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

TOPIC:
THE INCIDENCE OF ESSENTIAL VOCABULARY IN THE DEVELOPMENT OF SPEAKING ON 8TH GRADE STUDENTS AT VERGELES SCHOOL DURING THE YEAR 2017 - 2018

PROPOSAL:
DESIGN OF AN ESSENTIAL VOCABULARY GUIDE WITH THE USE OF CONVERSATION EXERCISES FOR STUDENTS OF THE 8TH GRADE OF ELEMENTARY EDUCATION FROM VERGELES SCHOOL

EDUCATIVE PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, MAJOR IN: LENGUA Y LINGUISTICA INGLESA.

RESEARCHER:
Viviana Mariuxi Lucio Andrade

DIRECTED BY:
MSc. Galo Donoso Noboa

2019
UNIVERSITY OF GUAYAQUIL
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Pertenecen a la Facultad de Filosofía, Letras y Ciencias de la Educación.

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PROYECTO

Tema: THE INCIDENCE OF ESSENTIAL VOCABULARY IN THE
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VOCABULARY GUIDE WITH THE USE OF CONVERSATION EXERCISES
FOR STUDENTS OF THE 8TH GRADE OF ELEMENTARY EDUCATION
FROM VERGELES SCHOOL.

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Que la estudiante Viviana Mariuxi Lucio Andrade con C.C. 092365422-2, diseñó el proyecto educativo:

**Topic:**

THE INCIDENCE OF ESSENTIAL VOCABULARY IN THE DEVELOPMENT OF SPEAKING.

**Proposal:**

DESIGN OF AN ESSENTIAL VOCABULARY GUIDE WITH THE USE OF CONVERSATION EXERCISES.

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MSc, Galo Donoso
Consultor Académico
DEDICATION

I dedicate this thesis especially to The Almighty for all that He has given me in my life and for allowing me to have reached this important moment in my professional life. I also dedicate this to my son for being the purpose in my life and to my mother for being the main support with her love and unconditional bearing, regardless of our differences and opinions, and to my children, who I love them all indefinitely.

Viviana Lucio
ACKNOWLEDGEMENT

This project is a contribution from many people so it could have come to fruition at its best. I am extremely grateful with a few teachers that have helped me in these years’ journey and have given me all their academic knowledge and most of all, their values.
Especial thanks go to my teachers for my welfare in the Escuela de Lenguas. My mother and son that have been the guiding light and support for my professionalism could be of high quality.

Viviana Lucio
**REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

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**TITULO Y SUBTITULO:**
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**ÁREAS TEMÁTICAS:**

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**RESUMEN:**
To have a didactic class, the teacher must be a didactic person too. Vocabulary gives us the opportunity to expand knowledge and bend it in any way possible, giving understanding and significant meaning when didactic activities are applied in the classroom. Didactic classes can be the life of the classroom if they are done properly and can stay in a students’ mind all life.

That is why vocabulary can be involved with speaking activities too.

This concept reaffirms the importance of developing speaking abilities in the English language through vocabulary; therefore, the importance of designing the appropriate teaching material in which eighth year basic education of Vergeles Public High School students can develop speaking skills is highly required.

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Es por eso que el vocabulario también puede participar en las actividades de conversación. Este concepto reafirma la importancia de desarrollar habilidades de habla en el idioma inglés a través del vocabulario; por lo tanto, es muy importante diseñar el material de enseñanza apropiado en el cual la educación básica de octavo año de los estudiantes del Colegio Público Vergeles pueda desarrollar la habilidad del habla.

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ABSTRACT

To have a didactic class, the teacher must be a didactic person too. As sympathetic as the previous statement can be, didactic activities can be the same way. Vocabulary give us the opportunity to expand knowledge and bend it any way possible, giving understanding and significant meaning when didactic activities are applied in the classroom. Didactic classes can be the life of the classroom if they are done properly and can stay in a students’ mind all life.

That is why vocabulary can be involved with speaking activities too. They are like a recording device that can help students achieve retention, meaning, inference and many other competences involved.

This must be also helpful due to the vast activities that can also be found in books, on line, and in the average classroom in countries of industrial category, making them interesting to also be shared with the students in developing countries like Ecuador.

This concept reaffirms the importance of develop speaking abilities in the English language through essential vocabulary; therefore, the importance of designing the appropriate teaching material in which eighth year basic education of Vergeles Public High School students can development of speaking is highly required.

KEY WORDS: knowledge, activities, vocabulary, retention, didactic, Inference, speaking, developing.
RESUMEN
Para tener una clase didáctica, el maestro también debe ser una persona didáctica. Por simpática que pueda ser la declaración anterior, las actividades didácticas pueden ser de la misma manera. El vocabulario nos brinda la oportunidad de expandir el conocimiento y doblarlo de cualquier manera posible, dando comprensión y un significado significativo cuando las actividades didácticas se aplican en el aula. Las clases didácticas pueden ser la vida del aula si se realizan correctamente y pueden permanecer en la mente de los estudiantes toda la vida.

Es por eso que el vocabulario también puede participar en las actividades de conversación. Son como un dispositivo de grabación que puede ayudar a los estudiantes a lograr retención, significado, inferencia y muchas otras competencias involucradas.

Esto también debe ser útil debido a las vastas actividades que también se pueden encontrar en libros, en línea y en el aula promedio en países de categoría industrial, haciéndolos interesantes para compartir también con los estudiantes en países en desarrollo como Ecuador.

Este concepto reafirma la importancia de desarrollar habilidades de habla en el idioma inglés a través del vocabulario esencial; por lo tanto, es muy importante la importancia de diseñar el material de enseñanza apropiado en el que la educación básica de octavo año de los estudiantes de Vergeles Public High School pueda desarrollar el habla.

PALABRAS CLAVES: conocimiento, actividades, vocabulario, retención, didáctico, inferencia, habla, desarrollo.
INTRODUCTION

The influence this investigation will have on students with problems in speaking will be of great results and academic advantages for the students, teachers and the institution as well. This project consists of vocabulary activities that are going to give students the opportunity to practice with meaningful exercises in which they will allow learning to take place. This and many other aspects will also provide students the maximum training in speaking in English in and outside of the classroom for them to have the adequate practice in the language. Chapter one of this project refers about the problem students from the eighth year basic education of Vergeles Public High School have. In chapter two, the theory about fixing the problem will be addressed, giving the many aspects and foundations that will be covered and the methods, the proposal will keep students in a learning process that will help them eventually in becoming independent learners and acquiring the English language. The demographics, statistics and mathematical events that show and back up the process and the outcome of the investigation will be referred in chapter three. It will show the results and the concepts that the interview with the School Director, the teacher of the students from the 8 grade and the result of the surveys the students from the 8 grade took. The fourth chapter gives the whole strategies the proposal will be put into practice and how the booklet will help bring this manifest to fruition. The thesis also covers all the standards and parameters that are required in the Good Living Act. The booklet is also related to the whole aspects required in the National Curriculum Guidelines that are used for English as a Foreign Language. The need to align students to the CEFR (Common European Framework Reference) which gives students international recognition and it provides a common basis for the proficiency of the English language is also considered, and the communicative approach that is presently the most recognized, adequate and accepted rule of thumb in the field of language teaching and learning worldwide.
CHAPTER I: THE PROBLEM
This chapter consist of statements on what led the investigator to develop and carry out this study. The situations, observations or any other conditions that generated an interest in the development of the investigation are addressed in this chapter. It elaborates about the investigation and the reasons why such research was necessary, talking about the history of the problem in an overview of the significance of the problem.

CHAPTER II: THEORETICAL FRAME
This chapter includes a total critical review of previous knowledge and studies related to the topic of the investigation, the review which identifies issues and gaps in knowledge in such field and that has led to the initial problem for periods of time referring to the safeguards against a study that may have already been conducted in previous situations or places with similar outcomes and protocols.

CHAPTER III: METHODOLOGY
The modality and type of research are presented in this section. The investigator has to explain why this study belongs to a specific category, according to the information provided in this chapter such as the modalities of the research which include field, bibliographic, pre-experimental (if necessary), quasi-experimental, experimental research and such. The type of research include exploratory, descriptive, and explanatory as well.

CHAPTER IV: THE PROPOSAL
The title synthesizes the central idea of the proposed investigation plan for the solution of the problem, proving to be an informative statement, clear, simple and concise that indicates the overall objective and the central research variables. A good title defines the contests of research with the
fewest possible words in it. It also explains the process of the activities that are in the proposal and the way its application should be carried out with the booklet, manual or guide done by the investigator.

BIBLIOGRAPHY
The biography will be the collection of all the work that had been cited, referred and consulted during the investigation and to which the reader may be referred to when possible.

APPENDIX
This section contains supporting material such as data sheets, questionnaire samples, illustrations, maps and charts when necessary.
CHAPTER I

1. THE PROBLEM

1.1 Context of the Investigation

Vergeles Public High School is located in Guayas Province, on the north of Guayaquil city, this institution is two blocks near the Francisco de Orellana Avenue that is the main street, it is located in the Vergeles citadel; many buses go through it, although the students arrive there in a conveyance called "tricimoto" this service costs twenty five cents.

The principal is Msc. Rosa Fidedigna Intriago Alvarado and the principal in charge is Msc. Christian Chillo; the institution was established on April 9th, 1987 with the name “Los Vergeles High School” but since 2013 it changed the name Unidad Educativa Fiscal “Los Vergeles” it works in the morning and in the afternoon, in the afternoon there are five hundred seventy students, there are two eighth courses with almost thirty-five students per course.

The students of this institution use the government English book called English student book Level A1.1, it has six units, and they receive English classes five hours per week, each eighth has a different English teacher; the researcher reviewed the planning of the teachers and she realized that they did not have extra-curriculum activities for helping them to understand the new vocabulary.
1.2 Problem of the investigation

1.3 Conflict situation

The researcher detected that there is a problem of oral expression in the students of eighth courses, the researcher also saw that the teacher did not use dynamic techniques, as games or activities where they had to move from their chair, and when the teacher introduced a new vocabulary the students were not attracted or minimally motivated to learn it and this situation was repeated every time that a new vocabulary was showed.

There was no motivation to make students express their own ideas orally during the class. Also, the classroom had some posters about vocabulary, but they were not in good conditions, there were not didactic resources to preserve nor attract students’ individual attention, the students do not like to participate in classes so it is really hard for them to talk in front of their others peers because of the few oral practice during the classes.

The teacher was confined to use the book as the only instrument to teach the class. He explained the topic and at the end the students had to answer the questions or make an activity without the teacher’s help or guidance; the students needed to use dictionaries to help themselves, in addition, the teacher did not do the warm up class to activate the atmosphere and at the end of the class students did not have the wrap up, in the planning there were activities but they could not be done.

1.4 Scientific fact

Deficiency in the English oral expression of the students from 8th year of Vergeles School, Zone 8, Distrit 3, Guayas Province, Guayaquil Canton, Tarqui Parish, Circuit 4B. Academic Period 2017 – 2018,
the students of the eighth grades had a general grade of 6.7 which is low academic performance in the foreign language area.

1.5 Causes of the problem

- Insufficiency of the techniques for teaching vocabulary in oral expression.
- Deficiency in the use of didactic resources by the teacher for the development of oral expression.
- Inadequate use of conversation exercises for the development of oral expression.
- Excess of students in the classroom to be able to properly develop classes.

1.6 Formulation of the problem

How does the learning of specific vocabulary incidence in the oral expression development in students of 8th year of Vergeles School, zone 8, District 3, Guayas Province, Guayaquil Canton, Parish Tarqui, Circuit 4B. Academic Period 2017 - 2018?

1.7 Questions of the investigation

- Is it necessary to include vocabulary with conversation exercises in the curriculum?
- Is it beneficial to adapt the process of the oral expression in class?
- Is it needed to involve methods that improve the vocabulary
learning process in the English language?

- Is a vocabulary guide relevant with conversation exercise activities to develop the oral expression?

1.8 Objectives

1.8.1 General objectives

To establish the incidence of essential vocabulary in the development of speaking, through a bibliographical, statistical and field study, to design an essential vocabulary guide with the use of conversation exercises, to develop the oral expression.

1.8.2 Specific objectives

- To identify the use of vocabulary through a bibliographic, statistical and field study.

- To evaluate the oral expression through a diagnostic test.

- To design a vocabulary guide with conversation exercises activities, to develop the oral expression through the data obtained from the resource.

1.9 Justification and importance

This Project states to enhance the level of the oral expression through the design of a vocabulary guide with conversation exercises, to increase the basic knowledge that helps the learning of the students. The main purpose in this project is the consolidation of idiomatic knowledge to
develop the oral expression in students.

If the vocabulary this is limited, students will not understand others and neither express their own ideas. Wilkins (1972) wrote that “… while without grammar, very little can be conveyed, without vocabulary nothing can be conveyed” (pp.111–112). It is not possible to talk or try to communicate with someone else when the vocabulary is absent in the language process.

Thanks to the Regulation of the Organic Law of Intercultural Education, (LOEI), In chapter II of the right to education cited, in its Art. 5. - Education rights. - “Education is a fundamental human right, recognized and guaranteed in the Constitution of the Republic and the Organic Law of Intercultural Education, a necessary condition for the realization of other human rights.

