CHART OF FREQUENCY N° 8.................................................... 76
TABLE 12: CHART OF FREQUENCY N° 9.................................................... 77
TABLE 13: CHART OF FREQUENCY N° 10.................................................. 78
TABLE 14: RESULTS FROM THE CHI SQUARE TEST ............................. 79

INDEX OF GRAPHICS

GRAPHIC 1: CHART OF FREQUENCY N° 1............................................... 69
GRAPHIC 2: CHART OF FREQUENCY N° 2............................................... 70
GRAPHIC 3: CHART OF FREQUENCY N° 3............................................... 71
GRAPHIC 4: CHART OF FREQUENCY N° 4............................................... 72
GRAPHIC 5: CHART OF FREQUENCY N° 5............................................... 73
GRAPHIC 6: CHART OF FREQUENCY N° 6............................................... 74
GRAPHIC 7: CHART OF FREQUENCY N° 7............................................... 75
GRAPHIC 8: CHART OF FREQUENCY N° 8............................................... 76
GRAPHIC 9: CHART OF FREQUENCY N° 9............................................... 77
GRAPHIC 10: CHART OF FREQUENCY N° 10.......................................... 78
INTRODUCTION

This present research is essential to the high school, which aims to analyze the oral expression of students. Being conscious of the many deficiencies that are suffering at “Rosa Olga Villacrés Lozano” High School is going through an initiative to design a vocabulary exercise system to the development of oral expression. This will help improve to the students the oral expression through vocabulary activities. For this reason, this investigation work motivates make a diagnosis about the causes that affect the limited development of oral expression students.

This work allows students through vocabulary can improve their oral expression, which will allow them to understand and interpret different kinds of vocabulary exercises, and so have an interest in vocabulary which helps them speak basic English. The method to be used in this research is quantitative method, which it allows analyze the subjects and search the data numerically in order. To get this purpose this research consists of the following:

CHAPTER I: THE PROBLEM

It contains the problem of research and all aspects that influence it, such as: context of the research, conflict situation, scientific fact, causes, problem research, variables, objectives, questions of the investigation, justification.

CHAPTER II: THE THEORETICAL FRAMEWORK

It performs various researches with the independent variable and the dependent variable, and aspects such as: the theoretical framework, epistemological foundation, pedagogical foundation, philosophical foundation, sociological foundation, legal foundation.
CHAPTER III: METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

In this chapter the instruments of dimension are to data and tabulate the variables that influence the methodological design, types of research, population and sample, operationalization, research methods, techniques and research tools, analysis and interpretation of data, chi square, conclusions and recommendations.

CHAPTER IV: THE PROPOSE

In this chapter the proposal is begun, the operating model is developed to carry out the proposal and all aspects that influence it, such as: Title of the proposal, justification, general objective, specific objectives, feasibility of your application, financial, technical, and human feasibility, description of the proposal, conclusions, bibliographies, and annexes.
CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION

Nowadays learning of the English language is of the great importance since it allows carrying out academic, cultural and commercial exchanges worldwide.

Most students from schools spend many years learning grammar rules, but they do not speak fluently and natural because grammar is a small part of the language. The low level of oral expression of the scholars, have created difficulties in the development and understanding of the language.

However, with the practice of the vocabulary that researcher’s performance in this investigation will help them to develop the ability of speaking. It is essential that students feel interested in improving their ability in oral expression and reach better standards of comprehension of the English language and obtaining good effects on their progress.

This investigation is developed at Unidad Educativa “Rosa Olga Villacrés Lozano” located in Daule, of the province of Guayas. Where the insufficiency of the oral expression was detected by means of an observation technique to the class, which encourage us to design a proposal that will cover the needs of the student and so to be able to strengthen their knowledge within the teaching of the English language.

CONFLICT SITUATION

Oral expression is one of the most important skill inside the English learning, but there are many problems that become part of the bad speaking development such as, the inadequate teaching methods of
English, since most of the cases teachers do not teach enough vocabulary to their students and the lack of motivation at the moment to speak in class.

According to several sources many public high schools have deficiencies in learning, whether by teachers whose methodological teaching strategies are not the most appropriate, the planning on the basis of strategies are now less important for many educators, they even limit its classes of English without resources that allow the student to be in contact with the daily English.

In the second place, teachers do not use a practical vocabulary applying quotidian customs for instance at the supermarket, at school and telling the hour etc. The acquisition of a good vocabulary is essential since it helps us to express ideas through of development of the speaking skill.

Finally, another important factor in the deficiency of the oral expression is the lack of motivation that the student has at the moment of speaking. A lot of time they feel shy and introverted, because they cannot formulate simple sentences or simple conversations in front of their classmates creating low interest in the learning process.

In conclusion it is necessary that teachers be trained and well-prepared at the moment of giving class so that will allow to the pupils to be interested in the learning process of a second language in order to obtain positive and efficient results of oral expression.

**SCIENTIFIC FACT**

Deficiency in the oral expression of the students in 1st year at Unidad Educativa “Rosa Olga Villacrés Lozano” located in Daule, of the province of Guayas in the school period 2017 – 2018

**CAUSES AND CONSEQUENCES**

English teachers show a low interest on Teaching methodology, by many years have been found its inadequate application due to teachers
apply traditional education where only use memorization of content giving as result a passive learning.

The lack of participation and the students uninterested in classrooms is due to the deficiency of didactics activities, for these reason teachers must use strategic resources to learners have better comprehension and assimilate what they are learning.

Due to the weaknesses observed during class the authors of this research has come up with an alternative that matches the interest of students (a vocabulary exercise system) with which learners are going to be encouraged to express their ideas, feelings and give opinions, these aspects will be develop in a practical way, entertaining and simple thus they can participate, enjoy and learn.

PROBLEM FORMULATION

How does the vocabulary influence in the development of oral expression of the students in 1st year at Unidad Educativa “Rosa Olga Villacrés Lozano” located in Daule, of the province of Guayas in the school period 2017 – 2018?

VARIABLES

Independent

Vocabulary

Dependent

Oral Expression

OBJECTIVES OF THE INVESTIGATION

GENERAL

To determinate the influence of vocabulary in the development of oral expression through bibliographic and statistical field research, for the elaboration of a system of basic vocabulary exercises.
SPECIFICS

1. To determinate the use of the strategies vocabulary through field, study, a bibliographical research and statistical analysis.
2. To diagnose the level of the oral expression through field, study, a bibliographical research and statistical analysis.
3. To design a system of basic vocabulary exercise by interpreting the data obtained.

SCIENTIFIC INTERROGANT

1. What is the level of the development of speaking skill in the student from 1° year Bachillerato at Rosa Olga Villacrés Lozano high school?
2. What kind of vocabulary exist?
3. What are the advantages of using vocabulary in class?
4. What methodology is going to be used?
5. Where is the proposal going to be performed?
6. What kind of activities will be appropriate to work with the students?

JUSTIFICATION

By identifying a word and its meaning students are able to understand the information received from the outside world, so this make easy for them to communicate their idea successfully. Since speaking is the key to communicate with people around the world.

For that reason, the first beneficiaries of this project will be the students because they will have the opportunity to learn a basic vocabulary and lexical sets, in order to increase their memory bank so they will be able to understand and develop fluency at the moment of speaking by using the new information provided by teacher through practical and meaningful methods.

The English teachers and parents will be indirectly benefit of this project. Teachers because this project will provide new strategies to teach new words or phrases to help the students in their classes efficiently,
creating classes more interesting and dynamic. On the other hand, parents will be satisfied when their teenagers be able to recognize and understand new lexicon that will permit them to express feelings or opinions.

This research is relevant because it accomplishes the aims set up in the National Curriculum Guidelines (NCG), which specifies that students from First Year Bachillerato must be able to use phrases and sentences related to their daily life (Zambrano & Saavedra, 2014)

The application of a vocabulary exercise system with specific activities using the basic lexicon will help the English learning process. Besides the motivation will increase doing the class more fascinating. In this way, the proposal previously presented has additional didactic material for reinforcement the English learning which will allow the student to speak the foreign language using simple grammar structures and vocabulary.

According to Peña (2008) oral language is a very useful tool for the learning and communicative competence; it strengthens social and interpersonal relationships. In this way, oral expression becomes a powerful instrument that helps to build knowledge, improves quality of learning and develops critical thinking in the students.

Communication is a way to express emotions and feelings between other people besides; it is a basic tool to survive, because through of this learners can gain information of vital importance.

However, the oral expression as a part of information exchange and socialization has created fast and direct relations, which have contributed to the constant learning between human being. For that reason, this project is focused on create activities where learners will be able to express thoughts in order to develop the speaking skill.

The present research is based on National Plan for Good Living, 2013-2017; which mentions the following:
(National Plan for Good Living, 2013) Makes reference to National Planning Council (2014), who defines the Objective 4 To build citizen capacities and potential. For the 2013-2017 period, our aim is to establish holistic education to achieve the socialist knowledge-based society, and leap forward from an economy of finite (material) resources-based economy to an economic based on economy infinite resources (knowledge). Efforts must focus on guaranteeing to right to education, under conditions to quality and equity, placing human beings and localities at the center. We will bolster the role of knowledge by promoting scientific and technological research responsible with society and Nature.

(National Plan for Good Living, 2013, p. 61)

According to National Plan for Good Living (2013) which mentions National Planning Council (2014) affirms that try improve the skills of the students to get the socialist knowledge-based society, and based on economy infinite resources that helps to develop potentials and knowledge. All is created to guaranteeing the right to education, and so optimize the skills on students that help to improve their vocabulary and develop oral expression in the English language.
CHAPTER II
THEORETICAL FRAMEWORK

Background
Due to the increasing demand and importance that learning English has in these days, the purpose of this research study is to improve students’ Oral Communication Skills in “Rosa Olga Villacrés Lozano” Public High School in Daule, where students and teachers do not have the opportunity to increase their level in the teaching learning process specifically in speaking skills.

Searches demonstrate that many teachers of public high schools focus only in grammar structure, leaving outside the rest of the skills mainly speaking one and the importance that Oral Communication has in real life.

According to recent investigations it has been demonstrated both students and teachers do not practice oral communication in English every day, it happens since they use their mother tongue to express ideas and thoughts in classroom, so describe the real picture of Public Schools while learners who acquire major practice in the oral communication skill in English, had shown that their environment drives to the application of new strategies of education.

While the use of an appropriate vocabulary could be a great problem for the students when they want to perform an educational activity and even on the practice of the English Language and it is the principal factor of this research. (Barahona del Rocío, Elizabeth; Manzano, 2016)
The main purpose of this problematic is to design a vocabulary exercise procedure; the proposal was created by a deep study of the students’ requirement to improve speaking skills in the process of second language learning.

THEORETICAL FOUNDATION

VOCABULARY

Definition

Blachowicz, Fisher, Ogle, Watts & Taffe, (p. 55 2013) define vocabulary as "The main additionally needs to ensure that educators over the school have the assets they require both to fortify enthusiasm for words and to instruct new vocabulary" Vocabulary can be characterized as the expressions of a dialect, including singular components and expressions or lumps of different words that a gathering meaning. In English is basic for the learning and instructing of the remote dialect as such, without the adequate information of vocabulary individuals can't comprehend or express their own particular thoughts.

By and large, vocabulary is the types of articulation of the dialect of consent to his way of life, social gathering, put, and so on. It is important to remember the vocabulary permits to perceive and to utilize expressions of the dialect similarly as the local speakers do it. The correspondence will make more unconstrained while the age of the individual is major and obtain vocabulary suitably, since to the minute to structure sentences it will end up less demanding and will have a liquid and engaging correspondence. (Meara and Buxton, 1987 as cited in Harley and Hart, 2000).

Along these lines is considered to the information lexical as the term that is connected broadly in the investigation of the semantics and its structures to characterize the method for talking about individuals while procuring appropriate aptitudes for the psychological procedure that is the discourse. (Gass, 1988)
Catalán, (2002) Provides a twofold meaning of the term rivalry lexical: "the information that it ought to must have the capacity to utilize the word with property", then again, "The fitness to perceive, to learn, to recuperate and relate the diverse words to oral and composed level".

As indicated Catalan and Molina, words must be being used with property and know their genuine definition, since the words can have diverse implications of consent to the place, the way of life and his social gathering. "Students are able to characterize vocabulary as do the expressions of a dialect, including singular components and bits of a few words that unite an importance and also singular words or expressions." (Read, 1988 p. 56)

A wide vocabulary is dependably an ability exceptionally esteemed in the informative aptitudes of a man, as demonstrating knowledge the level of instruction and social foundation. The educating depends on what is drilled, and the English vocabulary, just enhances and increments with its utilization, this implies just rehearsing the required outcome is accomplished.

This is because of the blast that has had the instructive system, whose accentuation centers around building up the informative capacity of the understudies. Taking the informative system as a beginning stage, it can be said that the vocabulary is the key piece inside the learning of a remote dialect, for example, English. It demonstrates words must be being used with property and know his genuine significance, all together the usage of these isn't deficient to the minute to utilize them in the correspondence.

In most recent years' scientists have perceived how it has been expanding the significance of the vocabulary; it helps in the perception of the distinctive relations between family's words and the regular arrangements of the words. Taking the informative technique as a beginning stage, it worth mentioning that the vocabulary is the key piece inside the learning of a remote dialect, for example, English.
There are distinctive variations of words which are considered as straightforward words and a similar path there are compound words situated in verbs of the dialect that is found out. According to Sepulcros (2006) Singular words showing understudies advantage unequivocally notwithstanding learn vocabulary by implication to immediate and express person." The vocabulary additionally is beforehand called a psychological dictionary, they are the arrangement of words that a speaker or understudy knows, by implies an arrangement of interconnections permit to keep an awesome number of words in the mind and to utilize them to the minute to convey.

It has a quick and dynamic access to the immense amount of data that has been put away in the brain. For instance, a local speaker who has a moderate vocabulary of words can be late couple of moments in understanding the hunt of a term or confirming on the off chance that it exists or not. Meara (1980) Levin & Pressley (1985) refer to this by claming “The students have said that remote dialect vocabulary obtaining as the primary wellspring of inconvenience taking in the dialect." Moreover, inside the investigation of vocabulary learning procedures takes after the arrangement (Levin and Pressley, 1985)

**STRATEGIES FOR TEACHING VOCABULARY**

**Repeat strategy**

In this strategy the students do not have any experience in activities. They only have to follow the teacher’s instructions.

**Sensory strategy**

It is based on the student’s background knowledge and demonstrates what they are able to do through different passages and senses experiences are.
Semantic strategies

They are based on acquiring new vocabulary by means of semantic form; it means that the retentive plays an important role since the new word must be memorized.

Mnemonic strategies

They are the foundation of relations "simulated", associations made deliberately with a specific end goal to enhance remembrance. (Cohen, 1987) "The estimation of mental aides is that influences the students to play out an investigation of the word mental action to make pictures or situations" (p.58) adds to the arrangement of associations that enhance memory.

Likewise, Pérez (1999) from the psycholinguistic perspective claimed "vocabulary securing includes three unique procedures: info, stockpiling and recovery." The psychological vocabulary content is a dynamic framework, on the grounds that dependably it is in a steady change and refresh, in measure that is made and procuring more lexical and adjusting the elocution.

Perez Basanta (2003) and Molina (2007) explain that there are different stages of the mnemonic strategies that need to be taken into account in order to help learners to acquire new vocabulary easily, these are as follows:

Input

They are prior knowledge that students have acquired during their academic or daily life. It is very important for people that are learning a new language because it is the base to begin with a new knowledge.

Storage

In this stage the information that has been acquired is memorized, filed, and sometimes has been put in practice in real life.

Recovery
In this progression of a quick and proficient way it is looked and recovers the scholarly words in the long haul memory, to be utilized as a part of the development of sentences right now to convey.

The psychological vocabulary content is a dynamic framework, in light of the fact that dependably it is in a consistent change and refresh, in measure that is made and securing more lexical and adjusting the articulation.

For it, it is fundamental to conceptualize the vocabulary, so as to comprehend the level of criticalness that has this perspective inside the procedure of English learning, to comprehend as the dictionary is a spurring component for the subjective

CLASSIFICATION OF THE VOCABULARY

According to Terrazas Gallego & Agustin Llach, (2009) there several ways in which vocabulary is classified:

For knowing the size of the new words that has been acquired, either receptive or productive skills, it is important to consider the vocabulary background of students, thus, the teacher will have some ideas of what presenting in the new class and what students are able to. (Milton & Alexiou, 2010)

Size or extension of the vocabulary

It is the quantity of words that a speaker or students knows, this opposition infers an information on equation, phrases, structures, and the semantic, between others. It is not conceivable to accept that all speakers or understudies of another dialect, have an adequate information to comprehend the many-sided quality of a word, yet in the event that it has an improvement on every one of these perspectives, it is conceivable to sort out of better way the work that is completed to build up this opposition.

The speaker or understudy must know the fundamental expressions of the dialect that enable him to increment dynamically the vocabulary, so
estimate alludes to measuring the quantity of words that everyone knows. Furthermore, the span of the vocabulary is an important method to assess not just the state of information of the understudies, yet in addition his phonetic rivalry in an all the wider sense. Schmitt and Meara (1997)

In examine acknowledged by a few creators between them David (2008) have been appeared to the span of the vocabulary likewise is a decent marker of the phonetic limit as a rule. Meara and Jones (1990 p. 59) Claim that "there is a decent connection between the measure of the vocabulary, composing, perception and the syntactic information of reading".

As indicated by Thornbury, "Instructors have not perceived totally the tremendous informative favorable position in the advancement of a wide vocabulary" (Thornbury, 2002)

Educational modules would have accentuation in the advancement of the dictionary, however what has been done to the minute is to exaggerate the linguistic rivalry, to the point of uprooting different rivalries.

Along these lines create viable methodologies that permit the procurement of vocabulary is the undertaking that it is important to start to recuperate. What's more, it is important to remember that the way toward comprehension and utilizing a word enough conveys the learning on composed and talked type of the word, syntactic conduct, which means, utilize and the diverse undertones of the word. (West, 1953).

Truth be told, one of the real contrasts between a local speaker and a student is the amount of words that they command and use in the day by day correspondence.

