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FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF
EDUCATION**

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TOPIC

**INFLUENCE OF VOCABULARY IN THE ABILITY OF ORAL
EXPRESSION.**

**PROPOSAL: DESIGN OF AN ILLUSTRATED VOCABULARY
BOOKLET TO INCREASE ORAL EXPRESSION.**

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El (la) MSc. Sara Anaguano Pérez tutor(a) del trabajo de titulación Influence of vocabulary in the ability of oral expression. Design of an illustrated vocabulary booklet to increase oral expression, certifico que el presente trabajo de titulación, elaborado por Kenia Denisse Castillo Vera, con C.C. No. 0927910323, con mi respectiva asesoría como requerimiento parcial para la obtención del título de Licenciatura en Ciencias de la Educación, en la Carrera de Lenguas y Lingüística, ha sido **REVISADO Y APROBADO** en todas sus partes, encontrándose apto para su sustentación.

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APPROVED

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DEDICATION

This thesis is totally dedicated to my daughter, because of the fact she is the only one who inspires me to keep going, and do not fall down in the process of this thesis.

Kenia Castillo Vera

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First of all, I would like to thank to my parents, for being patient with me in this part of my life.

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Kenia Castillo Vera

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<p>To acquire another language, it can determine several methods and strategies to follow in the teaching – learning process; the development of abilities is essential, one of these abilities was taken in this project, which one derive to the research to know the influence that have the vocabulary in the development of oral expression in English as a foreign language, in the students of Eighth course at Veinticuatro de Mayo school. To define the topic with fundamentals and basis, the author of the project supports it in different works and some characters. The investigation methods which carried out were important, now that it could be able to delimit the lack of the main topic. All these give the result of, it is necessary to enrich vocabulary to develop oral expression properly, and for that reason the design of a booklet is a didactic tool, that students can handle to reach improving in this ability.</p>			
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**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA**

TÍTULO DEL TRABAJO DE INVESTIGACIÓN PRESENTADO

Influencia del vocabulario en la habilidad de la expresión oral. Diseño de un folleto ilustrado de vocabulario, para aumentar la expresión oral.

**Autor: Kenia Denisse Castillo Vera
Tutor(a): MSc. Sara Anaguano Pérez
Guayaquil, Enero del 2019**

RESUMEN

Para adquirir un nuevo idioma, se pueden determinar varias estrategias y métodos a seguir en el proceso de enseñanza – aprendizaje; el desarrollo de las habilidades es esencial, una de esas habilidades fue tomada en este proyecto, lo cual deriva a la búsqueda de conocer la influencia que tiene el vocabulario en el desarrollo de la expresión oral en Inglés como idioma extranjero, en los estudiantes de octavo año de la Unidad Educativa Veinticuatro de Mayo. Para definir de mejor manera el tema a tratar, el autor de este proyecto se apoyó en diferentes trabajos de varios autores. Los métodos de investigación que se llevaron a cabo fueron de gran ayuda, ya que permitió delimitar las falencias del tema principal. Todo esto da como resultado que, es necesario enriquecer el vocabulario para poder desarrollar la expresión oral correctamente, y para ello el diseño de un folleto es una herramienta didáctica para poder lograr que los estudiantes mejoren en esta habilidad.

Palabras Claves: Vocabulario, Expresión oral, Inglés como idioma extranjero.



**UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
CAREER LENGUAS Y LINGUISTICA
TITLE OF RESEARCH WORK PRESENTED**

Influence of vocabulary in the ability of oral expression. Design of an illustrated vocabulary booklet to increase oral expression.

**Author: Kenia Denisse Castillo Vera
Advisor: MSc. Sara Anaguano Pérez
Guayaquil, January 2019**

ABSTRACT

To acquire another language, it can determine several methods and strategies to follow in the teaching – learning process; the development of abilities is essential, one of these abilities was taken in this project, which one derive to the research to know the influence that have the vocabulary in the development of oral expression in English as a foreign language, in the students of Eighth course at Veinticuatro de Mayo school. To define the topic with fundamentals and basis, the author of the project supports it in different works and some characters. The investigation methods which carried out were important, now that it could be able to delimit the lack of the main topic. All these give the result of, it is necessary to enrich vocabulary to develop oral expression properly, and for that reason the design of a booklet is a didactic tool, that students can handle to reach improving in this ability.

Keywords: Vocabulary, Oral expression, English as a foreign language

Introduction

There are different reasons to keep on studying a problem, for that the author of this thesis decides to research about the influence of vocabulary in the development of oral expression, due to it could be evidence that students of Eighth course at Veinticuatro de Mayo School showed several insufficiencies in this topic. The process of this study is important, now that it was supported in a theoretical framework, in which were mentioned and cited several contributions. According to the conflict situation found, the author also applied some instruments of investigation, and the information was the following; the classroom has 30 students and one English teacher; it could be observed that the 80% of learners have different problems in the process of acquiring English as a foreign language.

Furthermore, collecting all the information, this work contains a tool that will support students to enhance their oral expression, according to their needs and English level, and the management of some strategies that were not applied in the classroom.

Chapter I: It presents the main problem, the objectives and the justification of the research.

Chapter II: It consists in a theoretical framework; it also includes important authors who contribute with this thesis and the theoretical foundations.

Chapter III: It includes the methodological aspects which were used in the development of this thesis.

Chapter IV: It presents the development of the proposal of the investigation, as well as the bibliographical references.

CHAPTER I THE PROBLEM

1.1. Research Context

Veinticuatro de Mayo School is situated at Zone 8 District 3, Province of Guayas, Guayaquil Canton downtown of the city in the Esmeraldas and Francisco Aguirre street. 2018-2019. This Institution was founded by Dr. Carlos Vargas in 1960, it functioned until fourth grade of basic education, two years later the school continued until seventh basic education. In 2012 the Veinticuatro de Mayo School had to join with other school according to the Reglamento de la Ley Orgánica de Educación, they started their functions as high school until tenth grade, serving the community so far. The building has a computer laboratory, there are thirteenth teachers for Spanish and technical subjects and there are two English teachers for English subjects, it is a solid cement building. Since its creation the school has been serving the public sector and the government takes care of it.

1.2. Problem of the Investigation

1.2.1. Conflict Situation

According to the observation the author of the project employed at Veinticuatro de Mayo School, it has been observed the insufficiency in the development of skills and low level of English's knowledge, it is the main matter that public institutions deal every day. Students cannot

speak properly or fluency using correct vocabulary and grammatical structures learned during their learning process. This difficulty is caused because teachers do not implement correct methods, techniques and strategies to motivate learners to communicate using English as a foreign language.

So far the English education process has been dealing with certain problems such as the implementation of outdated techniques, teachers have not motivated students to think by themselves, they have not focused on the different tasks they could apply to develop the speaking skill properly.

Students need more active and independent classes where they create their own knowledge so they want to be involved in interactive sessions, participating accurately in the development of the class. However, teachers should be in continuous training in order to enhance skills and to learn new methods for teaching English as a foreign language, add an extra material activity for their classes at least once per week.

1.2.2. Scientific Fact

The influence of vocabulary in the ability of oral expression of the students of the Eighth year of basic education at Veinticuatro de Mayo School Zone 8, District 3, Parish Centro of Guayaquil during the school year 2018-2019.

1.3. Causes

- Deficiency in didactic resources to enrich vocabulary.
- Low level of pronunciation of words in teachers.
- Deficiency in the use of strategies to teach vocabulary.

1.4. Problem Statement

How does vocabulary influence in the ability of oral expression in the students of Eighth course at Veinticuatro de Mayo School Zone 8, District 3, Parish Centro of Guayaquil?

1.5. Objectives

1.5.1. General Objective

- To identify the influence of vocabulary in the ability of oral expression by way of a field study, bibliographic and statistical analysis to design an illustrated vocabulary booklet to increase oral expression.

1.5.2. Specific Objectives

- To identify the vocabulary through a field study, bibliographic and statistical analysis.
- To examine the oral expression through a field study, bibliographic and statistical analysis.
- To design a booklet that contains target words to increase vocabulary.

1.6. Research Questions

1. What is the influence of vocabulary in the ability of oral expression?
2. Which strategies do teachers apply in class to improve oral expression?
3. Why do you consider the vocabulary is an important tactic to enhance oral expression?
4. What sort of methodologies teachers apply in class to develop oral expression through vocabulary?
5. How do students feel when teachers try different strategies in the classroom for enhancing oral expression?
6. How many techniques do teachers use in class to involve students with the teaching of a foreign language?

1.7. Justification

Through the years, English has become the main language in every country in the world. Not only it is used in business, it is also taught in college and in several high schools.

Ecuador is not the exception, English is taught as a foreign language at public schools and here it has had different problems, according to the National Curriculum (2014) the subject was only taught in school from eighth year (educación general básica) to third year (bachillerato) so it meant that children from second to seventh year of basic education did not take English classes. Nowadays

English is taught as subject in all public schools so children from second to seventh basic education take English as a foreign language and it is part of the National Curriculum. This project is made as a support in some kinds of strategies and techniques that have to deal with the process of the development of vocabulary to improve oral expression in students.

It is important to work in the improvement of this skill because it helps the child to participate and communicate actively in class. In this research it can be mentioned (O'Malley, 2015) who has a written short text about the strategies that teachers should take for working on the betterment of oral expression in children, because it develops the ability to express thoughts and feelings.

In addition to strength oral expression, it can be consolidated through vocabulary, many techniques to attempt and activities which can be worked in several ways considering that vocabulary is a critical tool for second language learners as (Alqahtani, 2015) said in a work for International Journal of Teaching and Education.

According to the conflict situation, this project is based on the (CEFR, 2005), the different levels that have to deal with this learning process, in which the students of Eight course should be in A1.1 level, and the purpose of increase and acquire knowledge in English field through the development of the speaking skill in students of Veinticuatro de Mayo School of Guayaquil. This guide can be considered as a tool to examine the influence of vocabulary in the development of oral expression

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Background

According to several researchers, essays and opinions about the improvement of oral expression in students and how to enhance teachers' work in classrooms, it is important to denote the insufficiency in the development of vocabulary. Through the years it has been an essential issue to study deeply. Many researchers and important characters have contributed with key concepts, methods, strategies and tactics to have better results in this field of education.

Vocabulary, it is considered one important aspect to join with oral expression, to contribute to this study, it found several definitions of it as (Ferreira, 2007) she cites to (Hubbard, 1983) and he said that "vocabulary can be defined as a powerful carrier of meaning". (p. 11)

On the other hand, vocabulary is an important tool to communicate with others, in this way students will be able to share ideas and express thoughts in order to transmit information, in some cases people use different words or phrases when they communicate each other, that is why, (Williams, 2014) wrote that "Vocabulary refers to the collection of words a particular person, group of people, socioeconomic group, profession, and so on, knows and uses. The technical term for vocabulary is lexis."

Without vocabulary it cannot be possible to communicate each other, or it could be confused and messages or exchange information

could be affected; that is why to have a range of words' knowledge in a foreign language support people to interact and communicate between them, as the contribution of (McCarthy, 1990) he said; "Vocabulary is central to communicating in a foreign language. Without sufficient words to express a wide variety of meanings, communicating in a foreign language cannot happen in a meaningful way."

On how important is the study of vocabulary and the biggest support it has in the process of learning a second language, some researchers and books' authors have contributed, for that, it could be found two features of vocabulary and in this part, it can be mentioned (Alqahtani, 2015) wrote about **Kinds of vocabulary** so he cites (Harmer, 1991) in which he refers to active and passive vocabulary, so he said that;

The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. (pp. 60-62)

According to another works, essays and books, the author of this thesis project could find these three kinds of vocabulary:

Receptive vocabulary; in this kind of vocabulary, words are learnt through the act of seeing them or heard them in which are going to be developed others skills, but it can be defined as one essential step to enhance vocabulary, because students are going to see those words familiar in other process of their learning. (Pignot-Shahov, 2012) cites (Laufer & Goldstein 2004) they refer to receptive knowledge and

they wrote that “receptive knowledge is associated with listening and reading.”

Meanwhile, it also could be found, **Productive vocabulary**; basically, in this step, it is where oral expression is worked, as it could be seen in the first part that learners understood words; now they already identify them and can produce them orally. It obviously means that they kept several amount of words and they can express ideas and so on. (Zhou, 2010) “is the knowledge to produce a word when one writes or speaks.”

Furthermore, to finish this part, it has taken as the third and last part of these features, **Vocabulary Mastery**; it can be considered essential in the second language’s learning process, as a result of the other kind of vocabulary, this is the final one in which all people who learn a new language should manage. It is observed that students have trained and can handle several amounts of words and increase their knowledge. (Nugroh, Nurkamto, & Sulistyowati, 2012) wrote about and they said “by mastering vocabulary; people can express their ideas and understand the other basic competence well”,

So far, it could be found definitions and different features of vocabulary, which are useful to be considered for this investigation, the variety of strategies in which vocabulary could be trained, that is why (Schmitt, 1997) mentioned (Rubin, 1987) so he defined **Vocabulary learning strategies** as “the process by which information is obtained, stored, retrieved, and used”, here it is going to be developed several approaches; in relation to the study of some works and important contributions from a few characters; according to the author of this educational project, they can be classified as three relevant strategies such as:

Metacognitive; it has to deal with identification and usage of words, in which learners recognize and comprehend words from extracts, it also involves the variety of resources teacher could handle for making the meaning of those words clear. (Ghazal, 2007) “Metacognitive strategies consist of selective attention and self-initiation strategies”

Essentially, students take an important role, they are going to have an independent work, and they could examine themselves; how much knowledge they are going to acquire, how much time it is going to take to learn something new, how many words they could recall for understanding some passage, extract or text and in the future could express what they think about it. (Rasekh & Ranjbary, 2003) they cite (Graham, 1997) “Graham believes that metacognitive strategies, that allow students to plan, control, and evaluate their learning, have the most central role to play in improvement of learning.”

Whereas metacognitive strategies kindle students’ insights; teachers may try several strategies for example preparing and planning so they will consider what students need to learn in a second language. It also recognizes the insufficiency they may have at the moment of practicing and doing some tasks through evaluation so students’ knowledge’s level is going to enhance. (Arafat, 2013) mentions (Anderson, 2002) “the use of metacognitive strategies ignites one’s thinking and can lead to higher learning and better performance”.

According to other works read about the vocabulary learning strategies, it also was found **Cognitive;** this part involves the result of metacognitive strategies, teachers already planned and evaluated so it

is the moment of working and performing by means of materials, those ones could be worksheets related to the topic teachers might try in the classroom and now students play the main role. (O'Malley, Chamot, Stewner-Manzanares, Russo, & Kupper, 1985) cited (Brown and Palincsar 1982) both said that "Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials."