Their characteristics are:

a) Education is a right of people throughout their life.

b) Individuals, families and society have the right and responsibility to participate in the educational process, in accordance with the Organic Law of Intercultural Education and this Regulation

c) Education will focus on the human being and guarantee its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth, it will promote gender equity, justice, solidarity and peace, it will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

d) Education will respond to the public interest and will not be at the service of individual and corporate interests ..."
This project responds to the need to give the tools for the good performance of learning, and according to The Regulation of the Organic Law of Intercultural Education, (LOEI), guarantee the right to education to all people for the correct development in a Community

The Plan Nacional del Buen Vivir accurates in its politics and strategies guidelines,

In the 4.4 article to improve the education’s quality in all levels and modalities, for the knowledge generation…, literal b. “To stablish support mechanisms and follow to the educative institutions procedural up, to the continued improvement and comply with quality standards”.

And n. literal “Design and implement tools and instrument that allow a cognitive-holistic development to the student population”

As mentioned in the Plan Nacional del Buen Vivir in Article 4.4, with this project it is possible effectively intervene in the use of vocabulary for oral expression. In addition, this is an effective tool to reach the achievement indexes established by the state.

The usage of vocabulary with conversation exercises is used in the oral expression with the purpose to develop the context, virtues, qualities and capabilities, in students from 8th year of Vergeles School, to develop the learning and interact with creativity in the English knowledge. The students create their own language using the vocabulary with these activities and they help to others to stablish in direct beneficiaries and as the parents, family and community as indirect beneficiaries.
CHAPTER II

2. BACKGROUND OF THE INVESTIGATION

The researcher reviewed some projects related with this topic at the Faculty of Philosophy’s Library; the researcher of this study could realize that there were many tasks to develop the oral expression using ludic or vocabulary activities. One of the projects that was taken into consideration is named “How to strengthen the speaking skill through ludical activities” by Aguiño Mercy and Miranda Angela, 2012. Another one is “How to develop the oral and comprehensive English through the interactive techniques”, written by Coloma Johanna and Paredes Graciela, 2011. Finally, the researcher found “How to improve speaking skills through the application of ludic techniques and the strengthening of motivation” Arias Ramón and Vera Mildred, 2010.

As Aguiño and Miranda (2012) state in their project named “How to strengthen the speaking skill through ludical activities” about ludic activities being effective tools when teaching English, the same can be said about learning essential vocabulary in order to express oneself. Conversation exercises can be broken down into games, as mentioned in the project. Their objective was to give students time to plan their speech with the activities done the same way the plan is for students to take their time with the essential vocabulary being learned in class.

In the project done by Coloma and Paredes (2014), named “How to develop the oral and comprehensive English through the interactive techniques”, it is stated that the hearing image has an impact on the audience because it conveys feelings and attitudes, and it suggests that voice should be vivid and energetic when speaking in order to provide sound and conceptual meaning of what is being said with interactive
techniques which also include essential vocabulary in the activities mentioned in their project.

Ramon and Vera (2010) with their project about “How to improve speaking skills through the application of ludic techniques and the strengthening of motivation” relate the relation of correcting speaking with a more at ease pattern so there won’t be any resentment from the student when such corrections are made. And doing so before, during or after the activity builds a tighter sense of confidence in the student by giving them a safe ground where the mistakes have already been corrected. Thus, making the student speak with a lot more confidence.

2.1 Theoretical foundation

This study involves vocabulary and speaking. These two concepts will be investigated and developed in that order in these foundations.

2.1.1 Vocabulary

2.1.1.1 Effective vocabulary

Without sufficient vocabulary people cannot understand others or express their own ideas. “…while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. (Wilkins, 1972, pp. 111 - 112) “Lexis is the core or heart of language”. (Lewis M., 2005) “Language is very difficult to put into words.” (Bonin, 2004, pág. 187) Learners often instinctively seem to recognize the importance of vocabulary for their learning: as Schmitt (2010) notes, “learners carry around dictionaries and not grammar books” (p. 4).

As (Cummins, 2003) pointed out, three inter-related aspects of language proficiency are conversational fluency, discrete language skills academic
language proficiency. From middle school and above there’s more focus on activities that require the latter two skills, and which demand mastery of less frequent and more academic vocabulary in reading, writing, etc.

2.1.1.2 Vocabulary learning

2.1.1.2.1 Definition of vocabulary in a language

Research suggests children and adults acquire as single lexical units. Phrases like Good afternoon, Good bye, requires more than one word but have a clear, formulaic usage and make up a significant portion of spoken or written English language usage. Also called formulaic sequences, they are fundamental to the learning of vocabulary in English and, therefore, deserve the attention of teachers as they teach the vocabulary, (Barcroft , Sunderman & Schmitt, 2011).

Therefore, vocabulary can be defined as the words of a language, including individual elements and phrases or fragments of several words that convey a particular meaning, the way individual words do. The vocabulary addresses unique lexical elements, words with specific meaning (s), but also includes lexical phrases or fragments. (Barcroft , Sunderman & Schmitt, 2011)

As (Lewis M. , 1997, pág. p.51) declared, “Language consists of grammaticalized lexis, not lexicalized grammar”. Lewis is referring to the connection there is between lexis, knowledge, language, cognition, speech noises) all the words in a language and all word forms having meaning or grammatical function to be understood. Thus, the association with vocabulary as it is described in this investigation.

Vocabulary includes both individual words and phrases (Schmitt). (Lewis M. , 1993) and others thus recommend teaching vocabulary in
“chunks”. Schmitt and Lewis are referring to the meaning of every word and also of phrases that consist of more than one word. Vocabulary can be connected to collocations or any idiomatic phrases in which the meaning of some words may vary and, or may change completely in forms of speech as well, turning from a noun to a verb and vice versa.

The concept of a ‘word’ can be defined in various ways (Baumann Kame’enui E J & Ash, 2003) but three significant aspects include form, meaning and use. As mentioned previously, Baumann relates the significant of the aspects. Form- refers to the visible and audible parts of vocabulary, functional expressions and grammar units: the spelling, phonemes, syllable stress, words in a phrase, prefixes or suffixes, syntax (word order), choice of noun or verb, etc for a particular place in a sentence and/or punctuation. When it refers to meaning, there are two aspects, literal or essential meaning of the word, phrase, functional, expression or grammar structure, the meaning in the context and how it is being used. And in the usage, the words, functional expressions, grammar structure is chosen to use determine the situation that is happening or what is being communicated to the listeners. Use is interconnected with meaning.

For example, “observe” in English includes: Observes, observed, observing, observation, observable, observance, observational, observant, observatory, observer, etc. Note, however, that different meanings for the same written form, such as “pupil” (student or center of the eye), are considered different “words” in this view. Also, we cannot assume that if someone knows one word form in the family they will know the others, (Baumann Kame’enui E J & Ash, 2003).
2.1.2 Types of vocabulary

There are various types of vocabulary and vocabulary knowledge and according to (Baumann Kameʻenui E J & Ash, 2003), there are two important distinctions to:

1) **Expressive or productive vocabulary:** used in one’s speech or writing, and receptive vocabulary used to understand/associate meanings in reading or listening (Baumann Kameʻenui E J & Ash, 2003).

2) **Active Processing** (or quantity, the number of words known) vs. depth (or quality of knowledge about a word, phrase, its use, meaning, etc.) knowledge (Baumann Kameʻenui E J & Ash, 2003)

Concepts of Brinton et al (2014) say that the knowledge teachers should share with their pupils about the different aspects of each word is considered to be the vocabulary depth. Additionally, lesson plans should include vocabulary breadth which refers to a number of words students can recall to produce the language. Acquiring a word also involves receptive and productive knowledge. The first, receptive, refers to identify or recognizing lexis in reading passages or listening tracks. The second, productive, is the ability of students to use a word when writing or speaking.

They also analyze how many words should students be introduced to. They make distinctions between parts of speech, idioms, compound nouns, figurative, denotative, kind of nouns, and all that involves teaching and learning a new vocabulary word. This is what makes challenging to acquire a new word for learners and for teachers to determine when to introduce the different parts or meaning of words, either in a single class or in a series of lessons, (Baumann Kameʻenui E J & Ash, 2003).
2.1.3 Importance of vocabulary in a language.

The importance of vocabulary can be based in the development of overestimated words since comprehension is the ultimate goal. These words are the currency of communication that include listening, speaking, reading and writing.

Zechmeister (as cited in Brinton et al, 2014) estimates that academic learners have a background knowledge of about 20,000 word families in their own language and that this list does not include proper nouns. Nagy & Anderson (as cited in Brinton et al, 2014) have encountered that in the first language students learn around one thousand word families yearly during their childhood, and some pupils might have learned as many as five thousand in a year. This means there is a gap between the numbers of words students in a second language should learn since they will start their acquisition at a later age.

2.1.4 Speaking

Williams (2016) define speaking as one of the four skills of the language. It is classified into the productive ones. This means that it is producing orally the language not receiving it. Williams adds that it involves applying speech to transfer meaningful information to others. Speaking includes more than just identifying and applying grammar and vocabulary accordingly and accurately in uttering words. When information is exchanged, consideration is given to the person being addressed and communication is successful. For Cates (2006), Speaking is the most important because speaking a second language is frequently equated with proficiency.
Scrivener (2015) confirms that fluency and confidence are important goals to achieve regarding speaking. He reinforces this by saying that it is useless to know a lot about the language but not being able to apply it. In the past, most learners were able to conjugate verbs yet not capable of responding to simple questions from the teachers.

Regarding speaking, Scrivener (2005) includes the definition of genres which corresponds to the variety of speech that you might find in a certain place, with several people, in a specific context, to get a result, through a particular channel, just to mention a few features. When speaking, genres are characterized by at-the-moment-choices taken when interchanging ideas. These choices might consider style, manner, tone, quantity, volume, directness, choice of words, formality, content, etc.

Speaking involves a variety of subskills (Williams et al, 2012). Teachers can help learners gain fluency by practicing each the subskills. They should be included in lesson plans. Teachers have to decide which one to focus on any particular class. Brown (2006) mentions that spoken features share the same grammatical structure as written English when producing them. However, there are some main differences. One of those is that speech is constructed clause by clause, and phrase by phrase instead of sentence by sentence as it occurs in writing.

Writers need to communicate with their readers even if they will never meet. As opposed to speakers who might suit their speech to match the person that is listening to them (Bilbrough, 2011). This author also says that genuine language is essentially dialogic; we are always interacting with others. He includes three definitions of dialogues (lines in a drama, a conversation, and a process of negotiation through speech). He mentions they are relevant for the following usages of dialogues in a classroom setting:
- It is a spoken interaction among people, especially a couple, and the record of that interaction.

- Dialogues can be found in textbooks where they receive the term of pre-scripted or improvised or so called unscripted. If they are pre-scripted it means they are presented in the text in a form of a conversation. When teachers adapt that text to the students’ context, then it becomes unscripted.

- They can be real or simulated.
- There is the possibility to record dialogues.
- They can be developed by different characters.
- Their focus could be form (to study the language grammar), meaning (for information) or a combination of both.
- There are two types: transactional or interactional. The interactions can be among students, teacher-student(s) or student/teacher and others (authorities or guests). (Bilbrough, 2011).

2.2 Psychological foundation

It is important to consider students’ characteristics before thinking of any implementation. Teachers are recommended to observe their learners as individuals and groups to set activities. In this regard, Metters (2015) have identified three profiles in a young learner classroom to empower teachers and get the most out of their classes. What teachers should motivate in their lessons is learning. Students at a younger age experience situations that might have a greater incidence on what they do in the same context in the future. Thus, understanding their behavior and knowing how they mesh in their groups is paramount to sustain a positive teaching-learning environment. This author says that some students might want to boycott the lesson, especially at the beginning weeks. One recommendation is to keep in mind that students need to get used to
teachers, and vice versa, they need to be listened to, wanted and talked to. The two profiles are:

1. - The naughty: Their main characteristic is their unwillingness to pay attention to the teacher or the topics being introduced. They are usually boisterous, disruptive and not engaged at all in the lesson. These kinds of students enter the class loudly, dramatically or make a lot of noise. They are restless. This behavior might be the result of home careless attention, playing too much with video games not considering the time and thus getting insufficient sleep. They can also be having difficulties with the language that hinders their progress.

2. - The know-it-all: They are very intelligent and competitive with a willingness to refrain others from participating. Their behavior involves shouting out the answers instead of raising their hands and wait for their turn. They cannot stay quiet in their seats without asking or shouting out something intelligent. They might reflect these traits because they have a competitor at home or in the school. This characteristic is not very bad as far as it does not overshadow the learning of others. Teachers want all students to learn not only a couple of them.

However, motivation can be raised with simple yet interesting topics that are relevant to students and boost their interest and willingness to participate in the lesson.

2.3 Pedagogical foundation

2.3.1 Vocabulary instruction according to different methodologies
Brinton et al (2014) make a summary of how vocabulary instruction has changed in time according to six different methodologies and approaches that have arisen, their perceptions and priorities.

- Grammar-translation approach.- Teaching vocabulary was limited to definitions and etymology or the origins of words. Good reference resources were bilingual dictionaries. The main focus of this approach was to help students pass standardized exams. Translation was used to analyze structures and conjugate verbs.
- Reform approach.- The main focus was the development of phonetic training and carefully controlled spoken language or oral fluency. It was a British movement. For the first time, grammar and isolated words were not important but language associated with reality. Words were chosen mainly according to their usefulness and simplicity because teachers did not want to distract students from the focus of this approach that was phonetic training.
- Direct method. - Familiar words are chosen to enhance interaction in the classroom. Some common words are everyday objects that fit the task. Resources like charts, pictures and realia appeared as part of teaching strategies. The main focus of this method was communication. Students are not allowed to speak in their mother tongue.
- Reading approach.- There was a report on decreasing reading scores in the United States. This approach was a response to that situation. As a result, lists of frequent vocabulary appeared. Vocabulary teaching was considered important and words were selected according to their usefulness and frequency. In this time appeared a list of 2,000 words suggested by Michael West (as cited in Brinton et al, 2014). This list is still used today for research and the development of course materials.
- Audio-lingualism- In this approach words were used to illustrate grammatical structures. This was based on a behaviorist view of
habit formation and teachers modeling, developing drills, students memorizing structures, and receiving feedback.