Thornbury attests that "It is conceivable that a local individual with instruction has an arrangement of 20,000 groups of words, as in words exist with a similar root and diverse joins. Every one of these words, as they are found out will be situated in a similar family. However, numerous grown-up students following quite a while of guideline by and large don't
figure out how to beat 5,000 groups of words, and for the most part a student does not defeat 2,000 words in the day by day utilization of the general rundown of administration of words in English created by Michael Philip West.

Other than is conceivable to talk about the profundity of appreciation of this vocabulary in the student. A word can be dubiously perceived, or it can be comprehended in all lexical and semantic shades. Does not have an arrangement of wide vocabulary influence appreciation, as well as generation is influenced". (Thornbury, 2002).

The learning word prompts creating on students what it is conceivable designate as mental vocabulary. This vocabulary does not take after a sort word reference, is a framework profoundly composed and interconnected in type of net that was making affiliations, and increments or changes as per the need of the understudy and the correspondence is needed to impact.

Moreover, the significance of the word demonstrates a critical part. As indicated by Thornbury a few frameworks happen in the learning and retention of the words: "All that proposes a semantic association (in view of the importance) ".

Hilton and Hyder, give a decent reasoning of it: "a great vocabulary is crucial during the time spent obtaining of a dialect, permits to peruse without oversights of perception, encourages not to befuddle words, does the most correct composed and oral discourse, Interesting and liquid, it permits to embrace the property record as indicated by the audience members, permits the levels correspondence of real profundity, and favors the trust in itself". (Hilton and Hyder, 1995)

As indicated by Nakanishi and Shimamoto "profundity of the vocabulary is a subjective measurement of the learning of the vocabulary and alludes to the level that a man knows a specific word, adjacent to knowing an essential signifying" (Nakanishi, 2003)
Depth

This dimension indicates parameters of a word to what level it reaches his knowledge with the purpose of using it as a native speaker would do. Student or learner must be able to recognize and interpret words, then form associative nets that differentiate the vocabulary of a native to a foreign person.

The depth must teach to the students or beginners, without confusing them, with good methods and strictly, in order to obtain a significant and effective learning.

Referring to the receptive knowledge, most of cases learners are capable of recognizing it on having heard it or on having seen it written; when the different parts that form it are recognized it can be assign a meaning to them; if students can establish associations with other words; it is in use correctly in a given context and know other words can of appearing. (Nation, 2001)

Receptive (Passive)

The word responsive is characterized as the individual who gets the activity, in case of learners is the transmission of the dialect, over the perusing and the tuning in, the open vocabulary or likewise called vocabulary of receipt is that a speaker or understudy is equipped for accepting the data and translate it.

According country (2001) "Along these lines the beneficial vocabulary is called additionally dynamic, and to the responsive vocabulary is called it aloof". It's unmistakable the open vocabulary is the arrangement of words that individuals known over the readings or for having tuned in to them, this helps the speaker or understudy to see the type of the word and to comprehend it, thusly the individual turn into a detached element, since just it aggregates the data.
Productive (Active)

The word profitable is characterized by the individual who produces, and the individual who explains the data putting into training the mastered, creating as a dynamic or gainful element. The gainful vocabulary is the arrangement of units of the psychological dictionary that a speaker or understudy truly utilizes as a part of the messages that they transmit, it produces types of talked or composed dialect.

In the progression of the responsive learning to the gainful has much that to see, the level of information that has the speaker or understudy. In spite of the fact that additionally build up an essentially part the citing, the memory and the pedantic inquiries.

Likewise, the nature of the data influences in the understanding and obtaining of new information, which are added to the gained previously. It is important to remember that the new procured data is simpler to recoup when works with the fleeting memory, other than the long haul memory.

Furthermore, the didactics urges to control of vocabulary, its preparing inside and out on recuperation and reutilization of units gives more data, and more solidification of information, which is added to the progression of the receipt to the creation.

Relation between size and depth

Concurring Aitchison (2003) "The expansion of size and profundity of the profitable information vocabulary is important so as to develop a net of words ". At the end of the day, while major is the scholarly vocabulary in estimate as top to bottom, better it will be for the students, in light of the fact that there will end up less demanding right now to talk or compose.

It is essential for students to the start of their learning, ought to be assessed of the information of the vocabulary in size and profundity, with a specific end goal to research the general relations that they have between the vocabulary and beneficial yield of the discourse and the open yield notwithstanding when the extent of the vocabulary is extremely poor.
It is important to tolerate as a top priority other than the extent of information lexical beneficial, it performs preeminent significance when an individual imparts; it will give a fast familiarity with his discourse or composing.

**Differences between receptively and productively**

The responsive vocabulary changes continuously to the gainful vocabulary, speakers or understudies are fit for utilizing steadily the beneficial vocabulary on having talked and to compose. This does not have any desire to state that exist any comparability between the two vocabularies, yet in the event that it is affirmed that the two vocabularies are essential and integral to get a successful informative. (Melka, 1997)

As it has clarified in already in the dictionary openly and gainfully, there is an awesome contrast and they are absolutely inverse, responsive vocabulary gets and deciphers while the beneficial vocabulary is putting into training the scholarly. Is conceivable to state two are reciprocal for a decent and powerful correspondence.

Though "the open and gainful vocabulary are distinctive procedures that are actuated by various boosts". (Meara, 1990)

The beneficial learning isn't understood just retaining the words concurring the specific situation; this alludes to a mechanical propagation no more. With this determinate the detached is of significant size. Be that as it may, it doesn't figure out which of two the best is. The distinctions clarified concurring Nation are briefly explained bellow:

- The responsive vocabulary of the word, it is acknowledged when the understudy or speaker is able to do: remember it while listen it or see it kept in touch with, it perceives the parts that frame it and allots a significance, It builds up relationship with different words, concedes that his importance is being used accurately in a given setting and knowing with what different words it must show up.
While the gainful vocabulary of the word is acknowledged when the understudy or speaker is prepared to do: articulate it or compose it accurately, it can portion it in parts, utilizes as a part of various settings, knows its synonymous and antonyms, incorporates a unique sentence and knows which is its review of custom.

Inquires about as Nation & Waring (1997) they understood a test to the understudies to assess their insight, giving as result the open vocabulary was superior to the gainful vocabulary. The conceivable reasons can be the gainful vocabulary needs additional time and commitment that the responsive vocabulary. In the meantime, for an adjusted taking in the beneficial vocabulary needs of a noteworthy information, amendment and inspiration it makes more arduous than the responsive vocabulary.

In this way, the profitable vocabulary requests the learning of new types of the word, talked and composed, this makes more exact in the creation, while for the responsive utilization of the word the understudy or speaker just needs to know a couple of particular highlights of the word. Likewise, it is important to have obviously in the learning of another dialect, in the progression of the classes; the information lexical responsively is being used more than the information lexical beneficially.

Concurring this distinction, the proposition will be finished with assignments that need diverse sort of information and utilization of the vocabulary: in the choice of exercises of the right meaning of the word boost and of determination of the sentence in which is utilized enough what might as well be called the specified word.

The amateur shows his responsive learning of the word unit; in any case, in the activity of composing sentences with the boost word, demonstrates his beneficial information of the same.
THE IMPORTANCE OF THE VOCABULARY

These days the learning of the vocabulary must be steady as Renandya states “the reality in the past the instruction and the learning of the vocabulary got few need in the projects of dialect” (Renandya and Richards, 2004)

According to (Morin and Goebel, 2001) vocabulary is integral to dialect and is of extraordinary noteworthiness to dialect students. Words are the building pieces of a dialect since they mark objects, activities, thoughts without which individuals can’t pass on the expected significance. The unmistakable part of vocabulary in EFL has been as of late perceived by scholars and analysts in the field.

What is more vocabulary learning is the core of a dialect understanding and utilize. EFL students need to build up their vocabulary collection keeping in mind the end goal to comprehend a straight forward direction given by the educator. They should know this focal piece of a dialect to understand and utilize it (Widdowson and Mckeown refered to in Fortes, 2007)

A few researchers contend that is fundamental to show vocabulary learning techniques. Instructing procedures to learn vocabulary will help understudies to convey successfully and precisely in light of the fact that they will build up a gainful vocabulary in their discourse and not just an open one (Regina and Goebel, 2001)

(Jonklova, 2009) "Teaching vocabulary is a standout amongst the most vital parts of any dialect class".

Vocabulary is the quintessence in various dialects, so through a critical amount of vocabulary to understand and convey the significance. Vocabulary learning is a standout amongst other markers of verbal capacity (Graves, 2010)

EFL students soon find that their absence of vocabulary learning blocks the capacity to convey what needs be obviously in English. As per
Schmitt, 2000) takes note of that "apprentices require around two thousand words to look after discussions, three thousand word families to peruse credible writings, and upwards of ten thousand words to appreciate testing scholarly messages.

A significant part of the students perceive the significance has the vocabulary in the English dialect to grow much better its open aptitudes, this implies so much both educators and students need to make the propensity for the learning of the vocabulary.

**METHODOLOGY OF THE VOCABULARY IN THE SECOND LANGUAGE**

As Hulstijn brings up, taking in a moment dialect can either mean months and years of intentional examine, by purposely focusing on memory a large number of words alongside syntactic words, or it can mean incidental learning by grabbing structures and dictionary of a dialect, through getting occupied with an assortment of informative exercises, to be specific reading and tuning in, while the student’s consideration is centered not around the frame but rather on the significance. Coincidental and purposeful adapting for the most part show up in the territory of vocabulary. This is on the grounds that coincidental learning can be connected to both dynamic and verifiable revelatory information, while purposeful is just relevant to genuine information (Hulstijn, 2003)

**Incidental learning**

They are in the reading and listening language, the acquisition of new vocabulary is a huge aid for the expansion of the lexicon.

**Intentional learning**

It is referred to the different forms that students use for acquiring new knowledge. This kind of learning appears through the teacher’s strategies that they give to the students.
**Implicit and Explicit knowledge**

In this aspect exists a planned conduct in the direction of the acquisition of a new ability where educators give the necessary opportunities for the learning, didactic resources, and different exercises. Finally, students must be assessed.

(Krashen, 1981) Says that implicit and explicit knowledge are entirely distinct, involving separate mental processes and storage. He also claims that explicit knowledge does not convert into implicit knowledge.

**TEACHING TECHNIQUES VOCABULARY IN ENGLISH**

Normally, there are a few methods concerning the instructing of vocabulary. Notwithstanding, there are a couple of things that must be recollected by most English educators on the off chance that they need to show another vocabulary or lexical things to their understudies. It implies that the English instructors need understudies to recall new vocabulary. At that point, it should be learnt, drilled, and reconsidered to keep understudies from overlooking. Methods utilized by educators rely upon a few variables, for example, the substance, time accessibility, and its incentive for the students (Takač, 2008)

This influences instructors to have a few reasons in utilizing certain systems in exhibiting vocabulary. In showing one arranged vocabulary thing; the instructor normally joined in excess of one procedure, rather than utilizing one single system. Educators, besides, are recommended to utilize arranged vocabulary introduction as different as could reasonably be expected (Pinter, 2006).

Following there are some techniques of teaching vocabulary as stated by Brewster, Ellis, and Girard (1992).

**Using Objects**
By Using these system students are going to be involved with realia, visual guides, and exhibition. This will prepare the students in recollecting vocabulary to improve learning and help them to recognize items and pictures which is exceptionally dependable and visual procedures can go about as signs for recalling words (Takač, 2008)

Moreover, Gairns and Redman, (1986) express that genuine articles system is suitably utilized for novices or youthful students and while displaying solid vocabulary.

**Drawing**

The material that are going to be used in classroom may be drawn on the board or on flash cards. They can be used more than once in different activities, depend on their usage. They can help learners easily to understand and analyze the most important points that they have learned in the classroom.

**Using Illustrations and Pictures**

Pictures associate students' earlier information to another story, and all the while, enable them to learn new words. There are a lot of vocabularies that can be presented by utilizing delineations or pictures. They are fantastic methods for influencing the importance of hard words to clear.

They ought to be utilized as regularly as could reasonably be expected. The rundown of pictures incorporates: blurbbs, cheat sheets, divider outlines, magazine pictures, board illustrations, stick figures and photos. Pictures for vocabulary showing originate from numerous sources. Aside from those drawn by the educator or understudies, they are sets of brilliant pictures planned for schools.

**Contrast**

In this students and’ teachers have the opportunity to apply different strategies since it gives the chance to consider some students with
different physical aspects by contrasting it with its opposite, for instance, the word "fat" contrasted with the word "thin", and so on. However, they cannot make the same activity with the whole words. It is almost impossible to contrast the words whose opposite is the gradable one.

Numerous more examinations have likewise demonstrated that vocabulary is best obtained in the event that it is like what is now instructed (e.g. Rudska et al., 1982, 1985); it is not astounding that learning equivalent words is an approach to increase their vocabulary. Finding out about equivalent words is vital additionally on the grounds that this is the means by which lexicons are composed. Setting bilingual lexicons aside, mono-lingual word references basically utilize words to clarify words, and in this procedure, equivalent words are frequently utilized (Ilson, 1991).

**Enumeration**

An enumeration is a collection of objects that are listed and prepared for being used. Teachers can take advantage of this technique when some word is difficult to explain in a visual way but its translation is important. (Harmer, 1991)

**Mime, Expressions and Gestures**

Kippel, (1994) states that "emulate or motion is useful on the off chance that it underlines the significance of motions and outward appearance on correspondence. At the pith it cannot exclusively be utilized to show the significance of a word found in reading section, yet in addition in talking movement as it focuses generally on correspondence. Numerous words can be presented through emulate, articulations, and motions. For instance, descriptive words: "pitiful", "glad"; emulate and taking a cap off you make a beeline for show cap et cetera.

especially while keeping an eye on energetic students and moreover beginners. It is typically perceived that "indicating signals" get thought and make the lesson more one of a kind. Using examinations of video annals of English lessons to French students, Tellier (2007) chose three principal parts for indicating signals: organization of the class (to start/end an activity, to address them, request quiet, et cetera.), evaluation (to exhibit a blunder, to review, to acclaim, et cetera.) and illumination to give signs on sentence structure, underline specific prosody, elucidate new vocabulary, et cetera.).

Demonstrating signals appear in changed shapes: hand movements, outward appearances, imitate, and body advancements, et cetera. They can either imitate or symbolize something and they help students to reason the significance of a talked word or verbalization, giving that they are unambiguous and direct. This demonstrating framework is thusly relevant for discernment Tellier, (2007) However, its utility may depend upon the kind of flag used by the educator. It has been included that remote seals, for instance, may provoke mixed up suspicions when it isn't known by the students (Sime, 2001; Hauge, 1999).

**Guessing from Context**

Speculating from setting as a method for managing new vocabulary in unedited choices has been recommended broadly by L1 and L2 perusing masters Dubin (1993). Nation&Coady, (1988) Claim that there are two kinds of settings. The main sort is the setting inside the content, which incorporates morphological, semantic and syntactic data in a particular content, while the second one is the general setting, or non-printed setting, which is the foundation information the peruser has about the subjects being perused. (Williams, 1985) Agrees with Nation and Coady in considering the particular setting as “alternate words and sentences that encompass that wor. It takes after that different words with regards to the new word regularly ‘toss light on’ its importance. These different words can be found in the sentence containing the obscure word
or different sentences past the sentence of the obscure thing. Essentially, (McCarthy, 1988) considers setting to be inside the content itself i.e. the morphological, syntactic, and talk data, which can be characterized and depicted regarding general highlights. Gaining from setting incorporates gaining from broad perusing, as well as gaining from partaking in a discussion, and gaining from tuning in to stories, movies, TV or the radio (Nation, 2001).

So as to enact speculating in a composed or talked content, there ought to be four components accessible: the reader, the content, dark words, and intimations in the content including some learning about speculating. The nonattendance of one of these components may influence the student's capacity to figure. Moreover, this system urges students to go for broke and figure the implications of words they don't know however much as could reasonably be expected. This will enable them to develop their self-assurance so they can work out the implications of words when they are without anyone else. There are numerous pieces of information students can use to set up implications for themselves, for example, delineations, similitude of spelling or sound in the primary language, and general learning (Walters, 2004).

Translation

Despite the fact that interpretation does not make a need or inspiration of the students to consider word meaning Cameron (2001), in a few circumstances interpretation could be viable for educators, for example, when managing coincidental vocabulary Thornbury, (2002) checking understudies' perception, and calling attention to similitudes or contrasts amongst first and second dialect, when these are probably going to cause mistakes Takač, (2008)There are constantly a few words that should be deciphered and this strategy can spare a ton of time.
Penetrating is utilized to influence students to get acclimated with the word shape particularly to how it sounds. To make students more comfortable with the word, boring ought to be clear and regular (Thornbury, 2002).

Drilling is exceptionally essential since students need to state the word to themselves as they learn it to review the words from memory (Ellis and Beaton, 1993, in Read, 2000)

Learners' Active Involvement

Utilizing this strategy, the educator urges the understudies to discover word's significance by elicitation Takač, (2008) considers that Elicitation augments students' talking openings, and goes about as a method for checking students' understanding.

This method likewise incorporates personalization, which is utilizing the word by students in a unique situation or sentence that is identified with their life. Identified with the above procedures, (Pinter, 2006) contends that educators are proposed to lead arranged introductions of vocabulary as different as could reasonably be expected, so it is better that instructors exhibit word significance and shape by consolidating in excess of one method.

Likewise, Takač (2008) calls attention to that in picking which systems to be utilized as a part of the classroom, instructors consider time accessibility, the substance or educating material.

ORAL EXPRESSION

Definition

In linguistics oral expression is a gathering of methods that decide the general rules that must be taken after to accomplish successful correspondence. It is the method for communicating what is thought, additionally it relates to the utilization of words and incorporates the
capacity to detail and create terms and sentences with suitable vocabulary, language structure, and use of tenets.

According to Rourke & Tuleja, (2008) "Oral communication occurs in person to person discussions, bunch discourses, phone calls and different conditions in which talked word is utilized to express significance." (p. 59) communication as is pointed out by these authors is a way to express the way people normally feel, and make others understand.

According to Bovee (2008), "Oral communication communicates thoughts through the talked word."

On the other hand, Kapoor (2003 p.115) states "Oral communication happens when talked words are utilized to exchange data and understanding structure on individual to another" In this way, oral communication is the procedure in which messages or data is traded or imparted inside sender and collector through the verbal.