Therefore, it is time to put in practice what students have been learning, they are going to analyze and work, teachers have prepared materials before and have explained what they should do, students will learn how to do tasks by themselves. (Chamot & Kupper, 1989) both said that "Cognitive in which learners work with and manipulate the task materials themselves, moving toward task completion",

Nevertheless, the main objective of cognitive strategy is to remember words, it could happen in some ways, it is determined by the teacher and the different forms he/she handles the learning process in a foreign language, by the way, it entails the steps mentioned before in another works such as preparation, tasks and explanations. (Easterbrook, 2013) mentioned to (Schmitt, 1997) and he believed that "to assist recall of words through some form of language manipulation, so some other criteria."

Then, the last strategy to deal with is **Memory** so there are several works and essays that are related to it, but it takes the most relevant, on how important is the learning process as in this section as it was in cognitive part, thus it is practically the final result of the whole works previously planned, managed and worked with the scholars, if

they retained the words correctly in those processes. (Chamot, 2005) cited (Hsiao, 2004) referring that “which memorization strategy to use will depend on their understanding of their own learning processes and on which strategies have been successful in the past.”

However in the work of (Nemati, 2009) mentioned to (Craik and Tulving, 1972) they said “In the short-term, information can be maintained at any level, but in the long-term information is most likely to be remembered if it is pro-cessed at the deep, meaningful way,” in this experiment could be found that the process of keeping information could take or have two forms, depending on the level students have, they called (short-term) it refers to take knowledge is easier and the scholars can keep it at any level they find, and (long-term) it basically deals with “deep” information, how students can recall data through deep learning process. It has been considered relevant because it works directly with the brain.

On the other hand, it has cited (Gu, 2003) and this author wrote about **Mnemonic focusing on memory**, he refers to memory through mnemonic and he cited to (Atkinson, 1975) saying that;

One of the most studied mnemonics is *the keyword method*, in which the foreign word is remembered by being linked to a keyword, a sound-alike native word (the acoustic link), through an interactive image that involves both the foreign word and the native word (the imagery link). (p. 104, 126 - 133)

This form of getting knowledge is interesting, when the scholars begin their development in a second language learning, keywords become the clue for encouraging students to keep going learning, and

the new things they have to discover, it is not omit the variety of resources teachers should handle to catch the attention of their learners, for example flash cards, to link words with images, it presents both parts in that students can increase and enrich their vocabulary through say the word in the second language and look at the image that is recognized in the native one.

Nonetheless, it has already been mentioned some kinds of vocabulary and the different approaches teachers could handle for the improvement of vocabulary, in this way it can be trained oral expression. That is why, the study of **Techniques in teaching vocabulary** has had a relevant function in this thesis project and (Larsen-Freeman & Anderson, 2013) wrote about it and both said that “We will use the term “method” to mean a coherent set of links between actions of a teacher in a classroom and the thoughts that underlie the actions. The actions are the techniques.”

On the other hand, (Oxford & Crookall, 1990) they classified these techniques in four groups: **“Decontextualizing, Semi contextualizing, Fully contextualizing, Adaptable.** Many of the techniques described here overlap with each other (e.g., visual imagery and semantic mapping), sharing a common base of theory and practice“

Thus, recognizing what techniques are and how to handle them in a second language classroom, it can be mentioned **Spelling the word** and (Carlisle, 1987) said that “The most popular model of the process of spelling includes two distinct systems for spelling a word; a “whole word” system and “correspondence” system,” what the author claims, it is that words could be learnt through some ways, memorizing

and learning their sounds and writing as well. That is why spelling becomes very important in this process; students not only try simple target vocabulary from an extract but, they start learning the alphabet in a second language it means letters and sounds.

According to (Invernizzi, Abouzeid & Bloodgood, 1997) they said that “Teaching students how spelling represents meaning and parts of speech strengthens language arts instruction in the upper elementary grades by helping students learn about and reflect on language use,” in this case they mention the importance of learning this technique, it is going to support students to know and learn language use, such as phonics; increasing their speech through pronunciation and spelling of words. But it also could find that spelling has to deal with morphology and students will learn writing; so this is how they could know about morphology, how words are compounded, the different roots they have and the several ways they could change according to the verb tense the people were talking about. (Nagy & Abbott, 2006) both mentioned (Bear, Invernizzi, Templeton, & Johnston, 2004; Bryant, Nunes, & Bindman, 1997b; Henry, 1989) so they said that “knowledge of morphology is essential for understanding the writing system and for accuracy in spelling.”

Teachers could train several techniques to enhance vocabulary, another one that may be useful is **Translation**, the author of this project has been reading and seeking information about it but, there are not too many results or works about this method because, some authors and characters did not find it as helpful as other techniques; nonetheless, translation is a method which can be used as a basic form for different stages of the foreign language learning process,

students in elementary schools may work with it because it is going to be the first time they are going to try another language, so it is going to be easier memorizing words but knowing what are their meaning in their own language. (Latsanyphone & Bouangeune, 2009) in which they cited (Ramachandran and Rahim, 2004) both referred about “translation method through using L1 was more effective than the non-translation method in enhancing ESL learners’ vocabulary learning ability, and it could improve elementary ESL learner’s ability to recall the meaning of the word learnt.”

On the other hand, the use of translation, in scholars of a certain level is significant, but it could not support them too much enhancing their vocabulary, considering that they may try new techniques and teachers cannot omit the use of new ones in these process. (Hunt & Beglar, 2002) said that “Translation has a necessary and useful role in L2 learning, but it can hinder learners’ progress if it is used to the exclusion of L2-based techniques”.

Another works in which some characters have been talking about this technique, it also could be found (Popovic, 2001) mentioned to (O’Malley & Chamot, 1990) they contributed saying that;

Translation defined as using the first language as a base for understanding and /or producing the second language accounted for over 30 percent of strategy uses. In both language groups, beginner students mostly rely on repetition, translation and transfer, whereas more advanced students resort to inferencing, though without abandoning familiar strategies such as repetition and translation. (p. 127)

What are essential in the learning of a foreign language are the uses of techniques but the innovation of new ones, without leave some techniques as in this extract O'Malley & Chamot claim. Students could have a better learning process, reminding some strategies such as translation and repetition as well, which supported them in the first stages of their second language development.

Seeking more information about techniques, it was found **Collocation** in which (McKeown & Radev, 2000) defined "Collocations are a lexical phenomenon that has linguistic and lexicographic status as well as utility for statistical natural language paradigms". How impact the use of this technique in vocabulary acquisition, in which it combines linguistics and lexicographic conditions and also the useful it becomes at the moment of speech.

However, it can be mentioned what (Bahns, 1993) said about it and he cited (Benson, Benson, and Ilson 1986) they wrote: "In English, as in other languages, there are many fixed, on-idiomatic phrases and constructions. Such groups of words are called recurrent combinations, fixed combinations, or collocations. Collocations fall into two major groups: grammatical collocations and lexical collocations." These characters, feature collocations into two groups; they defined as grammatical, in this section collocations are formed like this, it contains some combinations of nouns, adjectives, prepositions and grammatical structures but lexical are compounded in the same way, with the difference that they do not include prepositions and grammatical structures.

Another character who contributes in this study was (Sökmen, 1997) which in her work she cited (Lewis, 1993) he said that; "Take

collocations a step further in his lexical approach, which is based on the principle that language is actually 'grammaticalised lexis, not lexicalised grammar'.

What Lewis claimed in this part, is another conception of collocations, in which he considered that this technique is not only lexical grammar, is more than it, when he mentions the word "grammaticalised" indeed. In the development of vocabulary, it is a big support for scholars and teachers as well, because it can be joined grammar and the combinations of some words.

Vocabulary can be introduced in several ways, not only through grammar or the use of dictionaries, but in other form such as **Crossword Puzzles**, and in this case it was cited (Njoroge, Ndung'u & Gathigia, 2013) they referred to (Wahyuningsih, 2009) and he said that "is a game in which words, guessed from their definitions, are fitted into a diagram of white and black squares," for several years, it has known that learning a second language not only include grammar rules or the use of dictionaries all the time, that is why in this thesis project, has been recognized the use of this technique to encourage learners to enhance their speech through the vocabulary acquisition, it is very fun to include this activity, in which students find it difficult and easy at the same time, because they may review what they previous learnt in class.

On the other side it could be found (Orawiwatnakul, 2013) cited to (Childers, 1996) saying that "Since crossword puzzles are usually considered a game, something to be enjoyed rather than slogged through, they tend to be fun and learner-friendly." While students feel uncomfortable about how teachers explain the class, and sometimes

they give up to learn another language, it can be introduced several tasks to catch the attention and go up the spirit of the scholars, as a matter of fact the use of crossword puzzles has been very useful in the second language learning process.

Whereas (Mothe, 2000) wrote that: "Crossword puzzles offer an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework." Another key point that could be included is the importance of the development of some values, such as competitive, as it was cited in these lines above, learners can compete and show who find the answer or complete the activity first, while they enjoy what they learnt and consolidate knowledge.

Making a brief study about the different techniques teacher may handle in the classroom, for the betterment of oral expression through vocabulary acquisition, it has been important to find the learning of **Idioms**, and (Irujo, 1986) cited to (Stein & Su, 1980) both defined it as: "an expression whose meaning cannot be derived from its constituent parts." It is not easy to know exactly what an idiom means, because it is considered an expression, so expression contains too many words, it concludes that it may have several meanings, depending on the context or the dialogue people talk about. For that, these authors said that their meaning is not precisely what it has been written, the phrase you listen or write but it could mean another thing.

Basically for (Strässler, 1982) cited that "Idioms are seen as a special category of lexical items which are not only determined through their structure, but it also show a specific type of behavior in language use." It shows something specific, another result in the use of this

technique; the way people act or react about a certain time in life, the use of idioms may demonstrate people mood at the moment of speech; in this case students could learn which one to use and train, so they will get more experience and it may help them to enhance their fluency at the moment of speech.

While in other work (Boers & Lindstromberg, 2008) claimed that “It is useful, in considering such studies, not to interpret the terms literal and figurative in a black or white fashion. Whether a given expression is experienced as figurative or not appears to be subjective and variable.” All the characters who contribute talking about this technique, agree on saying that this is a useful tool to learn another language, in this case English as a second language; learning idioms is something deep, because of the fact people post ideas and thoughts depending on the place or the topic they are experimenting for. Students may apply some idioms which they already know, and now they can use to express ideas.

What students will be improving in their daily routine, developing some skills through the varieties of techniques and strategies previously mentioned, how to connect the enrichment of vocabulary to enhance oral expression is what it is going to be detailed in this part. Looking into several studies about oral expression, it is relevant to add the definition of it as (Anastasio, 1971) said; “oral language is a manifestation of early motor and language training,” in which he explains the different stages of language development.

Another important concept is what (Bygate, 1987) wrote in his book according to (Mackey, 1965) “oral expression involves not only the use of the right sounds in the right patterns or rythms and

intonation, but also the choice of words and inflections in the right order to convey the right meaning,” basically it refers to the correct use of grammar rules at the moment of speech.

This project emphasizes the improvement of oral expression, thus, some important authors supported it talking about the use of **Strategies to promote oral expression** such as (O'Malley, 2015) in her essay she said; “Oral language is important because it provides the foundation for literacy development, it is essential to academic achievement in all content areas, and it is critical for overall success in school.” As she mentions in her lines, it is helpful to the development of scholars, as in school as in their daily life. On the other side, how they gain success in the classroom, it depends on the teacher, the basis he/she has in the use of these strategies and how to work on them.

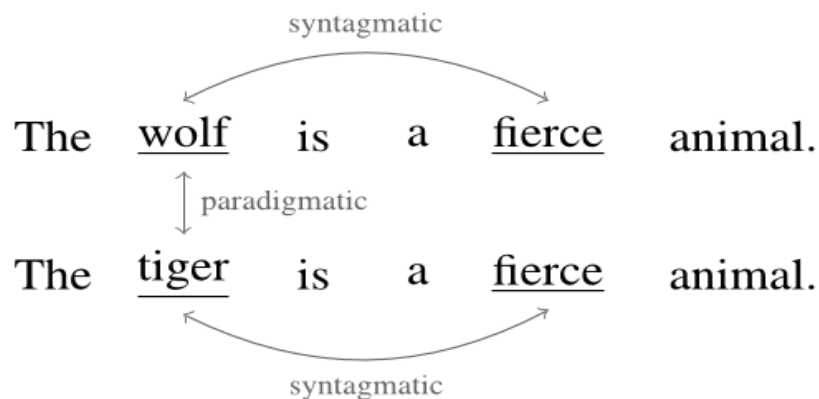
As it mentioned before the strategies teachers may try in the classroom, it could be found **Word Association** and some authors help to this key point as (Peppard, 2007) wrote; “It was initially used as a psychological tool to study the subconscious mind, and more recently used by psycholinguists to explore the mental lexicon,” he says that this kind of strategy support teachers to define how many information a student can recall on his own. In this circumstance the number of words or simple expressions the scholar can remember at the moment of expressing ideas, for example if the teacher asks to some students for a specific topic, they can answer quickly by recalling easy words learnt in previous classes.

Types of Association

To keep on the study of word association it can be mentioned the types according to the researches of (Fitzpatrick & Izura, 2011) **Syntagmatic** linked as a result of words co-occurring together in the language, as in chair → sit.

Paradigmatic linked as a result of belonging to the same grammatical class, such as chair → stool.

Both types can be related in grammatical structures as in this example of (Sun, Guo, Lan, Xu & Cheng, 2015):



Furthermore, it could be joined to this work, the different key points of study of words as it denoted in **Paradigmatic Relations**, like (Murphy, 2003) explains how it could be defined and he says that "Paradigmatically related words are, to some degree, grammatically substitutable for each other" in which it involves:

Synonymy; (Jones, 1965), he could give this definition according to several investigations so he defines that "It is a relation between word uses by making use of substitution in some way." (p. 101)

Antonymy; (Richards, Platt and Webber, 1985), “define an antonym as a word which is opposite in meaning to another word.” (p. 9)

It becomes very interesting in the word relationship because students could train their minds by memorizing simple words such as:

These prepositions are synonyms; above = over or below = under.

These adjectives are antonyms; happy / sad or good / bad.

On the other hand (Simmons, Hamann, Harenski, Hu & Barsalou, 2008) “word association is the simplest possible form of the linguistic processing that could occur during conceptual processing.” In which they refer to the association of some words to represent or define something by joining them and produce simple and basic ideas of a particular thing, as an example of it: “book” elicit “knowledge”, “romanticism” and “reading”. In addition it can be an effective task to work in the classroom it makes student motivate to participate.

However for (Zortea, Menegola, Villavicencio & Fumagalli de Salles, 2014) in this work was mentioned that word association is “a method to assess semantic knowledge through free association.” This work was made in order to examine the different stages in which is related the word association, they evaluate children, adults and elderly people, in this case children work effectively, they answered aloud because they did not want to take too much time. It could been seen that children’s brain works rapidly at the moment of recalling words and associate them, the first word that comes to their minds they say it and can express easily.