- **Communicative language teaching**: Vocabulary is chosen from authentic resources. The criteria of the selection is usefulness. The followers of this approach believe that language should be used for communication, main goal of this teaching process.

To sum up, speaking is a complex task but combine with the emotions and adrenaline that basic vocabulary activities carry with them that complexity is most likely to decrease letting students expose what they know in a nice, easy-going setting.

### 2.3.2 Strategies

#### 2.3.2.1 Brainstorming

Brainstorming is an efficient technique to activate prior knowledge and it also helps students to developed cooperative learning, this strategy can be asked to be performed on their own, for identifying students’ level of vocabulary or it can also be applied as a whole class activity for interchanging ideas, having an outstanding feedback which benefits every single student.

#### 2.3.2.2 Realia

When teachers bring real objects to the classroom, provide an extraordinary source of learning, promoting the acquisition of the language in a vivid form, giving the students the opportunity to touch, feel, and listen to something that is considered the object of study. (Paul Davies, 2000)

Spratt (2012) mention that lexis regard to individual words or sets or words, so called units of vocabulary that have a specific meaning in a
given situation or context where they appear. Words mean differently, these authors provide an extensive but necessary list of situations teachers can keep a record of when planning their classes:

- They might describe nouns (things, people, or animals), this is called denotation or denotative meaning. For example: the white house, the noisy dog, the terrible accident, etc.
- Words might also provide figurative meaning (imaginative definition that derives from the denotative meaning). For example: a family tree, a clear concept, etc.
- Other words make their meaning in the context of a sentence where it is used. For example: she was too tall in the ladder. If we look at a picture we can see that we are referring to a girl or woman. She is tall. Maybe the ladder was small, the house, the room, or the place was small that she looked too tall.
- The meaning can also come from particles added at the beginning or at the end of the words (prefixes, and suffixes). In this case, teachers should make students aware of how the meaning of the words changes by using the different prefixes or suffixes. For example if we add the particle “less” it gives an opposite meaning of the main word: help – helpless, limit – limitless, end – endless.
- Some words create their meaning when used with others; in this case they are called compound nouns. Example: telephone book, pencil case, schoolbag, etc.
- Collocations are words that are often written or spoken together. There are many vocabulary words that collocate in English, and the degree of appearance may vary. For example: have breakfast is a very strong phrase that collates as it is frequently seen together. The words “have a computer” occur together but they do not appear so frequently to be called collocations.
- Idioms are fixed expressions since they cannot be changed, but their definition is different from the meaning of the every single
word they have. For example: it is raining cats and dogs means that it is raining strongly or very hared. If the literal message of this expression is visualized, cats and dogs will be seen coming down from the sky which will never happen or does not have any sense at all.

Another concept to explore is “chunks” which are units of words that come together and that learner’s use as one piece. Some examples of these are idioms, collocations and compound nouns.

To deepen on what a word involves, Nuttall (2005) provides different kinds of meaning sentences might have. They might be conceptual (the meaning of a word by itself), propositional (the meaning of words in a sentence), contextual (the meaning a sentence might have only in a certain context) and pragmatic (the meaning a sentence might have only between the interaction of the writer and reader).

Nuttall (2005) addresses this topic by arguing that not all words are important. She suggests to start by selecting the words that can be ignored, and focus on the ones that stand for comprehension. The author adds that there are two kinds of words: active and receptive. The former refers to the ones you know well to use on a daily basis. The second group the ones that you can recognize and respond to, but do not confidently use. This applies in students’ own language or L1 and any foreign language. It is important to teach learners to differentiate these words so they focus on the ones they need for communication.

Cohen (2014) shared a technique for teaching vocabulary that has worked for him. It involves students developing their own lexis cards. He suggests using a pocket-size that makes them portable. Students can record the word they wish to know, practice, reinforce or consolidate. Additionally, they are cheap, free-standing and easily shuffled to enhance
communicative and interactive activities. The process might start by choosing the words. Teachers can provide the list but it is better if students decide the words by themselves since this will keep up the momentum. It is advisable to ask students to develop ten cards a week. This depends on the number of hour of classes and the content according to the curriculum set for the class.

Once again the guidance of the teachers is paramount in this activity. Cohen (2014) adds that if facilitators ask students to create a card, each student will come up with a different version according to what they visualized, their interests or background knowledge of cards. Some of them might be impressive to teachers others not very much attractive of useful. This is the main reason for teachers to provide guidelines on how to start and finish the card. It will be of great use also to display an example to follow. A template that has worked for this teacher is using both sides of the cardboard. In the front students should only write the word they want to learn. At the back, they can use the corners to write: an easy definition in students’ own words, an example in a sentence, collocations and pronunciation. In the middle of the back students can write the translation of the word in their language.

Williams et al (2012) contribute to this topic by suggesting teachers to start with controlled practice. This is to use the language that has just been introduced repeatedly. They are important for speaking practice in a positive environment. This can be done using drills, repetition and saying memorized words or sentences. These activities focus mainly on accuracy since students should use correct grammar, vocabulary and pronunciation.

At this point they are not producing the language independently but following a set model and making subtle changes provided by the teachers. This also builds motivation since students are confident of what they are saying and how they are practicing. Controlled practice precedes
freer rehearsal as they enhance useful, although sometimes limited, preparation for speaking. A key aspect to consider is correction, at this point teachers might want to make students aware of mispronunciation or misusage of the structure whereas in fluency tasks correction should be avoided or provided as feedback at the end of the practice or lesson.

Hayati (as cited in Amir, Behroozizad, & Nambiar M.K, 2014) points out that most EFL classes still follow the traditional methods of language teaching. In most classes, the instructional material is limited to the textbook and the teacher schedules use of this material. The teacher instructs the whole class and determines the content of learning. The students have very limited opportunity to talk about their learning processes and experiences.

Werber (as cited in Crandall & Shin, 2014) describes the process of communication in different languages as “between what I think, what I want to say, what I think I am saying, what I say, what you want to hear, what you hear, what you think you understand, what you want to understand, and what you understand, there are at least nine chances that we will not understand each other.” This is what usually happens within interactions and that is why there are many misunderstanding. People hear and understand what they want to which is sometimes different from the actual message. In this regard, Thornbury (2014) suggests teachers to help students with speaking skills like negotiating meaning, checking understanding, confirming messages, and clarifying any misunderstandings.

Furthermore, Crandall & Shin (2014) remark that there are many reasons that support that speaking is considered a difficult skill to perform well. They cite Pinter indicating that in order to be able to speak fluently and accurately students have to not only utter the words in isolation but think what they are going to say. Additionally, this process of saying and
thinking overlaps in the delivery. Moreover, speaking involves monitoring what people are going to say, correct any mistakes if necessary, listen and plan what to say next. Lastly, the authors confirm that this skill of interaction and/or talking in front of the class is not easy not even for native speakers. One of the main factors that may limit students from participating or exchanging messages is anxiety.

Authors like Brinton et al (2014) consider the number of words in English to be challenging for teachers. To address this issue they consider two entries. One is the usage of dictionaries. They might contain more than 180,000 words. Yet, learners make use of word families which include the base form, its inflections and derivatives. And the other, the inflections refer to affixes needed according the grammar in the sentence (eats – “s” for 3rd person singular, or published – “ed” for regular past tense). The derivatives include affixes that change its part of speech (work: verb – worker: noun – worked: adjective).

Yet, Chen (2013) makes an important point when he refers to basic vocabulary “the competitive ambiance also makes learners concentrate and think intensive during the learning process, which enhances unconscious acquisition of inputs.” That adrenaline students experience can also represent a reflection for teachers on what learners have actually acquired and what needs to be taught. The rationale behind this is that students unconsciously recall the vocabulary and structures they are familiar with and can use immediately.

In addition, Williams (2012) shows some under skills for communicating. Teachers may be able to use them as a troubleshooter to include any of them in their classes in order for implementation to take place. If they want to start building up the proficiency of individuals and their skills, they can present and build them up with diagnostic and other post evaluations to compare and contrast the outcome:
- Using grammar, vocabulary, and functions. Depending on the topic of the conversation, dialogue or the situation we are exchanging information, people need to know which function of the structures to use as well as the form and meaning it conveys. Appropriate vocabulary will make communication smooth, coherent and comprehensible to others.

- Applying register to speak appropriately. There are different ways of addressing people either if they are authorities or colleagues. Students need to practice whether their speech is formal, semi-formal or informal.

- Using features of connected speech. This involves applying pronunciation patterns, and intonation when uttering words.

- Displaying body language. What we say must be in accordance with the expressions of our body. We can send a mistaken message if either doesn’t match.

- Uttering different text types. Teachers have to expose learners to several kinds of texts, so students get acquainted with them and can use them as models when they practice before producing the language in particular settings.

- Becoming fluent orally. Using most or all of the subskills might be a sign to demonstrate or certify that we are fluent when we speak to others in any context.

- Supporting speech with interactive strategies. Transmitting a message involves four aspects: the speaker, the interlocutor, the message and the context. Students have to identify them and practice in a safe environment before they actually face a real-life situation.

Students need a lot of practice because they see speaking as a complex skill (Jane G. Stout, 2012) To help students overcome that fear, teachers can implement some previous tasks like introducing vocabulary,
providing a lot of practice with the new words, giving enough time to organize their ideas, what and how they say them, setting activities for pronunciation rehearsals, trying the tasks before they speak freely. This order can be done all the way around. In that case, students try to produce the language in the assigned exercise, teachers take notes on difficult structures and vocabulary restrictions in order to work on those failures afterwards. In either case, students should make sure to create a positive environment where learners feel confident and open to mistakes considering them as part of their learning. Facilitators should consider that learners may need time to process what they hear before they start speaking in controlled, semi-controlled or freer practice. A good teaching technique will be to allow some silent period especially for beginners. So students get a lot of input before they actually start producing the language.

(Dean, 2015) claims that the teachers’ challenge is to encounter a way to encourage students provide them the confidence to have a go and try using English. Hence, she adds that motivated students are a pleasure to work with. Their willingness and eagerness to participate using the language guides or antecede a spiral of successful activities which any teacher would like to develop in their lessons. As oppose to those teaching environments where learners are reluctant to interact with their peers because they cannot manage the tasks or the content so their attempts to try something new is diminished leading to speak out every time less and less. Ward (as cited in Buckingham, 2015) says “Motivation is one of those things like justice or world peace; we all know it’s a good idea but it’s not quite so clear how to get there”.

An author to start this foundation is Wilson (2008). He provides insights on the sequence of a lesson to get effective outcomes. He explains a typical lesson begins with the pre- (speaking, listening, writing, or reading) stage. At this point students are interested in the topic, teachers activate
students’ schemata through working with top-down ideas. This might include an introductory task or a lead-in question to brainstorm and elicit information from the class. Next, teachers continue with the while-stage. Students are on duty, they are engaged in processing the activities in real time. Finally, it is the turn for the post-activities.

At this stage there is a combination of top-down and bottom-up approaches in order to provide feedback and revise what happened during the lesson. It is time to reflect with students on what they found problematic or difficult, this is sometimes called troubleshooting. Some questioning that can help instructors deal with breakdowns in communication might be:

- What is caused by characteristics of utterances?
- Was the vocabulary a problem?
- Was there misunderstanding because of the speed?
- Did syntax have something to do with the problem?
- Was the problem that students did not share world knowledge?

Wilson adds that the post activity is the time for diagnostic in order to find strategies, change techniques, implement other activities in order to help students in their learning experiences.

2.3.2.3 Games

Regarding games, Uberman (as cited in Chen, 2005) implies that after learning and practicing new vocabulary, which is the objective of the booklet, students will have various opportunities to apply the language in a non-stressful way. The focus of students within games is not worrying about accuracy (correctness of the language) but fluency (the message they are conveying) since they want to beat the others and win the game. Furthermore, these ludic tasks also involve non-linguistic aspect like learning to win and lose, values that helping one another, and they
reinforce the principles of cooperative and collaborative learning which are so important for programs like International Baccalaureate.

2.4 Philosophic foundation

Philosophers have subdivided all knowledge and pursuits of knowledge under several headings. Didactics as the theory of the teaching-learning process belongs to the division called epistemology, which is the study of how all scientific knowledge is acquired. One comprehends to the extent of coming to know the meaning of what is said. Vocabulary, on the other hand, belongs to the division called axiology, which deals with the question and assessment of value and with sets of values. One speaks critically to the extent of coming to assess the value (ethical and aesthetical) of what is said. By subsuming vocabulary under comprehension, its true nature, is misunderstood. Comprehension is gaining meaning from the dialogues or conversations heard, while speaking is evaluating the meaning gained and its implications. Speaking assumes comprehension as comprehension assumes understanding and all occur almost simultaneously, (Cunningham, 2014).

Constructivist learning has developed as a substantial approach to teaching. During past decades, many researchers and scientists had elaborated on the historical precedents for constructivist learning theory. In this view, constructivism represents the shift from education based on behaviorism, to education based on cognitive theory. Thus, behaviorist epistemology essence is based on intelligence, domains of objectives, levels of knowledge and reinforcement; however, in the case of constructivist, it is the learner who constructs knowledge based on interaction with the environment. (Aljohani, 2017).