The English oral expression builds the information in the students since they transmit and trade their contemplations and they learn new encounters. Moreira & Perez (2004) guarantee that it is vital to build up the oral expression of English language since students will play out their calling proficiently.

**Conclusion**

According to Ricky W. Griffin, “Oral communication takes place in face-to-face conversations, group discussions, telephone calls and other circumstances in which spoken word is used to express meaning.”

When messages or information is exchanged or communicated is orally is called oral communication. It is word based communication system but in oral form.

**DEVELOPMENT OF ORAL EXPRESSION**

Since youth individuals figure out how to express orally getting new vocabulary. Vargas, Camille, & Yurecko, (2003) state that new words
enhance the information. It implies the steady and imaginative utilization of the discourse improves the language and it permits having familiarity to set up an exchange.

Likewise, it permits the development individual's identity which suggests that the sentences communicated to others are connected with the encounters of consistently. Pinker (1994) states that each students is a machine of dialect since they have the limit of figuring out how to create the main words. This creator guarantees that the language is all inclusive since students truly design it many generations.

The educating of oral expression is fundamental in the learning remote language. Informative abilities are the range of skills that permits a proper investment in particular open circumstances. Hymes (1966) states that take an interest in an open association intends to achieve the reasons for individual correspondence.

The improvement of the communicative competence begins from the same moment that a man is conceived and proceeds during his all life, therefore, this procedure is accomplished from early years.

These capabilities can be refined in the following ways:

1. It happens at the individual level and understand the human capacity to obtain and utilize dialect or phonetic codes.

2. It compares to the social level, it alludes to the human part in the building information and social communication. The point is that the students create abilities to impart orally that can be put in practice in real life. These days, they interact with the English language through TV programs, films, web, social networks, smart phones, and others.

Furthermore, the students must think of some as fundamental parts of English dialect, for example, punctuation, phonetics and semantics when they figure out how to express orally.
Bygate (1991) claims that sentence structure, elocution and vocabulary are essential instruments in oral articulation.

**Conclusion**

For expressing in a good level the students can practice every day in each moment, little by little their development a fluency in a foreign language.

According to Jhonni Carlson (2017), The qualities of oral expression are the voice, diction, fluency, volume, rhythm, clarity, coherence, emotionality, vocabulary and message structure, Oral expression is one of the linguistic skills humans have to communicate.

**Voice**

The hearing has a great impact for the listener. Through the voice, feelings and attitudes can be transmitted.

**Diction**

It is the way to use words to form sentences, either orally or in writing. The speaker must have good command of the language.

**Structure of the message**

It is necessary to plan ahead what is going to be said, but a good speaker cannot get to improvise.

**Fluency**

Use words continuously

**Volume**

Intensity of voice.

**Rhythm**

Accentuation and harmony

**Clarity**
Express yourself accurately and accurately.

Coherence

Expressed in a logical manner.

Emotively

Project feelings according to the theme.

**ESSENTIAL ASPECTS IN ORAL EXPRESSION**

- A morphologically solid person who can transmit sounds effectively
- Minimum information of vocabulary and its right use in the fundamental organizing of thoughts (punctuation)
- Ability to offer significance to the words produced (semantics)
- Common and imparted phonological signs to the conversationalist

By absence of vocabulary is hard to have an easy communication, therefore, it is vital show all abilities for create of an awesome data. On the off chance that the understudy figures out how to transmit with clear that message or the fundamental thought with the training will soon have a right.

Instructors make prepared with strategy educational, teaching method, procedures, perception and unique exercises and enhance the inspiration about English, energize get the consideration and enthusiasm for the understudies, yet in the lion's share of school open there is no the fitting preparing with the innovation assets. Useful taking in the obtaining of abilities that have viable application, in other words, if the understudies haven’t polished and don't deplete all assets don't have a decent correspondence.

Bialystok & Hakuta (1994) states "The dialect is all verbal and non-verbal assets utilized by people to impart. It is an arrangement of signs that man uses to pass on to others what he supposes feels and means" (p. 64). These days numerous individuals converse with English in a few
regions, for moment work, travel, college, business and consistently is more vital learn it, for a correspondence worldwide.

**CONCLUSION**

Through oral expression can be transmitted feelings, emotions, and for this is necessary to speak a message clear and precise using grammar rules and aspects such as voice, rhythm, diction, structure of the message, coherence and clarity.

In addition, the lack of interest of students are unmotivated they will feel frustrated and otherwise they will not want to learn, for this reason it is indispensable that the teacher sow the interest in the students to learn a new language. Over time, English has become vital in all areas and many want to learn because they will have more opportunities.

**MAIN QUALITIES OF ORAL EXPRESSION**

Continue with Jhonni Carlson, the qualities for have a good oral expression continue:

**1- Voice**

It is the ability of the individual to be able to make sounds through the mouth. In the emission of the voice many parts of the body intervene as the larynx, vocal cords, tongue, muscles of the face, the jaw and the lips. Especially, brain who activates the process so that the person can turn his ideas or feelings into words that the interlocutor can hear, interpret and understand.

**2- Diction**

It is the correct pronunciation of words. To achieve a good diction is necessary a correct articulation, ie the movement of lips, tongue, teeth and palate be specific for the pronunciation of each vowel, consonant, syllable and word.
3- Fluency

It is the ability to pronounce the words without stumbling, continuously and making the breaks in the necessary places so that the interlocutor correctly understands the idea expressed. In this respect, speaking speed is essential. It should not be so fast as to run over words, nor so slow as to hinder the general understanding of the idea or bore the audience.

4- Volume

It is the intensity that is given to the voice when speaking. The greater or lesser volume of the voice will be determined, among other things, by the characteristics of the room (if it is very high, if it is very large, if it is very noisy) and the number of people to whom the speaker is addressed.

It is not the same to speak to a single person as to an audience full of people. Due to the fact that people do not speak in the same volume to a handful of attentive students in a classroom, as to a large group of people in a street meeting.

5- Rhythm

As in a dance, the oral communication must have a rhythm and a cadence that helps to achieve the stated objective. If you speak very quickly and without pauses, the listener will have to make an extra effort to try to understand what is being said and you may get tired.

On the other hand, if it is spoken very slowly, the listener can also get lost or bored, costing him to unite the ideas and to understand the whole. The rhythm must have a cadence and change depending on the purpose and content of the message. These changes help keep the interest of the audience.

6- Clarity
It has to do with the accuracy of what is spoken. Without leaving the branches, without delaying in details that are not important or that contribute nothing to the central idea of the speech.

It also has to do with the correct selection of words depending on the audience. It is necessary to handle common cultural codes, which is commonly said to "speak the same language". For example, a doctor in nuclear physics will have to adapt his speech in explaining his experiments to elementary school kids.

7- Consistency

The oral expression must have a logical order where there is a main idea around which to turn the speech. Avoid jumping from one subject to another constantly, because you run the risk of losing the original idea. From this main idea will come secondary ideas.

8- Emotively

It is one of the great advantages that oral expression has on written expression. It is the ability of the speaker to print to his words the emotion indicated in each case; this will be very helpful when it comes to being well understood and achieving empathy.

9- Vocabulary

The more words the person speaking speaks, the more effective your message will be. However, a lexicon that is understandable by the audience should always be used. The wealth of vocabulary and the use of synonyms are skills that are acquired with the constant exercise of reading.

10- Structure of the message

Before you start talking, you have to be clear about the idea you want to convey. For this the speaker can be supported in written material.

CONCLUSION
Oral expression proper requires elements that go beyond the mere linguistic where cultural, social and personality aspects intervene to be able to give meaning to what is spoken. This is what is known by the experts as effectiveness in oral expression, which is accompanied, by a series of qualities.

CHARACTERISTIC OF ORAL EXPRESSION

Elements

Requires to sender and receiver of messages, also basic channels of voice and hearing, and if necessary of technical channel such as a telephone. In the same way is delimited in a context or situations that defense the type of language; and need a shared code like the same language.

Transmitter: Is who pronounce of discourse.

Receiver: Is who to speech addressed

Message: The information that transmitted

Channel: Is the transmission medium

Code: Is the language, the group of signs shared with the transmitter and receiver.

CONCLUSION

Each element is important for have an excellent communication, if the students have cleared the functional component at moment to transmit it, the oral expression will be appropriate.

ADVANTAGES AND DISADVANTAGES ORAL EXPRESSION

According to Teddy Kimathi (2006) Oral communication has several advantages and disadvantages, compared to written communication, which has several advantages too and a few disadvantages.

Advantages
Firstly, take a look to this kind of expression is less time consuming rather than writing expression. For instance, the person who is speaking can answer question from the audience immediately.

Secondly, the speaker and audience can interact at any time, regarding to questions and answers. It is most used in seminars, lectures, and investigation meetings. Besides, the audience always respect the ideas or expressions that the speaker is saying.

Thirdly, as everyone knows the English language is the Universal one, for that reason it is taken for making activities of good purposes such as concerts, or entertainment, singers and actors are able to reach the hearts of the audience, due to the art they perform either through singing, dramatizing or giving a short speech.

Disadvantages

(Kimathi, 2006) As today’s world becomes more sophisticate, verbal communication in training institutes is becoming confusing more and more, as materials for study and teaching increase.

Oral expression, as a means of sending messages, is known of its notoriety in distorting or exaggerating words especially when the person is stressed for a lot of work. For instance, businesses have sometimes collapsed because of expressing the wrong information. Because of such terrible errors, some of them have opted to modern devices like computers, telefax and recently smart phones. These may be one of the most important disadvantages of the oral expression.

CONCLUSION

All aspects help the students to have a good oral expression, but the pupils must difference this, if they want an excellent transmitted message the practice could be principal component.
IMPORTANCE AND BENEFITS OF IMPROVING YOUR SPOKEN ENGLISH

As indicated by Expression English Institute (2017), English isn't simply one more dialect. Learning English can open a universe of chances and empower to speak with significantly more individuals and organizations.

The capacity to talk faultless English will add to resume and certainty when individuals are going for prospective employee meetings. Most organizations need their workers to have great order of composed and communicated in English. The capacity to comprehend English will help in instruction and research for any subject.

English- The Global Language

One of the greatest advantages of being able to smoothly talk and comprehend English is its worldwide status. It is a standout amongst the most broadly talked dialects on the planet. There are numerous nations where English is the essential dialect of correspondence. A considerable measure of nations has English as their official dialect. Individuals will have the capacity to movement and work in these nations, or speak with individuals and organizations from these nations. (Institute, March, 2007)

Business English

English is the dialect of worldwide business. Every single multinational organization, or online organizations focusing on clients everywhere throughout the world, depend on English. Taking in English from a rumored establishment will empower they take business on the web. Individuals can discover new accomplices, clients, customers, and representatives from different parts of the world. They will likewise have the capacity to convey significantly more professionally while
utilizing Emails, Memos, Contracts, Reports, and Agreements in English. (Institute, March, 2007)

**Travel**

At the point when individuals are going for diversion or business reason, they require a dialect to impart at better places all through their adventure. The capacity to communicate in English guarantees that understudies can travel anywhere on the planet without having any issues while conversing with individuals. They will have the capacity to look for the best places to movement on the planet. (Institute, March, 2007)

**Language and technology**

Innovation is changing the world around of all. From Internet to Smartphone Apps, and PCs to Cloud Technology, a large portion of these new advances have progressed toward becoming piece of people’s lives. Larger part of these sites or applications utilize English to guarantee that they are tending to a worldwide gathering of people.

Microsoft is a standout amongst the most surely understood names with regards to individual or undertaking arrangements like Microsoft Windows. The working programming bolsters such huge numbers of dialects yet toward the begin it was just accessible in English, and it was one of the most compelling motivations for their prosperity. (Institute, March, 2007)

**Research and Academic Knowledge**

All the essential information and research materials of the world are accessible in English dialect. The greater part of the world's best writing and distributions have been interpreted in English amid the most recent century. In the event that students need to learn and exceed expectations in any field, learning English will be of monstrous utilize. Most degree projects and courses offered by rumored colleges
are on the planet are in English dialect. When they can read and compose English, it would enable their take figuring out how to the following level.

They will likewise have the capacity to impart their own insight to others bitterly if understudies are capable in English. (Institute, March, 2007)

**Certainty Booster**

One of the greatest things that English does the capacity to show in a sure and persuading way. The capacity to fluidly communicate in English grandstands an imperative characteristic of identity. They will be sure while participating in an open deliberation, meeting, or introduction. (Institute, March, 2007)

**In Daily Life**

Dialect is all near, composed on road signs and maps and talked in stores, workplaces, and schools. In the event that they experience serious difficulties perusing, comprehension, or communicating in English, this powerlessness can make your everyday life unfathomably baffling. Indeed, even straightforward undertakings, for example, requesting bearings or deciding the cost of a thing can transform into a cerebral pain. Enhancing your English abilities can enable them to experience your day without stressing over a dialect hindrance turning into an issue in ordinary cooperation. (Institute, March, 2007)

**CONCLUSION**

Not only use a foreign language in at school, work or university now it is a global, speak in many situations for all reasons the students should learn because someday travel around to world.

**HOW TO IMPROVE ORAL EXPRESSION?**

As indicated by Leslie Miller 2018, Oral articulation empowers you to impart what's at the forefront of your thoughts. It is through quality oral
articulation that they will have the capacity to accomplish their correspondence destinations. As the primary concern, the nature of oral articulation is dictated by word decision, sentence structure, association and punctuation. Understudies may locate their self-murmuring and cluttering in a discussion particularly when the dialect isn't your first language.

**Read Widely**

Immense perusing enhances vocabulary and helps stay in contact with the dialect. Think about perusing out loud to enhance your inflection and articulation of words. Make sure to adhere to a specific emphasize. For example, rather than blending complements, understudies can adhere to an American inflection. On the off chance that they go over new expressions and words, guarantee look for their implications. Begin retaining these words and utilize them in your discourse. This won't just advance of dialect yet additionally make a decent impact on audience members.

**Listen**

To patch up the complement and articulation, tune in to local speakers. Think about watching motion pictures and tuning in to music without subtitles and have a go at tailing it. Take a stab at articulating the words like the local speakers do. They can likewise record the sentences and endeavor saying them similarly as hear them. Then again, they can look for an online voice and emphasize programming to help learn rapidly. Watching news is additionally useful since moderators must be clear, brief and goal.

**Speak**

Your principle objective is to talk fluently. Locate a local speaker and speak with the individual without stressing over your sentence structure and syntactic blunders. A local speaker will enable you to detect your mistakes and right you. Watch his mouth developments and mirror
them. Talking all the time will support your talking certainty and help enhance your discourse musicality and inflection. Grab each chance to talk in the dialect to familiarize your mouth muscles to the new complement.

**Take Extra Classes**

On the off chance that they are hoping to turning into an expressive speaker and need more practice with other dialect students, consider joining a dialect class. They won't turn into a decent speaker by latent tuning in. Taking a dialect class will open them to different students and empower them to explore different avenues regarding what they definitely know and expand upon it. React to different students and watch their non-verbal communication. Through your collaboration, they will pick up the aptitudes required to impart normally. Keep in mind not to convert into and from your primary language, as this will take excessively time, making more reluctant.

**CONCLUSION**

These components are essential to talk, the students must identify that role execute it, for have a great communication.

**ORAL EXPRESSION TYPES**

According to a study carried out in Colegio de Estudios Científicos y Tecnológicos del Estado de Puebla by Vazquez, Machorro, & Machorro, (2012), there are several oral types of expression which will be briefly described below.

- **Conversation:** It’s a dialogue between two or more people, also can establish a communication through spoken language (telephone) or written (chat).
- **Dialogue:** Is an oral and written form that two or more people interchange ideas for any type. A dialogue can be from a friendly conversation to a discussion.
Interview: Establish between two or more people (the interview and the interviewee) in order to obtain information or an opinion, or know someone’s personality, could be journalistic interview, television interview, clinical interview and job interview.

Description: Explain with a detail, specific describe a person, places or objects is. This severs to create credible moments.

Speech: A social communicative event, through linguistics elements. Is the most effective communication with the audience.

Narrate: is telling that happens in a specific place and time, either real or fiction.

CONCLUSION

The oral communication is one in which ideas, concepts, thoughts, and messages in general; all kinds of information and knowledge are transmitted through verbal, articulated means. Thus, a dialogue between two or more people.

METHODS FOR EFFECTIVELY IMPROVING STUDENT COMMUNICATION SKILLS

As indicated by Lee Watanabe-Crockett, Communication is an essential ability for each cutting edge understudy to ace. Advances in computerized media, changing profession scenes, and more noteworthy rivalry in schools and working environments makes enhancing understudy relational abilities an unquestionable requirement. With regards to getting basic relational abilities, there’s no time like the present.

As their instructor, you can take after these 8 procedures to upgrade understudy's talking and composing capacities, regardless of their age.

THE PATH TO IMPROVING STUDENT COMMUNICATION SKILLS

These 8 hints can help you tremendously with enhancing understudy relational abilities. They can be adjusted for practically every
sort of understudy from kindergarten to secondary school. Construct better speakers and scholars of tomorrow by testing your understudies to think fundamentally, listen effectively, and cooperate.

1. Watch films that model conversation skills.

A standout amongst the most essential relational abilities is the discussion. In spite of the fact that it might seem straightforward, successful discussions incorporate a give-and-take trade that comprises of components, for example, non-verbal communication, eye to eye connection, condensing, rewording, reacting.

2. Use technology.

From book recordings to applications, there is a huge number of mechanical assets that understudies can use for enhancing relational abilities. Understudies can tune in to or read alongside book recordings to hear how the speaker articulates and articulates distinctive words or expressions. Some extraordinary free applications that enhance understudy relational abilities.

3. Reinforce active listening.

Correspondence isn’t just about talking; it’s additionally about tuning in. Instructors can enable their understudies to create listening aptitudes by perusing a determination of content out loud, and after that having the class talks about and ponders the substance.

4. Offer group presentations and assignments.

Group building activities can likewise enable understudies to hone both oral and composed relational abilities, this action give the chance to banter about their suppositions, alternate, and cooperate towards a shared objective.

5. Ask open-ended questions.
Since the understudies require in excess of a maybe a couple word reaction, open-finished inquiries are key for motivating talk and exhibiting that there are numerous approaches to see and answer an inquiry.