It has been interesting the numbers of strategies found, for that, to connect the study of the development of oral expression, it adds the next point, as another task that can be worked in the classroom and to encourage students to express such as **Telling stories and anecdotes**. First of all, what a story or narrative means in the contribution of (Sandelowski, 1991) he said that; "Narratives are composed of a story or fabula, comprised of actions, happenings, characters, settings, discourse or plot," several things that are engaged for one purpose that is to communicate, through this strategy teachers can attract the attention of students by telling stories and making them to feel comfortable and confident in the classroom.

Thus, it is considered interactive as (Hamilton & Weiss, 2005) wrote "The teller sees the audience's reactions clearly and can adapt the story." For improving oral expression, teachers should have planned different activities to work in such as; a story with relevant pictures that try about the main topic, contains highlighted words that show the meaning of vocabulary; the same story could have some examples like short sentences, it also could help the way the teacher handles the topic; in this case he could try being a storyteller.

Teachers must learn how to link and create an interesting environment for developing oral expression. However there are other aspects to check in this strategy, it is not only the way of creating a different teaching style; otherwise how students can learn through it, as in this case (Norrick, 2000) mentioned in his book where he talks about "the chunking of intonation units, verb classes and tenses as well as lexical repetition, this organization reveals strategies of remembering and verbalizing narratives." In addition students can enhance other

skills but, this project refers to the development of oral expression and remembering; it is an effective tool to be able to speak, because students could tell their own stories and they could begin with short ones, for that verbalizing could be improved, they gain more experience and if they have a mistake they could do it better the next time.

Furthermore to continue the study of these strategies and to make students enhance their speech, according to (Ruiz, 2014) in her work about **Partner and small group work**. She cited (Woolfolk, 1998) and he defines group work “as an interdependence among students achieving an exchange of thoughts in which all members must participate in a sharing of ideas, beliefs, opinions and so on,” which is relevant because, it reflects how students can interact among themselves, in some cases they feel more confident as it was mentioned before.

This strategy motivates learners to express and they cannot feel fear to talk in groups. Teachers play an important role how they must promote the participation of their students in class, for that they provide several patterns to work and instructions of how to work the activities that are going to be developed in class.

There are two stages which are developed in group work and, the importance outcomes for students into the class and the impact that it brings in their daily lives. That is why **Cooperative learning & Collaborative learning** are handled in this part of this project. For that, according to (Gillies, Ashman & Terwel; 2007) in their **cooperative learning** research, they said that “students have many opportunities to learn and develop a greater understanding of others with diverse

social, interpersonal, adjustment, and learning needs.” There is a special note between lines, students can improve their social relation because, teachers have to deal with several emotional or social issues and, this strategy could be practiced or trained in the classroom in order to involve the whole class and to recognize what are the problems that students deal with in their daily lives. It also promotes in students to develop their oral expression, at the moment of interacting with others and tell their experiences in a specific topic given by the teacher in the class.

It does not occur the same with **collaborative learning** because of the fact, it depends on the situation the students pass for as (Dillenbourg; 1999) wrote, so it “describes a situation in which particular forms of interaction among people are expected to occur, which would trigger learning mechanisms, but there is no guarantee that the expected interactions will actually occur.” It probably depends on the environment and the kind of topics the teacher wants to establish.

Sometimes teachers ask themselves about, the different goals they want to achieve with some strategies that are handled in the classroom and that is what (Cohen & Lotan; 2014) define as group work “everyone can participate on a clearly assigned learning task, moreover, students are expected to carry out their task without direct and immediate supervision of the teacher.” In this section, it can be reflected the inclusion of the whole class, the interaction and the independence students could have for organizing themselves without the teacher. It also supports students to improve their speech, they may have several mistakes but it is the main idea for developing oral

expression, they will gain experience through repeat and correct what they said before.

Furthermore, what is exactly an important clue in this strategy is the development of competitive in students and it could be an essential support for their future objectives as professionals, and citing (Cole, 1991) in his book about learning strategies he said that “small group activities allow individual workers to share their knowledge and skills and to develop them in ways that enhance economic success,” talking about learning process and how to get along well with partners or group workers is important, both are engage for getting productive environments in all areas. Punctually if teachers handle this strategy in the correct manner, their future results are going to be excellent, teachers should create this kind of work where students share ideas, experience and at the same time they want to work and find it funny.

It has been talking about several strategies for improving oral expression and the different situations they involve in the classroom. Teachers play a main role and students just put in practice what they learn. For that reason (Folse, 2006) wrote about the **Resources for teaching oral expression** and he said that “These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.” Basically these resources encourage students to be more productive in classes. The learning process may be easier because they find it interesting their brain is going to be working through different activities. Another important issue is the development of creativity in this process; it means that students create their own knowledge.

For encouraging students to be creative, it can be mentioned one resource to work in class, according to (Tomalin & Stempleski, 2013) they define **Brainstorming** as a way for teachers to find out “what students know about a subject before presenting it in class,” it becomes an useful tool for teachers for introducing a new topic, in that way students work their minds by thinking of words and they could define what they want to keep in mind as concepts or definitions of different things, it also encourage students to train their oral expression through participate orally giving ideas of a specific point.

On the other hand (Paulus, Nakui, Putman & Brown, 2006) express a positive outcome to work with brainstorming and they consider that “it may also be possible to increase the actual effectiveness of group brainstorming so that increased creativity becomes an additional benefit of group interaction.” How they linked both activities; brainstorming by group work, classes become proactive and creativity takes place, not only teachers give definition or imagine things to create concepts; otherwise they make students do the main task through sharing ideas or thoughts about an exact subject. These strategies take students to another level of learning where they feel sure of what they are learning and the aims they could achieve through practice in classes. It has been joining different tasks to brainstorming and each one have several purposes and tasks for being developed, in which social interaction and cognitive learning have been managed.

The next reference, it has one more detail as (Kayi, 2012) said about brainstorming, “The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.”

This information also involves emotions. Working with this resource, students do not have to feel worried or timid to express themselves, such as the writer said, they are not going to be “criticized” because they will be free to talk about any topic or say what they think, proposing ideas and the most important issue, participating freely.

Nevertheless, another task could be developed to increase motivation and create another environment for students, because all of them support teachers and students to the development of oral expression.

In this part of this project it could be added **Body language**, as another key task to implement in the classroom for that it has been cited some authors such as (Argyle, 2013) and he says that “Bodily communication, takes place whenever one person influences another by means of facial expressions, tone of voice,” different patterns are involved at the moment of speech, then the main role teachers play by using body language is very important. As it was mentioned before, expression and voice are a great influence in how teachers can engage their students in classes.

Therefore in another research it can be found three basic points to train in bodily communication that the author of this project consider significant and some authors wrote about as (Knapp, Hall & Horgan, 2013) and they make reference to:

Facial expression: most studies of the face are concerned with the configurations that display various emotional states.

Eye behavior: where we look, when we look and how long we look during an interaction are the primary foci for studies of *gazing*.

Vocal behavior: deals with how something is said, not what is said.

How important is the attitude at the moment of teaching, it has to deal with emotions as well, these emotions are reflected in the facial expression if a person is happy, sad or angry. Thus when someone talk or in this basic case when teachers are presenting their classes the eye contact with others is a signal of preparation and security, it can give students a comfortable class. In addition the way teachers give an instruction or ask for something, have a connection with vocal behavior, it also creates a good environment and teachers and students will get along well.

Adding another author to this project who refers to this resource it can be mentioned (Korpulu, 2014) he takes the term “First impression” for talking about body language and he says that “Students generally judge about their teachers and get a positive or negative first impression about them by observing their body language and appearance.”

In these lines he refers to first impression as the unique and controversial time in which teachers show themselves in front of the students. They may try some of the steps which were mentioned before in this project; one thing that it should be considered for teachers is that they should be sure of what they are and what they want from students in the first presentation; propose and define, it may make a more flexible communication.

Several strategies and resources are given in this project, some of them are linked through different tasks, as an example of this, are

word association and brainstorming, in those ones are found two aspects that have a result, the connection between them; as people recall words as they can create possible concepts of.

But not all the learning process is theory, practicing tasks, there are other ways to motivate and encourage students to develop oral expression, keep on talking about these resources, the most fun and participative for students where everybody wants to gain an extra point through **Games & Play** and mentioning to (Yolageldili & Arikan, 2011) both claimed that “games have a special role in any foreign language teaching programme because they facilitate foreign language learning especially for young learners.”

What is the most important thing to emphasize is the motivation it gives at the moment of learning something, in this case learning English as a second language. But it could be included in the learning process of teenagers, at this age they already follow instructions and enjoy games more; they can find it interesting, now that scholars start talking, expressing ideas and feel comfortable doing and training this task.

Another contribution, as in the work of (Al Masri & Al Najar, 2014) said that “Games are highly motivating and they give students more opportunity to express their opinions and feelings.” The main objective of this thesis is to enhance oral expression through vocabulary; it has been found many strategies and techniques, the majority of these ones support students by doing exercises orally, practicing and developing some values, and in this one it can be seen that the characters, highlight motivation and participation. The chance

learners may have in the classroom to participate and express their ideas through gaming.

For other characters such as (Wenzler & Cartier, 1999);

Games and simulations help organizations develop symbolic thinking and gestalt understanding; help them create memories of the future; enable shared experiences and the building of shared intelligence; and, possibly most important, develop their members' motivation and confidence to act. (p. 375)

Some strategies have to deal with this task; in which it is joined with memory, and the process in which the learners understand another language, so it depends on the level they are. In this extract it could be seen once again the word “motivation”, and how students can interact with others in the classroom.

2.2 Theoretical foundations

2.2.1 Linguistic Foundation

In this part some writers can be included; they have been contributing in a foreign language learning process and the basis of several thesis projects have to deal with.

Thus, it mentions, (Carter, 2012) and he claims that:

Reflecting the increase in spoken corpora which allow for the first time a more systematic study of the differences and

distinctions between written and spoken lexis and further enabling fuller specifications of the kinds of vocabulary that enable us to speak of spoken “core vocabulary”. (p. 15)

Students may have to perform a foreign language, for that, having insights about linguistics and which patterns learners could follow for increasing their knowledge is what it is explained in this extract, this author make a relation between two skills that may be developed to acquire another language, indeed, it also reflects the important of learning vocabulary to enhance speech.

Another key point that provides essential information is about what (Ong, 2013) referring to Ferdinand de Saussure (1857 – 1913) he said that;

The father of modern linguistics had called attention to the primacy of oral speech, which underpins all verbal communication, as well as to the persistent tendency, even among scholars, to think of writing as the basic form of language. (p. 5)

Because the learning process is incessant, communication has been the main subject to talk about, whereas in some projects, essays and books it could be found the essential connection that have some skills, in this case speaking and writing; what Saussure claims about scholars is very important, is something clear, if a learner could improve his/her speech, he/she could be able to practice writing. For him both should be trained in educational issues.

2.2.2 Pedagogical and Didactic Foundation

The different methods that concern in this study, the main characters that are involved, and the way of taking a learning process, is what it is going to be treated; in this part it has been mentioned (Reyes, 2012) who cited (Richards & Rodgers, 2001) both claimed that;

The teacher has therefore the central role of “selecting, adapting, and/or creating the tasks themselves and then forming these into an instructional sequence in keeping with learner needs, interests, and language skill level. (p. 236)

The functions that teachers make in the classroom are necessary, because they become researchers, they should know different traits that their learners have, teachers have to work in the elaboration of tasks according to the needs of the classroom, they have to know how to catch the attention, motivate and work with students in order to get the future objectives in their learners.

Furthermore, according to (Parra, 2013) motivation in the learning process is an essential point, that's why he mentions;

Motivation involves four aspects: a goal, an effort, a desire to attend a goal and a favorable attitude towards the activity in question. Several studies have been conducted to examine the influences of motivation in classroom interaction and oral participation. (p. 18)

So far it has been treated different aspects that concern in the acquisition of a foreign language. The author of this book, highlighted

the word motivation, in which it is considered relevant in the learning process, because of the fact, it encourages students to keep going leaning, on the other hand, it involves the way students learn and do tasks in the classroom. Indeed, teachers play an important role, the direct influence they have with scholars and the environment they create to teach correctly.

2.2.3 Sociological Foundation

Talking about sociological aspects that concern about education and the incessant progress of the society, the way of express what people think of a certain situation around the world or personal stuffs is necessary, how people communicate and share information; that is why the enhancement of oral expression takes an important role and the interaction between people, it reflects the lack of knowledge of this aspect, in general terms how affects the development of oral expression in the field of education process; as (Ashley Crossman, 2017) includes in this extract, she says;

Stemming from Marx's theory of the relationship between workers and capitalism, the conflict theory approach to education examines the way educational institutions and the hierarchies of degree levels contribute to the reproduction of hierarchies and inequalities in society. This approach recognizes that schooling reflects class, racial, and gender stratification, and tends to reproduce it.

This punctual paragraph reflects that, the different passages people (students) have to deal with; growing up in this atmosphere where education does not mean the freedom for escaping of the lack of knowledge, the best way to improve our lifestyle and reach a proud position in this society, while people talks about education as a lucrative business, they do not realize that children, teenagers and adults have been affected, and in other words the whole community.

Meanwhile, the different sorts of problems it has caused, this project reflects the insufficiencies of oral expression in students; that is an excellent point to try; when students do not know the real sense of go to school, and the main role they play in this society.

Education is a large field to study and it is involved with different branches, another point of view is the brief extract that (Little, 2012) writes about the connection between education and sociology, he claims that;

In terms of socialization, the modern system of mass education is second only to the family in importance. It promotes two main socializing tasks: homogenization and social sorting. Students from diverse backgrounds learn a standardized curriculum that effectively transforms diversity into homogeneity. Students learn a common knowledge base, a common culture, and a common sense of society's official priorities, and perhaps more importantly, they learn to locate their place within it. (p. 490)

He refers to the integration students have during their schooling, they not only learn writing or reading, they interact with other people, in other cases they engage knowledge with their real life; indirectly they improve their oral expression through communication. The development of oral expression has an important function; the interaction and exchange of information through the people and the form of communicate each other, how to improve and how to engage students in this long way to achieve better results in their lives; when it becomes bored and unnecessary in several cases, teachers play another role in this part, when a teacher work with passion and share his/her knowledge, students get interested on what they are going to learn. They create productive classes and motivate themselves for working more.

2.2.4 Legal Foundation

To work on this project, it was considered the Constitution of Ecuador, its title II, called “rights”; chapter II, the fifth section that is “education”; under the article 27 by which education is emphasized as “participative, obligatory, intercultural, democratic, inclusive, and vice versa,...”(Constituent Assembly, 2008, p.27). And it also can be cited the article 28 by which is declared that “...it is a right of every person and community to interact with different cultures as well as to participate in a learning society...” (Constituent Assembly, 2008) (p.28).