Garcia (2011) mentions that traditional research on teaching looks at how the teacher behavior influences students' achievements. The main
purpose of such research was to determine the criteria for excellence in teaching by defining the effects of teacher’s actions on students’ learning. She adds that later research adopted the dichotomy of process-product which assumes that causality is unidirectional, with teacher’s classroom behavior affecting students’ performance and their outcomes. The author also mentions that with the arrival of cognitive psychology and diversification of research paradigms, researchers are more interested in teachers’ beliefs, thinking, cognition, learning and knowledge. Thus, teachers are professionals who make reasonable judgments and decisions within a complex community, school and classroom setting which determine the behavior of the class.

Observing this constructivism phenomenon from the cognitive area, individuals’ beliefs and opinions about the importance of the goal influence their motivation involving such essential vocabulary activities. Individuals’ orientation towards the goal can be determined by studying the personal reasons due to which foreign languages are studied. Gardner (2000) defines this as orientation, which refers to a class of reasons for learning a second language. Teachers must deal with this orientation. They should take the first lessons with any group to make a list of reasons to learn English as a foreign language and all advantages it involves in our society.

### 2.5 Sociological foundation

Matthers (2006) regards about socialization as the process to become members of a social group. This group can be one that we are born into, or where we desire to belong. In the process of socialization, people adapt or adopt values and customs of the target circle of friends or groups. This process undoubtedly involves using language. There are developing school of thoughts that refer to second language learning as a process of socialization instead of acquisition. Language is seen as the door to a group membership. Learners are inducted to another culture, including the
language not the other way around. New issues arise as adopting the identity of the host culture. He adds that classrooms are small cultures too. Teachers have always been conscious of the need to promote socialization among the learners of the norms and practices that encompasses the study context.

Learners need to combine vocabulary and structures to express their feelings. One would not function without the other. It is the teachers’ role to define the quantity and quality of vocabulary to introduce in separate or in a series of lessons and how they match the structures to help students interact among them. There are several interaction patterns and genres that can be implemented in order to avoid boredom. Williams et al (2012) recommend that pair and group work increase opportunities to interact in the classroom. Teachers should be careful on planning and setting these activities so students get the point of their practice as well as make good use of them.

Browne (2005) explains that in everyday situations, students and teachers speak in different ways, according to the people they are addressing, the place, the topic of the conversation, the situation, and other considerations regarding to the actual moment of the chat. Moreover, Bilbrough (2007) says that most books are a dialogue and that genuine language use is essentially dialogic. Language exists as a need to transmit an idea or a feeling to our interlocutors. It also exists to respond to previous written or spoken information transference that is currently happening or that we are assuming.

2.6 Legal foundation

The current government has made a sound investment in Education which has been extensively announce to the public. This has implied improvements in the infrastructure of buildings and equipping institutions
with technology to enhance education. Therefore, the Ministry of Education has also set some standards to accomplish for schools as institutions, principals, teachers and students.

Regarding teachers, it is known nationally that they should certify a B2 level to be eligible and teach at high schools. University faculty are demanded to reach a C1. Talking about students the situation is similar. Though for high school students, they should achieve a B1 and when finishing their university studies they should have gained a B2 level. In order to the teaching-learning community achieve the standards, the authorities have developed and published documents that rule what and how to teach regarding English. The main objective of those documents is to help students develop their communicative language skills considering these principles:

- Language is a system for the expression and conveyance of meaning. There is interaction for information transference.
- The main function of language is interaction and communication. Teachers should not only focus on grammar structures, and testing. Learners should have a great variety of exercises to communicate in different interaction patterns. Brighton (2015) states that “allowing learners to confer is often what makes the difference between an activity in which there is teaching happening or where the learners are just being tested”.
- The structure of language reflects its functional and communicative uses. Again the focus should be communication not only the form and the way words are correctly written in a sentence.

Those standards and guidelines consider the Common European Framework Reference as a model to follow for the different levels to be accomplished when finishing each grade. The authorities also explain what this reference involves. They consider the CEFR as a planning tool to guide teachers, examiners, material writers, trainers, and
administrators. It has an important role at developing policies worldwide since it describes comprehensively two aspects of the learning process: the language students should develop at the different levels of the process, and the knowledge and skills they need to communicate effectively.

They also made clear in their documents that the aim is to support and guide the teaching-learning community in their processes by sharing methodological suggestions to implement and apply the Communicative Language Teaching approach as well as its techniques. Teachers and students will benefit of the application of such aids not only in the classroom but outside it. Consequently, they will be gaining their B1 competence gradually.

Teachers are encouraged to revise thoroughly and with an attentive reading these documents. The main purpose is to follow the guidelines which are very specific and attainable in order to reach the main goal that is students communicating in English as a foreign language.

The good living act is a motivating idea that offers alternatives to the contemporary problems that humanity has. It constitute and builds solidary societies, correspondent and reciprocal that live in harmony with nature. The Sumak Kawsay strengthens social cohesion, community values and active individual participation and collective actions in making relevant decisions for the construction of its own destiny and happiness.

In Ecuador, the government of the Citizen Revolution, collecting planning about towns, planning the notion of the Good Living Act like the central objective of the public politics.
CHAPTER III
3. METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

This research project is of mixed character, for the reason that there is no dichotomy between qualitative and quantitative because it tabulates process and interprets the results obtained of the applied instruments and the bibliographical analysis realized. In this investigation, the methodology used in order to follow the process that carried out the required objectives consisted of Data collection approaches for qualitative research, which usually involves:

1. Direct interaction with individuals on a one to one basis
2. Or direct interaction with individuals in a group setting

Data for qualitative research collection methods are time consuming; therefore, data is usually collected from a smaller sample than would be the case for quantitative approaches. This makes qualitative research more expensive.

The benefits of the qualitative approach is that the information is richer and has a deeper insight into the phenomenon under study.

The main methods for collecting qualitative data are:

1. Individual interviews- this was done to the teacher of the class and to the Director of the school. Each gave their own opinion and evaluation due to the insight each one of them have as experience with the problems student face in the classroom, as far as the teacher is concerned and the overall evaluation of the students in the academicals level which includes other subjects students encounter in their program.
2. Focus groups- this took place with the students mentioned previously and in which the investigation is conducted. The students have been chosen due to the lack of communication they were experiencing when it came to speaking and the lack of essential vocabulary that was not involved as required in the classroom or with any other English language activities.

3. Observations- The empiric class observations of the students’ performance as English language is concerned were also included in this bracket of the research. Students were observed in different levels of the class being conducted and different levels of proficiency as well. The most comprehensible style used by the teacher which the investigation process includes and the overall performance of the class in categories that fluctuate in percentages of accuracy and fluency, which also are involved in the rubric for a better observation process of the mentioned investigation. This rubric is in the back of the proposal.

4. Action Research- the class performance must be mentioned in this investigation. Without it, there is no stated evidence that such action research ever took place. Therefore, the following was concerned with the overall performance of the class.

3.1 Characteristics of the investigation

This investigation has the following characteristics which were used in the research and its methods could be applied. It allows for the total investigation to reach its goal since it can verify the problem, the solution and the parameters that back up such information. The investigation also complies with the terms and process that is needed to put into practice the proposal and how such can ease the level of comprehension in students with the exercises that are provided. This investigation is completely sound and efficient to make the appropriate topics with objectives, precisison, verification, data and reasoning.
• Its **objective** covers all the variables; there are other ways that the objectives can be shown depending on the criteria that are being analyzed in this investigation. Such objectives are either of quality or quantities types. They make the investigation a historical aspect referring to the background, if any, or the previous conclusions that have been taken into consideration at other projects and other previous events. It keeps a record of previous investigations on the same topic and gives feedback on how the outcome of other investigations too, (Obada, 2016).

• It is **Precised** because it defines the description of all the methods that are involved and the way the system estimates measurement of performance and learning process in every activity that is done by students whether by pair work so students could improve their speaking abilities with the use of teachers’ materials, (Obada, 2016).

• **Verifiable** because the intense process of the investigation in basic vocabulary activities in the development of speaking expression is what makes this research verifiable, allowing students to have the opportunity to present, practice and produce in a learning environment, (Obada, 2016).

• **Concise explanations**- The investigation is straight to the matter and gives clear instructions and directions to every exercise addressed, permitting students to fully understand the manner in order to complete the task and the information at hand could be part of the gist, (Obada, 2016).

• **Based on data** displays the exact objective and purpose that needs to be reached in the investigation in order for the students could be assessed with an overall performance meaningful enough to draw the accurate results and the proper interpretation of the task, (Obada, 2016).

• **Reasoned and logical**- this aspect completely concretes the meaning of the situation that is being investigated as part of the project. It makes
the investigation a whole outlook in resolving the tasks or the exercises that students must perform, (Obada, 2016).

3.2 Types of investigation

3.2.1 Exploratory research

The explanation about how basic essential vocabulary improves the following oral expressions in students. Scientifically, it is by having a vast vocabulary to reach comprehension. The vocabulary can play a major role in the understanding process because of the description that is spoken about and the way the students interpret such spoken dialogue, conversation or description, (Suter, 2011).

Students were able to process the explanation for every task given to them and perform to the best of their capabilities on the task. Students explain the instructions to one another and they also explained the situation of the activities at hand, giving enough play warm up time for each activity could have a concrete concept and form ideas on students before the real engagement of executing the activity begins.

With the exploratory research, methods were analyzed, techniques were examined, approaches were explored and the necessary resources had to be put into practice in order to get the results that were expected for the investigation. The different approaches, like multi-skill approach, in which speaking is included, was conducted with the students in the school, giving the most positive results to the project’s investigation.

The systematical process was to search the purpose of the discovery, serving as the topic of the exploration of the objectives and such. The activities in the classroom were modified at time due to the different
proficiency levels students have. There were groups of students in which some had to be paired up with students of a bit higher proficiency level.

The fact that students have never had such activities given to them was also part of the exploratory research. Students had to adapt to the process of looking at the basic essential vocabulary words and brainstorming on their own in order to speculate what the conversation may be about, what took place and the way the dialogues or conversation might end.

3.2.2 Descriptive research

The descriptive research is about studies that have their main objective to portray accurate all the features of people, situations and groups. This type of investigation is usually used for the description of both variables and not to test the predicted relationship between them. Descriptive means to describe the aspect of the phenomenology which is described. (Hungler, 2004).

(Suter, 2011) gives the descriptive research as a relevant cause due to the following steps such as describing the features of certain individuals, sections or groups, determining the quantity of people who act in a special way, making predictions in a specific way and determining relationships between variables” (p.32-33). This research is descriptive because there is characterized the situation that the students present from 8th year of Vergeles High School in the development of oral expressions by lack of usage of basic essential vocabulary in English.

3.2.3 Field research

The investigation of this type is classified as field research for the simple fact that it has a process that is backed up with surveys as one of
the tools to reach the right conclusions so the proposal can be effective in solving the issue at hand.

This type of research is of the most helpful type because it also provides interviews that can get information from immediate supervisors that students have daily, their teachers. This can help reaching the right conclusions also so the proposal could be adequate covering all the angles about the dependent variable and its side obstacles that may also be present.

The Director had his input to the investigation too, making sure that points of views as a whole were also taken into consideration. The general spectrum for students is also part of their educational welfare and beneficial status in the learning process involving oral expressions.

The incidence of essential vocabulary exercises in the development of oral expression is classified as the aim of this investigation. Thus, the process to reach improvement gradually in students’ needs to be applied with the right methods that can be achieved with the tools used in the field research, just like mentioned above.

3.2.4 Educational research

This investigation is educational because it gives the concept about motivating students into the speaking realm in the most adequate ways, providing students educational techniques and academic skills so oral expressions could set in students in order to reach learning skills to develop speaking skills with the help of basic essential vocabulary to the best they can. It is acknowledgeable that such investigation dealing with students to develop skills in the oral expression field can cover a very wide spectrum from word pronunciation, intonation, regulating diction and word syllable in sentences. English is a new world to students in this age due to
the fact that the system is modified and students are subject to adapt to such changes of oral expressing can bring out in the classroom.

### 3.2.5 Bibliographical research

This investigation reaches the category of bibliographical due to the books and the articles used in order to back up such research. It consist of the references of books, magazines, journal and internet material in order to come to the right conclusions when it comes to the material backing up such investigation, concepts and miscellaneous topics involving the oral expressions and all the parameters covering the sources for such information could be validated and verified with basic vocabulary.

The books were of previous research conducted in this topic. Even though there are many terms that cannot be in comparison with Ecuadorian education and the way such objectives take place in this realm, nor compare it to the one of an industrial country. Therefore, the investigation and the books involved were specifically selected to the closest aspect of the research and its objective.

### 3.3 Population and sampling

#### 3.3.1 Population

The population is a group of individuals that they share similar characteristics that form part of a study, the sample takes a part from the population. The population and sample in this project is the same because the population has a small number of people, so it does not count with the number of people necessary to do the formula. From this research that is developed in students of the 8th grade "A" from Vergeles High School and its population is less than 100, then the next sample is obtained.
3.3.2 Sampling

The sample in this investigation did not need to be put into the whole process nor any formula had to be performed due to the fact that this investigation is only being conducted on a total of 35 students and the minimum requirement of sample is 100.