Build up a clock for short casual discussions and test understudies to utilize open-finished inquiries, for instance: "what did you like best about the melody?" instead of basically "did you like the tune?"

6. Use tasks and activities that foster critical thinking.

Another assignment based technique for enhancing understudy relational abilities is through basic reasoning activities. These should be possible verbally or through composed assignments that allow understudies to answer addresses innovatively utilizing their own particular words and articulations.

7. Offer reflective learning opportunities.

Recording understudies perusing chose message or recording bunch introductions is a superb strategy for surveying their correspondence qualities and shortcomings. At that point, request that every understudy scrutinize the others with the goal that they can get used to accepting helpful feedback.

8. Find teachable moments.

Whatever the age aggregate are working with, boost on the regular happenings in the classroom condition. For instance, if an understudy answers an inquiry complicatedly, you may ask that they rethink what they stated, or challenge the class to make illuminating inquiries. In the event that a new word flies up in a content or on a film, delay all together for the class to scan for the word in the lexicon.

CONCLUSION

As teachers are a hard work teach English but if follow it this point could be easy, learn oral expression is a process that the students will learn little by little, many students have not patience or disappointed
because can't have a good communication, teachers must develop self-confidence and spoke without feeling ashamed.

These methods are excellent, when researchers receive these methods in class they were very efficient and fun to learn in a different way.

**SPEAKING IN THE DISCIPLINES**

**Oral activities in the classroom**

As per University of Pittsburg (2008) possibilities and open doors for oral articulation in the classroom incorporate substantially more than simply singular platform discourses and gathering introductions. Low-stakes assignments (that are casual and evaluated a little level of the last course review) and high stakes assignments (that are formal and surveyed a vast level of the last course review) draw in understudies on an unexpected academic stage in comparison to composing and detached learning.

A component of performativity infests all oral articulation in the classroom, and transforms learning into a dynamic and full-body understanding, as opposed to just an intellectual movement. Oral exercises like pretending, board exchanges, verbal confrontations, thoughts, and more utilize dramatization as instructional method and execution as a methods and inspiration to learn.

**Activities**

Here are a few types of oral activities, suggested by the University of Pittsburgh in 2008, that can be tailored for the purposes of different courses across disciplines. Most of these oral activities can be adapted for individual or group completion.

- Case studies
- Chapter/Article reviews and summaries
- Debates
• Deliberations
• Demonstration lessons
• Discussion questions and subsequent deliberations
• Formal addresses
• Individual/group presentations
• Interviews
• Mock trials
• Mock conferences
• News casts
• Oral exams/quizzes
• Panel discussions
• Plays
• Poster presentations
• PowerPoint presentations
• Press conferences
• Recitations
• Reporting of research findings
• Role playing activities
• Roundtable discussions
• Sharing and pairing exercises

CONCLUSION

Have many solutions for oral communications, have many examples for learn a foreign language.

EPISTEMOLOGICAL FOUNDATION

Epistemology as a rule is a philosophical branch that review logical information, regarding the ideas and strategies it utilizes and the laws plans. The objective of epistemology of instruction is to fundamentally think about training in all perspectives with the motivation behind consummately. Epistemology is viewed as a field of rationality.
Therefore, humanism is derived from the goals of life from human need and interest rather than theological or ideological abstractions, and asserts that humanity must take responsibility for their own destiny. Human magazine. “You put in the center of universe so you better watch everything there is in the world” (Spielvogel, 2005)

The interests of human for information exists from have utilization of reason and produce mechanical, temperate advances. Here create enthusiasm of people for recognizes what is encompasses it. Distribute, for example, the nature of learning, the procurement of information; its need and its changeless improvement in the historical backdrop of humankind are basic for epistemology. There should be no element of slavery in learning. Enforced exercise does no harm to the body, but enforced learning will not stay in the mind. (Platón, 380 a. C.)

CONCLUSION

It is known that, epistemology is vital in instructive practice some way or another the work as an educator can be set up as far as learning. This happened when the educators show his classes with a solid establishment the understudies got a great instructions and connected this training in their day by day life to take care of their issues.

In basic terms, the improvement of learning is a persistent procedure, and information is continually made and extended as the student ingests data about their general surroundings.

Piaget (2002) states "The rule objective of training in the school ought to make men and ladies who can do new things, not just rehashing what different ages have done" (p. 114). It’s an ideal opportunity to advance, make new showing systems so understudies feels persuaded and characteristic enthusiasm for learning, not proceed with rehash like parrot, the understudies can be create correspondence and take in another dialect.
From analysts' perspective, Piaget contribute of our examination on the grounds that the underestudies each day their build learning, with the training in dialect.

**PEDAGOGICAL FOUNDATION**

Ausubel was an American clinician who is most critical commitment to the fields of instructive brain science, subjective science, and science training learning, was on the improvement and research on significant learning and propel coordinators. Affected by Jean Piaget, Ausubel trusted that understanding ideas, standards, and thoughts are accomplished through deductive thinking. Correspondingly, he put stock in the possibility of significant learning instead of repetition remembrance.

The most vital single factor affecting realizing is the thing that the student definitely knows. Discover this and show him as needs be” (Ausubel, 1968, p. vi)

That is the development of information starts with people´s perception and acknowledgment of occasions and questions through ideas that individuals normally have, to learn genuinely, people must relate new learning to applicable ideas they definitely know. New information must cooperate with the student's learning structure.

Ausubel's hypothesis of propel coordinators fall into two classifications: similar and informative. A similar coordinator is utilized to both to integrant and in addition to separate it. Informative coordinators are frequently utilized when the new learning material is new to the student.

**Constructivism**

It is an instructive hypothesis in view of the development of information; it implies that every individual learns by him/herself, assembling their insight and comprehension through their own impression.
of the world. Vygotsky (1978) claims that the person learns through the impact of the earth. In this way, the information is a social item. It implies that it isn't the outcome just hereditary legacy, yet it happens through a social and social action. Despite what might be expected Piaget (1952) discovers that the constructivism is the result of the human collaboration with common and social jolt. The learning is dependably an internal and subjective reproduction. It implies that the individual acquires the own particular learning through day by day encounters.

Piaget (1952) and Vygotsky (1978) the two creators depend on the connection amongst improvement and learning of every individual. They likewise center around the advancement of the learning and the collaboration with the earth. (Piaget gives more regard for the cooperation with the physical condition, while Vygotsky centers around the association with the social condition.) And at last, they influence a constructivist to approach of the information (learning isn't a duplicate of reality, however a development the person.)

Vygotsky (1978) trusts that learning can go about as a facilitator of rebuilding. He considers that the advancement depends of learning. Additionally, in his hypothesis he asserts that people learn through social communications. He clarifies that discourse is an imperative device in the advancement of understudies, amid their development and improvement their essential dialect turns out to be more perplexing. He trusts that dialect is critical to the human advancement. Also, he imagines that youngsters learn effectively through down to earth encounters. Likewise, he conceives that learning is worked by social communications with the help of somebody more master.

Piaget (1952) trusts that social variables may encourage the advancement yet don't decide its direction. His hypothesis depicts and clarifies the progressions that happen in the reasoning. He demonstrates that subjective improvement happens through phases of development and experience: (Sensio-engine, preoperational, solid tasks and formal
activities). He finds in his hypothesis that through connection with the condition the understudies obtain new data. Additionally, he demonstrates that kids get and fabricate effectively their insight.

Specialists' decision is that understudy relates the new data with the old data and assembles another idea, either in light of envisioning, perusing, listening message and secure in future learning.

(Biesta, 2006) Dewey contended that learning by doing, youngsters and grown-ups, was accomplished by standing up to risky circumstances and that these circumstances showed up because of the individual's own advantages. It is finished up to learn is compulsory have encounters on the planet.

As educator must be in charge of creating invigorating conditions for the understudy; and create and manage the understudies' capacity to act. Learning through of understanding inside and outside the classroom.

“As an individual pass from one situation to another, his world, his environment, expands or contracts. He does not find himself living in another world but in a different part or aspect of one and the same world. What he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow.” (Experience and Education by Jhon Dewey, 2005)

Dewey trusted that people learn through a 'hands-on' approach. This spots Dewey in the instructive logic of realism. Logical thinkers trust that reality must be experienced. From Dewey's instructive perspective, this implies understudies must communicate with their condition keeping in mind the end goal to adjust and learn.

The better method to instructing is experiencing the experience, in light of the fact that is simpler to recollect in the event that you lived it; John Dewey is likely most well-known for his part in what is called dynamic
training. Dynamic instruction is basically a perspective of training that underlines the need to learn by doing.

**PSYCHOLOGICAL FOUNDATION**

Bandura's (1977) in his Social Learning Theory sets that individuals gain from each other, by means of perception, impersonation, and displaying. The hypothesis has regularly been known as an extension amongst behaviorist and intellectual learning speculations since it includes consideration, memory, and inspiration.

The students can learn with this hypothesis, here can create to aptitude oral articulation in 4 stages: Attention keeping in mind the end goal to learn, they should play consideration. Anything that diverts their consideration will have a negative impact. Maintenance is capacity store data is additionally an imperative piece of learning process. Propagation after focused and maintenance is turn of talked and practice correspondence lastly inspiration all together for observational figuring out how to be effective; the understudies must be spurred.

For analysts Social learning contribute more in oral articulation in light of the fact that with perception additionally can take in the proceed onward the mouth and have an involvement with different understudies for social concurrent, the better path for learn dialect is transport or envision that stay in this nation.

Vygotsky (1978) stated "Learning is a greater amount of the procurement to think" (p 79-91). Concurring this citation learning is the initial step when the understudies begin adapting, however this isn't just the objective to accomplish, and they need to build up their insight keeping in mind the end goal to enhance their capacities. That is the reason that this task will build up the understudies talking capacity since they are in a level at this time and they talk.
SOCIOPOLICAL FOUNDATION

Durkheim trusted that schools were one of only a handful couple of foundations extraordinarily ready to help with the change from customary society, in view of mechanical (eye to eye) solidarity, to present day society, which was considerably bigger in scale and in light of natural (more dynamic) solidarity.

As indicated by Durkheim 'Society can survive just if there exists among its individuals an adequate level of homogeneity: instruction sustains and strengthens this homogeneity by settling in the youngster from the earliest starting point the basic similitudes which aggregate life requests' (Durkheim, cited in Haralambos 2013).

Instruction does this by imparting a feeling of social solidarity in the individual – which includes ingraining a feeling of having a place with more extensive society, a feeling of sense of duty regarding the significance of working towards society's objectives and an inclination that the general public is more imperative than the person.

For the researchers of this investigation, Durkheim in complex social orders, school serves a capacity which can't be satisfied by either the family, which depends on connection or companionship, which depends on individual decision, while being an individual from more extensive society includes figuring out how to get on with and co-work with individuals who are neither people kinfolk or their companions.

School is the main organization fit for planning youngsters for participation in more extensive society – it does this by upholding an arrangement of guidelines which are connected to all kids, and kids figure out how to interface with every single other kid based on these common tenets – it along these lines demonstrations like a general public in small scale.
LEGAL FOUNDATION

La Educación es un derecho que tienen todos los ciudadanos de nuestro país y demás privilegios en relación a la Constitución es así como está estipulado en la misma.

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

Art. 29.- El Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas.

En la ley Orgánica de Educación Intercultural

Art. 2. Principios, en los literales l, m y v

- l. Igualdad de género. - La educación debe garantizar la igualdad de condiciones, oportunidades y trato entre hombres y mujeres. Se garantizan medidas de acción afirmativa para efectivizar el ejercicio del derecho a la educación sin discriminación de ningún tipo.

- m. Educación para la democracia. - Los establecimientos educativos son espacios democráticos de ejercicio de los derechos humanos y promotores de la cultura de paz, transformadores de la realidad, transmisores y creadores de conocimiento.

Promotores de la interculturalidad, la equidad, la inclusión, la democracia, la ciudadanía, la convivencia social, la participación, la integración social, nacional, andina, latinoamericana y mundial.
• v. Equidad e inclusión. - La equidad e inclusión aseguran a todas las personas el acceso, permanencia y culminación en el Sistema Educativo. Garantiza la igualdad de oportunidades a comunidades, pueblos, nacionalidades y grupos con necesidades educativas especiales y desarrolla una ética de la inclusión con medidas de acción afirmativa y una cultura escolar incluyente en la teoría y la práctica en base a la equidad, erradicando toda forma de discriminación.

Lo que está conexo con lo expresado en el Art. 6, Lit. a, del Capítulo Segundo, De las obligaciones del Estado respecto del derecho a la Educación:

• Garantizar, bajo los principios de equidad, igualdad, no discriminación y libertad, que todas las personas tengan acceso a la educación pública de calidad y cercanía; Y que se ratifica en el Objetivo 1 del Plan Nacional del Buen Vivir, que dice: “Estamos comprometidos en superar las condiciones de desigualdad y exclusión, con una adecuada distribución de la riqueza sin discriminación de sexo, etnia, nivel social, religión, orientación sexual ni lugar de origen. Queremos construir un porvenir compartido, sostenible, con todas y todos los ecuatorianos. Queremos lograr el buen vivir”. En ese querer “construir un porvenir compartido sostenible con todas y todos los ecuatorianos.”, interviene la educación como instrumento para la construcción de la nueva sociedad donde el desarrollo nacional no se mida por su Producto Interno Bruto, “…sino por el nivel de vida de las personas, a través de indicadores relativos a la satisfacción de las necesidades humanas.” (Plan Nacional del Buen Vivir. Introducción. Un cambio de Paradigma.)

CONCLUSION
El gobierno se propone refundar el país formulando propuestas innovadoras para los cambios que la sociedad ecuatoriana tiene en perspectiva, y para ello, necesariamente, debió ejecutar reformas educativas que la sociedad acepta como válidas, pero que no comparte en cuanto a los medios que se están ejecutando para conseguirla.
CHAPTER III
METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

METHODOLOGICAL DESIGN

The methodological design is based on a field research, because the data were obtained directly in the area where the events happen, and were related by students of 1st year of bachillerato, at “Rosa Olga Villacrés Lozano” High School. The present project describes the types of research, population, sample, the methods, techniques and investigation tools such as the interview, participant observation, and the survey; which are essential in the process of this study. It will help to know different data and statistical analysis, which will be tabulated to get substantive information and so give solution to the problem.

TYPES OF RESEARCH

This project is based on descriptive research, documentary research, empirical research, field research, qualitative, and quantitative research. These types of research can collect, and analyze the data of the different subjects that are involved in the investigation.

DESCRIPTIVE RESEARCH

Descriptive research is the characterization of a fact, phenomenon, individual or group in order to establish its structure or behavior. The results of this research are located at an intermediate level in terms of depth of knowledge is concerned.” (Arias, 2012)
This allows observing the behavior of the subject studied and describe the different situations that they are occurring at “Rosa Olga Villacrés Lozano” High School with the objective of identifies the study problem.

**DOCUMENTARY RESEARCH**

According to (Monageng, 2006) indicates that it involves systematic collection of data about such a social phenomenon for the purpose of finding and or understanding patterns and regularities in it.

On the other hand, Monageng (2006) who mention Payne (2004) describe the documentary method as the techniques used to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether in the private or public domain.

According to Monageng (2006) who mention to Payne (2004) indicates that documentary research is used through techniques as the survey to categorize study, perform and identify the limitations of physical sources, likewise can interpret and categorize private or public written documents.

It concerns all the material obtained from books, web sites, documents, scientific magazines, in order to analyze the information and take references to build the theoretical framework of the project.

Also that background gives an idea to create a new approach aimed to find solutions of the problem observed. In this case, the situation evidenced is the low level of oral expression.

**EMPIRICAL RESEARCH**

There is no beginning point of truth or any established assumptions from which the researcher can begin (Leedy and Ormrod, 2001). This
Empirical research is data collected from the senses and is used to explain phenomena relevant to social behaviors in new and emerging theories.

According to Leedy and Ormrod (2001), empirical research allows collect data from the meaning what is studying the researcher and these are used to clarify appropriate phenomena so there is a social behavior in new appearing theories.

The empirical method allows discovering several pedagogical reasons that affect cognitive activity and comprehensive training of learners of the high school.

FIELD RESEARCH

Field research involves collecting data directly from the reality in which events occur, without manipulation or control variables. Studying social phenomena in their natural environment. The researcher does not manipulate variables because this makes losing natural environment in which it manifests itself”. (Santa Palella and Feliberto Martins, 2010)

It allows to obtain data directly of the reality that occur with the subject studied at “Rosa Olga Villacrés Lozano” High School through recollection techniques such as interviews or surveys, which are aimed to the people that are involved in the present research with the finality of give solution to the problem.

QUALITATIVE RESEARCH

According to Carrie (2007) who mention Creswell (2002) noted the quantitative research is the process of colleting, analyzing, interpreting and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches.
Qualitative research can also be described as an effective model that occurs in a natural setting that enables to research to develop a level of detail from being highly involved in actual experiences (Creswell, 2003).

According to Creswell (2003), indicates that it can be described as an actual sample that allows collect and analyze data to develop standard of detail of the subjects involved in the present research.

It is important because in the research uses a variety of instruments to collect information such as interviews, survey, the researcher is able to recognize the possible problems.

**QUANTITATIVE RESEARCH**

Quantitative methods are those research methods that use numbers as its basis for making generalizations about a phenomenon. These numbers originate from objective scales of measurement of the units of analysis called variables.

The data that will serve as the basis for explaining a phenomenon, therefore, can be gathered through surveys. Such surveys use instruments that require numerical inputs or direct measurements of parameters that characterize the subject of investigation. These numbers will then be analyzed using the appropriate statistical application software to unravel significant relationships or differences between variables. The output serves as the basis for making the conclusions and generalizations of the study. (California, 2015)

It is essential in the development of this research, because it allows collect data and analyze quantitatively the variables through tools of the statistical field, which allows qualify and so know where begin the problem.
POPULATION

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

The population is formed by the students and an English teacher. To this research it is considered as population of study the students of 1\textsuperscript{st} year of bachillerato “Rosa Olga Villacrés Lozano” High School.

SAMPLE

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

It is formed by thirty – third students of 1\textsuperscript{st} year of bachillerato, at “Rosa Olga Villacrés Lozano” High School located in Daule; as the population is less than 100 students the statistical formula is not needed.

Table 1: Population and Sample.