In addition, the Organic law of Cultural Education (LOEI), its article 2, section z, highlights as one of the principles of the educational activity “the interculturalism” (National Assembly, 2011)

Indeed, what it was mentioned, education also means learning about different cultures, costumes, traditions; through the ability of speaking these ones can be learned and trained with people in this case with scholars. Basically the teaching of a second language begins in this part; when learners treat those topics in the classroom, they join them with their life style in their country, in which they find it an interesting subject and they can train their speech through comparing situations and expressing their own ideas.

On the other hand, It has also taken into account the fourth objective of the National Plan of Good Living that is to “strengthen citizen capacities and potential”, its policy 4.1.e, by which is mentioned “to guarantee the access to educational resources required for good performance [inside the] National System of Public Education”, and by the policy 4.8.i. is stated “to promote learning a foreign language from early to superior education based on parameters of international accreditation” (Senplades, 2013).

In this section, the main purpose is to enhance English teaching-learning process; for this reason, international standards were incorporated, and the role of educational resources is not ignored. Through the research, this project strives to provide an educational resource that may support the English learning, contemplating international parameters. The CEFR scales do not claim to model progression in second language acquisition, far less to reflect the actual processes of acquisition; rather, they present a hierarchy of communicative tasks whose successful performance depends on underlying linguistic competence. (p. 324)

These lines include an important impact in the learning process of a second language, these ones do not be interesting in the style or way a second language is acquired, otherwise propose an scale of knowledge that teachers and learners should have to prove they really handle another language, in this punctual project English as a second language. It also supports to know in which level people are and what they need to keep going to work.

2.2.5 Psychological Foundation

Talking about psychology and the impact that it has in educational issues, it is very useful and transcendental, the study of the cognitive development of children and the behavior they have during their growth, in this particular part it is mentioned an area in which is necessary the correct development of children; he reflects the mental functions, and he claims that children can learn too much more in this part of their lives because in this stage learners are going to know new things and experiment new ones as well. (McLeod, 2014) in his work, he cited to (Vygotsky, 1978) so he mentioned the Zone of proximal development so he defined it; “As the area where the most sensitive instruction or guidance should be given - allowing the child to develop skills they will then use on their own - developing higher mental functions.”

On the other hand, (Vygotsky, 1978) also mentioned interaction with peers, “as an effective way of developing skills and strategies.”

Vygotsky includes in his works the social interaction as the first step for the beginning of childhood, he refers that it is an effective manner to develop skills, in this way students learn how to work in groups, to share things and feelings, so they are learning values at the same time; when there is a student who is not learning faster than other partner he/she could be a support for him/her because that is the main objective of team work.

Not only the interaction is developing here, the several strategies that teachers use in the classroom may help to the progress of the different skills. The importance of personality is treated, since that in the learning process cannot be omitted, it relates several parts of the human's behavior and the possible environment it may create in the classroom. It also has to deal with the enhancement of oral expression, because this process includes key concepts that have been investigated in this thesis project. (Dörnyei, 2014) he defined IDs (individual differences) in his work about the variety of aptitudes a learner could have at the moment of learning a second language, in order to give an important input, he cited to (MacIntyre and Charo's, 1996) both claimed that "global personality traits were implicated in the learning process primarily via their influence on language-related attitudes, anxiety, perceived competence, and motivation, rather than though their direct impact on learning outcomes."

2.2.6 Philosophical Foundation

As it is known, philosophy is considered the sciences' mother; so it means, it has a direct link with all the things that happen around the world, in order to give answers to the several questions of the

human beings. Because too many philosophers have written about different sorts of things, that concern in the development of our society, since the origin of the world, until the incessant progress of the human. That is why education could not be excluded, for that it could be found (Phillips, 2008) in his book he mentioned that;

The individual learner or knower constructing his or her cognitive understandings of the material being learned or of the stimuli being received; for the purposes of the discussion, this has been labelled the “individual psychology “focus of constructivism. (p. 8)

Basically, when scholars build their own knowledge, according to the content they checked in the classroom and teachers supported this process through the use of different methods and strategies, learners can see the several outcomes they can achieve. This process could be joined with the independence students may develop in the classroom, and it also can be reflected in their daily lives.

However, in another important contributions about education, it mentions (Noddings, 2010) who wrote about (Dewey, 1859 - 1952) saying that; “Experience is educative only if it produces growth – if, that is, students leave the experience more capable or interested in engaging in new experience.”

For Dewey, education means more than simple knowledge or the act of teaching or sharing this one, otherwise the impact that it causes in learners, because he reflects the idea of having new experiences through the scholars’ growth. How transcendental is the learning process in learners, the multiples events they live and learn,

those ones support them in their daily lives in the classroom with their classmates and teachers.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

3.1. Methodological design

Different characters, concepts and definitions were already taken to learn about the main variables of this project, thus it is important to denote the methodology which it is going to be worked to know how to treat and seek a solution to the main problem. For that it focuses on the qualitative and quantitative method. It contains techniques linked to the field research, statistical and bibliographical analysis, such as: surveys and scientific observation, which let the author obtains the most relevant information with the support of instruments applied in this investigation.

3.2. Types of research

This research is based on several aspects, according to the contributions and important works the author has read.

From the methodological perspectives, it has to deal with the interpretative process, such as; qualitative and quantitative. It also has a descriptive study, because, this project concerns with different kind of information, the author has been seeking data about the variables treated before, specifying and characterizing concepts, definitions and important samples.

This thesis project is oriented to seek a possible solution to the problem; the insufficiencies found in students' oral expression at Veinticuatro de Mayo Public High School.

3.3. Population and sample

Population:

The population of this research consists of (1) principal, (12) teachers and (519) students. Who 30 students belong to the eighth year of basic education and her English teacher, they are going to be taken in this sample; in total 31 people. The distribution of the population is detailed in the following table.

Table 1: Population Distribution

Number	Detail	Number of people
1	Students	30
2	Teacher	1
Total		31

Source: Data gathered at Veinticuatro de Mayo Public High School.

Created by Kenia Castillo Vera

Sample:

It was not necessary to obtain a sample by a probabilistic or non-probabilistic selection due to the fact that the population is not above of 100 people.

3.4. Operationalization of variables table

Table 2: Operationalization of variables

Variables	Dimensions	Indicators
Independent: Vocabulary	Definition	Vocabulary
		Meaning
		Lexis
	Kinds of vocabulary	Receptive vocabulary
		Productive vocabulary
		Vocabulary master
	Vocabulary learning strategies	Metacognitive
		Cognitive
		Memory
		Mnemonic focus on memory
	Techniques in teaching vocabulary	Decontextualizing
		Semi contextualizing
		Fully contextualizing
		Adaptable
		Spelling the Word
		Translation
		Collocation
		Crossword Puzzles
		Idioms
Dependent: Oral Expression	Definition	Oral language
		Words and inflections
	Strategies to promote oral expression	Word relationships
		Telling stories and anecdotes
		Partner and small group
	Types of word association	Syntagmatic
		Paradigmatic
		Paradigmatic relations
		Synonymy
		Antonymy
	Group work learning	Cooperative learning
		Collaborative learning
	Resources for teaching oral expression	Brainstorming
		Body language
		Games & Play
	Bodily communication	Facial expression
		Eye behavior
		Vocal behavior

Source: Methodology, process, analysis and discussion of results

Created by: Kenia Castillo Vera

3.5 Research Methods

The different methods that are taken in this project are the following:

***Analytical Method**

This method supports the researcher, to know the cause of the problem and the several characteristics that it has, in order to manage pertinent information which involve the variables of this thesis project and, to treat the possible causes and consequences of the insufficiency of oral expression that students have at the Veinticuatro de Mayo School.

***Inductive - Deductive Methods**

These methods have to deal with the type of information, the researcher is looking for and how to understand the data collected; all the details such as concepts, definitions, examples from the variables; how the author of the project interprets each extract, paragraph, etc.

***Historical Method**

In this method, the kind of data selected are going to be important, because of the fact the different authors who provide information of the variables treated in the work, since their studies and contributions have a pertinent period which means a real support for the basis of the project.

***Empirical Method**

How important is this method in this process, because it gives the personal experience to the researcher and allows her to know key

information about the main problem through the use of several techniques. Basically important data gathered from the characteristics of the issue.

3.6 Techniques and instruments of investigation

3.6.1. Observation:

Through this technique of investigation, it can be possible to know the environment the researcher is going to work. For that, it was used during the classes of students of Eighth basic at the Veinticuatro de Mayo School.

In this part, the main role of the researcher is to observe, in order to have another point of view, she had the experience of being in an English class to examine the several issues treated for making this project; the class was given for the main teacher of the school.

Thus, it is created a sheet of paper according the Liker scale to give an opinion about the different process the teacher works and trains with her students.

3.6.2. Teacher's interview.

The objective of interviewing the English teacher is very important, because he is going to share his experience in the learning process of English as a second language, and to exchange relevant information about the lack of resources, methods and strategies to enrich the oral expression in his students.

3.6.3. Survey

This technique is a questioner used to collect data about the variables and the proposal, so that it contains fifteen items, the statements are based on the two variables and the last items are related to the proposal, in order to denote what is the real situation in the students of Eighth course of Veinticuatro de Mayo School. It is designed by using the Likert scale of frequency, agreement and satisfaction.

What the researcher can observe in the process of this technique is that students participate, and the final results will support this thesis project.

UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS

Survey directed to the students of Eighth basic year.

Objective: To find out the current situation related to the influence of English vocabulary on the development of oral expression.

Please, mark with an X the option that best fits your answer for each item

***Items 1-7**

The code labels are as follows,

(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

Number	Items	1	2	3	4	5
1	It is easy to understand new vocabulary words.					
2	I spell the key vocabulary words.					
3	I do tasks for practicing the vocabulary I learnt in class.					
4	I recognize "idioms" in sentences.					
5	I practice with new words in the classroom.					
6	I recognize basic synonyms or antonyms of new words.					
7	When I work in group, I express my thoughts or give an opinion telling a story.					

***Items 8-10**

The code labels are as follows,

(1) Strongly disagree (2) Disagree (3) Neither agree or disagree (4) Agree (5) Strongly agree

Number	Items	1	2	3	4	5
8	The teacher uses clue words to introduce a new topic in class.					
9	The teacher manages “body language” when she explains new topics.					
10	Ludic activities are practiced in the class to encourage participation in class.					

***Item 11-12**

The code labels are as follows,

(1) Strongly disagree (2) Disagree (3) Neither agree or disagree (4) Agree (5) Strongly agree

Number	Items	1	2	3	4	5
11	I enjoy participating in role plays in the English class.					
12	When I participate in class doing oral exercises, I feel.					

3.7. Analysis and interpretation of results

The author of this thesis project applied the instruments of the investigation, and the outcomes were the following:

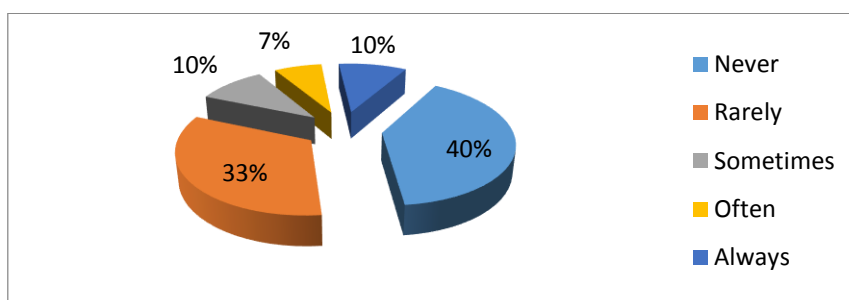
3.7.1. The student's survey

Table 3: Frequency and percentage in the survey Item no. 1

It is easy to understand new vocabulary words.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.1	Never	12	40%
	Rarely	10	33%
	Sometimes	3	10%
	Often	2	7%
	Always	3	10%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.1: survey item no. 1



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

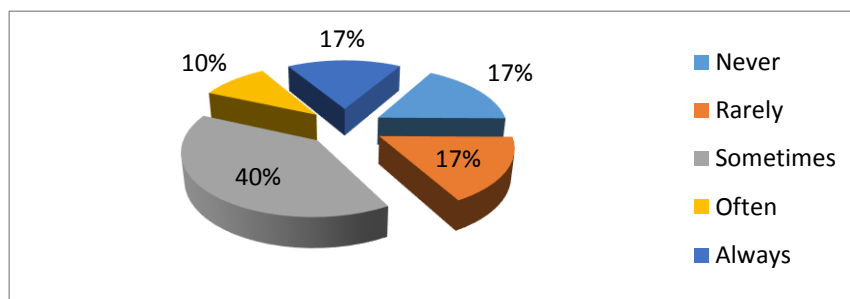
Comment: Taking the percentage of the survey, the first item had a result of 40% of students who say that for them it is not easy to understand key vocabulary words; it means that the teacher should implement new strategies to develop vocabulary in a better way.

Table 4: Frequency and percentage in the survey Item no. 2

I spell the key vocabulary words.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.2	Never	5	17%
	Rarely	5	17%
	Sometimes	12	40%
	Often	3	10%
	Always	5	17%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.2: survey item no. 2



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

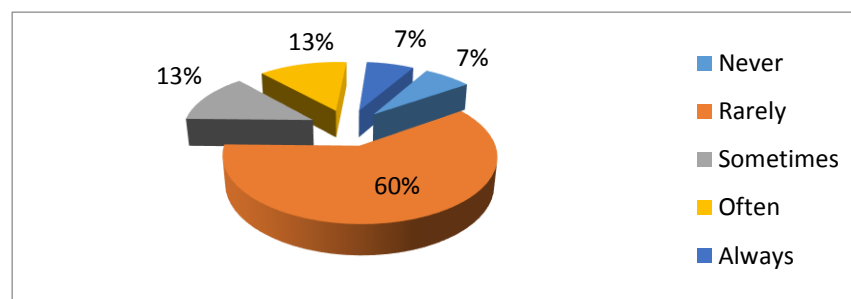
Comment: In statement no. 2, 40% of students indicate that sometimes they practice this strategy in class, while 10% said that they never use it. This information becomes relevant to this research as it will encourage students to learn key vocabulary words for having a good oral expression.

Table 5: Frequency and percentage in the survey Item no. 3

I do tasks for practicing the vocabulary I learnt in class.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.3	Never	2	7%
	Rarely	18	60%
	Sometimes	4	13%
	Often	4	13%
	Always	2	7%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.3: survey item no. 3



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

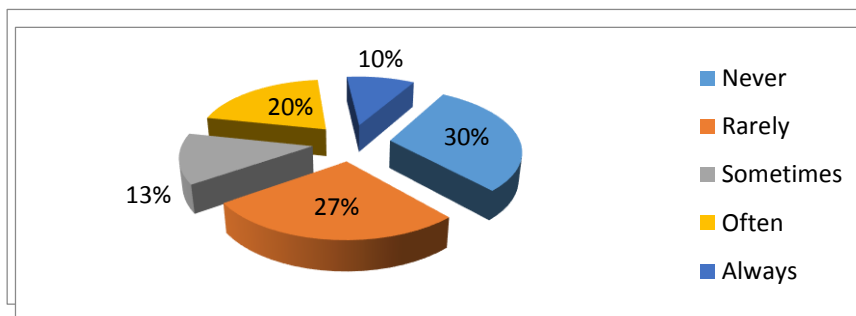
Comment: In this statement, it could be seen that 60% of students said that they rarely do exercises to review vocabulary previous learnt in class. That is why learners tend to forget words so it will cause a huge effect in their future learning process and the improvement of oral expression.