<table>
<thead>
<tr>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTOR</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>TEACHERS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37</td>
<td>37</td>
</tr>
</tbody>
</table>
### 3.4 Operationalization of the variables

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATOR</th>
</tr>
</thead>
</table>
| **INDEPENDENT VARIABLE:** | Vocabulary | • Effective vocabulary  
| **BASIC VOCABULARY LUDIC** |  | • Vocabulary Learning |
| | Strategies | • Types of vocabulary  
| |  | • Expressive/productive  
| |  | • Active processing |
| | Types | • Expressive or productive vocabulary  
| |  | • Breadth |
| | Ludic | • Games  
| |  | • Brainstorming  
| |  | • Realia |
| | Communicative games | • Definition of communicative games  
| |  | • Samples of communicative games  
| |  | • Advantages and disadvantages of communicative games  
| |  | • Benefits of games |
| **DEPENDENT VARIABLE:** | Oral expression | • Characteristics of Oral Expressions?  
| **ORAL EXPRESSION** |  | • Importance? |
| | Methods of teaching | • Total Physical Response (TPR)  
| |  | • Task Based Learning |
| | Activities | • Constructivism |

*Source: 8th year of Vergeles School  
Author: Viviana Mariuxi Lucio Andrade*
**The instruments used in this research were:**

The interview is a research type, helping bring light to many themes that can only be answered by specific types of employees or personnel that are involved in the questioned field. This type of interviews help the investigation have a more concrete sense of evidence and reasons. The interview helps to set the questions that cannot be answered unless by the ones with the experience in such field or by their everyday miscellaneous dealings within the realm.

According to the teacher and the director, students are in the need of vocabulary learning in order to develop their speaking. The objectives about the strategies used for speaking improvement, students’ schedule, learning strategies applied, methods, techniques and approach are all in concordance to certain degree between the 8th grade English teacher and the Director of the school. There are also the facts that most of the subjects students address are in their native language; however, their current school planning and the objectivity that is upheld with the mission, vision of the school are parallel and within the norms that the program tries to imply on the daily basis to the students.

This survey was used to back up the fact that students need essential vocabulary in the development of speaking through essential vocabulary guide. The concept of a survey is to investigate about the characteristics of a given population by means of collecting or gathering data from a sample of such population and estimating their characteristics through the systematic use of statistical methodology, (UNECE, 2005).
APPLICATION OF THE INVESTIGATION INSTRUMENTS
SURVEY TO THE STUDENTS

Specific instruction:
Place a “check mark” on the answer you consider the most appropriate on every question.

1.- Totally Disagree  4.- Agree
2.- Disagree  5.- Totally Agree
3.- Indifferent

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I like learning new words in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I can memorize words and describe pictures</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I consider learning English by speaking with others in a simple form to help my pronunciation</td>
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</tr>
<tr>
<td>4.</td>
<td>I read aloud sometimes to hear my pronunciation</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>I try to create stories using words I just learned in class</td>
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<tr>
<td>6.</td>
<td>I try to practice speaking with friends in English class.</td>
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<tr>
<td>7.</td>
<td>I try to practice English inside the classroom with the teacher</td>
<td></td>
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<td></td>
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<tr>
<td>8.</td>
<td>I find conversations helpful when is done in the classroom</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>I like learning vocabulary the natural way to make speaking easier</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>I would like to communicate on my own with new vocabulary and activities practiced in the classroom.</td>
<td></td>
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<tr>
<td>11. The teacher makes activities in which the main objective is the speaking skill.</td>
<td></td>
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<tr>
<td>12. I need to have a better performance in the speaking skill in the English language.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13. The teacher provides my confidence in order to bring out my ideas in the English language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I consider that my speaking skill can yet be improved.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15. I participate in class in order to develop speaking skill in the English language.</td>
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</tr>
</tbody>
</table>
Sample: 35 students  
Course: 8th course  

Question 1: I like learning new words in English.

CHART OF FREQUENCY

Table 1

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- TOTALLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2- DISAGREE</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>3- INDIFFERENT</td>
<td>05</td>
<td>13%</td>
</tr>
<tr>
<td>4- AGREE</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>5- TOTALLY AGREE</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>35</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Title: 1. I like learning new words in English.  
Source: Students from 8th grade Vergeles School  
Author: Viviana Mariuxi Lucio Andrade

**ANALYSIS:** 58% of the students consider that they like learning new words, and a 13% of the students shows indifference or disagree. This demonstrates that a high percentage of students are interested in new vocabulary words.
**Sample:** 35 students  
**Course:** 8th course  

**Question 2:** I can memorize words and describe pictures

**CHART OF FREQUENCY**

**Table 2**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>02</td>
<td>06%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>06</td>
<td>17%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>01</td>
<td>02%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>16</td>
<td>46%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Title:** 2. I can memorize words and describe pictures  
**Source:** Students from 8th grade Vergeles School  
**Author:** Viviana Mariuxi Lucio Andrade

**ANALYSIS:** 23% of the students totally disagree about memorizing words and describing pictures, another 29% of students also just agree, meaning that students are capable of retaining information when it is necessary.
Sample: 35 students  
Course: 8th course  

Question 3: I consider learning English by speaking with others in a simple form to help my pronunciation

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>2</td>
<td>06%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>3</td>
<td>09%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: I consider learning English by speaking with others in a simple form to help my pronunciation  
Source: Students from 8th grade Vergeles School  
Author: Viviana Mariuxi Lucio Andrade

ANALYSIS: 74% of the students totally agree they like learning English by speaking the language that they are learning with others, 17% dislike the idea. This common interest of learning the language as simple as possible to improve pronunciation is adequate and ideal for students overall performance.
Sample: 35 students  
Course: 8th course  

Question 4: I read aloud sometimes to hear my pronunciation

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>12</td>
<td>35%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: I like read aloud sometimes to hear my pronunciation  
Source: Students from 8th grade Vergeles School  
Author: Viviana Mariuxi Lucio Andrade

Graphic 4

ANALYSIS: 35% of the students like to read aloud to hear their pronunciation while a 17% feel indifferent. This type of activity can only motivate students into more practice involved in the classroom and more participation expected from them as a whole.
Sample: 35 students       Course: 8th course

Question 5: I try to create stories using words I just learned in class

CHART OF FREQUENCY

Table 5

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>9</td>
<td>26%</td>
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<td>3- Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: I try to create stories using words I just learned in class
Source: Students from 8th grade Vergeles School
Author: Viviana Mariuxi Lucio Andrade

ANALYSIS: 40% of the students agree in creating stories with their own words learned in class and 34% totally disagrees with the idea. Increasing such skills of story-telling and story creating can help polish students English in writing skills as well, something they need.
Sampling: 35 students  
Course: 8th course  

Question 6: I try to practice speaking with friends in English class.

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Title: I try to practice speaking with friends in English class.

Source: Students from 8th grade Vergeles School

Author: Viviana Mariuxi Lucio Andrade

Graphic 6

Analysis: 69% of the students agree in trying to speak with friends in English class and 31% shows unsatisfactory results for them. As mentioned previously, student can only gain improvement in their speaking skills to increase vocabulary and expressing themselves.
Sample: 35 students  
Course: 8th course

Question 7: I try to practice English inside the classroom with the teacher

CHART OF FREQUENCY

Table 7

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>11</td>
<td>31%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: I try to practice English inside the classroom with the teacher
Source: Students from 8th grade Vergeles School
Author: Viviana Mariuxi Lucio Andrade

ANALYSIS: 40% of the students agree in practicing English with the teacher, while another 60% dislikes the idea. Students’ participation on speaking practice in the classroom with the teacher can only bring positive results and performance.
Sample: 35 students  
Course: 8th course

Question 8: I find conversations helpful when is done in the classroom

CHART OF FREQUENCY

Table 8

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
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<td>00%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>19</td>
<td>55%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>11</td>
<td>31%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: I find conversations helpful when is done in the classroom  
Source: Students from 8th grade Vergeles School  
Author: Viviana Mariuxi Lucio Andrade

Graphic 8

Author: Viviana Mariuxi Lucio Andrade

ANALYSIS: 86% find conversations helpful when they are done in the classroom while 14% do not like the idea. Getting to a comfortable environment should be put into practice as much as possible to make students have a broader spectrum in the language.
**Sample:** 35 students  
**Course:** 8th course  

**Question 9:** I like learning vocabulary the natural way to make speaking easier

### CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
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<td>29%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>01</td>
<td>02%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Title:** I like learning vocabulary the natural way to make speaking easier  
**Source:** Students from 8th grade Vergeles School  
**Author:** Viviana Mariuxi Lucio Andrade

### ANALYSIS

48% don’t like learning vocabulary the natural way to speak a lot easier while another 42% agrees in reading the instructions because they do like learning vocabulary. The purpose of the investigation manifests itself in this survey question because it complies with the independent variable and the purpose of the survey, total uttered communication at hand.
Sample: 35 students  
Course: 8th course  

Question 10: I would like to communicate on my own with new vocabulary and activities practiced in the classroom.

CHART OF FREQUENCY

Table 10

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>1</td>
<td>02%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>19</td>
<td>55%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: I would like to communicate on my own with new vocabulary and activities practiced in the classroom.
Source: Students from 8th grade Vergeles School
Author: Viviana Mariuxi Lucio Andrade

ANALYSIS: 55% of the students totally agree with the idea of communicating on their own with new vocabulary and activities practiced in the classroom. Another 45% disagree, bringing about vocabulary learning and with significance in order for students to engage themselves in activities.
**Sample:** 35 students  
**Course:** 8th course

**Question 11:** The teacher makes activities in which the main objective is the speaking skill.

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>20</td>
<td>58%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Title: The teacher makes activities in which the main objective is the speaking skill*

*Source: Students from 8th grade Vergeles School*

*Author: Viviana Mariuxi Lucio Andrade*

**Graphic 11**

*Author: Viviana Mariuxi Lucio Andrade*

**ANALYSIS:** Respondents, about 58%, to this question indicate the teacher makes activities the objective in speaking skill, allowing students to gain new experiences in a foreign language. Oral expressions being the main objective are the essential component for students in the development of their speaking skills.
Sample: 35 students  
Course: 8th course

Question 12: I need to have a better performance in the speaking skill in the English language.

CHART OF FREQUENCY

Table 12

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>11</td>
<td>31%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>15</td>
<td>44%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: I need to have a better performance in the speaking skill in the English language.
Source: Students from 8th grade Vergeles School
Author: Viviana Mariuxi Lucio Andrade

ANALYSIS: Respondents (a 44%) to this question indicate the student needs to have better performance in the activities and objectives in oral expressions, allowing students to gain new experiences in the English language. Oral expressions in the English language improve objectives that are the main idea for students in the development of their language abilities.
Sample: 35 students  
Course: 8th course

Question 13: The teacher provides my confidence in order to bring out my ideas in the English language.

CHART OF FREQUENCY

Table 13

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>17</td>
<td>49%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: The teacher provides my confidence in order to bring out my ideas in the English language.
Source: Students from 8th grade Vergeles School
Author: Viviana Mariuxi Lucio Andrade

ANALYSIS: According to the results of the surveys noted, the teacher provides assurance (49%) in order for students to produce ideas in the English language, and for this reason, it is considered that the activities be of confident usage in the classroom. students need to be exposed to the usage of resourceful material for vocabulary in the language learning.
Sample: 35 students  Course: 8th course

Question 14: I consider that my speaking skill can yet be improved.

CHART OF FREQUENCY

Table 14

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>1</td>
<td>03%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>3- Indifferent</td>
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<td>00%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>19</td>
<td>54%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Title: I consider that my speaking skill can yet be improved.
Source: Students from 8th grade Vergeles School
Author: Viviana Mariuxi Lucio Andrade

ANALYSIS: 54% students totally agree that their oral expressions are not adequate enough to use the English language completely, 8 students agree, 7 students disagree and 1 student totally disagrees about the concept. It is necessary to implement the practice of confidence in students so they could lose the fear of speaking or expressing themselves openly and publicly when necessary with newly learned vocabulary that reinforces their speaking abilities.
**Sample:** 35 students  
**Course:** 8th course

**Question 15:** I participate in class in order to develop speaking skill in the English language.

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Totally disagree</td>
<td>1</td>
<td>03%</td>
</tr>
<tr>
<td>2- Disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>3- Indifferent</td>
<td>0</td>
<td>00%</td>
</tr>
<tr>
<td>4- Agree</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>5- Totally agree</td>
<td>19</td>
<td>54%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Title: I participate in class in order to develop speaking skill in the English language.*  
*Source: Students from 8th grade Vergeles School*  
*Author: Viviana Mariuxi Lucio Andrade*

**Graphic 15**

![Pie Chart](chart.png)  
*Author: Viviana Mariuxi Lucio Andrade*

**ANALYSIS:** 19 students totally agree in participating so they could develop oral expressions in the English language, 10 students also agree, 5 students disagree and 1 student totally disagrees. It can be concluded that students acknowledge the importance of oral expressions to consolidate their knowledge in the English language to their personal and professional development.
3.5 Chi square

Question #9, “I like learning vocabulary the natural way to make speaking easier.” is the dependent variable whereas Question #12, “I need to have a better performance in the speaking skill in the English language.” is the independent variable. The Chi Square graphics below determine the read out to be within the norms and standards.