<table>
<thead>
<tr>
<th>DISTRIBUTIVE OF THE POPULATION AND SAMPLE</th>
<th>STRATUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION</td>
<td>POPULATION</td>
</tr>
<tr>
<td>AUTHORITY</td>
<td>1</td>
</tr>
<tr>
<td>TEACHER</td>
<td>19</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>325</td>
</tr>
<tr>
<td>TOTAL</td>
<td>345</td>
</tr>
</tbody>
</table>

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas
<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>It is the words of a language for the learning of other words.</td>
<td></td>
</tr>
<tr>
<td>Importance</td>
<td>It is one of the most important components of any language class.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Learning Strategies</td>
<td>- Repeat strategy.</td>
<td>- Sensory strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Semantic strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Mnemonic strategies.</td>
</tr>
<tr>
<td>Classification of the Vocabulary</td>
<td>- Extension of the vocabulary.</td>
<td>- Depth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Receptive vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Productive vocabulary.</td>
</tr>
<tr>
<td>Teaching Techniques Vocabulary</td>
<td>- Drawing.</td>
<td>- Using illustration.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Guessing from Context.</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>Oral communication expresses ideas through the spoken word.</td>
<td></td>
</tr>
<tr>
<td>Importance</td>
<td>It is important because can open a world of opportunities and enable to communicate with a lot more people and businesses.</td>
<td></td>
</tr>
<tr>
<td>Qualities of Oral Expression</td>
<td>- Voice.</td>
<td>- Diction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Fluency.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Volume.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rhythm.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Interview.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Speech.</td>
</tr>
<tr>
<td>Methods to improve Oral Expression</td>
<td>- Use technology.</td>
<td>- Reinforce active listening.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Find teachable moments.</td>
</tr>
</tbody>
</table>

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas
RESEARCH METHODS

According to Soiferman (2010) who mention Creswell & Plano Clark (2007) indicate that in research, the two main types of analysis typically are deductive and inductive. They affirm that these types of analysis are one of the best methods to utilize in a research. These methods also allow collect data which are very important in the development of this research. On the other hand, Creswell (2005) identifies two types of statistical analysis: descriptive and inferential.

In this project the researchers have applied the following methods to get the necessary information of the problem about the lack vocabulary and elaborate an adequate proposal to improve the oral expression.

DEDUCTIVE METHOD

With quantitative analysis (deductive), it is possible to get visual representations for data using graphs, plots, charts, and tables. For researchers using quantitative analysis, the conclusions are drawn from logic, evidence and argument (Trochim, 2006).

According to Trochim (2006), indicates that through this method can to represent the data of the subjects studied through graphics, chats or tables to know your behavior. This is used with the aim of starting from general aspects of the research to get particular conclusions.

It is essential in the development of this research, because it allows collect general data to come a particular conclusion. This method makes connection with many different premises that the most of part of the time are assumed to be true.

INDUCTIVE METHOD

On the other hand, Creswell (2005) defines qualitative study as:

A type of educational research in which the researcher relies on the view of participants, asks broad, general questions, collects data consisting largely words (or texts) from participants, describe and
analyzes these words for themes, and conducts the inquiry in a subjective, biased manner (p. 39).

According to Creswell (2005), mentions that the inductive study allow describing the behavior of the subjects that are involved in this research through a study, besides, it allows studying the experiences that the students demonstrate.

It is important in this research because through data will allow describing the problem students have in the process of English learning.

**STATISTICAL METHOD**

The statistical analysis depends on the use of inferential statistics. This type of analysis allows the researcher to compare the effect the independent variables on one or more groups by analyzing changes in the dependent variable (Creswell, 2005).

According to Creswell (2005), indicates that it allows the researcher to analyze data from a sample and then to give conclusions about an unknown population; and so it allows to understand the reality of the subjects that are involved in this research, through the results of the sum of the frequencies that are in the graphics of each survey, which are important to know the relationship between the variables mentioned in this research.

It is very essential because the purpose of this is verification of the qualitative and quantitative information to know the relationship between each variable of the investigation.

**TECHNIQUES AND RESEARCH TOOLS**

The techniques and research tools are preceding that use in this research to know knowledge of the subjects studied, such as: interview participant observation, and survey.
INTERVIEW

This technique was applied to the English teacher of 1st year of bachillerato, which was formulated in writing. It is realized through a questionnaire of ten questions to obtain relevant information about the people involved in this research.

PARTICIPANT OBSERVATION

It allows be in contact with the subjects of study and collect data in the area where the events occur. This also permits the researcher observes that occur in the educational community and so know the reality actual of them.

SURVEY

For this research were selected the students of 1st year of bachillerato, at “Rosa Olga Villacrés Lozano” High School where a survey is applied to the students. The students have that mark with an X in the box according to their view in the survey. It allows know their different opinions to get the results of it. The information acquired in the survey is obtained to know the problem that presents the students in the oral expression of English language. It was made to get true results of the problem. It will be made through Likert scale, which are:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
1. - Do you think that the use of vocabulary is important to develop oral expression in students?
I think that students use correctly the vocabulary and they learn it every day this can help to develop step by step a good oral expression

2. - How are students motivated to develop oral expression?
Students need a lot of Motivation when they are learning a new language because it must be the most practical, dynamic, clear and concrete.

3. - Do you know some effective technique to develop the oral expression in the English language?
I think the teaching of English should have always innovated strategies for their students to be better developed in the language and practice it makes that pronunciation will be excellent.

4. - Can oral expression be developed through the use of vocabulary?
Yes, because while students are constantly practicing the language it is easier to remember different words learnt in their daily life.

5. - Do you think that it is necessary to design a vocabulary exercise system to the development of the oral expression?
Yes, because it allows to students practice different situations where they can learn new words and common phrases used in English.
OBJECTIVE: To determinate the academic level of students with the oral expression in English.

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

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>INDIFERENT</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You like speak in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The English teacher practices Speaking skill constantly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. You want to develop you oral expression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Oral expression is useful in real life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The English teacher encourages you for learning vocabulary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You want to learn new words through innovate activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. You possess enough background knowledge for acquiring new information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The methodology use by the teacher is according to your English level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. You like to increase your vocabulary knowledge through an additional didactic material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. You support the implementation of a new didactic resource.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas
UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTERS AND SCIENCES OF EDUCATION
GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT
SURVEY TO THE STUDENTS

OBJECTIVE: To know the influence of vocabulary in the development of oral expression in the students of 1st year of bachillerato, at “Rosa Olga Villacrés Lozano” High School.

Table 3: Likert Scale - Survey analysis.

Likert Scale

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

INSTRUCTION: Mark an “X” in the box according to your view.

<table>
<thead>
<tr>
<th>N°</th>
<th>STATEMENTS</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You can understand vocabulary through flashcards.</td>
<td>14</td>
<td>13</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>2</td>
<td>The English teacher encourages you for learning vocabulary.</td>
<td>14</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>3</td>
<td>You want to learn new words through innovate activities.</td>
<td>14</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>4</td>
<td>You like to increase your vocabulary knowledge through an additional didactic material.</td>
<td>10</td>
<td>19</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>Oral expression helps increase your vocabulary.</td>
<td>12</td>
<td>16</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>6</td>
<td>Oral expression is useful in real life.</td>
<td>10</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>7</td>
<td>You want to develop your oral expression through new words.</td>
<td>11</td>
<td>19</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>8</td>
<td>The English teacher practices speaking skill constantly in the classroom.</td>
<td>14</td>
<td>17</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>9</td>
<td>You believe that the design of a vocabulary exercise system is necessary for oral expression.</td>
<td>3</td>
<td>19</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>10</td>
<td>You consider that a vocabulary exercise system will improve your oral expression.</td>
<td>13</td>
<td>16</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>33</td>
</tr>
</tbody>
</table>

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas
ANALYSIS AND INTERPRETATION OF DATA
SURVEY TO THE STUDENTS

STATEMENT 1: You can understand vocabulary through flashcards.

SAMPLE: 33 Students  Course: 1st year of bachillerato

Table 4: Chart of frequency N° 1

CHART OF FREQUENCY N° 1

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>42.42%</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>39.4%</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>6.06%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>9.09%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>3.03%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graphic 1: Chart of frequency N° 1

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas

COMMENT:

According to the results the 43% of students strongly agree that can understand vocabulary through flashcards, the 39% agree, the 6% are neutral, the 9% disagree, and the 3% strongly disagree. The majority of students are agreeing with used flashcard, this is a good methodology for learn vocabulary and improve oral expression.
ANALYSIS AND INTERPRETATION OF DATA
SURVEY TO THE STUDENTS

STATEMENT 2: The English teacher encourages you for learning vocabulary.

SAMPLE: 33 Students Course: 1st year of bachillerato

Table 5: Chart of frequency N°2

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>42.42%</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>51.51%</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>6.06%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>99.99%</td>
</tr>
</tbody>
</table>

Graphic 2: Chart of frequency N° 2

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas

COMMENT:

According to the results the 42% of students strongly agree that the English teacher encourages them for learning vocabulary, the 52% agree, and the 6% are neutral. The Students are according with the teacher’s motivate, this help them to develop self-confidence and not being embarrassed when speaking.
ANALYSIS AND INTERPRETATION OF DATA
SURVEY TO THE STUDENTS

STATEMENT 3: You want to learn new words through innovate activities.

SAMPLE: 33 Students  
Course: 1st year of bachillerato

Table 6: Chart of frequency N° 3

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>42.42%</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>54.54%</td>
</tr>
<tr>
<td>Neutral</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>3.03%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
<td><strong>99.99%</strong></td>
</tr>
</tbody>
</table>

Graphic 3: Chart of frequency N° 3

COMMENT:

According to the results the 42% of students strongly agree that they want to learn new words through innovate activities, the 55% agree, and the 3% strongly disagree. Some students are agree with learn new words through innovative activities, they like it this method funny for have a good oral expression with the practice.
ANALYSIS AND INTERPRETATION OF DATA
SURVEY TO THE STUDENTS

STATEMENT 4: You like to increase your vocabulary knowledge through an additional didactic material.

SAMPLE: 33 Students  
 Course: 1\textsuperscript{st} year of bachillerato

Table 7: Chart of frequency N° 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>30.30%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>57.57%</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>6.06%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6.06%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
<td><strong>99.99%</strong></td>
</tr>
</tbody>
</table>

Graphic 4: Chart of frequency N° 4

Source: “Rosa Olga Villacrés Lozano” High School  
Researchers: Lissette Ganchozo and Tatiana Vargas

COMMENT:

According to the results the 30\% of students strongly agree that they like to increase their vocabulary knowledge through an additional didactic material, the 58\% agree, the 6\% are neutral, and the 6\% disagree. The students are believe that the better way to learn new knowledge is study more, that is to say is research and search additional investigation and practice in a real life.
ANALYSIS AND INTERPRETATION OF DATA
SURVEY TO THE STUDENTS

STATEMENT 5: Oral expression helps increase your vocabulary.

SAMPLE: 33 Students  Course: 1st year of bachillerato

Table 8: Chart of frequency N° 5

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>12</td>
<td>36,36%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>48,48%</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>12,12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>3,03%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
<td><strong>99,99%</strong></td>
</tr>
</tbody>
</table>

Graphic 5: Chart of frequency N° 5

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas

COMMENT:

According to the results the 36% of students strongly agree that oral expression helps increase their vocabulary, the 49% agree, the 12% are neutral, and the 3% strongly disagree. The best way to learn is to practice at every moment, this will help to improve pronunciation and be faster when speaking.
ANALYSIS AND INTERPRETATION OF DATA
SURVEY TO THE STUDENTS

STATEMENT 6: Oral expression is useful in real life.

SAMPLE: 33 Students  Course: 1st year of bachillerato

Table 9: Chart of frequency N° 6

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>10</td>
<td>30,30%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>45,45%</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>18,18%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6,06%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
<td><strong>99,99%</strong></td>
</tr>
</tbody>
</table>

**Graphic 6: Chart of frequency N° 6**

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas

**COMMENT:**
According to the results the 30% of students strongly agree that oral expression is useful in real life, the 46% agree, the 18% are neutral, and the 6% disagree. Students believe that is them practice oral expression in a real life will be better way to learn new vocabulary.
ANALYSIS AND INTERPRETATION OF DATA
SURVEY TO THE STUDENTS

STATEMENT 7: You want to develop your oral expression through new words.

SAMPLE: 33 Students Course: 1st year of bachillerato

Table 10: Chart of frequency N° 7

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>11</td>
<td>33,33%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>57,57%</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>9,09%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
<td><strong>99,99%</strong></td>
</tr>
</tbody>
</table>

Graphic 7: Chart of frequency N° 7

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas

COMMENT:

According to the results the 33% of students strongly agree that they want to develop their oral expression through new words, the 58% agree, and the 9% are neutral. The majorities percentages are agree with statements because they can understand new words through exercise and improve speaking skill.
ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

STATEMENT 8: The English teacher practices speaking skill constantly in the classroom.

SAMPLE: 33 Students  Course: 1st year of bachillerato

Table 11: Chart of frequency N° 8

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>14</td>
<td>42.42%</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>51.51%</td>
</tr>
<tr>
<td>Neutral</td>
<td>2</td>
<td>6.06%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
<td><strong>99.99%</strong></td>
</tr>
</tbody>
</table>

Graphic 8: Chart of frequency N° 8

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas

COMMENT:

According to the results the 42% of students strongly agree that the English teacher practices speaking skill constantly in the classroom, the 52% agree, and the 6% are neutral. Students are according with if them listen to speaks teacher in English all the time, they can pick up good pronunciation and constantly practice.
ANALYSIS AND INTERPRETATION OF DATA
SURVEY TO THE STUDENTS

STATEMENT 9: You believe that the design of a vocabulary exercise system is necessary for oral expression.

SAMPLE: 33 Students  
Course: 1st year of bachillerato

Table 12: Chart of frequency N° 9

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>9,09%</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>57,57%</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>12,12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>12,12%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>9,09%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
<td><strong>99,99%</strong></td>
</tr>
</tbody>
</table>

Graphic 9: Chart of frequency N° 9

Source: “Rosa Olga Villacrés Lozano” High School  
Researchers: Lissette Ganchozo and Tatiana Vargas

COMMENT:

According to the results the 9% of students strongly agree that they need the design of a vocabulary exercise system for their oral expression, the 58% agree, the 12% are neutral, the 9% disagree, and the 9% strongly disagree. Students are completely agree if they have a vocabulary exercise system they can easily learn vocabulary and have a conversation.
ANALYSIS AND INTERPRETATION OF DATA
SURVEY TO THE STUDENTS

STATEMENT 10: You consider that a vocabulary exercise system will improve your oral expression.

SAMPLE: 33 Students  
Course: 1\textsuperscript{st} year of bachillerato

Table 13: Chart of frequency N° 10

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>13</td>
<td>39,39%</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>48,48%</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
<td>9,09%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>3,03%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>99,99%</td>
</tr>
</tbody>
</table>

Graphic 10: Chart of frequency N° 10

Source: “Rosa Olga Villacrés Lozano” High School
Researchers: Lissette Ganchozo and Tatiana Vargas

COMMENT:
According to the results the 39\% of students strongly agree that a vocabulary exercise system will improve their oral expression, the 49\% agree, the 9\% are neutral, and the 3\% strongly disagree. Students are according with this statement because they can practice not only write but also speak and they will improved vocabulary.
CHI SQUARE

OBJECTIVE

The Chi Square is very essential in the development of this research, because it uses a specific probability of distribution the population that has generated the sample.

Table 14: Results from the Chi square test

<table>
<thead>
<tr>
<th></th>
<th>Valid</th>
<th>N</th>
<th>Percentage</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Disagree</td>
<td>1.00</td>
<td>1</td>
<td>100.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>100.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Neutral</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Agree</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
<td>0.00</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>1.00</td>
<td>1</td>
<td>100.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>1</td>
<td>100.00</td>
<td>N</td>
<td>0.00</td>
</tr>
</tbody>
</table>

CONCLUSION

This contrast is realized through two questions of the survey, a question for the independent variable and a question for the dependent variable in a frequency table, which allows that each value indicates the absolute frequency of it. These statistical tables have that give as results about a 0.05% to 0.0%, which it indicates that there is concordance between frequencies observed.
CONCLUSIONS

The conclusions of this research project which has been running at “Rosa Olga Villacrés Lozano” High School for an average of six months are the followings:

1. It is established the existences of three different groups of students classified in the following schema: The first group formed with the students who could speak English basic through vocabulary exercise system provides a high performance, the second group of students who could not categorized the vocabulary through exercises because the lack of grammar, vocabulary structure, and finally the third group of students who often utilizing the increased their oral expression.

2. It is also determined that the students do not use appropriate vocabulary exercise system, therefore it has not been chosen the best criteria for the development the oral expression.

3. The teaching material used has not been valued according to the latest trends of learning English on oral expression; furthermore it is necessary to socialize this material within the English department to get the objectives established for this course.

4. It is determined the scarcity of speaking skills activities do not engage students to develop this skill.

5. It is concluded that the students don not give importance to the English class, because the teacher does not count with a methodology appropriated.

RECOMMENDATIONS

1. It is recommended to improve the grammar, and vocabulary structure based on the results obtained.

2. It is recommended to use vocabulary exercise system with basic exercises in the group in which it was working.
3. It is recommended to use innovative resources to develop the oral expression of the students.

4. It is recommended that the English teacher must find interesting materials; they must be innovators for teaching the language, use different methods, interactive materials to get active classes and a successful teaching learning process.

5. It is recommended to provide students plenty of efficient and interesting material which will catch their attention and engage them to practice the language out of classroom.
CHAPTER IV
THE PROPOSAL

DESIGN OF A VOCABULARY EXERCISE SYSTEM FOR THE
DEVELOPMENT OF ORAL EXPRESSION IN STUDENTS
OF FIRST YEAR OF BACHILLERATO AT “ROSA
OLGA VILLACRÉS LOZANO”
HIGH SCHOOL.

JUSTIFICATION

When learning English language, one of the difficulties that is always evident among students is to develop oral expression. When it comes to express their feeling, emotions or share thoughts most of the times learners seems to struggle. Due to the fact that, they may have not enough vocabulary to perform these action efficiently. There are cases in which students possess the vocabulary but they are not able to use it because they do not have the idea to employ them in context. Thus, creating a problem that can have a negative impact when developing not only one skill but also the others.