Table 6: Frequency and percentage in the survey Item no. 4

I recognize “idioms” in sentences.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.4	Never	9	30%
	Rarely	8	27%
	Sometimes	4	13%
	Often	6	20%
	Always	3	10%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.4: survey item no. 4



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

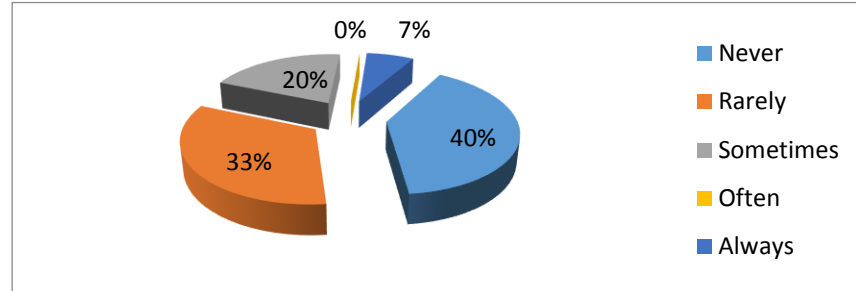
Comment: According to the score, 30% of students do not identify idioms in sentences now that their English level is low, for that, teacher must practice and train with her students in this important technique in order to increase knowledge and oral expression.

Table 7: Frequency and percentage in the survey Item no. 5

I practice with new words in the classroom.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.5	Never	12	40%
	Rarely	10	33%
	Sometimes	6	20%
	Often	0	0%
	Always	2	7%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.5: survey item no. 5



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

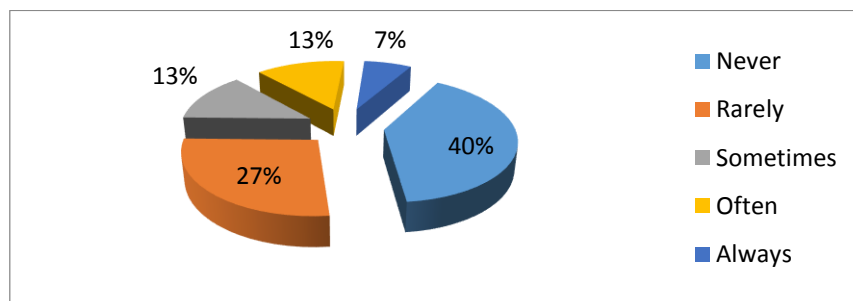
Comment: In this statement, 40% of learners do not practice with new words in the classroom; it can be seen that the management of the different techniques is very low. It does not motivate them to learn English as a second language and they do not feel it important for their future.

Table 8: Frequency and percentage in the survey Item no. 6

I recognize basic synonyms or antonyms of new words.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.6	Never	12	40%
	Rarely	8	27%
	Sometimes	4	13%
	Often	4	13%
	Always	2	7%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.6: survey item no. 6



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

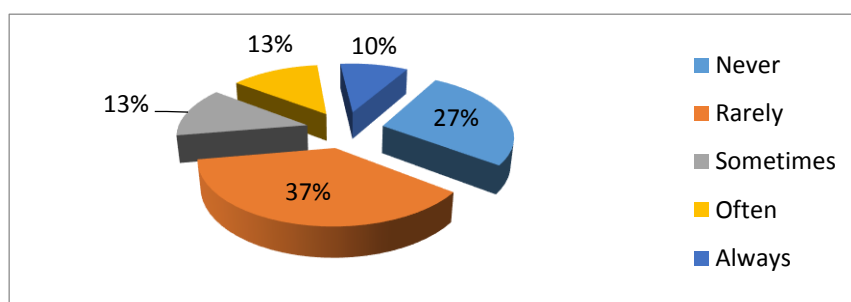
Comment: In this statement, 40% of learners said that they never recognize synonyms or antonyms of new words. This is not an excellent point of view, now that the teacher should try several strategies to increase vocabulary in her students.

Table 9: Frequency and percentage in the survey Item no. 7

When I work in group, I express my thoughts or give an opinion telling a story.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.7	Never	8	27%
	Rarely	11	37%
	Sometimes	4	13%
	Often	4	13%
	Always	3	10%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.7: survey item no. 7



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

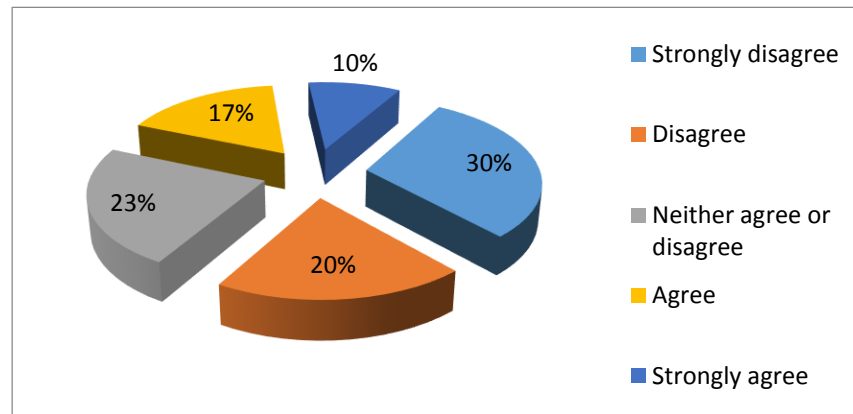
Comment: In statement no. 7, 37% answered that they rarely express thoughts when they talk about a certain topic, it means that they are not prepared to enhance their oral expression, that is why the need of several tools to motivate students in the learning process of a second language.

Table 10: Frequency and percentage in the survey Item no. 8

The teacher uses clue words to introduce a new topic in class.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.8	Strongly disagree	9	30%
	Disagree	6	20%
	Neither agree or disagree	7	23%
	Agree	5	17%
	Strongly agree	3	10%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.8: survey item no. 8



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

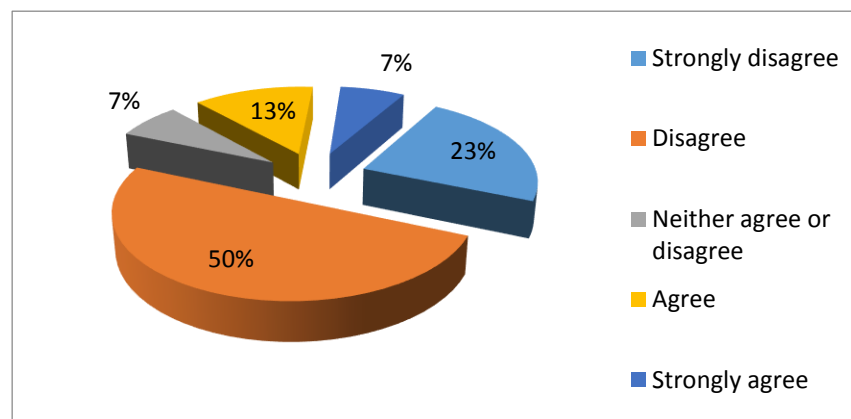
Comment: According to the 30% of students disagree while 10% agree. This information is very important because of the fact that it can be seen that it must increase the development of new activities to enrich students' vocabulary.

Table 11: Frequency and percentage in the survey Item no. 9

The teacher manages “body language” when she explains new topics.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.9	Strongly disagree	7	23%
	Disagree	15	50%
	Neither agree or disagree	2	7%
	Agree	4	13%
	Strongly agree	2	7%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.9: survey item no. 9



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

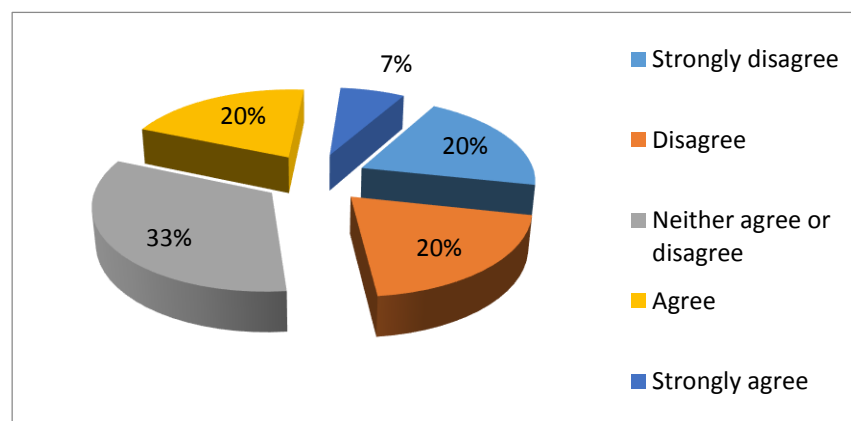
Comment: In statement no. 9, the results said that 50% of learners disagree, so the teacher does not manage body language to introduce new topics, it means that she does not handle this technique to motivate her students.

Table 12: Frequency and percentage in the survey Item no. 10

Ludic activities are practiced in the class to encourage participation in class.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.10	Strongly disagree	6	20%
	Disagree	6	20%
	Neither agree or disagree	10	33%
	Agree	6	20%
	Strongly agree	2	7%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.10: survey item no. 10



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

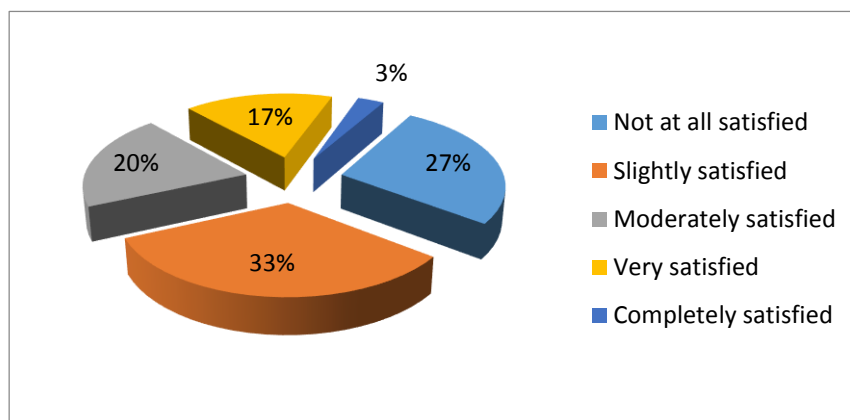
Comment: The results of this statement, 33% of students indicates that the teacher does not manage ludic activities according to their needs; that is why it can be seen that it is important the implementation of new strategies to support learners produce language.

Table 13: Frequency and percentage in the survey Item no. 11

I enjoy participating in role plays in the English class.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.11	Not at all satisfied	8	27%
	Slightly satisfied	10	33%
	Moderately satisfied	6	20%
	Very satisfied	5	17%
	Completely satisfied	1	3%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.11: survey item no. 11



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

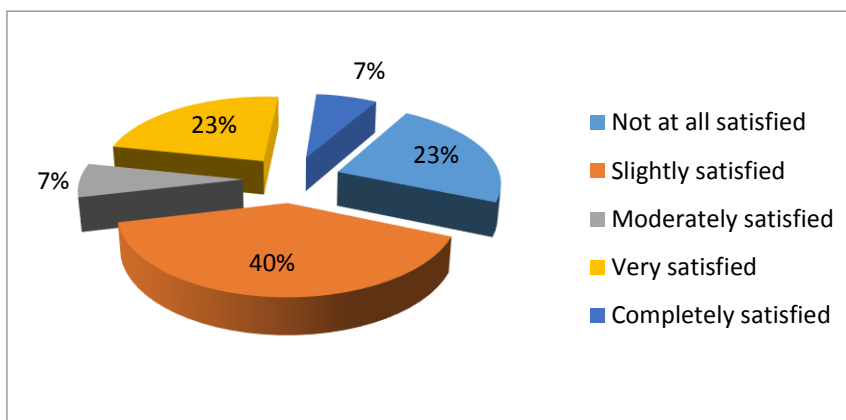
Comment: According to the results, 33% of learners said that they are not at all satisfied when they participate in role plays, while 20% are moderately satisfied, it means that the teacher should help to promote in the other students to participate and feel motivated.

Table 14: Frequency and percentage in the survey Item no. 12

When I participate in class doing oral exercises, I feel.			
CODE	CATEGORY	FREQUENCY	PERCENT
Item No.12	Not at all satisfied	7	23%
	Slightly satisfied	12	40%
	Moderately satisfied	2	7%
	Very satisfied	7	23%
	Completely satisfied	2	7%
	Total	30	100%

Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Graphic No.12: survey item no. 12



Source: Students to the Eighth basic year at Veinticuatro de Mayo School.
Created by: Kenia Castillo.

Comment: The results in this item indicate that 40% of students are slightly satisfied when they participate in oral tasks. It also can be seen the lack of motivational exercises to try with the students in the classroom, they need to be encourage in several ways to reach the aim of developing oral expression.

3.7.2. The teacher's interview

Objective: to determine the influence of vocabulary in the ability of oral expression.

The interview was directed to the English teacher of the Eighth basic year at the Veinticuatro de Mayo School. The following questions were discussed:

Interviewer: Which skills do you develop the most in class?
Why?

Answer: Speaking, because it is easy for students at the beginning, they can listen and understand. Even though, the students do not feel motivated. I believe I have to introduce more strategies to enhance speaking.

Interviewer: What kind of techniques do you use to introduce a new topic?

Answer: It depends on the topic, but the use of brainstorming is good, students can remember words from other units.

Interviewer: Do you consider that teaching vocabulary motivates students? Why/ Why not?

Answer: It depends on the students' English level, because teachers can use flashcards, and review synonyms and antonyms.

Interviewer: Do you consider important the use of vocabulary to enhance oral expression in students?

Answer: Of course, it is the first tool now that students really have to know vocabulary in order to speak fluently.

Interviewer: Do you think that books should contain more tasks to develop oral expression? Why? / Why not?

Answer: Maybe, they need to have “idioms”, because it helps students to enhance and to train oral expression.

Comment:

The interview was productive, I can realize that speaking is the first skill, teachers prefer trying with students. However, the use of vocabulary as a strategy to encourage learners is a general truth, but it depends on their English´ level. In another point of view to enhance oral expression is the main factor to work with students and support them to enrich their speech at the moment of expressing ideas or thoughts. Finally, the kind of exercises given in a book may contain more idioms to support students to know and to improve oral expression.