<table>
<thead>
<tr>
<th>Resumen del procesamiento de los casos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casos</td>
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<tr>
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</tr>
<tr>
<td><strong>Válidos</strong></td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><img src="image" alt="" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tabla de contingencia I like learning vocabulary the natural way to make speaking easier * I need to have a better performance in the speaking skill in the English language</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like learning vocabulary the natural way to make speaking easier * I need to have a better performance in the speaking skill in the English language</td>
</tr>
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<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Recuento</strong></td>
</tr>
<tr>
<td><strong>% dentro de I like learning vocabulary the natural way to make speaking easier</strong></td>
</tr>
<tr>
<td><strong>Totally Disagree</strong></td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
</tr>
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<td><strong>Totally Agree</strong></td>
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61
<table>
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<th></th>
<th>% dentro de I like learning vocabulary the natural way to make speaking easier</th>
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<th>0.0%</th>
<th>100.0%</th>
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<tbody>
<tr>
<td><strong>Agree</strong></td>
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<tr>
<td>Recuento</td>
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<td>1</td>
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<tr>
<td><strong>Totally Agree</strong></td>
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<td></td>
<td></td>
<td></td>
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<td>Recuento</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>14.3%</td>
<td>11.4%</td>
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### Pruebas de chi-cuadrado

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<th></th>
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<th>gl</th>
<th>Sig. asintótica (bilateral)</th>
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<tbody>
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<td>Chi-cuadrado de Pearson</td>
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<td>.003</td>
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<td>.002</td>
</tr>
<tr>
<td>N de casos válidos</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

a. 15 casillas (93.8%) tienen una frecuencia esperada inferior a 5. La frecuencia mínima esperada es .11.
3.6 BAR CHART

Gráfico de barras

I need to have a better performance in the speaking skill in the English language.

I like learning vocabulary the natural way to make speaking easier.
CHAPTER IV

4. PROPOSAL
Development of an interactive booklet.

4.1 Background

The present topic has not been addressed before with the students of the 8th grade students from Vergeles School. This problem of expressing themselves in English was addressed and investigated with the most dedicated research to find the best proposal and the most adequate method(s) on how to apply such approach, methods and techniques so students could have the maximum advantages with their English classes and communication in the language. The lack of practice students have when it relates to speaking exercises like expressing themselves among others, in dialogues or giving presentations in the English language was obviously found in the students.

No knowledge on how to differ between a regular verb vs. an irregular verb, the difficulty in differentiating adjectives from adverbs from articles and from noun were issues that students had difficulties with. Word order, structure, wordiness, word choice, vocabulary, punctuation, subject/verb agreement, mechanics and coherence in paragraphs were items that needed to be addressed immediately and constantly so students could have at least some type of idea of the structure which involves the English language. The main problem is also the fact that most students do not know these terms in their own language so it is even more difficult for them to learn them in English. The lack of language learning shows that students have had a hard time adapting and acquiring the language and its structure.
4.2 Justification

Students learning communication skills as part of this project with the proper investigation at hand to solve the problem that it is so obvious in students from the 8th grade from Vergeles School. It shows that about 17% out of thirty five students from the 8th grade can communicate using simple, basic sentences, that about 40% of the same students cannot express themselves correctly, and that about 43% understand English. There are more parameters to be considered but the recommendations that were suggested make the other points clear. Teachers are recommended to have all their classes planned and updated with the most importance in mind regarding the lessons at hand. The right method needs to be reached and class planning can pave the way to achieve such, providing motivation on students to learn and produce the English language in the classroom. Students showed that they had no control on the language and the communication patterns of the language was not clear to many of them either.

Students have problems controlling the usage and mastering the pronunciation, for example. Students also have the same problems when expressing themselves in conversations and dialogues concerning presentations and other communication activities. Speaking in correct sentences is another deficiency shown in students of the 8th grade. The problem was obvious to identify when students could not express their daily activities nor have the right usage of diction in class. One of the major problems that was observed during classes was that students kept confusing words. Regular verbs and irregular verbs was also an obstacle that students had difficulty with trying to understand.
4.3 Objectives

4.3.1 General objective

- To demonstrate the perspectives covering the problem found in students when it comes to speaking and expressing themselves by applying the new words learnt with the use of this booklet.

4.3.2 Specific objectives

- To aid students improve their vocabulary retention.
- To use new vocabulary frequently.
- To apply learned vocabulary in everyday activities
- To measure the incidence of vocabulary in significant learning.
- To select activities that enhance speaking

4.4 Importance

The objective of this investigation is to develop not only linguistic competence in students but also to develop their conversation skills through the use of vocabulary and the fluency that it provides. Students need such training so they could become proficient in the English language and its abilities in order to play the encore skills and their proficiency to the fullest. These objectives need to be reached so there could be a common ground of standard in the many levels that is shown in students and their competences and abilities when it comes to language performance. The conductive approach is also a major role player in speaking exercises so students could memorize at least the structure of the tenses. This and many other approaches could be adapted in order to use this booklet and have all its benefits to the fullest.
The many other circumstances that students face in which many consider obstacles to their learning process were also addressed in this investigation. This and any other investigation should also take a look at the other side variables that also can be a stream of obstacles in the learning process of the language, especially with vocabulary and the many roles it plays with part of speech so coherence and syntax could be applied when speaking.

4.5 Feasibility

This project was able to come to its fruition thanks to the help of the University of Guayaquil officials, students from Vergeles School, the Director and the parents whom also make part of the school educational community. However, the financial concept of the project relies utterly on the expenses of the author of this investigation.

4.6 Description of the proposal

This project’s proposal was implemented in the months of June, July and August in the Vergeles School in the year 2017, this booklet is made up of 30 activities in which it will allow students to put into practice their communication skills and improve their linguistic competence with vocabulary and fluency.

The booklet is designed to activate students’ prior knowledge also and their skills at the same time with the activities that the booklet contains. A variety of activities with explanations that are student centered which can help students practice their linguistic competence as well. The design of the activities will assist students and keep them engaged while learning is taking place in groups or in pairs or individually if it’s assigned as extra homework too.
The future application of the proposal consists of 4 phases:

**PHASE I**: Activate students’ word meaning, vocabulary, communication and utter comprehension in linguistic skills.

**PHASE II**: keep students engaged with activities that activate prior knowledge and have innovating speaking exercises to help them develop linguistic skills in expressing themselves correctly.

**PHASE III**: Practice new methods to uphold students’ language learning process and convey significant meaning.

**PHASE IV**: Evaluation, feedback and assessment about students acquiring speaking and conversation structure and linguistic competence skills in the classroom to maximize and improve English.

**Location**

The present investigation was done in Vergeles High School in the months of June, July and August with the students of the 8th grade basic education in the Guayas Province. The School is located in Los Vergeles. It has one Director, one English Department Area Director and the students are from the first to third year of High School.

**4.7 Pedagogical aspect**

**4.7.1 Constructivism**

*Constructivist teaching* is based on constructivist learning theory. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Methods are in
great variety claiming to be based on constructivism of the learning theory.

The schema is the term given to this prior knowledge and this theoretical framework holds that learning is always build on knowledge that a student already possess or know about. The methods rely on many forms belonging to guided discoveries in which the teacher avoids direct instructions and tries to lead the students using questions and activities that will help students discover, discuss, appreciate and verbalize the knowledge that was just acquired by the students, (Constructivism Teaching and Learning Models, 2015).

The many abilities to guide students into the full activities in which they will note even notice that they are completing the tasks and performing to the fullest is one of the skills most educators know how to make an impact with in their students. It is amazing to have students working in the classroom spontaneously and without them knowing that they are performing in a natural way. Constructivism not only creates motivation and initiative towards self-learning abilities but it also promotes students into learning the language on their own. Constructivism has been related to active learning and development in many skills and competences, making students aware of the grammar structure exercises and the way language develops in them.

4.8 Psychological aspect

Relying on a series of empirical workplace studies as well as an extensive review of psychological, sociological and educational literature, the authors develop a framework for examining human competence as a process of networked expertise. It refers to competencies that arise from social interaction, knowledge sharing, and collective problem solving. These are embedded in communities and organized groups of experts and
professionals. Cognition and intelligent activity are not only individual and mental processes but ones which rely on socio-culturally developed cognitive tools, (Brown, 2014).

The way students behave and their environment that surrounds them in their own communities and backgrounds and the way they handle themselves in society has a lot to do with the way they learn. Students need to adapt and overcome the obstacles that they will be facing in their future lives. Therefore, they should be aware and fully prepared with the tools that they can managed in order to have a better way of lifestyle and abiding the best way possible to the society they are part of.

The learning process is a step in which such reliability in society can be reached. The psychological aspect can also relate to this behavior in society and the process it takes for the student to learned the expectations as a whole. Many factors composed this behavior and adaptation to the society and behavior the student portrays in general, making gaps in which acceptance and performance is measured to the standards of the norms in which behavior is expected and the parameters it should meet to be in harmony with others and self-behavior, (Brown, 2014)

4.9 Legal aspect

In the institutional website of the Minister of Education of Ecuador we have the English Language Learning Standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show “what students must know and be able to do as they move toward full fluency in English”.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as
they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1. The progression of the levels is the following:

- Level A1: At the end of 9th year Educación Básica General.
- Level A2: At the end of 1st year Bachillerato.
- Level B1: At the end of 3rd year Bachillerato.

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

In our case, we will develop our project with students of eighth year basic education, so it corresponds us the A1 level.

4.9.1 Listening

**A1 PROFICIENCY LEVEL:** Recognize expressions, words, and sentences in simple spoken texts related to the learner’s personal, educational, and social background. Follow speech which is very slow and carefully-articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.

4.9.2 Reading

**A1 PROFICIENCY LEVEL:** Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required. Extract the gist and key information items from simple informational, transactional, and expository texts.
4.9.3 Speaking production

**A1 PROFICIENCY LEVEL:** Produce slow, hesitant, planned dialogues, (i.e. communication still depends on repetition, rephrasing, and repair)

4.9.4 Speaking interaction

**A1 PROFICIENCY LEVEL:** Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners’ personal, educational, and social background. Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.

4.9.5 Writing

**A1 PROFICIENCY LEVEL:** Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure.

As we can see, we will work with an elementary level according to the Common European Framework of Reference for Languages (CEFR) in the four skills of the language because grammar in context involves the correct development in each skill, especially in reading and writing, (Ministerio de Educacion, 2002).

4.10 Conclusions

1. The lack of dynamic activities promoting vocabulary and meaning in sentences, usage and purpose has given students such low scores and low performance in vocabulary knowledge.

Students are lacking motivation when it comes to vocabulary production of their own and expressions. However, surveys show that
the majority of students know that English is necessary in their lives and are interested in learning it.

2. The low level of performance in the foreign language is one of the consequences for the lack of vocabulary meaning and build up that can be didactic, dynamic and productive, but survey shows that most students are in agreement with the idea of vocabulary being useful for their English learning.

3. Students class participation is poor and it shows the lacking of appropriate methods to facilitate students the understanding when it comes to sentence and word meaning, usage and utter comprehension of the language. This can be assumed to the lack of daily participation or time the schedule allows such practice.

4. There is poor application of the innovating methods, approaches and techniques being used in the classroom to encourage and keep students engaged on the subject at hand when it comes to vocabulary learning, comprehension and language usage and understanding.

4.11 Recommendation

1. The use of vocabulary exercises must be focused in significant learning methods that can relate the students with their everyday life issues.

2. Class and lesson planning should be updated and done with the most importance in mind, so there could be the appropriately method being used for students to feel motivated in learning and producing the English language on their own. The use of the vocabulary guide that serves as the proposal to this investigation to develop speaking skills could be a source to solve such problem.
3. English language, improving their vocabulary skills and motivating students to become more comprehensible about the language and engaging themselves in the English language realm demands didactic, dynamic, educational activities that are exclusively selected and added to this proposal and that could improve students’ motivation in acquiring knowledge about English.

4. Providing students as much as possible with the adequate resources can be a process that may encourage them with the proper abilities to bring forth improvement in vocabulary exercises and word recognition.
THE INCIDENCE OF ESSENTIAL VOCABULARY IN THE DEVELOPMENT OF SPEAKING

FUN ACTIVITIES SPEAKING

WORKSHEETS

written by

VIVIANA LUCIO A.
The following guide will help teachers improve the Learning Process about the English Language and catch the student’s interest. The guide is easy and understandable; it’s also based on active strategies which are useful to create a good environment in the classroom. The guide provides the teacher many useful activities that can motivate students into comfortable, productive and confident when learning new methods and techniques about speaking strategies using vocabulary, but there are some items which teachers need to take into consideration to make students reach total understanding.

**Teachers should keep the following in mind:**

- Know the learners knowledge and vocabulary.
- Motivate learners to do each active strategy.
- Divide the class into groups when it is necessary.
- Explain learners what they are going to do.
**Objective:** to make clear the purpose, and objectives when applying effective oral production using essential vocabulary.

<table>
<thead>
<tr>
<th>Type of exercise</th>
<th>Speaking</th>
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<tbody>
<tr>
<td>Name</td>
<td>IMPROVING SPEAKING NATURALLY</td>
</tr>
<tr>
<td>Skills</td>
<td>Speaking and Listening</td>
</tr>
</tbody>
</table>

**Description:**
This is a group and individual activity focused on different types of activities that are explained with the instructions to follow in order to make sentences, practice oral production to understand and communicate properly. Teachers need to start these kinds of activities with simple exercises. The group or individual that finishes first is the winner.