During an initial observation phase it could be noticed that the oral expression is not practiced efficiently, although the students understand the instruction or questions asked by the teacher they do not know how to respond, due to the lack of vocabulary or the correct employ of it. Therefore, it is necessary to provide the students an alternative focused on the vocabulary that encourage them to speak, thus develop the oral expression.

After confirming that there is in fact a problem in this group of students, through the application of surveys addressed to students,
interviews to English teachers and the director of the institution. The researchers have come out with an efficient alternative, in order to increase their vocabulary and promote the development of oral expression.

This research proposes the design of a vocabulary exercise system to improve the oral expression of students of first year of bachillerato at Rosa Olga Villacrés Lozano high school. This extra didactic resource will be useful both teachers and students of the educational institution to improve the development of oral expression.

In addition, this proposal also develops the students’ creativity to express correctly. Therefore, this resource proposes a set of vocabulary exercises, which allows to improve both the oral expression and increase their vocabulary. Thus they will acquire new knowledge which is going to help them to speak fluently.

This project is not only aimed for students and teachers, but to the community in general who feels interest of learning English language, with this system of exercises people may reinforce their knowledge, but mainly the students of Rosa Olga Villacrés Lozano high school.

**OBJECTIVES**

**GENERAL**

To analyze the oral expression through a vocabulary exercise system so the students to improve oral expression.

**SPECIFIC OBJECTIVES**

- To demonstrate the importance in using the vocabulary exercise system as support material in the classroom.
- To organize English classes of students to enhance their oral expression.
- To discover how vocabulary, encourage their imagination.
THORETICAL ASPECTS

This proposal is sustained by the arguments of several authors presented in chapter two. Each one of the provide the standards to design the system exercises in order to become an instrument that allow students to develop speaking skills efficiently. A synthesis of these arguments will be presented as follows.

PEDAGOGICAL ASPECT

From the pedagogical aspect this proposal is sustained by the constructivism theory, which will allow the students to learn or construct new knowledge through their own experiences or the others. As Vygotsky (1978) explains, the information is a social item. Under these Criteria it is believed that, by implementing activities that promote the communication students not only will learn vocabulary through the exercises but also when they share their ideas with their classmates.

In addition, students will be able to see new things from different perspectives and through this, to form an opinion regarding certain topics, taking into account different points of view.

SOCIOLOGICAL ASPECT

From the sociological aspects, this proposal find support on the arguments presented by Durkheim (2013) who explains that, the factor that keep alive society is communication. Through the system exercise several alternatives can be presented regarding the expression of ideas thought or feelings, allowing students to develop no only speaking skills but also social skill, thus, promoting the solution problems by letting them to co-relate with others

PSYCHOLOGICAL ASPECT

When it comes to psychological factors involved in the communication process, it is common to find that most of students feel
afraid of express themselves, in this case the lack of vocabulary cause learners to set limits in their learning.

For that reason, the system exercise take into account four stages that promote oral development such as: Attention, consideration, maintenance and propagation suggested by Bandura. Each of these stages plays a fundamental role in speaking, that need to be taken into account when an activity is implemented in the classroom.

FEASIBILITY OF THE PROPOSAL

This proposal is mainly feasible because of the following factors explained bellow.

FINANCIAL FEASIBILITY

The financial feasibility of this proposal will have its own funding. The expenses were distributed in transportation, copies, prints and internet. At the same time, it will allow to obtain good results in the learning process. This vocabulary exercise system will generate a more comfortable environment.

In addition, the system exercise, do not have a cost for the main beneficiaries, since the researchers will cover the expenses. Therefore, it will be feasible both the students and teacher to use it in class. As an extra didactic material.

LEGAL FEASIBILITY

The proposal is legally feasible because is in accordance with the valid legal body in Ecuador. Such as The National Plan for Good Living that states:

For the 2013-2017 periods, our aim is to establish holistic education to achieve the socialist knowledge-based society, and leap forward from an economy of finite (material) resources-based economy to an economic based on economy infinite resources (knowledge).
Efforts must focus on guaranteeing to right to education, under conditions to quality and equity, placing human beings and localities at the center. We will bolster the role of knowledge by promoting scientific and technological research responsible with society and Nature. (National Plan for Good Living, 2013, p. 61)

According to National Plan for Good Living (2013) it is important to create an education that improves the skills of the students to get the socialist knowledge-based society and based on economy infinite resources that helps to develop potentials and knowledge.

All these regulations have as purpose to promote the right to a quality education, thus, to optimize the skills on students in order to help them to improve their vocabulary and develop oral expression in the English language.

TECHNICAL FEASIBILITY

This proposal is technically feasible because it does not require the use of technological resources such as computers or projectors in order to use it. For its application will only be necessary the willingness of students and the guidance of the teacher.

It is worth mentioning that, this proposal is considered as an extra didactic resources whose purpose is to help learners of English language to increase their vocabulary and use it when they speak.

HUMAN FEASIBILITY

This proposal find its human support on the people than was involved in the developing and gathering of data to create out this proposal, such as: Principal, English teacher, students of 1st year of bachillerato, at “Rosa Olga Villacrés Lozano” High School who are the main beneficiaries of this didactic resource and authors of this research.
POLITICAL FEASIBILITY

This proposal is based on National Plan for Good Living (2013-2017) specifically in the objective 4.4 that states:

To improve educational quality at all levels and modalities, for the generation of knowledge and holistic training of creative, solidary, responsible, critical, participatory and productive people, under principles of quality, social and territorial equity.

This policy is important for the students of 1st year bachelor, at “Rosa Olga Villacrés Lozano” High School because it allows improve the quality of education of students; and so they will be creative, humanitarian, responsible, competitive and productive people, under principles of quality, social and territorial equity.

DESCRIPTION OF THE PROPOSAL

It is worth mentioning that, the resource to be implemented in the classroom in order to develop speaking skills is aimed to students of first year of Bachillerato section A, at “Rosa Olga Villacrés Lozano” High School, located in the canton Daule. It is also addressed to the teacher indirectly, due to the fact that, he is the one in charge of this group of students and through their guidance this proposal will be used effectively.

This proposal is mainly focused on the promotion of speaking skills and vocabulary, which will indirectly involve reading and writing but emphasizing the main skill to be develop which is speaking. Through the activities presented in this extra resource, students will be able to carry out vocabulary exercises and use it in context either working in pairs or on a short exposition. Therefore, through the use of this proposal, the students will become better English speakers and allowing them to practice speaking either in class or outside the classroom.
This proposal will be divided into six units and subdivided in four lesson, in order to be in accordance to the book that the ministry of education provided to the public institutions, thus, it will fit with the program that the teacher prepared for the academic year. Each lesson provide the specific vocabulary related to the one presented in the book book and activities that will promote the improvement of both speaking and vocabulary.

The activities considered in this proposal, will be set according the current English level of students. Thus, offering to the learners the advantage to create new knowledge from the one that they already have. Consequently, providing a meaningful environment for them to develop speaking skills. It was also taken into account the parameters regarding speaking established by the national curriculum guidelines.

In addition, this proposal allows the students through vocabulary exercises carry out different speaking activities such as prepare a short dialogue or exposition. This proposal considered the vocabulary given in each unit and the addition of certain words in order to complement that vocabulary so the students will be able to use it efficiently.

Finally, a rubric has been included at the end of each unit which is addressed to the teacher in order for him be able to evaluate both the speaking and the vocabulary skills of their students. By using this extra resource, the teacher will be aware of the progress of their students and where the students need to focus the most.

CONCLUSIONS

- The proposal facilities interaction of students with the teacher. Through the activities presented it will allow students to develop skills that help them to improve their speaking skills.

- The development of this proposal encourages students to give importance to the vocabulary exercise system, because it contains
different activities according to their level that will help them to improve their learning.

• The proposal has specific information for students in order for them to be in contact with English language and, through it, students will be able to express their ideas correctly.

• The proposal includes various vocabulary activities that encourage the development of oral expression such as: matching, puzzles, role plays, short expositions and written exercises; through these activities students will be able to learn new words to be good speakers.
BIBLIOGRAPHY


California, U. o. (January de 2015). Obtenido de http://simplyeducate.me/2015/01/03/quantitative-methods-meaning-and-characteristics/


Hulstijn. (2003). Obtained from
https://pdfs.semanticscholar.org/276d/88b81fe8bc24af2149c869fa7
72575e33e6f.pdf

Cambridge: Cambridge university press.

Ilson. (1991). Obtained from
www.ijhssnet.com/journals/Vol_4_No_13_November.../8.pdf

Innovations, Thompson ELT. (2005). Obtained from
http://mextesol.net/journal/public/files/43bd22b950f24233c414096b
37465f51.pdf

Institute, E. E. (10 de March de 2017). *Importance and Benefits of
Improving Your Spoken English.* Obtained from expression.ae:
http://expression.ae/importance-benefits-improving-english-spoken/

Mexico: mundo libros.

Jonklova. (2009). Obtained from
http://repositorio.ug.edu.ec/bitstream/redug/24683/1/Mindiola%20E
guer.pdf

Sidney: Paperback.

Communication and Written Communication.* New York: Pre-
University Paper. Retrieved from
https://www.grin.com/document/279757

Kippel. (1994). Obtained from
www.ijhssnet.com/journals/Vol_4_No_13_November.../8.pdf

Learning.* Oxford: Pergamon. Obtained from
https://link.springer.com/referenceworkentry/10.1007%2F978-0-
387-30424-3_145?LI=true


Linse. (2005). Obtained from
http://repositorio.ug.edu.ec/handle/redug/24312

McCarthy. (1988). Obtained from
www.ijhssnet.com/journals/Vol_4_No_13_November.../8.pdf


Perez Basanta 2003 & Molina 2007 . (s.f.).


ANNEXES

SECTION
ANNEX 1

DOCUMENTS
Habiendo sido nombrado tutor **MSC. LARRY TORRES VIVAR**, tutor del trabajo de titulación, certifico que el presente trabajo de titulación, ha sido elaborado por **SILVIA TATIANA VARGAS AUCAPIÑA**, con C.I.: 1206457069 y **MIRELLA LISSETTE GANCHOZO OLIVO**, con C.I.: 1205090150, con mi respectiva supervisión como requerimiento parcial para la obtención del título **LICENCIADO EN CIENCIAS DE LA EDUCACION** mención Lengua Inglesa y Lingüística.

Se informa que el trabajo de **titulación INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF ORAL EXPRESSION PROPOSAL: DESIGN OF A VOCABULARY EXERCISE SYSTEM TO THE DEVELOPMENT OF ORAL EXPRESSION IN STUDENTS OF FIRST YEAR OF BACHILLERATO AT “ROSA OLGA VILLACRÉS LOZANO” HIGH SCHOOL**, ha sido orientado durante todo el período de ejecución en el programa antiplagio URKUND quedando el 3% de coincidencia.

Atentamente:

**MSC. LARRY TORRES VIVAR**
Consultor Académico
Urkund Analysis Result

Analysed Document:  I-IV_URKUND.docx (D3903970B)
Submitted:  5/23/2018 11:39:00 PM
Submitted By:  taty.vargas88@hotmail.com
Significance:  3%

Sources included in the report:
- CAPITULOS DEL PROYECTO FINALES.docx (D33066156)
- Martina Leno, test.docx (D330238850)
- Proyecto Vargas Mora Erika Andrea- Cristi Loa Marista Estella Semipresencial LL-T-GY-0034.docx (D16292508)

Instances where selected sources appear:
15
<table>
<thead>
<tr>
<th>N°</th>
<th>FECHA TUTORIA</th>
<th>ACTIVIDADES DE TUTORIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>05/12/17</td>
<td>12:00</td>
</tr>
<tr>
<td>2</td>
<td>06/12/17</td>
<td>13:00</td>
</tr>
<tr>
<td>3</td>
<td>07/12/17</td>
<td>14:00</td>
</tr>
<tr>
<td>4</td>
<td>08/12/17</td>
<td>15:00</td>
</tr>
<tr>
<td>5</td>
<td>09/12/17</td>
<td>16:00</td>
</tr>
<tr>
<td>6</td>
<td>10/12/17</td>
<td>17:00</td>
</tr>
<tr>
<td>7</td>
<td>11/12/17</td>
<td>18:00</td>
</tr>
<tr>
<td>8</td>
<td>12/12/17</td>
<td>19:00</td>
</tr>
<tr>
<td>9</td>
<td>13/12/17</td>
<td>20:00</td>
</tr>
</tbody>
</table>
UNIVERSIDAD DE GUAYAQUIL
ESPECIE UNIVERSITARIA– NIVEL PREGRADO

Guayaquil, 21 de Febrero 2018

MSc. Silvia May Sang Castro
Decana de la Facultad de Filosofía
Ciudad.

Silvia Tatiana Vargas Aucapiña con C.I. 1206457069 y Mirella Lissette Ganchozo Olivo con C.I. 1205090150, estudiantes de la Escuela de Lenguas y Lingüística modalidad Presencial, solicitamos muy respetuosamente se sirva enviar un oficio al MSc. Janel Tomas Pita Mantilla, quien es el Rector de la Unidad Educativa Rosa Olga Villacrés Lozano, para realizar nuestro Proyecto Educativo titulado:

INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF ORAL EXPRESSION. DESIGN OF A VOCABULARY EXERCISE SYSTEM TO THE DEVELOPMENT OF ORAL EXPRESSION.

Agradecemos por la atención brindada.

Atentamente,

Silvia T. Vargas Aucapiña

Lissette Ganchozo Olivo
MSc.
Larry Torres Vivar
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: **GANCHOZO OLIVO MIRELLA LISSETTE Y VARGAS
AUCAPIÑA SILVIA TATIANA.**

**TOPIC:** *VOCABULARY IN THE DEVELOPMENT OF ORAL EXPRESSION.*

**PROPOSAL:** *"VOCABULARY EXERCISE SYSTEM".*

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
calendarío publicado oportunamente.

Atentamente,

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
ANNEX 2

PICTURES
Visiting at Rosa Olga Villacrés Lozano High School located in Daule of the province of Guayas.

Researchers are giving instructions before to do the students’ survey.
Students are attending the instructions giving by the researchers.

Students are completing the survey.
Interview with the Project’s Advisor at School of Language.
ANNEX 3

PROPOSAL
ENGLISH

Practice speaking & vocabulary

Do you speak English?
It is known that in Ecuador English language has taken a place of interest for the development both personal and professional. Learning English is similar to receiving a key to a second culture. This second key comes with a number of benefits, one of the most important is that students have the chance to communicate with people from other cultures. Learners can use this ability to interact to spread our own culture and educate others.

The need to acquire the correct level of English in order to communicate is always present. For that reason, this system exercises have been design in order to accomplish that in a way that matches with the interest of learners, their proficiency level and also away from the traditional methods.

This system exercise is mainly divided in six units and subdivided into four lesson, each one them have a specific vocabulary in chi the activities are based on. The topics and vocabulary of each lesson have been selected taking into account the book that the government provide to the public institutions. So it will easy for the teacher include this resource to its program becoming an extra alternative whose purpose is to help students to develop both vocabulary and speaking skills. Also it was taken into account the parameters established by the National Curricular guidelines in order to cover the educational aspects regarding the level of students.

It is worth mentioning that in order for the teacher be able to evaluate the students’ progress, a rubric specifically designed for this level have been included at the end of each unit, so the teacher will be aware where the students need to improve.
# INDEX

**Introduction** .................................................................................................................. 2
**Inex** ................................................................................................................................. 4

## Unit 1: inspirational people
- Teens of today .......................................................... 5
- Great people inspiring teens ........................................... 7
- The creator of his creations ............................................. 9
- I have the knack.......................................................... 11
**Evaluation** .................................................................................................................... 13

## Unit 2 experience culture
- What have you done lately? ........................................ 15
- Cultural literacy for everyone ...................................... 17
- Reading to choose ..................................................... 19
- In the same boat ......................................................... 21
**Evaluation** .................................................................................................................... 33

## Unit 3 story time!
- Mysteries ........................................................................ 25
- Fantasy! ........................................................................ 27
- Stories of all kinds ......................................................... 29
- Give me the creeps ....................................................... 31
**Evaluation** .................................................................................................................... 33

## Unit 4 traveling the world
- What kind of traveler are you ....................................... 35
- You can miss it ............................................................. 37
- A city like no other ....................................................... 39
- Shake a leg ................................................................. 41
**Evaluation** .................................................................................................................... 43

## Unit 5 news media
- Extra! Extra! ............................................................... 45
- Disasters and consequences ......................................... 47
- School news! ............................................................... 49
- You’re pulling my leg .................................................... 51
**Evaluation** .................................................................................................................... 53

## Unit 6 a tech-world
- I wish I had one ......................................................... 55
- Tech users and common habits ..................................... 57
- Be a smart tech user ................................................... 59
- Pull the plug ............................................................... 61
**Evaluation** .................................................................................................................... 63
Lessons:

- TEENS OF TODAY
- GREAT PEOPLE INSPIRING TEENS
- THE CREATOR AND HIS CREATION
- I HAVE THE KNACK
1. Match the following words with their meaning.

_____ Competitive
   a. Having or revealing natural creative skill.

_____ Artistic
   b. Characteristics of people who enjoy competition or regard it as a very important aspect.

_____ Brainy
   c. having or showing intelligence.

_____ Spiritual
   d. relating to or affecting the human spirit or soul as opposed to material or physical things.

_____ Tech-Savvy
   e. well informed about or proficient in the use of modern technology

2. Match the pictures with the words

Eco-friendly
Stylish
Adventurous
Funny
Extroverted
Successful
3. Complete the following sentences using the words in the box.

<table>
<thead>
<tr>
<th>Successful</th>
<th>adventurous</th>
<th>stylish</th>
<th>spiritual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artistic</td>
<td>competitive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. I hope you are more __________ next time.
b. John is an __________ man, unafraid of risks.
c. He didn’t say her taste was __________.
d. Everyone ought to rarefy his __________ life.
e. She comes from a very __________ family.
f. The businessmen are both __________ and honorable.

4. Write a short text describing your lifestyle, use the words from the previous exercises.

My lifestyle

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

5. Work in pairs... Write a short dialogue, of a normal conversation among teenagers, include the words presented in this unit use the information given in the previous exercise if necessary Then play it in front of the class.
1. Complete the crossword, pay attention to the clues.