3.7.3. Observation sheet

This technique was applied in students of Eighth basic year at the Veinticuatro de Mayo School for analyzing and experimenting the environment, the interaction that the students had in the English class, the kind of methods, strategies the English teacher manage in the classroom for developing oral expression.

The items were the followings:

- ✓ The students´ attitude at the beginning of the class.

It found it “good”, because the teacher could be kind with students, so they helped to keep going the class.

- ✓ The orders given by the teacher were answered.

The observer marked “very good”, the students understood and executed the orders given by the teacher.

- ✓ Applying of different methods for developing oral activities.

The observer found it “needed improvement”, now that the interaction was very poor.

- ✓ The teacher introduces a new topic and checks new vocabulary words.

The observer marked “very good”, the teacher checked new target vocabulary to introduce the topic.

- ✓ Ludic activities were used to engage students for the oral tasks.

This point was “very good”, the teacher used a song and some flashcards to support the main topic.

- ✓ Oral tasks were explaining according to the students English level.

The observer marked “needing improvement”, because she explained everything in English so students could not understand some points.

- ✓ The teacher gave a considerable time to the students for practicing on their own.

It found it “good”, students had enough time for preparing themselves.

- ✓ Monitoring students while they were working.

The observer marked “not observed”, now that the teacher was on the desk all the time.

- ✓ Students participate actively in oral tasks.

The observer found this point “very good”, because students were active and motivate at the moment of interacting with their mates.

- ✓ After the activities, the teacher reinforces the vocabulary given at the beginning.

It found it “not observed”, the time finished and it could not be reinforced.

- ✓ At the end of the class students looked satisfied about what they learnt and worked.

The observer marked “good”, because learners felt motivated and wanted to do more oral tasks.

Comment

The experience that the author could have in the classroom was very important for adding key information in this project, now that it could be seen the teacher’s development; if she manages the different strategies and techniques to teach English as a second language, which methods of learning she uses to enhance speaking. On the other hand it also was taken, the classroom’s environment how the students feel in the English class, if they were motivated for the teacher to work actively, and if they enjoyed each minute of the English class.

3.8 Conclusions and recommendations

Conclusions:

According to the final outcomes got through the implementation of the instruments of the investigation, the author of this research may conclude;

- Vocabulary has a great influence in the development of oral expression.

- Students need to acquire vocabulary in class.
- Students have to do tasks to practice key vocabulary words.
- The teacher does not use vocabulary learning methods.
- To elaborate a tool to support students in the improvement of vocabulary to develop oral expression, the proposal can be an important material to treat the main problem.

Recommendations:

The author of this research may propose:

- The techniques used to develop oral expression should contain target vocabulary.
- The students should need to be motivated to learn new vocabulary words.
- The students should do vocabulary exercises in class frequently.
- The teacher must use different methods and strategies to enhance vocabulary and encourage students to develop oral expression.
- The proposal designed in this research may be handled as a complementary tool to support students in the acquisition of English as a second language.

CHAPTER IV THE PROPOSAL

4.1. Title

Design of an illustrated vocabulary booklet to increase oral expression

4.2. Justification

It is very usual to see the different issues that concern in the learning process of English as a foreign language, several studies about it and some solutions are given in those last years; as in Ecuador as in other Latin American countries, this topic has been treated and it could be seen that, it is not easy to learn or to teach a new language, to develop different skills and the use of new methods, techniques to motivate and engage learners in this process, for that, the author of this thesis project has made a diagnosis by applying empirical techniques, such as observations in class, a survey, and a teacher's interview that have served to identify the lack of English vocabulary as a cause of the insufficiencies in the process of oral expression in students of Eighth grade at the Veinticuatro de Mayo School.

According to that, it could be found different causes have to deal with these insufficiencies for example: lack of didactic resources to enhance vocabulary; the variety of methods, techniques and strategies used in class are not enough in the learning process such as: translation. For that it is essential to provide and to know the

management of several methods, tactics, etc, to improve and to train vocabulary and to keep going in the process of developing oral expression in students.

In order to support the different needs that teachers and students have, it is important that teachers handle and know current methods and strategies to motivate their students in the learning process, specifically the development of speaking skills; that is why, in this thesis project, it could be found several ones such as: brainstorming, games & play, telling stories and anecdotes and group works may help students to increase their oral expression and encourage them to participate and to interact actively in class with their teachers and classmates.

4.3. Objectives

4.3.1. General Objective

To enrich oral expression through an illustrated vocabulary booklet, applying several strategies and techniques to motivate students to participate and to communicate in class.

4.3.2. Specific Objectives

- To develop vocabulary strategies to enrich speaking skill.
- To encourage students to improve oral activities to participate in class.
- To identify target vocabulary according to the context for describing the environment.
- To support teachers by giving steps to follow in exercises in class.

4.4. Theoretical aspect

4.4.1. Sociological foundation

The proposal is based on the development of oral expression in order to students can acquire English as a second language, thus (Scarino & Liddicoat, 2009) cited (Anna Sfard, 1998) she claims that; discusses learning theory through two metaphors: an acquisition metaphor and a participation metaphor. She refers to acquisition metaphor to the items of knowledge a student can obtain in the learning process, it may be receptive or development by construction, but the main goal is that learners gain ownership of what they are learning. On the other hand, the participation metaphor in which the aim is that the student participate, in order to involve him in the context of culture through social mediation, and to be part of the several kinds of activities the teacher introduce in the classroom.

4.4.2. Pedagogical foundation

There are several authors that can support pedagogically, according to the main objectives of this proposal. How learners can improve their vocabulary, the different methods they can train, how teachers manage some strategies to make their students participate; for that (Shen, 2003) said that there are positive outcomes from the use of contexts to help learners to receive target words, recognize the surrounding and contextual meanings, retrieve words, restore them in long-term memory and have more appropriate lexical use in the four language skill, for that, he cited (Carrell 1984; Clarke and Nation 1980; Coady 1993; Joe, Nation, and Newton 1996; Kang 1995; Krashen

1989; Nation and Coady 1988; Newton 1995; Van Parreren and Schouten-Van Parreren 1981).

What it should be include in the proposal, for better working in vocabulary development, in this extract it mentions some steps or key words that are going to be helpful in the process of learning a second language, such as: receive, recognize, retrieve and restore; those ones are essential for learning vocabulary and in the development of improving oral expression, the way students are going to be involve and different activities or tasks could be joined.

4.4.3. Psychological foundation

The learning process is not a brief topic to treat the several situations learners live during this stage, and how to handle the different types of students, their development and their behavior in the classroom in order to be able to learn and to work properly, for that (Annoussamy, 2006) supported in this part of the proposal, saying that; for learning a new language in school one has to pay full attention to the psychological process of such acquisition and the various factors involved; the author of this project just took five of them which are summarized below:

Communication Language: This is one important aspect to take, because at the beginning of the class, teachers must speak in the target language to their learners, in order to involve them in the context. Another point is that, teachers give orders to their students so they must understand them and execute them. Students will be allowed to respond properly in different manners, just with single

words, they can use gestures and sometimes broken language, that in the process this point is going to be improved.

Repetition of a word: or statement pattern need to be recognized and met several times to memorize them. Teachers use it for making more interesting the class and engage learners, thus, students are going to be familiarized with what they are learning and this is not take too much effort for them. Another task that can be useful is to provide short or long text, according to the same context in which they contain repeated words or sentence patterns; it is going to be easy and fruitful to train some activities or exercises like that.

Intensity of learning: There are three phases in the process of learning a language, which are: Early exciting phase, Middle unrewarding phase, Final joyful victory phase. Each one reflects the stages that a learner follows in the process of acquiring a second language, in which he is going to be very interested of the new insights and feel motivate, then he is going to think, things are not good in the development of some skills but at the end he is going to learn and to use another language in several situations of his life.

Maturation: It is known that the teaching in the initial stage is very intense but it is not mean that, it is going to have immediate outcomes, and such is the complexity of the language acquisition process. The development of skills is not the same, it takes a long time, not all are immerse in the daily training. Furthermore, developing listening and reading is the first step, and then they will be linked with speaking and writing.

Continuity in learning: what has been memorized with great effort is susceptible to be forgotten. Some kind of continuous practice

is necessary especially as long as the teaching consists mostly of oral language. Interrupt the learning process will be damage for learners because of the fact they need to train it continuously or they will tend to forget easily. That is why important, to send homework at home, in that way, they can remind and work in what they learnt in class.

4.4.4. Didactic foundation

What should be the context of the proposal, and the future outcomes this booklet is going to have in students in the process of acquisition of English as a second language, for that (McCarten, 2007) proposes this; Materials can help students in two broad areas:

First, they need to present and practice in natural contexts the vocabulary that is frequent, current, and appropriate to learners' needs.

Second, materials should help students become better learners of vocabulary by teaching different techniques and strategies they can use to continue learning outside the classroom.

4.4.5. Linguistic Foundation

For several years the use of grammar translation method has been important in the learning process of another language; but in this part it is pertinent to know that communicative language teaching has been mentioned as an essential approach, and to join in this proposal in order to enhance oral expression through the use of vocabulary. As (Boers & Lindstromberg, 2008) said, in early versions of CLT the expressions targeted in a given lesson (a set of functional exponents,

for example) were expected to be produced relatively accurately (especially in the early, “controlled” phases of a cycle of work)

4.4.6. Legal Foundation

For designing the proposal, it has been checked different legal documents such as: the Constitution of Ecuador, the Organic Law of Intercultural Education, the National Development Plan “Toda una vida” and the National Curriculum Guidelines, in which it could be seen that the aim is to improve the learning process of English as a second language and to have access to educational resources. For that reason, the author of the project has developed an English educational proposal to reinforce vocabulary in speaking.

4.5. Feasibility for its application

Different aspects were considered to make feasible this project, such as:

Financial:

The author of this thesis project was totaling responsible of the made material, so that, the financial affair did not have too much cost, because the author just used photocopies, printing pages and transportation.

Technical:

This proposal used technical material, now that this booklet worked on the development of oral expression through the

management of oral tasks that is why it did not need to use technological tools.

Human:

The author of the proposal is involved in the educational field because of her professional career. She has acquired the necessary experience during her formative years as student-teacher, to suggest a solution for supporting teachers in their future roles and how they could improve their knowledge and put in practice several aspects including in this project; to make students get along in class to develop English language skills, in this case oral expression through vocabulary.

4.6. Description of the proposal

The proposal was made including different situations according to the requirements that students have in their English teaching-learning process. For teachers, it can be considered like a useful tool to manage in class.

The activities proposed, should be done in class. Some activities were designed to make students check and learn vocabulary. There are also other exercises for practicing and developing oral expression, in which it contains speaking tasks. And finally, students are going to keep on checking vocabulary, now that, they could find written text, short dialogues to strengthen speaking skills.

This booklet includes four units with several oral tasks. It consists of developing of oral expression by including speaking activities.

As it has to achieve a main goal per unit, it also provides some techniques to have a better result at the end of each one, and such as

work in pairs (2 students; social interaction in class); spelling of some words, describing pictures according to the context (association); guessing games about the target vocabulary including in the lessons.

4.7. Conclusions

In conclusion, it contributes to the solution of the problem found, because the content was based on the student needs, according to the different methods and techniques used to find the solution; it is an alternative to motivate teachers in this large process of education, this project supplies several items to consider such as the “interaction” with students, that is an important point to work.

Nowadays students do not feel comfortable leaning English, because of the fact teachers do not encourage them to play a role in this helpful process for their future lives; teachers learn how to handle several kinds of tactics and strategies into the classroom to develop oral expression through vocabulary learning with students, this also supports students to link varieties of knowledge according their level, but the most important fact is to get along accurately into the classroom and why not out of it as well.

4.8. The proposal's exercises

Introduction

The proposal is considered an important tool to support students in the learning process, as in the classroom as in their daily life. According to the CEFR, this proposal is framed to level A1.1 in this case to students of Eighth course. Furthermore it includes four units, one of them contained four tasks to develop in the classroom, and they are detailed in the following order:

Unit 1: the main objective of this unit is, students learn how to exchange personal information using some grammatical patterns, and to recognize target vocabulary from the unit.

Unit 2: the aim of this unit is focused on the development of speaking through work in groups and brainstorming in the classroom; students learn how to order something to eat, to review numbers and to identify objects and describe pictures, according to the target vocabulary from the unit.

Unit 3: in this unit, students check target vocabulary from the unit, and express ideas; they recognize subjects and talk about their schedule by working in pairs, they also identify prepositions of time and frequency adverbs.

Unit 4: is focused on the family members, students identify each member of their family and check grammatical patterns; they also describe pictures, recognize and use possessive adjectives by working in pairs.

This booklet is made as a support for students to enhance their oral expressions through the acquisition of vocabulary.

The author

4.8.1. Scope and sequence

UNIT	TOPIC	ACTIVITY	FOCUS ON
1	◇ First day	◇ Work in pairs ◇ Spelling names	(Introducing yourself/people. Exchanging information)
2	◇ Break time	◇ Describing pictures ◇ Read a dialogue ◇ Work in group	(Identify and use “useful expressions” according to the unit)
3	◇ Weekly Schedule	◇ Brainstorming ◇ Role play	(Talk about subjects and tell the time, recognize frequency adverbs)
4	◇ My family	◇ Guessing game ◇ Work in pairs	(Associate target vocabulary from the unit, Introduce possessive adjectives)

UNIT 1: FIRST DAY

1. - Read the text, and then spell the key words.

Hello, I am Allison, and I am a **student** in an **elementary school**, I'm 15 (fifteen) years old and I am from Guayaquil. It is a beautiful city. It has many places where you can enjoy with **friends** and **family**.



STUDENT



ELEMENTARY SCHOOL



FAMILY



FRIENDS

2. – Introduce yourself, according to exercise #1.

Hello, I am ..., and I am a ...



3. – Listen to the dialogue. Exchanging information.

Hello, what's your name?

How do you spell it?

How are you?

Where are you from?

What's your phone number?

I'm Peter.

P – E – T – E – R

I'm fine, thanks.

I'm from Ecuador.

0980044805

A cartoon illustration of two young men standing and talking. The man on the left has blonde hair, wears a green t-shirt, brown pants, and blue sneakers. He is holding a purple book. The man on the right has dark skin, black hair, wears a red t-shirt, blue pants, and red sneakers. He is holding a brown book. They are both gesturing with their hands as if in conversation.