<table>
<thead>
<tr>
<th>Objective</th>
<th>To use exercises to motivate students to have students speaking skills improve.</th>
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<tr>
<th>Instructions</th>
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<tbody>
<tr>
<td></td>
<td>• Teach the content before using it.</td>
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<td></td>
<td>• Explain the activity.</td>
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<td></td>
<td>• Break the class up in groups.</td>
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<td></td>
<td>• Give an example with a group of learners.</td>
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<td></td>
<td>• Start the game when the teacher says.</td>
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<tr>
<th>Resources</th>
<th>Flashcards, markers and worksheets, etc.</th>
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<tr>
<th>Rules</th>
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<tbody>
<tr>
<td></td>
<td>• Learners have to listen carefully what the teacher says.</td>
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<td></td>
<td>• Learners are not allowed to speak in Spanish.</td>
</tr>
<tr>
<td></td>
<td>• One student in the group has to raise his/her hand to say the sentence or answer once he/she finishes and is asked to do so by the teacher.</td>
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<td></td>
<td>• If the student doesn’t answer properly another group will have the chance to do it.</td>
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</tbody>
</table>

| Suggestions   | In order to develop the effective oral production skills, learners can test themselves with the excerpts and activities found in all the groups in their notebooks. |
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<td>Trains and Travels (exercise 19)</td>
<td>25</td>
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<tr>
<td>Travelling abroad (exercise 20)</td>
<td>26</td>
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</table>
1. GIVING PERSONAL INFORMATION:

A. VOCABULARY PRACTICE: MATCH

1. My name’s ...  A. ... are you?
2. Surname:       B. ... Tom.
3. Can you spell...? C. ... pen.
4. What class ...  D. ... a pen?
5. How old ...     E. ... are you in?
6. Have you got...? F. ... your name please?
7. Here's your ... G. Rodriguez.

B. TO DISCUSS:

Is there a library at your school? Do you like going to the library?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish.teens.britishcouncil.org/skills/listening-skills-practice/library-giving-personal-information
2. BAND AUDITIONS

A. VOCABULARY PRACTICE: Label the pictures with the correct word:
Guitar – drums – maracas – sing – band

________________   _______________  ______________  ____________  ___________

B. TO DISCUSS:
Can you play a musical instrument?

What instrument would you like to play?

Would you like to be in a band?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish teens.britishcouncil.org/skills/listening-skills-practice/band-auditions
3. DESCRIBING PEOPLE

A. VOCABULARY PRACTICE: MATCH EACH ADJECTIVE WITH ITS ANTONYM:

1. Pretty (cute) a. light
2. Long b. big
3. Dark c. ugly
4. identical (the same) d. short
5. Small e. different

B. TO DISCUSS:

What do you look like? Are you happy with your appearance? Is there something you would like to change about yourself? Why? Why not?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish teens.britishcouncil.org/skills/listening-skills-practice/describing-people
4. FIRST DAY AT SCHOOL

A. VOCABULARY PRACTICE: MATCH:

1. What is that? A. In Class 101.
2. Where is she? B. He’s my friend.
3. Who is he? C. At school.
4. What class are you in? D. It’s a book.

B. TO DISCUSS:

Do you like school? Why? Why not?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish.kids.britishcouncil.org/skills/listening-skills-practice/first-day-school
5. GETTING AN ID CARD

A. VOCABULARY PRACTICE: Label the pictures with the correct words:

FORM POSTCODE BIRTH ADDRESS CARD

B. TO DISCUSS:

Do you have an ID card? When do you use it?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish.teens.britishcouncil.org/skills/listening-skills-practice/getting-id-card
6. INTERVIEW WITH A SWIMMER

A. VOCABULARY PRACTICE: PUT IN ORDER YOUR DAILY ROUTINE:

_____ have a shower   _____ go to school.
_____ have breakfast.   _____ meet my friends. (Not classmates)
_____ get dressed.     _____ have lunch.
_____ get up.          _____ do homework.
_____ have dinner.     _____ go to bed

B. TO DISCUSS:

What time of day do you like the best?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish teens.britishcouncil.org/skills/listening-skills-practice/interview-swimmer
7. INTRODUCING A FRIEND

A. VOCABULARY PRACTICE: Write the nationality:

- Ecuador: _____________
- Argentina: ____________
- Germany: ____________
- United States: __________
- Peru: _____________
- Chile: _______________

B. TO DISCUSS:

What questions do you like to ask when you meet new people?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglishteen.britishcouncil.org/skills/listening-skills-practice/introducing-friend
8. INVITING SOMEONE TO THE CINEMA

A. VOCABULARY PRACTICE: Match:

1. HORROR a. Fast and Furious
2. ACTION b. Madagascar
3. ROMANTIC COMEDY c. Superstellar
4. SCIENCE FICTION d. Pirates of the Caribbean
5. ANIMATION e. Ouija
6. ADVENTURE f. Valentine’s Day

B. TO DISCUSS:

What kind of films do you like?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish teens.britishcouncil.org/skills/listening-skills-practice/inviting-someone-cinema
9. ORDERING FOOD IN A CAFÉ

A. VOCABULARY PRACTICE: CLASSIFY: lemonade, cheese burger, milk, apple juice, apple, soda, cheese, banana cake, banana shake, sándwich,

<table>
<thead>
<tr>
<th>FOOD</th>
<th>DRINK</th>
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<tbody>
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<td>- ____________</td>
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</tbody>
</table>

B. TO DISCUSS:

What’s your favorite restaurant? What food and drink do you like to have there?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/ordering-food-cafe
10. SPELLING COLOURS

A. VOCABULARY PRACTICE: CLASSIFY: White, yellow, purple, Green, pink, Brown, blue, orange, red, black

<table>
<thead>
<tr>
<th>PRIMARY COLORS</th>
<th>SECONDARY COLORS</th>
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</table>

B. TO DISCUSS:

What’s your favorite color? Why?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglishlearners.britishcouncil.org/skills/listening-skills-practice/spelling-colours
11. SPELLING NAMES

A. VOCABULARY PRACTICE: CLASSIFY THE ALPHABET ACCORDING TO THE SOUND:

<table>
<thead>
<tr>
<th>/éi/</th>
<th>/i/</th>
<th>/ái/</th>
<th>/iú/</th>
<th>/e/</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>I</td>
<td>Q</td>
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<td>F</td>
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<td></td>
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<td>L</td>
</tr>
</tbody>
</table>

B. TO DISCUSS:

Are you good at spelling?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglishteen.britishcouncil.org/skills/listening-skills-practice/spelling-names
12. UNDERSTANDING NUMBERS

A. VOCABULARY PRACTICE: HOW TO READ NUMBERS:
DATES: January 3rd, 2015
QUANTITIES: 4000 . 5019
PRICES: $4,50
MEASUREMENTS: 3,76 Meters
PHONE NUMBERS: 090599432

B. TO DISCUSS:

Do you like numbers? Are you good at math?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglishteen.britishcouncil.org/skills/listening-skills-practice/understanding-numbers
13. EATING OUT

A. VOCABULARY PRACTICE: ADD MORE DISHES TO THE MENU:

<table>
<thead>
<tr>
<th>STARTERS</th>
<th>SNACKS</th>
<th>MAIN COURSES</th>
<th>DESSERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomato Soup</td>
<td>Cheese Burger</td>
<td>Prawn salad and cream</td>
<td>Cheese and biscuits</td>
</tr>
<tr>
<td>French Onion Soup</td>
<td>Vegetable omelette</td>
<td>Rice and peas</td>
<td></td>
</tr>
<tr>
<td>Rice Salad</td>
<td>Cheese &amp; tomato sandwich</td>
<td>Chicken &amp; rice</td>
<td></td>
</tr>
<tr>
<td>Chicken Salad</td>
<td></td>
<td>Vegetable pasta</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Roast chicken and potato</td>
<td></td>
</tr>
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</table>

DRINKS:

<p>| | | |</p>
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<tr>
<th></th>
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<tbody>
<tr>
<td>Mineral water</td>
<td>Pina colada</td>
<td></td>
</tr>
<tr>
<td>Fresh orange juice</td>
<td>Ice cream</td>
<td></td>
</tr>
<tr>
<td>Soft drinks</td>
<td>Lemon cake</td>
<td></td>
</tr>
<tr>
<td>English Tea</td>
<td>Chocolate cake</td>
<td></td>
</tr>
<tr>
<td>Irish Cream Guiness</td>
<td>Cheese and biscuits</td>
<td></td>
</tr>
</tbody>
</table>

B. TO DISCUSS:

What food and drink from this menu would you order?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish.teens.britishcouncil.org/skills/listening-skills-practice/eating-out
14. FREE TIME

A. VOCABULARY PRACTICE: LABEL: swimming pool, water polo, join, training, free

B. TO DISCUSS:

Are you a member of any sports clubs? What sports do you want to practice?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglishlearners.britishcouncil.org/skills/listening-skills-practice/free-time
15. GIVING DIRECTIONS

A. VOCABULARY PRACTICE: MATCH:
Go straight, take the right, take the left, next to, go past, opposite

——— ———— ———— ——— ———

B. TO DISCUSS:
What do you do when you get lost in a town or city?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglishteen.britishcouncil.org/skills/listening-skills-practice/giving-directions
16. GOING TO THE CINEMA

A. VOCABULARY PRACTICE: READ.
WHICH WOULD YOU LIKE TO SEE? WHY?

B. TO DISCUSS:
What type of films do you like? What was the last film you saw at the cinema?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish.teens.britishcouncil.org/skills/listening-skills-practice/going-cinema
17. SHOPPING FOR CLOTHES

A. VOCABULARY PRACTICE: MATCH:

2. What size do you want?  B. Here is my credit card.
3. Can I try it on?  C. Yes. I need a red shirt, please.
4. Would you like to pay by credit or with cash?  D. Large

B. TO DISCUSS:

What was the last item of clothing you bought?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglishteen.britishcouncil.org/skills/listening-skills-practice/shopping-clothes
18. TOUR OF LONDON

A. VOCABULARY PRACTICE: WRITE:
The most beautiful places to visit in your city are:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

B. TO DISCUSS:
Which city would you like to take a tour in? Why?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish.teen.britishcouncil.org/skills/listening-skills-practice/tour-london
19. TRAINS AND TRAVELS

A. VOCABULARY PRACTICE: UNSCRAMBLE:

DOES THE TRAIN WHICH PLATFORM TO QUITO LEAVE FROM?

_____________________________________________________________________

YOUR TICKET, SEE PLEASE CAN I?

_____________________________________________________________________

TO BUCAY WHAT TIME OUR TRAIN IS?

_____________________________________________________________________

B. TO DISCUSS:

What is your favorite type of public transport? Why?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish teens.britishcouncil.org/skills/listening-skills-practice/trains-and-travel
20. TRAVELLING ABROAD

A. VOCABULARY PRACTICE: LABEL: boarding ticket, passenger, gate, flight, delayed

B. TO DISCUSS:

To what country would you like to travel by plane? Why?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish.teens.britishcouncil.org/skills/listening-skills-practice/travelling-abroad
21. WEATHER FORECAST

A. VOCABULARY PRACTICE: LABEL: thunder storm, cloudy, sunny, rainy, dry, windy, cold

B. TO DISCUSS:

What is the weather usually like in your town or city?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish-teens.britishcouncil.org/skills/listening-skills-practice/weather-forecast
22. WORK

A. VOCABULARY PRACTICE: LABEL: dentist, shop assistant, tour guide, pilot, nurse.

B. TO DISCUSS:

What job would you like when you are older?

C. SPEAKING PRODUCTION ACTIVITIES:

http://learnenglish-teens.britishcouncil.org/skills/listening-skills-practice/work
23. **MY DAY**

A. **LABEL.**

Brush, have lunch, get up, take the bus, get dressed

http://www.adelescorner.org/listening/my_day/my_day_1.html
# 24. AT THE BEACH

## A. LABEL:

<table>
<thead>
<tr>
<th>Watching</th>
<th>shining</th>
<th>singing</th>
<th>beach</th>
<th>reading</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

## B. SPEAKING PRODUCTION - LISTEN AND FILL IN THE BLANKS.

[http://www.adelescorner.org/listening/at_the_beach/beach.html](http://www.adelescorner.org/listening/at_the_beach/beach.html)
25. MY LIBRARY

A. LABEL: newspaper, shelves, magazines, quiet, librarian

B. SPEAKING PRODUCTION - LISTEN AND FILL IN THE BLANKS.

http://www.adelescorner.org/listening/library/library.html
26. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

http://englishteststore.net/index.php?option=com_content&view=article&id=14318:listening-comprehension-test-true-false-easy-level-test-01&catid=505:listening-true-false&Itemid=558 (Click start)

SPEAKING PRODUCTION
Then, you will discuss about the information related in the activity above and come to your own conclusions. Share your ideas with the class.

Note taking for listening exercises

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27. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

http://englishteststore.net/index.php?option=com_content&view=article&id=14319:Listening-Comprehension-Test---True-False---Easy-Level-Test-02&catid=505:listening-true-false&Itemid=558 (Click start)

SPEAKING PRODUCTION
Then, you will discuss about the information and come to your own conclusions. Share your ideas with the class.

Note taking for listening exercise

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28. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

http://englishteststore.net/index.php?option=com_content&view=article&id=14327:Listening-Comprehension-Test---True-False---Easy-Level-Test-10&catid=505:listening-true-false&Itemid=558 (Click start)

SPEAKING PRODUCTION
Then, you will discuss the information and come to your own conclusions. Share your ideas with the class.

Note taking for listening exercise

_________________________________________________________________________________________
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29. TRUE OR FALSE EXERCISES.
You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

http://englishteststore.net/index.php?option=com_content&view=article&id=14328:Listening-Comprehension-Test---True-False---Easy-Level-Test-11&catid=505:listening-true-false&Itemid=558 (Click start)

SPEAKING PRODUCTION
Then, you will discuss the information and come to your own conclusions. Share your ideas with the class.