**Vocabulary:**
Plans & desires

**Across**
2. A detailed proposal for doing or achieving something.
7. Persist in an activity or process.
9. Require something because it is essential or very important
10. Come into being

**Down**
1. Continue or cause to continue in a specified condition
3. Corresponding or agreeing in general or in some noticeable respect
4. Bring (a task or activity) to an end; complete.
5. Take delight or pleasure in
6. Have a desire to possess or do something; wish for
8. Start; perform or undergo the first part of an action or activity.
2. Match the following words and phrases with their meaning.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspire</td>
<td>That it will happen in the future</td>
</tr>
<tr>
<td>To be interested in</td>
<td>Having an interest in something</td>
</tr>
<tr>
<td>Would like</td>
<td>used to say that someone wants to do or have something</td>
</tr>
<tr>
<td>Be going to</td>
<td>to influence, move, or guide by divine or supernatural inspiration</td>
</tr>
<tr>
<td>Need</td>
<td>Necessary duty</td>
</tr>
</tbody>
</table>

3. Complete the following sentences using the words in the box.

<table>
<thead>
<tr>
<th>Would like</th>
<th>going to</th>
<th>need</th>
<th>Inspired</th>
<th>finish</th>
</tr>
</thead>
</table>

a. We ______________ to help in any way
b. I´m ___________ clean my car later today.
c. I __________ to take a shower, I’m sweaty
d. Messi __________ me to practice football
e. Once I __________ my homework I am able to go out

4. Write and antonym for the following words

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish</td>
<td></td>
</tr>
<tr>
<td>Want</td>
<td></td>
</tr>
<tr>
<td>Enjoy</td>
<td></td>
</tr>
<tr>
<td>Like</td>
<td></td>
</tr>
</tbody>
</table>

5. Present briefly to the class your plans for the future, use the words and expression learned in the previous exercises in order to make yourself clear. Take a few notes if necessary.

__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
Vocabulary:
People traits & achievements

1. Match the words with the pictures

- Friendly
- Reliable
- Polite
- Honest
- Sensitive

2. Match the words with their definition.

- Loyal
  - Giving or showing firm and constant support to a person

- Mature
  - Being the primary cause of something.

- Patient
  - Able to accept or tolerate delays without becoming annoyed

- Responsible
  - Fully developed physically; full-grown.

- Tolerant
  - Willing to accept behavior and beliefs that are different from your own.
3. **Complete the sentences by using the words in the box.**

<table>
<thead>
<tr>
<th>The legend</th>
<th>the artist</th>
<th>The producer</th>
<th>the achiever</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- George Clooney is considered the _______________ of the movies.
- Walt Disney is _________________ of animated films.
- David Hasselhoff is _____________ of many things.
- Steve Jobs was ______________ behind Apple company.
- Antonio Banderas is considered _______________ of films.
- Josh Peck is _______________ of a great job.

4. **Classify the words from exercises 1 and 2 according to the prefixes, in order to form antonyms.**

<table>
<thead>
<tr>
<th>DIS</th>
<th>IM</th>
<th>IN</th>
<th>IR</th>
<th>UN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Work in pairs, chose a partner and describe him or her using the words learned in this lesson. Then present it to the class. Take notes to organize your ideas if necessary.**

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
1. Solve the crossword puzzle, pay attention to the clues and the idioms.

**Vocabulary:**

**Idioms & prepositions**

**Across**

1. Very different or distant.
2. An energetic and unpredictable person.
3. Feel good
4. Someone who is always busy

**Down**

1. A tendency to do something.
2. Something that will never happen
3. To do something for excitement
4. Spend time using the social networking website Facebook.
5. Something that could be dangerous
6. A good and reliable person

- Worlds apart
- Have the knack
- Live wire
- Facebook
- Do it for kicks
- on the cloud nine
- a good egg
- busy bee
- Play with fire
2. Fill the blanks by using the prepositions in the box

<table>
<thead>
<tr>
<th>In</th>
<th>of</th>
<th>of</th>
<th>on</th>
<th>on</th>
<th>from</th>
</tr>
</thead>
</table>

a. Jane’s always ________ a good mood.
b. Mark’s fond ________ helping other people and he wouldn’t hurt a fly.
c. John’s afraid ________ making a fool of himself so he doesn’t go out much.
d. Anna gets ________ with everyone and is keen ________ parties and going out.
e. Steven loses his temper very easily and gets into fights; he never runs away ________ danger.

3. Complete the dialogue by using some of the idioms in the exercise one. Read and select the one that fits.

**Nancy:** I heard your brother is coming to see you.
**Gloria:** Yes, he is.
**Nancy:** Do you have a lot in common?
**Gloria:** Not really! On the contrary, we’re ________________.
**Nancy:** What do you mean?
**Gloria:** I mean, he’s a very talented musician. He__________________, and I’m not musical at all.
**Nancy:** Do you spend time together?
**Gloria:** Actually, we don’t. In his free time he prefers to__________________ pictures and videos of his presentations on the web.
**Nancy:** Well, why don’t we invite him to our party? I heard he’s a ________________.
**Gloria:** Yes, he’s very enthusiastic and energetic. But I don’t know...
**Nancy:** Come on! Let’s ________________.

4. Create a dialogue like in exercise 3 along a partner using the learned idioms and the prepositions in this lesson. Then play it in front of the class.
<table>
<thead>
<tr>
<th><strong>A2.2</strong> Speaking &amp; vocabulary rubric</th>
<th>Poor</th>
<th>Fear</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY CRITERIA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match words to definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write original texts using the given vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match words with its visual equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPEAKING CRITERIA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a range of appropriate vocabulary when talking about a specific topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shows a good degree of control of simple grammatical forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation is mostly intelligible and has some control of the phonological features at both utterance and word levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains simple exchanges of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requires very little prompting and support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker is mostly understood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment**
Lessons:

- WHAT HAVE YOU DONE LATELY
- CULTURAL LITERACY FOR EVERYONE
- READING TO CHOOSE
- IN THE SAME BOAT
1. Match the following words with their meaning.

Travel
- A public display of works of art or other items of interest

Take up
- To be present at an event, meeting, or function

Participate
- Take part.

Attend
- Become interested or engaged in a pursuit.

Exhibition
- Make a journey, typically of some length or abroad.

2. Match the pictures with the words.

- Support
- Study
- Go
- Agency
- Luxurious
- Affordable
3. Complete the following sentences using the words in the box.

<table>
<thead>
<tr>
<th>Taken up</th>
<th>travel</th>
<th>support</th>
<th>luxurious</th>
</tr>
</thead>
<tbody>
<tr>
<td>exhibition</td>
<td>affordable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Know you like to ____________, Tom.
- I have ____________ to four people in my car.
- This is a ________ car complete with air conditioning and telephone.
- The restaurant serves good food at ____________ e prices.
- Government ____________ will be essential if the project is to succeed.
- The ____________ runs the whole gamut of artistic styles.

4. Write a short text describing an experience going abroad

I once went to...

5. Prepare a short dialogue along a partner regarding going abroad, include the words presented in this lesson, use the information given in the previous exercise if necessary. Then play it in front of the class.
1. Solve the crossword puzzle, pay attention to the clues and words in the box.

**Vocabulary:**
Cultural Literacy

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vocal or instrumental sounds combined in such a way as to produce beauty of form</td>
<td>2. A set of clothes of a particular country</td>
</tr>
<tr>
<td>5. a building in which objects of historical or cultural interest</td>
<td>3. A series of moving pictures, usually shown in a cinema</td>
</tr>
<tr>
<td>8. a musical performance given in public</td>
<td>4. An educational talk to an audience</td>
</tr>
<tr>
<td>9. a room or building for the display or sale of works of art.</td>
<td>6. Move rhythmically to music,</td>
</tr>
<tr>
<td></td>
<td>7. The expression or application of human creative skill</td>
</tr>
<tr>
<td></td>
<td>8. professional entertainment based on jokes</td>
</tr>
</tbody>
</table>

**Word-bank**
- Museums
- Lectures
- Dances
- Art
- Films
- Concerts
- Music
- Costume
- Gallery
- Comedy
2. Classify the following expression into two categories.

<table>
<thead>
<tr>
<th>Recently</th>
<th>Last December</th>
<th>since February</th>
<th>four months ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lately</td>
<td>when I began</td>
<td>before</td>
<td>last Christmas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>finished actions:</th>
<th>Unfinished or repeat actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Complete the following sentences using some of the expression above.
   a. __________ December I went to a concert
   b. I have not read a book __________ April
   c. One ________________ I went to Spain
   d. __________, I have been thinking about traveling around the world
   e. __________ something awful happened in a concert

4. Write an anecdote of yourself in a cultural place.

   ____________________________
   ____________________________
   ____________________________
   ____________________________

5. Present briefly to the class a place where you expect to go in order to learn its culture. Take notes down below if necessary. Don’t forget to include the words and expressions from the previous exercises.

   ____________________________
   ____________________________
   ____________________________
   ____________________________
1. Match the words with the definitions.

   ____ Captivate  
   ____ innovative  
   ____ Useful  
   ____ Inspiring  
   ____ Convenient  
   ____ Unusual  
   ____ Suitable

   a. A better, different or new way of doing things  
   b. Better, helpful  
   c. Helpful and practical  
   d. A feeling of excitement about doing something  
   e. To attract and be interesting  
   f. The right qualities for a particular purpose  
   g. Strange and exceptional

2. Match the words with the pictures.

   Stereotype  
   Civilization  
   Believes  
   Cultural conflict  
   Global culture  
   Ethnic
3. Complete the sentences by using the words from exercises 1 & 2.

<table>
<thead>
<tr>
<th>Captive</th>
<th>Unusual</th>
<th>stereotype</th>
<th>civilization</th>
<th>useful</th>
<th>ethnic</th>
</tr>
</thead>
</table>

a. Tom has been taken ________.
b. This book is ____________
c. I heard an ____________ sound.
d. I try not to immediately ____________ and judge people based on their appearances.
e. Do you know an ____________ dance?
f. He went to study the ________________ of the Arab world.

4. Have you ever read a review about another culture? What did you think? Write your ideas regarding others' peoples culture down below.

____________________________________________________________
____________________________________________________________
____________________________________________________________
_____________________
_______________________________________
___________________________________________________________
_________________
_________________
_________________
_________________
_________________
_________________
_________________

5. Prepare a dialogue along with a partner, in which you exchange information of your culture, don’t forget to include the learned vocabulary of this lesson. They play it in front of the class.

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
1. Solve the crossword puzzle, pay attention to the clues and the idioms.

**Vocabulary:**

Idioms pt. 2

Across

2. To go to bed.
6. When something is done badly to save money.
8. When politely refusing an offer
9. When someone understands the situation well.
10. Be in the same unfortunate circumstances as others

Down

3. Very different from.
4. Speak of an issue
5. To present a counter argument
7. To study a lot

**Idioms**
- In the same
- Hit the sheets
- Hot potatoe
- In the same boat
- On the ball
- Cut corners
- Hit the books
- A real page turner
- Take a rain check
- Devil’s advocate
2. Fill the blanks by using the idioms on exercise one.

- You seem to have a lot of problem, I think we _______________ my friend.
- Marcus and I are going to the cinema, are you coming with us? No, I have to _______________.
- Sorry father, but I have to play the _______________ here because she is innocent.
- I have a very important exam tomorrow, I better _______________.
- I’d love to go, but not now _______________.

3. Complete the dialogue, with the idioms on exercise one.

Kaya: This is a nice book.
Rio: Yeah I know! It’s _______________.
Elian: I don’t need to _______________ if I want to pass the exam.
Mom: Yeah! Do it.
Rebecca: John invited me to go to the soccer game with him.
Kaya: Did you accept?
Lya: Yes, I had to _______________. I have to attend my reading club.
Ann: Have you been to the new library?
Ben: No I haven’t. I’ve been too busy. I have had too much work.
Ann: We’re not _______________. I also have almost no free time.

Create a dialogue like the one the previous exercise along a partner using the learned idioms and the prepositions in this lesson. Then play it in front of the class.
### A2.2 Speaking & vocabulary rubric

<table>
<thead>
<tr>
<th><strong>VOCABULARY CRITERIA</strong></th>
<th>Poor</th>
<th>Fear</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match words to definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write original texts using the given vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match words with its visual equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPEAKING CRITERIA</strong></th>
<th>Poor</th>
<th>Fear</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a range of appropriate vocabulary when talking about a specific topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows a good degree of control of simple grammatical forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation is mostly intelligible and has some control of the phonological features at both utterance and word levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains simple exchanges of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requires very little prompting and support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker is mostly understood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment**

---

23
Story Time!

Lessons:

- MYSTERIES
- FANTASY!
- STORIES OF ALL KINDS
- GIVE ME THE CREEPS
1. Match the pictures with the adjectives.

Lucky
Surprising
Mysterious
Angry
Quick
Suspicious

2. Find the adverbs of the words above and new ones.

YLSUOIRESITMXE
STRANGELYFSQJUA
FRYHKIOSQUICKLY
AOUNFORTUNATELY
KCYLETAIMIM
KUJWNAHYXDHUFI
LYKCUILMLWBJCY
SUSPICIOUSLYNLB
YLSUOIRESYNCLC
SURPRISINGLYTVV

Adverbs
_________________
_________________
_________________
_________________
_________________
3. Complete the sentences using the adverbs in the box.

<table>
<thead>
<tr>
<th>Surprisingly</th>
<th>mysteriously</th>
<th>suspiciously</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quickly</td>
<td>angrily</td>
<td>carefully</td>
</tr>
</tbody>
</table>

a. Cynthia offered the dessert but, ____________ Fred declined.
b. All appeared _______________ deserted.
c. Alex eyed the man___________ as he said goodbye and walked away.
d. The storm passed _____________ but the night remained warm.
e. His eyes flashed ___________ and he stepped forward, reaching for her.
b. She _______________ lifted an egg.

4. Write a brief mysterious story that you have heard. Include the adverbs and the adjectives in your story.

My mysterious story

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Prepare a dialogues, in which you tell a mysterious anecdote to a friend and answer question about it, don’t forget to include the adjectives and adverb learned in this lesson.

[Dialogue space with students]
1. Solve the crossword puzzle, pay attention to the clues and words in the box.

**Vocabulary:**

Fantasy

**Across**

4. Mythical creature that spits fire
9. A person who cuts down trees or branches
10. A large building or group of buildings fortified against attack with thick walls

**Down**

1. A yellow precious metal
2. The son of a monarch
3. An enchanted tree that moves or speaks
5. A man who served his sovereign or lord as a mounted soldier in armor
6. The daughter of a monarch
7. An imaginary or mythical being of human form but superhuman size
8. The metal coverings soldiers or warriors to protect the body in battle

**Words**

Dragon
Woodcutter
Castle
Gold
Prince
Princess
Magical tree
Giant
2. Match the words with the picture.

Fairy
Elf
Gnome
Godmother
Wizard
Witch

3. Complete the sentences using the words in the box.

a. Tom believes in ____________.
b. I saw an ____________ with pony ears
c. Which do you like better, the _____ or the ________?
d. She's a powerful ____________.
e. Then the ______________ let his axe fly
f. A man's house is his ________.

4. Write briefly a Fantasy story that you know.

The story that I know begins...

5. Try to imagine a fantasy story, sue the elements on exercises 1 and 2, take notes about it and then present it to the class, be as creative as you can.
1. Find the words in the box in the word search puzzle and match them with their meanings.

Vocabulary:
Myths & legends

- __________ To separate the head from the body
- __________ To make someone believe something that is not true
- __________ to be in a position that cannot be seen
- __________ not to move
- __________ to test someone’s abilities
- __________ to stop sleeping
- __________ to pull an object gently
2. Match the words with the picture.

![Images of characters]

- Adventure
- Centaurus
- Medussa
- Kraken
- Hero
- God

3. Complete the sentences by using the words in the previous exercises
   
   a. The only ________ I know is my dad.
   
   b. The _______ is mythological beast the sunk boats.
   
   c. One look to_________ eyes is enough to turn you into stone.
   
   d. The Greek _______ Zeus has the power of the thunder.
   
   e. Long time ago, people used to ________ criminals.

4. Have you heard about the Greek gods? Choose one from the list and write a short text about him. Or write about a mythological story that you know.

5. Prepare a little exposition about the Greek gods along a partner, use the information that you already know, then present it to the class as brief as possible. Don’t forget to include the new words from this lesson.
1. Solve the crossword puzzle, pay attention to the clues and the idioms.

**Idioms**
- See eye to eye
- A piece of cake
- Costs an arm
- Feel under the weather
- Break a Leg
- Miss the boat
- Give someone creeps
- Draw a blank
- On the tip of the tongue
- Between a hard place

**Across**
1. To miss the chance
9. To not feel well
10. good luck

**Down**
2. To fail to find a word you know
3. To make someone feel frightened
4. To be in a situation which offers two alternatives that are both difficult
5. Very expensive
6. Agreeing with someone
7. Something is very easy.
8. to forget something
2. Fill the blanks by using the idioms on exercise one.

a. I had the answer ______________________, but couldn’t think of it in time.

b. You have an exam tomorrow? _____________________!

c. God, he ___________________________! I was so scared

d. This dress is really nice, but it cost me ___________________________.

e. I asked her about her relationship problems, and I just _________________.

3. Complete the dialogue, with the idioms on exercise one.

Louise: Have you heard of the story of Odysseus?
Hans: Yeah, he killed… Umm what was the monster called?
Louise: He killed a couple of monsters, which one?
Hans: It was a six-headed sea monster. What’s it called? I know it.
I ___________________________.

Louise: Medusa?
Hans: No… It was Scylla. That monster ___________________________. It’s really scary.
Louise: Yeah, anyway, last week I had a quiz on Greek myths.
Hans: How did it go?
Louise: It was terrible. The quiz was about The Odyssey. I hadn’t read the book.
Hans: I know the story. Odysseus returns home after the Troy war, but it takes him a long time to get home. Most of the time, he ________________. He had to face monsters and dangers.