4. – Work in pairs. Ask a friend to talk with you. Use the sample in exercise

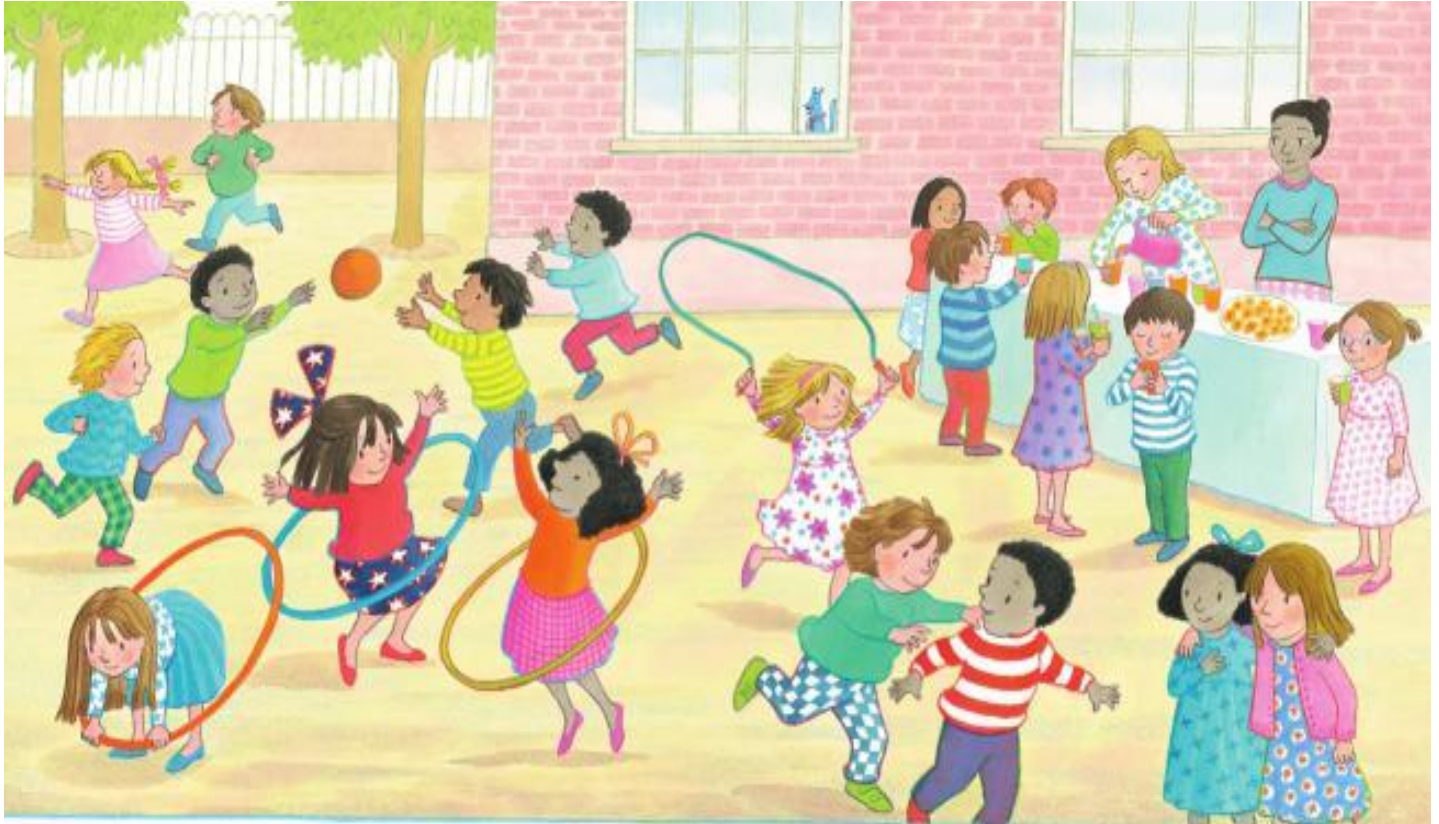
Hello, What's your name? ... I'm ...



UNIT 2: BREAK TIME

1. – Look at the picture and talk about it.

- Where are they?
- Is it family time?
- What time is it?



2. – Listen, repeat and spell the following words.



YARD



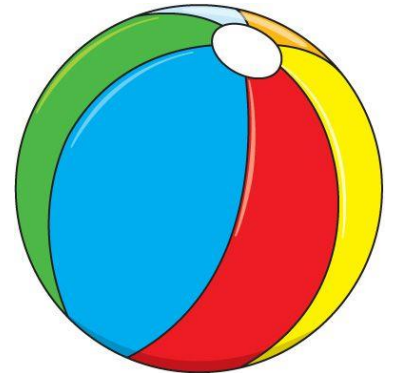
CHILDREN



TEACHER



ORANGE JUICE



BALL



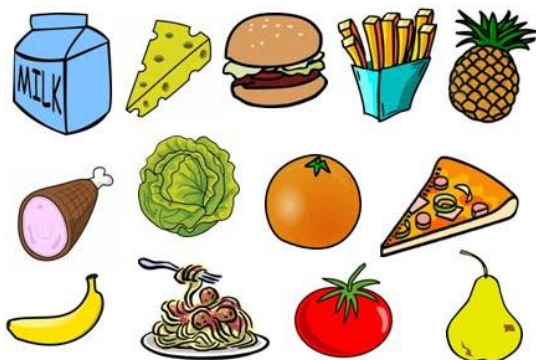
HULAHOOP



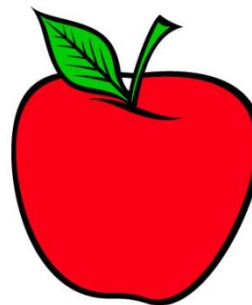
WATER



ROPE



FOOD



APPLE

3. – Listen and read.

- At the bar

Chris: I'm starving, what time is it?

Caroline: It's ten – fifteen.

Chris: I didn't have breakfast at home, and you?

Caroline: I did, but I'm hungry too. I want a hot dog and a soda.

Chris: Wow. I want a hamburger and an orange juice. Let's go to order.

Caroline: Hey, Mrs. Lynch, how much is the hamburger?

Mrs. Lynch: It's seventy – five cents.

Caroline: Ok, I want it, and a glass of water, please.

Mrs. Lynch: Ok, it's one dollar and twenty – five cents. Do you want to order Chris?

Chris: Mmm. How much is the hamburger?

Mrs. Lynch: It's two dollars.

Chris: Ok, give me a hamburger and a soda, please.



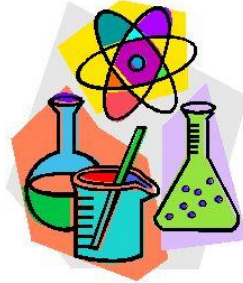
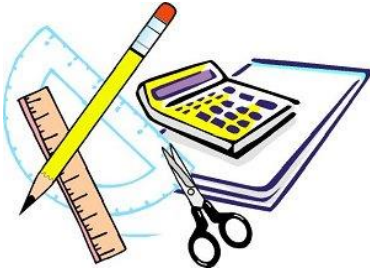
4. – Discuss the picture below. Work in group.

- They are at ...
- It's ...
- Mrs. Lynch serves ...
- Daniela drinks ...



UNIT 3: WEEKLY SCHEDULE

1. – Work in pairs, look at the pictures, write what you think, and give your ideas to the rest of the class.



What is this unit about?

This is about ...



¿Cómo?

¿Dónde?

¿Qué?

¿Cuándo?

¿Por qué?

¿Cuántos?

¿Quién?

¿Con quién?



2. – Listen, repeat and spell the words.

- SPANISH
- MATH
- SOCIAL STUDIES
- ART
- ENGLISH
- I.T (INFORMATION TECHNOLOGY)
- SCIENCE
- MUSIC
- P.E (PHYSICAL EDUCATION)

3. – Work in pairs. Talk with a friend and complete “your schedule”.



Hour	Monday	Tuesday	Wednesday	Thursday	Friday
7- am	Science		Science		

4. – Listen and read. Then talk about your weekly schedule. Use the table below.



Tyler **always** gets up early in the morning. He takes a shower and then has breakfast. He **usually** eats cereal and drinks orange juice. After breakfast, he goes to school. He **always** has a nice at the school with his friends.

He **often** has lunch at the cafeteria. At two o'clock he comes home and takes a nap. Then at night he has dinner with his parents and sister. He **usually** plays the piano on weekends, but **sometimes** he goes out with friends.

Tyler **rarely** does sports at school, because he prefers to read books.



Note: The bold words are “Frequency Adverbs”

I do an activity...

ALWAYS	USUALLY	OFTEN	SOMETIMES	RARELY	NEVER
100%	85%	70%	50%	10%	0%

UNIT 4: FAMILY MEMBERS

1. – Guessing game. Ask the students about the picture.

Who is she?

Who is he?

What is the picture about?

He is my...



This is my...

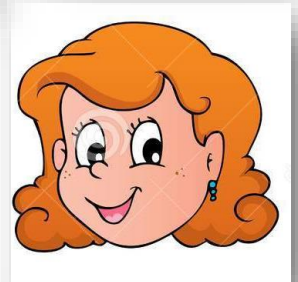
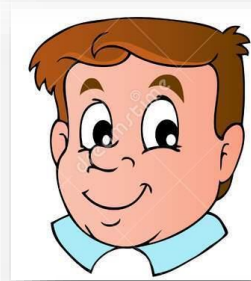
She is my...

MY FAMILY



2. – Listen and say the words then match the words with the correct picture.

- Father
- Mother
- Son
- Daughter
- Brother
- Grandmother
- Grandfather



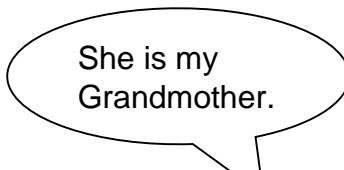
3. – Read the text below, and then spell the bold words.



Mr. and Mrs. Rice have two **children**; a **son** and a **daughter**. Their son's name is Phillipe, but they call him Phil. He's twenty one years old and he plays the piano with his best friend Robert.

Valery is their daughter. She's eighteen and she does gymnastics, and her best friend Kate does karate. Phil and Valery spend time with their **cousins** Elena and Ben on weekends.

4. – Work in pairs. Ask a friend about his family and talk about it.

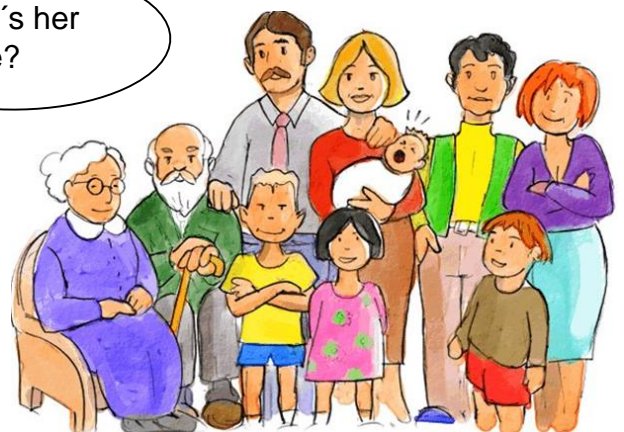


She is my
Grandmother.

Who's
she?

What's her
name?

Her name is
Laura



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A N N E X E S



Universidad de Guayaquil

ANNEX 1

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



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



FORMATO DE EVALUACIÓN DE LA PROPUESTA DE LA PROPUESTA DE TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación	Influence of vocabulary in the ability of Oral Expression. Proposal: Design of an illustrated vocabulary booklet to increase Oral Expression.		
Nombre del estudiante (s)	Kenia Castillo Vera		
Facultad	Filosofía, Letras y Ciencias de la Educación	Carrera	Lenguas y Lingüística
Línea de Investigación		Sub-línea de investigación	
Fecha de presentación de la propuesta del trabajo de titulación	Diciembre 21 - 2018	Fecha de evaluación de la propuesta del trabajo de titulación	Diciembre 21 - 2018

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SÍ	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublíneas de Investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

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APROBADO

APROBADO CON OBSERVACIONES

NO APROBADO

Docente Tutor



Universidad de Guayaquil

ANNEX 2

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA**



**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA**

Guayaquil, 21 de Diciembre del 2018

Ing. Carlos Valle Navarro
DIRECTOR DE CARRERA

Acuerdo del Plan de Tutoría

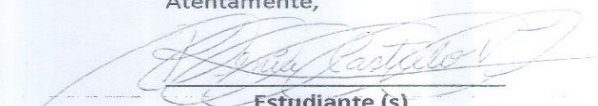
Nosotros, MSc. Sara Anaguano Pérez, docente tutor del trabajo de titulación y Miss Kenia Castillo Vera estudiante de la Carrera/Escuela Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario 14:00 el día Martes - Jueves.

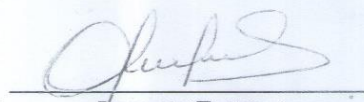
De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- 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,


Estudiante (s)


Docente Tutor
MSc. Sara Anaguano Pérez

Cc: Unidad de Titulación



Universidad de Guayaquil

ANNEX 3

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



Universidad de Guayaquil

ANEXO 3

FACULTAD de Filosofía, Letras y Ciencias de la Educación
ESCUELA/CARRERA Lenguas y Lingüística.
UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Sara Anagnano

Tipo de trabajo de titulación: Proyecto de Investigación

Título del trabajo: Influence of vocabulary in the ability of oral expression. Proposal: Design of an illustrated vocabulary booklet to increase oral expression.

Carrera: Lenguas y Lingüística

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
			INICIO	FIN			
1	21/12/18	Revisión de tema: Variables y propuesta. Anexo 1-2.	14:00	15:00	Trabaja Capítulo 1 y 2.		
2	10/01/19	Revisión de los Capítulos 1 y 2.	14:00	15:00	Corrección de los capítulos 1 y 2.		
3	15/01/19	Revisión de los Cap. 1 y 2 por segunda ocasión.	14:00	15:00	Trabaja capítulos 3 y 4.		
4	17/01/19	Revisión de los Cap. 3 y 4.	14:00	15:00	Corrección de los capítulos 3 y 4.		



Universidad de Guayaquil

ANEXO 3

FACULTAD de Filosofía, Letras y Ciencias de la Educación.
ESCUELA/CARRERA Lenguas y Lingüística.
UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Sara Anagnano

Tipo de trabajo de titulación: Proyecto de Investigación

Título del trabajo: Influence of vocabulary in the ability of oral expression. Proposal: Design of an illustrated vocabulary booklet to increase oral expression.

Carrera: Lenguas y Lingüística

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
			INICIO	FIN			
5	21/01/19	Capítulos 3 y 4.	14:00	15:00	Revisión de los Capítulos 3 y 4. (Corrección)		
6	22/01/19	Revisión capítulos 3 y 4. Revisión de la propuesta.	14:00	15:00	Revisión de la propuesta.		
7	23/01/19	Revisión de hojas preliminares, anexos, etc.	14:00	15:00	Revisión, hojas preliminares, anexos y documentación general.		



Universidad de Guayaquil

ANNEX 4

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA**



Universidad de Guayaquil



ANNEX 4

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA**

Guayaquil, 1 de febrero del 2019

Sr. /Sra.
**DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad**

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación: **Influence in the ability of oral expression. Proposal: Design of an illustrated vocabulary booklet to increase oral expression** del estudiante **Kenia Denisse Castillo Vera**, indicando ha cumplido con todos los parámetros establecidos en la normativa vigente:

- 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 adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que el estudiante está apto para continuar con el proceso de revisión final.

Atentamente,

MSc. Sara Lorena Anaguano Pérez
C.C. 0916351729



ANNEX 5

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



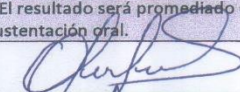
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: Influence of vocabulary in the ability of oral expression. Proposal: Design of an illustrated vocabulary booklet to increase oral expression.
Autor(s): Kenia Denisse Castillo Vera.

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	
El título identifica de forma correcta los objetivos de la investigación	1	1
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.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
CALIFICACIÓN TOTAL *	10	10

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


FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN

C.C. 0916351729

FECHA: 1 febrero /2019



ANNEX 6

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA**

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc Sara Lorena Anaguano Pérez, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por Kenia Denisse Castillo Vera, C.C.: 0927910323, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciada en Ciencias de la Educación en la carrera: Lenguas y Lingüística.

Se informa que el trabajo de titulación: **"INFLUENCE OF VOCABULARY IN THE ABILITY OF ORAL EXPRESSION. PROPOSAL: DESIGN OF AN ILLUSTRATED VOCABULARY BOOKLET TO INCREASE ORAL EXPRESSION"**, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio **URKUND** quedando el 2 % de coincidencia.

URKUND

Urkund Analysis Result

Analysed Document:	Thesis Project KENIA DENISSE CASTILLO VERA.docx (D40204116)
Submitted:	6/15/2018 4:34:00 PM
Submitted By:	castilloveradenisse@gmail.com
Significance:	2 %

Sources included in the report:

LenguasYLingüística_HuacónParragaAna_SuarezAnzulesRuth(T).docx (D29766594)
THESIS.docx (D29611564)
<http://docplayer.net/53477841-A-study-on-vocabulary-teaching-techniques-at-seventh-grade-of-smp-negeri-1-cepogo-boyolali-in-academic-year-2015-2016-a-thesis.html>

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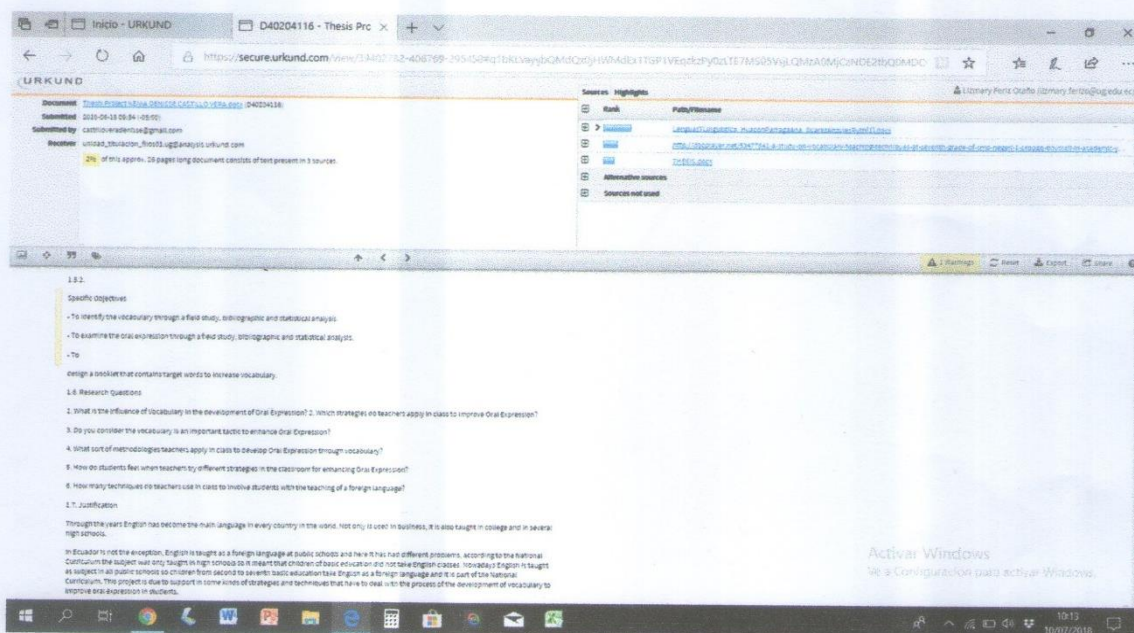
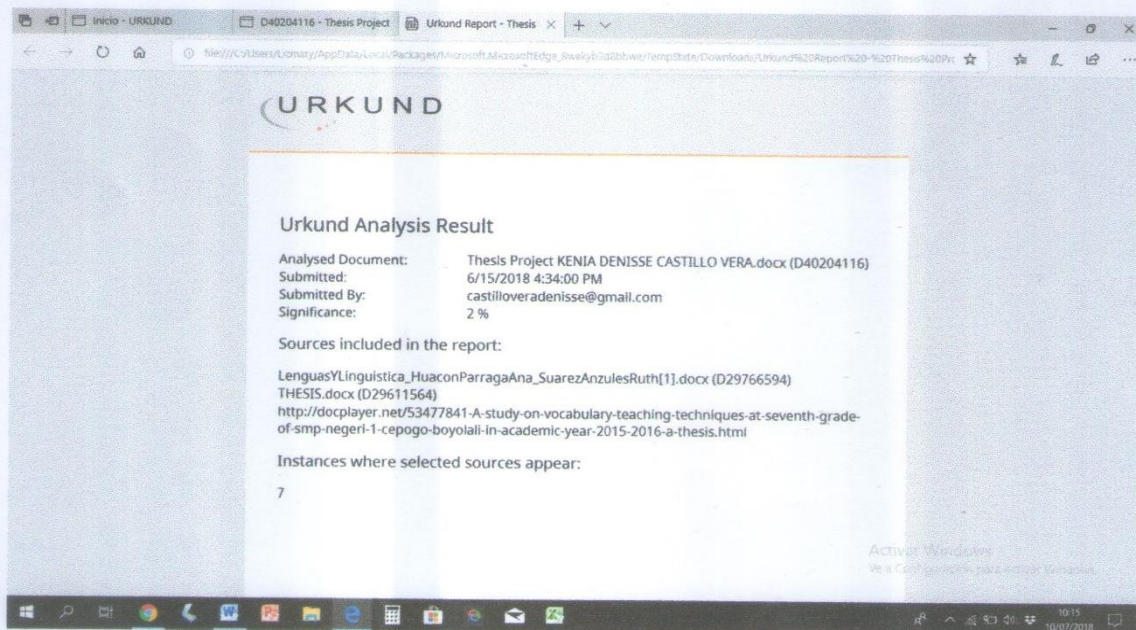
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UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCION

16/01/2019

Tutor
MSc. Sara Anaguano Pérez
C.C. 0916351729



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

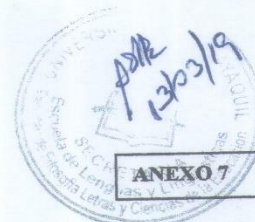
[Signature]
 14/01/2019

[Signature]
 Sara Aneguro



ANNEX 7

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



FACULTAD _____
ESCUELA/CARRERA _____
UNIDAD DE TITULACIÓN _____

Guayaquil, 8/03/2019

Sr. /Sra.

DIRECTOR (A) DE LA CARRERA/ESCUELA

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 Influence of vocabulary in the (título) del estudiante Kenia Denisse Castillo Vera. 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 9 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 10 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 el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que el estudiante Kenia Denisse Castillo Vera está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

[Signature]
DOCENTE TUTOR REVISOR
C.I. 0756216568



ANNEX 8

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



FACULTAD Filosofía, Letras y Ciencias
 ESCUELA/CARRERA Lenguas
 UNIDAD DE TITULACIÓN



RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

Título del Trabajo: Influence of vocabulary in the ability of oral expression
 Autor(s): Kenia Denisse Castillo Ibarra

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.4	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.5	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.4	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.2	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresa el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.3	
PERTINENCIA E IMPACTO SOCIAL	1		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.3	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
CALIFICACIÓN TOTAL*	10	9	

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

FIRMA DEL DOCENTE TUTOR REVISOR
 No. C.I. 0956216568

FECHA: 8/03/2019



**FACULTAD DE FILOSOFÍA, LETRAS Y
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CARRERA LENGUAS Y LINGÜÍSTICA

Teléfono 2-294888



Oficio No. UG-LENGUAS 2019-165

Guayaquil, 28 de Enero del 2019

Licenciado

Ernesto Castillo González

DIRECTOR DE LA UNIDAD EDUCATIVA FISCAL

"VEINTICUATRO DE MAYO"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que la estudiante: **CASTILLO VERA KENIA DENISSE**, 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: INFLUENCE OF VOCABULARY IN THE ABILITY OF ORAL EXPRESSION.

PROPOSAL: DESIGN OF AN ILLUSTRATED VOCABULARY BOOKLET TO INCREASE ORAL EXPRESSION


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 anticipo mis reconocimientos.

Atentamente,

Ing. Carlos Valle Navarro, MSc.

DIRECTOR (e) CIFI CARRERA DE LENGUAS Y LINGÜÍSTICA


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

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexander Delgado López	SECRETARÍA I	
Aprobado por:	Ing. Carlos Valle Navarro, MSc.	DIRECTOR	

UNIVERSIDAD DE GUAYAQUIL

Calle Universitaria "General A. Borja" s/n, Guayaquil, Ecuador

Teléfono 2-294888



ANNEX 9

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA**



UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA

Guayaquil, 23 Enero del 2019

MSc.

Jacinto Calderón Vallejo

DECANO DE LA FACULTAD DE FILOSOFIA

Ciudad.-

De mis consideraciones :

Yo, Kenia Castillo Vera, con CC- 0927910323, egresada de la Escuela de Lenguas y Lingüística sistema presencial, solicito a usted muy respetuosamente se me conceda la autorización para poder realizar el proceso del Proyecto Educativo de la Licenciatura en la Institución Educativa Fiscal " VEINTICUATRO DE MAYO " siendo el Director del Lcdo. Ernesto Castillo González, previo a la obtención del Título del Tercer Nivel .

Agradezco su atención prestada ,

Atentamente ,

Kenia Castillo Vera

Universidad de Guayaquil





FACULTAD DE FILOSOFÍA, LETRAS Y
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CARRERA LENGUAS Y LINGÜÍSTICA

Teléf. 2-294888

Oficio No. UG-LENGUAS 2019-054

Guayaquil, 10 de Enero del 2019



MSc.

Sara Anaguano Pérez

PROFESORA 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 entregada a usted, el 11 de Diciembre del 2018, se le comunica que ha sido designada Revisor-Asesor de Proyectos Educativos.

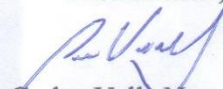
En esta designación consta el nombre de la estudiante de la Escuela de Lenguas y Lingüística: **CASTILLO VERA KENIA DENISSE**.

TOPIC: INFLUENCE OF VOCABULARY IN THE ABILITY OF ORAL EXPRESSION.

PROPOSAL: DESIGN OF AN ILLUSTRATED VOCABULARY BOOKLET TO INCREASE ORAL EXPRESSION

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

Atentamente,


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



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

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA I	
Aprobado por:	Ing. Carlos Valle Navarro, MSc.	DIRECTOR	

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📍 Cda. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy

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The author of the project chose the students of Eighth course at the Veinticuatro de Mayo School for applying the surveys.



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The English teacher Beatriz and the author of the project in the interview at the Veinticuatro de Mayo school.



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1. Instruments of the investigation.

- ✓ **Observation sheet.**
- ✓ **Surveys Questionnaire.**
- ✓ **Interview Questionnaire.**

Observation Sheet

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SCHOOL OF LANGUAGES AND LINGUISTICS
OBSERVATION SHEET

Teacher's Name: _____

Start Time: 16: 35 p.m.

Observer: _____

End Time: 17: 10 p.m.

Number of students in class: ____ Boys: ____

Course: Eighth Basic Year

Girls: ____

Date: May 3rd, 2018.

The aim of this observation is focused on the interaction, the students of eighth basic year have with their English teacher , the resources and the methodology that are applied in an English class, specifically how the teacher develops oral expression.

	Excellent	Very Good	Good	Needing improvement	Not observed
1. The students' attitude at the beginning of the class.					
2. The orders given by the teacher were answered.					
3. Applying of different methods for developing oral activities.					
4. The teacher introduces a new topic and checks new vocabulary words.					
5. Ludic activities were used to engage students for the oral tasks.					
6. Oral tasks were explaining according to the students English level.					
7. The teacher gave a considerable time to the students for practicing on their own.					
8. Monitoring students while they were working.					
9. Students participate actively in oral tasks.					
10. After the activities, the teacher reinforces the vocabulary given at the beginning.					
11. At the end of the class students looked satisfied about what they learnt and worked.					

Survey Questionnaire

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SCHOOL OF LANGUAGES AND LINGUISTICS

Survey directed to the students of Eighth basic year.

Objective: To find out the current situation related to the influence of English vocabulary on the development of oral expression.

Please, mark with an X the option that best fits your answer for each item

***Items 1-7**

The code labels are as follows,

(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

Number	Items	1	2	3	4	5
1	It is easy to understand new vocabulary words.					
2	I spell the key vocabulary words.					
3	I do tasks for practicing the vocabulary I learnt in class.					
4	I recognize "idioms" in sentences.					
5	I practice with new words in the classroom.					
6	I recognize basic synonyms or antonyms of new words.					
7	When I work in group, I express my thoughts or give an opinion telling a story.					

***Items 8-10**

The code labels are as follows,

(1) Strongly disagree (2) Disagree (3) Neither agree or disagree (4) Agree (5) Strongly agree

Number	Items	1	2	3	4	5
8	The teacher uses clue words to introduce a new topic in class.					
9	The teacher manages “body language” when she explains new topics.					
10	Ludic activities are practiced in the class to encourage participation in class.					

***Item 11-12**

The code labels are as follows,

(1) Not at all satisfied (2) Slightly satisfied (3) Moderately satisfied (4) Very satisfied (5) Completely satisfied

Number	Items	1	2	3	4	5
11	I enjoy participating in role plays in the English class.					
12	When I participate in class doing oral exercises, I feel.					

Interview Questionnaire

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SCHOOL OF LANGUAGES AND LINGUISTICS
INTERVIEW TO THE ENGLISH TEACHER OF VEINTICUATRO DE MAYO PUBLIC
SCHOOL

1	Which skills do you develop the most in class? Why?
2	What kind of techniques do you use to introduce a new topic?
3	Do you consider that teaching vocabulary motivate students? Why/ Why not?
4	Do you consider important the use of vocabulary to enhance oral expression in students?
5	Do you think that books should contain more tasks to develop oral expression? Why? / Why not?

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The tutor MSc.Sara Anaguano and the student Kenia Castillo, check all the details of the thesis project.