Note taking for listening exercise

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30. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

http://englishteststore.net/index.php?option=com_content&view=article&id=14330:Listening-Comprehension-Test---True-False---Easy-Level-Test-13&catid=505:listening-true-false&Itemid=558 (Click start)

SPEAKING PRODUCTION
Then, you will discuss about the information and come to your own conclusions. Share your ideas with the class.

Note taking for listening exercise

_________________________________________________________________________________________
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Bibliografía


Cunningham, J. W. (April de 2014). *Reading Comprehension is Crucial but not*. Obtenido de http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=2146&context=reading_horizons


Ramon Arias, M. V. (2012). Obtenido de www.vera.com
Schmitt, N.,-Z. (s.f.).
ANNEXES
### TRABAJO DE TITULACIÓN

<table>
<thead>
<tr>
<th>Nombre de la propuesta de trabajo de la titulación</th>
<th>The incidence of essential vocabulary in the development of speaking on 8th grade students at Vergeles school during the year 2017-2018. Design of an essential vocabulary guide with the use of conversation exercises for students of the 8th grade of elementary education from Vergeles school.</th>
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<tbody>
<tr>
<td>Nombre del estudiante(s)</td>
<td>Viviana Mariuxi Lucio Andrade</td>
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<td>Facultad</td>
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<tr>
<td>Línea de Investigación</td>
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<td>Fecha de presentación de la propuesta de trabajo de titulación</td>
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Docente Revisor

[Signature]
Guayaquil, 20 de Noviembre del 2019

SR.
ING. CARLOS VALLE NAVARRO, MSC.
DIRECTOR (A) DE CARRERA
FACULTAD DE FILOSOFÍA
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

Nosotros, MSc. Galo Donoso, docente tutor del trabajo de titulación y __Viviana Lucio__ estudiante de la Carrera/Escuela __LENGUAS Y LINGÜÍSTICA__, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 8 a 9, el día Martes.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

[Viviana Lucio]
Estudiante (s)

[Signature]

MSc. Galo Donoso Noboa
Docente Tutor

CC: Unidad de Titulación
<table>
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<td>Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesióng, problemas de encargar, prevenir o solucionar de acuerdo al PND-BV</td>
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<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalezcan al perfil de la profesión</td>
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<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.</td>
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</table>

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Galo Donoso, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por VIVIANA LUCIO ANGRADE, C.C.: 0933654222, con mi respectiva supervisión como requerimiento parcial para la obtención del Título de \"LENGUAJE\".

Se informa que el trabajo de titulación, \"THE INCIDENCE OF ESSENTIAL VOCABULARY IN THE DEVELOPMENT OF SPEAKING ON 8TH GRADE STUDENTS AT VERGELES SCHOOL DURING THE YEAR 2018\", ha sido orientado durante todo el periodo de ejecución en el programa antip接到 (indicar el nombre del programa antip接到 empleado) quedando el 4 % de coincidencia.

https://secure.urkund.com/view/16964445-251036-986498DocxDglDADByv6

Msc. Galo Donoso
C.I. 0419379452
El mismo deberá ser revisado, entregado y aprobado siguiendo las normativas de la Unidad de Titulación de la Facultad, publicadas en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

[Signature]

DIRECCIÓN

[Signature]

[Signature]

DIRECCIÓN
Sr. Carlos Valle Navarro, MSc.

DIRECTOR (A) DE LA CARRERA LENGUA Y LITERATURA INGLESA

FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

UNIVERSIDAD DE GUAYAQUIL

Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación THE INCIDENCE OF ESSENTIAL VOCABULARY IN THE DEVELOPMENT OF SPEAKING ON 8TH GRADE STUDENTS AT VERGELES SCHOOL DURING THE YEAR 2017 - 2018 –DESIGN OF AN ESSENTIAL VOCABULARY GUIDE WITH THE USE OF CONVERSATION EXERCISES FOR STUDENTS OF THE 8TH GRADE OF ELEMENTARY EDUCATION FROM VERGELES SCHOOL, de la estudiante LUCIO VIVIANA. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de 15 palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 5 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.
Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que la estudiante Lucio Viviana está apta para continuar el proceso de titulación. Particular que comunico a usted para los fines pertinentes.

Atentamente,

[Signature]

Mg. Xavier Torres Freres
Docente Tutor Revisor
C.I. 0911074573
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<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
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* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.
MSc.
Galo Donoso Noboa
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 y en alcance a la nómina de estudiantes entregada a usted el 14 de Noviembre del 2018, se le comunica que ha sido designado Revisor-Aesor de Proyectos Educativos.

En esta designación consta el nombre de la estudiante de la Escuela de Lenguas y Lingüística: LUCIO ANDRADE VIVIANA MARIUXI.

**TOPIC:** THE INCIDENCE OF ESSENTIAL VOCABULARY IN THE DEVELOPMENT OF SPEAKING ON 8th GRADE STUDENTS AT VERGELES SCHOOL DURING THE YEAR 2017-2018.

**PROPOSAL:** DESIGN OF AN ESSENTIAL VOCABULARY GUIDE WITH THE USE OF CONVERSATION EXERCISES FOR STUDENTS OF THE 8th GRADE OF ELEMENTARY EDUCATION FROM VERGELES SCHOOL.

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

Atentamente,

Ing. Carlos Valde Navarro, MSc.
DIRECTOR (e) CIFI
CARRERA LENGUAS Y LINGÜÍSTICA

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<td>Firmado por</td>
<td>Ing. Alexandra Delgado López</td>
<td>SECRETARIA I</td>
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<tr>
<td>Aprobado por</td>
<td>Ing. Carlos Valde Navarro, MSc.</td>
<td>DIRECTOR</td>
</tr>
</tbody>
</table>
MSc.
Viviana Herrera
RECTORA DE LA UNIDAD EDUCATIVA FISCAL “LOS VERGELES”
Ciudad:

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que la estudiante: LUCIO ANDRADE VIVIANA MARIUXI, de la Carrera de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciados en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: THE INCIDENCE OF ESSENTIAL VOCABULARY IN THE DEVELOPMENT OF SPEAKING ON 8th GRADE STUDENTS AT VERGELES SCHOOL DURING THE YEAR 2017-2018. PROPOSAL: DESIGN OF AN ESSENTIAL VOCABULARY GUIDE WITH THE USE OF CONVERSATION EXERCISES FOR STUDENTS OF THE 8th GRADE OF ELEMENTARY EDUCATION FROM VERGELES SCHOOL.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le anteco mis reconocimientos.

Atentamente,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI CARRERA DE LENGUAS Y LINGÜÍSTICA
Guayaquil, 22 de Enero de 2019

Rectora de la Unidad Educativa Fiscal “Los Vergeles”
Msc. Viviana Herrera

Solicitud para Proyecto Educativo

Yo, Viviana Lucio Andrade con C.I. # 0923654222 estudiante de la Escuela de Lenguas & Lingüística de la Universidad de Guayaquil, por medio de la presente le solicito muy respetuosamente me conceda realizar las actividades detalladas en la parte inferior, para continuar con lo requerido en mi proyecto educativo, el mismo que busca mejorar la educación en el área de inglés en los cursos de octavo año de educación básica en la presente Unidad Educativa.

Nombre del proyecto:

The incidence of essential vocabulary in the development of speaking.
Design of an essential vocabulary guide with the use of conversation exercises.

La incidencia del vocabulario esencial en el desarrollo del habla.
Diseño de una guía del vocabulario esencial con el uso de ejercicios de conversación.

Requerimientos:

1. Encuestas y entrevistas a los profesores del área de inglés.
2. Encuestas y entrevistas a los estudiantes de los octavo años básicos.
3. Tomar muestras a través de fotos de los estudiantes.
4. Conocer información básica de la historia de la Unidad Educativa.

Agradezco de antemano su atención.

Est. Viviana Lucio Andrade

[Signature]

23/01/19
Universidad de Guayaquil

FACULTAD: FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUA/CARRERA: LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

Guayaquil, marzo 20 de 2019

Sr. Carlos Valle Navarro, MSc.
DIRECTOR (A) DE LA CARRERA LENGUA Y LITERATURA INGLESA
FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL

Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación THE INCIDENCE OF ESSENTIAL VOCABULARY IN THE DEVELOPMENT OF SPEAKING ON 8TH GRADE STUDENTS AT VERGELES SCHOOL DURING THE YEAR 2017 - 2018 –DESIGN OF AN ESSENTIAL VOCABULARY GUIDE WITH THE USE OF CONVERSATION EXERCISES FOR STUDENTS OF THE 8TH GRADE OF ELEMENTARY EDUCATION FROM VERGELES SCHOOL, de la estudiante LUCIO VIVIANA. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

• El título tiene un máximo de 15 palabras.
• La memoria escrita se ajusta a la estructura establecida.
• El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
• La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
• Los soportes teóricos son de máximo 5 años.
• La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

• El trabajo es el resultado de una investigación.
• El estudiante demuestra conocimiento profesional integral.
• El trabajo presenta una propuesta en el área de conocimiento.
• El nivel de argumentación es coherente con el campo de conocimiento.
FACULTAD: FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA/CARRERA: LENGUAS Y LINGÜÍSTICA

UNIDAD DE TITULACIÓN

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo que indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que la estudiante Lucía Viviana está apta para continuar el proceso de titulación. Particular que comunico a usted para los fines pertinentes.

Atentamente,

[Signature]

M.D. XAVIER TORRES FRERES
DOCENTE TUTOR REVISOR

C.I. 0911074573
### Facultad: Filosofía, Letras y Ciencias de la Educación
#### Escuela/Carrera: Lenguas y Lingüística

#### Unidad de Titulación

#### Rúbrica de Evaluación Memoria Escrita Trabajo de Titulación

**Título del Trabajo:** The Incidence of Essential Vocabulary in the Development of Speaking on 8th Grade Students at Vergeles School During the Year 2017 - 2018 – Design of an Essential Vocabulary Guide with the Use of Conversation Exercises for Students of the 8th Grade of Elementary Education from Vergeles School

**Autor(es):** Lucio Viviana

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<tr>
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*El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación Oral.*
ANEXO 8

FACULTAD: FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA/CARRERA: LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

ROBICIA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

Mg. XAVIER TORRES FRERES
DOCENTE TUTOR REvisor
C.I. 0911074573
FECHA: Marzo 20/2019
Methods
Techniques
and
Instruments
### TECHNIQUES AND INSTRUMENTS

#### INTERVIEW TO THE ENGLISH TEACHER

**Specific instruction:**
Interview the teacher and file the answers with the corresponding annex.

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you agree with the use of the Basic vocabulary method to develop students' oral proficiency in class?</td>
</tr>
<tr>
<td>2</td>
<td>Would it be satisfactory for you if students develop their oral proficiency skills using methods that are compatible with Basic vocabulary?</td>
</tr>
<tr>
<td>3</td>
<td>Would it be satisfactory for you if students develop their speaking skills using life-like situation activities in English classes?</td>
</tr>
<tr>
<td>4</td>
<td>Do you find it satisfactory if students could increase their English vocabulary knowledge with methods that are related to the application of the Basic vocabulary and other speaking activities?</td>
</tr>
<tr>
<td>5</td>
<td>Do you consider today's language teaching methods competent enough for students' learning?</td>
</tr>
<tr>
<td>6</td>
<td>Do you think the methods and techniques to teach and learn English complement today's learning needs for students?</td>
</tr>
<tr>
<td>7</td>
<td>Do you think the English class schedule in the school are adequate for the students?</td>
</tr>
<tr>
<td>8</td>
<td>Would it be proficient for you if students develop their language skills using speaking techniques involving everyday English in class?</td>
</tr>
<tr>
<td>9</td>
<td>Do you consider a good idea to have updated resources in your speaking practice for English classes?</td>
</tr>
<tr>
<td>10</td>
<td>Would it be fair for you if you had a guide with methods to assist you in language learning and speaking activities?</td>
</tr>
</tbody>
</table>
## INTERVIEW TO THE DIRECTOR

**Specific instruction:**

Interview the director and file the answers with the corresponding annex.

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How convenient would it be if students develop their speaking using methods that are orientated to a certain effective method?</td>
</tr>
<tr>
<td>2. How satisfactory would it be if students were given the choice to improve their development in speaking using real life like situation examples in English classes?</td>
</tr>
<tr>
<td>3. How much do you think students need to increase their English knowledge with methods that apply speaking activities?</td>
</tr>
<tr>
<td>4. Have you ever considered updated methods to be used to teach English that are not found in the books that are issued to the students? Why?</td>
</tr>
<tr>
<td>5. Why do you think the didactic applied in class to teach and learn English is satisfactory?</td>
</tr>
<tr>
<td>6. Why do you think English classes are loud sometimes in the classroom and the students raise their voice? Do you think there are other ways to practice speaking in groups?</td>
</tr>
<tr>
<td>7. How can it be adequate for students to develop speaking abilities using communication techniques outside the classroom?</td>
</tr>
<tr>
<td>8. How would teachers feel to have other types of material to help them motivate students into speaking practice?</td>
</tr>
<tr>
<td>9. What do you thing about using a guide with methods to assist teachers and monitor students in language learning?</td>
</tr>
<tr>
<td>10. How effective do you find the English oral proficiency in class these days?</td>
</tr>
</tbody>
</table>
EVIDENCIA FOTOGRÁFICA

Est. Viviana Lucio  Esc. “Los Vergeles”

Est. Viviana Lucio  Esc. “Los Vergeles”
Est. Viviana Lucio  Esc. “Los Vergeles”