4. Prepare a dialogue in which you and a partners, have a discussion about a movie, each of you need to include at least 3 or more idioms presented in this lesson. Take notes if necessary and then play it in front of your classmates.
<table>
<thead>
<tr>
<th>A2.2</th>
<th>Speaking &amp; vocabulary rubric</th>
<th>Poor</th>
<th>Fear</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>VOCABULARY CRITERIA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Match words to definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write original texts using the given vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Match words with its visual equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SPEAKING CRITERIA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uses a range of appropriate vocabulary when talking about a specific topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shows a good degree of control of simple grammatical forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pronunciation is mostly intelligible and has some control of the phonological features at both utterance and word levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintains simple exchanges of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requires very little prompting and support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaker is mostly understood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Comment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lessons:

- WHAT KIND OF TRAVELLER ARE YOU?
- YOU CAN´T MISS IT!
- A CITY LIKE NO OTHER
- SHAKE A LEG
What kind of traveler are you?

1. Find the words in the word search puzzle and match them with their meaning down below.

Vocabulary: Travel

- __________ a small shelter or house, made of wood and situated in a remote area
- __________ Walk for a long distance, especially across country or in the woods.
- __________ a powered flying vehicle with fixed wing that allow it to fly
- __________ a narrow, keelless boat with pointed ends
- __________ an establishment providing accommodation for travelers.
- __________ cover a distance, especially a long one, on foot.
- __________ travel in or use a kayak.
2. Look at the pictures and match them with the words.

- Cabin
- Sightseeing
- Campsite
- Bicycle trip
- Bus tour
- Cruise

3. Label the different type of travelers using the words in the box

<table>
<thead>
<tr>
<th>Follower</th>
<th>Connector</th>
<th>Explorer</th>
<th>Opportunist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes to take control</td>
<td>Likes to be taken care of</td>
<td>Others orientated</td>
<td>Self-orientated</td>
</tr>
</tbody>
</table>

4. Prepare short presentation in which you recommend a place you have visited. Talk about the activities or things you can see. Don’t forget to include the words presented in this lesson. Take a few notes if necessary.
1. Look at the pictures and match them with the correct preposition of place.

<table>
<thead>
<tr>
<th>In</th>
<th>under</th>
<th>next to</th>
<th>on</th>
<th>behind</th>
<th>in front of</th>
<th>between</th>
</tr>
</thead>
</table>

2. Look at the following picture then complete the sentences by using the prepositions of place.

   a. _______ the picture, I can see a woman.
   b. The woman is sitting _______ a table.
   c. She is sitting _______ a chair.
   d. There is another chair _______ the woman.
   e. Her feet are _______ the table
   f. The woman is holding a cup _______ her hands.
   g. The woman is looking _______ her laptop.
   h. The woman's bag is _______ the table.
3. Match the following expression with the pictures.

- Walk across
- Go straight
- In front of
- Turn left
- Turn right

4. Do you know how to get to your school from your house? Describe briefly how you get to the school.

5. Prepare a dialogue along a friend, in which you both ask how to get to certain place. Take notes and don’t forget to include the words and prepositions learned.
1. Find the words related to the pictures in the word search puzzle and match them.

```
J B Q R Z F T K P W H B X C A
U M U E S U M I N O T O F I M
R Q A S W N M K S A G O U N N
B B M I S A J P K P B K Y E S
F I M C A T I E F E E S R M X
F I R E S T A T I O N T E A U
P W W V A U K T K F X O K J R
G O L L S P H F I V H R A Q J
B T R O P R I A W O I E B Z B
C H U R C H D T J I N R P R E
```

Vocabulary:
Places in a city
2. Match the words with their meaning.

___ Square  
___ Police station  
___ Restaurant  
___ GYM  
___ Supermarket  
___ Butcher’s

   a. They sell fresh meat.  
   b. You are taken here when you break the law and are arrested.  
   c. You go here when you don't want to cook at home.  
   d. An open area within a city in the shape of a square.  
   e. A large store that sells food, drinks and household items.  
   f. You can do exercises, weight training and keep fit here.

3. Complete the sentences using the words from the exercises above

   a. The baker bakes his bread in the _________________.  
   b. He was taken to the ________________ for questioning.  
   c. I bought a bar of soap in the _________________.  
   d. They arrived late at the _________________.  
   e. The nearer to _________________, the farther from God  
   f. he’s asked Steve out to the _________ this evening  
   g. The ____________ is open to the public.  
   h. I went into the______________

4. What do you like the most of your city, write a short text about it.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Prepare a little presentation, regarding your city or a city that you like, present it in front of the class and Include the learned vocabulary in this lesson.

   My city
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Vocabulary:
Idioms pt. 4

1. Solve the crossword puzzle, pay attention to the clues and the idioms.

Across
4. To go places where you can meet people
7. Something good that isn’t recognized at first.
8. without any hesitation
10. Keep something away.

Down
1. It is up to you to make the next decision or step
2. Accusing the wrong person
3. To start a trip
5. To hurry
6. Reveal a secret
9. Very different from.

Idioms
Go out and about
Spill the beans
Hit the road
Shake a leg
At the drop of a hat
Ball is in your court
Barking the wrong tree
Blessing in disguise
Far cry from
Keep something at bay
2. Complete the following sentences by using the idioms from the first exercise.

a. That kid is very problematic; I am doing my best _____ him __________.

b. It was a very sensitive case and yet for over one year the investigators kept ____________________.

c. Don’t ______________. It’s supposed to be a secret.

d. Come on now, ___________________


e. We now have a situation where laws are bent at ____________________.

3. Match the idiom with the picture.

Cry over spilt milk

Devil’s Advocate

Hit the nail on the head

Cloud nine

Last straw

4. Write a short dialogue along a partner, in which both be able to use some of the idioms above. Then play it in front of the class.
# Evaluation

## A2.2 Speaking & vocabulary rubric

<table>
<thead>
<tr>
<th><strong>VOCABULARY CRITERIA</strong></th>
<th>Poor</th>
<th>Fear</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match words to definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write original texts using the given vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match words with its visual equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPEAKING CRITERIA</strong></th>
<th>Poor</th>
<th>Fear</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a range of appropriate vocabulary when talking about a specific topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows a good degree of control of simple grammatical forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation is mostly intelligible and has some control of the phonological features at both utterance and word levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains simple exchanges of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requires very little prompting and support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker is mostly understood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment**
Lessons:

- EXTRA! EXTRA!
- DISASTERS AND CONSEQUENCES
- SCHOOL NEWS!
- YOU´RE PULLING MY LEG
1. Match the words with their meanings.

___ Tabloid
___ Popular press
___ To carry a story
___ Piece
___ Obituary
___ Classified ads

a. Popular press newspaper, famous people and not much serious news.
b. To print/publish a story.
c. Lower quality newspapers.
d. a story or article
e. small advertisements, generally published/paid for by private people
f. article written about the life of someone who has recently died

2. Match the words with the pictures

Columnist
Celebrity
To censor
Publisher
Editor
Privacy
3. Complete the sentences using the words in the box

<table>
<thead>
<tr>
<th>Columnist</th>
<th>Privacy</th>
<th>Obituary</th>
<th>Publisher</th>
<th>Classified ads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular press</td>
<td>Tabloid</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. That newspaper ____________ derides the mayor whenever he can.
b. He must have disturbed your ____________
c. I read your brother’s ____________ in the Times. Sorry for your lost
d. He sent the 400-page manuscript to his ____________.
e. A couple who watch the ____________ can make some outstanding furniture buys.
f. ____________ has no good information.
g. He believes that the ____________ press has behaved disgracefully.
h. Write it down on a ____________ of paper.

4. Write about something important happened in your city that even went on the news.

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

5. Prepare a dialogue with a partner in which an interviewer ask questions to the interviewee about an accident or event, try to employ the words included in this lesson.

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
1. Solve the crossword puzzle, pay attention to the clues and the words in the box.

**Vocabulary:**

Natural disasters

**Words**

- Hurricane
- Tornado
- Lightning
- Forest fire
- Earthquake
- Flood
- Tsunami
- Drought
- Blizzard
- Avalanche

**Across**

1. The rising of a body of water and its overflowing onto land
2. When there is not enough water because it hasn’t rained for a long time.
3. Vibration from underground movement along a fault plane
4. A vast extension of forest consumed by fire
5. A very strong snowstorm.
6. Flash of light from an electric discharge in the atmosphere
7. When water from the ocean comes in and covers the land
8. Extremely strong winds concentrated in one area.
9. A large and circular storm with strong winds.
10. When a lot of snow falls down the side of a mountain.

**Down**

1. **_**
2. When there is not enough water because it hasn’t rained for a long time.
3. Vibration from underground movement along a fault plane
4. A very strong snowstorm.
5. When water from the ocean comes in and covers the land
6. Extremely strong winds concentrated in one area.
2. Match the pictures with the words.

Avalanche
Mudslide
Volcanic eruption
Iceberg
Flood
Nimbus

3. Complete the following sentences by using the words in the previous exercise.
   a. The ____________swept away many homes.
   b. The ____________struck the ski resort in the late afternoon.
   c. The bridge broke down in last ______________.
   d. No one knows the height of the __________ caused by this eruption.
   e. The ____________ pulled up the old tree by its roots.

4. Have your city been impacted by a natural disaster? Write briefly about it.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Chose a natural disaster form the previous exercises, then prepare a little presentation about it with the information that you have.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
1. Find the words in the word search puzzle and match them with their meaning down below.

Vocabulary:
Student’s problems & expressions.

- _______ take (another person’s property) without permission
- _______ officially or legally prohibit.
- _______ a practical joke or mischievous act.
- _______ give a loud, sharp cry.
- _______ use superior strength or influence to intimidate someone
- _______ preventing concentration or diverting attention
- _______ The action of conveying information.
- _______ act dishonestly or unfairly in order to gain an advantage
- _______ The action of fighting; violence or conflict.
2. Match the expression with their function.

___ According to
___ On one hand
___ On the other hand
___ Clearly
___ Instead

3. Complete the sentence using the expressions above.

a. ___________________, he was the most passionate leader one could hope for
b. _______________________ many women choose to go out to work.
c. _________________ the rules, no alcohol can be consumed on the premises.
d. She spoke slowly, articulating each word __________________.
e. He used a knife _______________ of chopsticks.

4. Rank the following student’s problem from 1 to 6. Being 1 less critical and 6 the most critical.

_____ School absenteeism
_____ Lack of parental care
_____ Name calling
_____ Bullying
_____ Student’s apathy

5. Prepare a short presentation in which you tell to your classmates a problem that you have had during class. Don’t forget to use the learned words in this lesson.
Vocabulary:

Idioms pt. 5

1. Solve the crossword puzzle, pay attention to the clues and the idioms.

Across
2. Someone who reads a lot
4. Something that is very simple or easy.
8. To fool people
9. To try develop an idea
10. To stop attending to school

Down
1. To not go to school when you should
3. To assume the consequences
5. To be fugitive
6. Someone who copies the work of another
7. to get married
2. Complete the following sentences by using the idioms from the first exercise.

a. She had a ___________ in the exam and didn’t answer a single question.
b. He might be a college ___________ but he’s made a fortune in business.
c. Six prisoners are still ___________ along with four dangerous recidivists.
d. I was a real ___________ when I was a child.
e. She is just a ___________ who follows her sister’s lead in everything.
f. Johnny ___________ every day, maybe he’s sick.

3. Match the idiom with the picture.

Elevator music
Ring a bell
Blow your own trumpet
Jam session

4. Write a short dialogue along a partner, in which both be able to use some of the idioms above. Then play it in front of the class.
### A2.2 Speaking & vocabulary rubric

<table>
<thead>
<tr>
<th>VOCABULARY CRITERIA</th>
<th>Poor</th>
<th>Fear</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match words to definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write original texts using the given vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match words with its visual equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPEAKING CRITERIA</th>
<th>Poor</th>
<th>Fear</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a range of appropriate vocabulary when talking about a specific topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows a good degree of control of simple grammatical forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation is mostly intelligible and has some control of the phonological features at both utterance and word levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains simple exchanges of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requires very little prompting and support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker is mostly understood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment**
Lessons:

- I WISH I HAD ONE
- TECH USERS AND COMMON HABITS
- BE A SMART USER TECH
- PULL THE PLUG!
1. Match the following words with their meaning.

   ____ Mouse  
   ____ MP3 player  
   ____ Webcam  
   ____ Hard drive  
   ____ Microphone  
   ____ Headphones

   a. An instrument for converting sound waves into electrical energy variations, which may then be amplified.
   b. Stores all the data on the computer.
   c. A video camera that inputs to a computer connected to the Internet.
   d. A device for playing MP3s or other digital audio files.
   e. To move a cursor on a computer screen.
   f. A pair of earphones typically joined by a band placed over the head, for listening to audio signals.

2. Match the words with the picture that correspond.

   - Digital camera
   - USB stick
   - Computer
   - Laptop
   - Memory stick
   - Printer
   - Smartphone
   - Tablet
3. Complete the following sentences using the words in the box.

<table>
<thead>
<tr>
<th>Smartphone</th>
<th>mp3 player</th>
<th>computer</th>
<th>microphone</th>
<th>laptop</th>
<th>digital camera</th>
</tr>
</thead>
</table>

I’m calling from Tom’s ____________.
I want an ________________!
Tom’s ________________ is not responding.
Tom spoke into the ________________.
Last Saturday I bought a ________________.
Kodak will ship a new ________________ in December.

4. Are you a regular tech user? Write briefly what technological devices you use and when.

___________________________
___________________________
___________________________
___________________________

5. Work in pairs. Prepare a dialogue in which you are trying to sell technological devices. Try to use the learned words in this lesson.
1. Solve the crossword puzzle, pay attention to the clues and the types of tech users.

**Vocabulary:**

Tech users

**Across**

3. Only use apple products
4. Uses all kind of tech that allow him to take care of his business everywhere
6. A mature woman that understand the functioning of technology
7. Need at least one phone for his business

**Down**

1. Prefers stay at home living through a screen
2. Knows everything about technology and how it works
5. Have the most sophisticated devices in order to play games
2. Match the following words with their meanings.

___ Turn on
___ Plug in
___ Put on
___ Turn up
___ Stay up
___ Take off

- a. to activate or cause to flow, operate, or function by or as if by turning a control
- b. Able to be connected by means of a plug.
- c. an instance of putting someone on
- d. to increase the amount of sound
- e. Not go to bed.
- f. o remove something, especially a piece of

3. Match the antonym with the synonyms from the previous exercise.

<table>
<thead>
<tr>
<th>Antonym</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn down</td>
<td>Unplug</td>
</tr>
<tr>
<td></td>
<td>Take off</td>
</tr>
<tr>
<td></td>
<td>Turn off</td>
</tr>
<tr>
<td></td>
<td>Sign out</td>
</tr>
</tbody>
</table>

4. What kind of tech user are you? Write a in a few lines how you consider yourself when it comes to technology.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

5. Prepare a short presentation. Select a type of user from the exercise 1 then present it to the class with the information you have, don forget to use the learned words of this lesson
Vocabulary: Phrasal verbs

1. Match the following phrasal verbs with the picture

- Break Down
- Break up
- Bring up
- Check in
- Come across
- Hold on

2. Match the phrasal verbs with their meaning

<table>
<thead>
<tr>
<th>Phrasal Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look after</td>
<td>a. To take care of someone or something</td>
</tr>
<tr>
<td>Look for</td>
<td>b. To die. Usually of a person</td>
</tr>
<tr>
<td>Look forward</td>
<td>c. To find or try to find something</td>
</tr>
<tr>
<td>Look up</td>
<td>d. To think with pleasure about a future event that you expect to enjoy.</td>
</tr>
<tr>
<td>Pass away</td>
<td>e. To try to find something or someone often a thing or person that is lost.</td>
</tr>
</tbody>
</table>
3. Complete the sentences by using the phrasal verbs in the box

<table>
<thead>
<tr>
<th>Break down</th>
<th>break up</th>
<th>check in</th>
<th>hold on</th>
<th>look after</th>
</tr>
</thead>
</table>

a. Men are left idle when machines ________________.
b. Don’t let a little dispute __________ a great friendship.
c. I’ll ring the hotel. I’ll tell them we’ll __________ tomorrow.
d. __________, I’ll check in my diary.
e. Get a relative to __________ the children.

4. Find others phrasal verbs in the word puzzle then write them apart

```
Y M S J W E C Q O M P G C
G A Y U E C A F T G P C U O R
V A W T G L Q W P X O Z K U Y
O O N A L O U H P R N X C A J
Z X Y B T V E U W A E R A C G
Y A A N X E E J S L G J B U F
C C K K R K G G T E F L C P Q
K N I K A E R B I I U Z V I I
R U O W G E T U P R X R I I H
T R U S J I J N P B L X X B X
```

5. Work in pairs and prepare a dialogue with the situation that you want, and use the phrasal verbs presented in this lesson.
1. Solve the crossword puzzle, pay attention to the clues and the idioms.

**Vocabulary:**

Idioms pt. 6

**Across**

7. Prevent something from happening or continuing.
8. Doing something that is not very interesting to pass time
9. A person with a lot of experience in something
10. doing something with no purpose

**Down**

1. Tending to attract attention
2. When time passes quickly
3. Enough space to move or work in
4. Succeed in something before the time is up
5. Awaiting an explanation
6. To pay no attention

**Idioms**

To pull the plug
Beat the clock
Kill time
Times fly
Wasting time
All ears
Eye catching
Elbow room
Old hand
Cold shoulder
2. Complete the following sentences by using the idioms form the first exercise.

a. Now children, I want you to be __________ in class.

b. We played cards to __________ until the bus came.

c. Instead of __________ she employed herself in reading.

d. __________ and let the water drain away

e. Use a timer and ask the student to __________

f. There's more __________ in the restaurant since they extended it.

3. Match the idiom with the picture.

- Behind the times
- The big time
- Turn back the hands of time
- Itchy feet
- Long arm of the law
- Sweet tooth

4. Write a short dialogue along a partner, in which both be able to use some of the idiom of the previous exercises. Then play it in front of the class.
## A2.2 Speaking & vocabulary rubric

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fear</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY CRITERIA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match words to definitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write original texts using the given vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match words with its visual equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SPEAKING CRITERIA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a range of appropriate vocabulary when talking about a specific topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shows a good degree of control of simple grammatical forms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation is mostly intelligible and has some control of the phonological features at both utterance and word levels.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains simple exchanges of information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requires very little prompting and support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaker is mostly understood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment**