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FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
SCHOOL OF LANGUAGE AND LINGUISTICS**

**EDUCATIVE PROJECT
PRIOR TO OBTAINING THE BACHELOR DEGREE IN SCIENCE OF
EDUCATION**

SPECIALIZATION: LANGUAGE AND LINGUISTICS

TOPIC

**INFLUENCE OF VOCABULARY FOR THE DEVELOPMENT OF THE ORAL
EXPRESSION.**

PROPOSAL

**DESIGN OF A PICTURE BOOKLET FOCUSED ON THE VOCABULARY
TO DEVELOP ORAL EXPRESSION.**

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**Proposal: DESIGN OF A PICTURE BOOKLET FOCUSED ON THE
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TEMA: INFLUENCE OF VOCABULARY FOR THE DEVELOPMENT OF THE ORAL EXPRESSION.

PROPOSAL: DESIGN OF A PICTURE BOOKLET FOCUSED ON THE VOCABULARY TO DEVELOP ORAL EXPRESSION.

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DEDICATION

This thesis work is dedicated to our parents who have always been a source of support and encouragement during our studies. I am truly thankful with them. I dedicate also this research to Almighty God who helps us in accomplishing this project and for giving us wisdom and our friends for giving us moral support.

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By Kleiser Merchán

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TITLE AND SUBTITLE: The influence of vocabulary for the development of the oral expression. Design of a picture booklet focused on the vocabulary to develop oral expression		
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SUMMARY: The students and English teachers for many years and especially now the XXI century require knowledge consolidate its scaffolding preparing for the challenges that offer our world rapidly changing that guarantees a successful workplace for really competent individuals. That's why we have as a dependent variable the basic vocabulary and as independent variable oral expression. The educational standards of our country suggest that educational institutions should be subject capable of solving present and future problems of their daily lives, therefore the present research project establishes an importance relevant to the active participation of the students as a generator person of their own learning. The difficulties in the pedagogic process at Dr. Francisco Huerta Rendon high school is evidence that the low performance in the foreign language is caused by the deficiency of methodology strategy which are a part of motivation of the learners to this matter, the insufficiency of strategies and techniques has been caused by different aspects of their environment educative, the before mentioned problem gave the start to this investigation with the help of different methods and assessment tools have been able to determine the cause and consequences of this problem existing. In addition, the foreign language as is English is one of the more the theoretical, practical subjects is present as a central focus in every situation that occurs in our environment, although the importance of solving the deficiency of techniques and fear public speaking to students of eighth grade of high school for the successful of their academic activities. As part of the solution have been modified based on a didactic handbook focuses on basic expressions to develop the speaking skill in the students, to ensure the leading role of our young people in and outside the classroom, the motivated students show an interest towards new knowledge and this facilitates the scope for building a meaningful learning.		
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TÍTULO Y SUBTÍTULO: Influencia del vocabulario para el desarrollo de la expresión oral. Diseño de un folleto de imágenes enfocado en el vocabulario para desarrollar la expresión oral.		
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PALABRAS CLAVE: Vocabulario, Expresión Oral y Motivación		
RESUMEN: Los estudiantes y profesores de inglés por algunos años y especialmente ahora en el siglo XXI requieren consolidar el conocimiento, esto los está preparando para los cambios que ofrece nuestro mundo rápidamente, cambiando la efectividad de encontrar un lugar de trabajo para realmente competir individualmente, esto es por qué nosotros dependemos de una variable dependiente como lo es el vocabulario y con una variable independiente que es la expresión oral por eso los estándares educativos de nuestro país sugieren que las instituciones educativas deberían ser capaces de solventar los problemas del presente y futuro de su vida diaria, por lo tanto, el presente proyecto de investigación establece una importancia relevante para la participación activa de los estudiantes como una persona generadora de su propio aprendizaje. Las dificultades en el proceso pedagógico en el colegio Dr. Francisco Huerta Rendón es la evidencia del bajo nivel en el desarrollo del lenguaje extranjero está causada por la deficiencia de estrategia metodológica el cual es una parte de la motivación de los aprendices para mejorar, la insuficiencia de estrategias y técnicas el cual causan diferentes aspectos de su ambiente educativo, el antes mencionado problema da el inicio a la investigación con la ayuda de diferentes métodos y herramientas el cual determinan la causa y consecuencia de este problema existente. Además, el lenguaje extranjero como es el inglés es una de las materias teóricas, prácticas en este presente enfoque en cada situación que ocurre en nuestro ambiente. Como parte de la solución se ha modificado basándose en un libro manual didáctico enfocado en expresiones básicas para desarrollar la destreza oral en los estudiantes para asegurar el nivel de nuestros jóvenes dentro y fuera del salón de clases, con motivación a los estudiantes y llamar la atención de nuevos conocimientos y esto facilita la calificación para la construcción de un aprendizaje significativo.		
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UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND EDUCATION SCIENCES
PRESENCIAL EDUCATION SYSTEM
SPECIALIZATION: ENGLISH

TITLE AND PROPOSAL: Influence of vocabulary for the development of the oral expression. Design of a picture booklet focused on the vocabulary to develop oral expression.

ABSTRACT

In the present study it has been investigated the influence of vocabulary for the development of the oral expression in the students of 8th year section B at Dr. Francisco Huerta Rendón High School, school year 2016 – 2017. It was verified that the students lack of didactic material, present deficiency of new techniques, besides; the teacher realizes insufficient application of traditional methods for the development of oral expression. Besides, they have a limited development of oral expression, which causes students to have an expressive low level. It was investigated to provide a solution to the problem. The research was performed through statistical analysis. This was investigated through an interview aimed to the English teacher and a survey to the students to know about the difficulties that they present in the oral expression of English language. Therefore, this allows make a design of investigation, which allows define the size of the sample, and through it allows collect data that evidence it. Through this research it can give a solution to the problem, through the design of picture booklet focused on the vocabulary to develop the oral expression. In conclusion, it concludes that students have difficult to understand the vocabulary that they practice, because they do not have a good command of vocabulary teaching. It is recommended that the English teacher apply vocabulary teaching strategies that motivate students to learn it, and thus improve oral expression.

Keywords: vocabulary, oral expression, motivation.



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ESPECIALIZACIÓN: INGLÉS

TÍTULO Y PROPUESTA: Influencia del vocabulario para el desarrollo de la expresión oral. Diseño de un folleto ilustrado centrado en el vocabulario para desarrollar la expresión oral.

RESUMEN

En el presente estudio se ha investigado la influencia del vocabulario para el desarrollo de la expresión oral en los alumnos de octavo año de la sección B de la escuela secundaria Dr. Francisco Huerta Rendón, año escolar 2016 - 2017. Se verificó que los alumnos carecen de material didáctico, presente deficiencia de nuevas técnicas, además; el docente se da cuenta de la aplicación insuficiente de los métodos tradicionales para el desarrollo de la expresión oral. Además, tienen un desarrollo limitado de la expresión oral, lo que hace que los estudiantes tengan un nivel expresivo bajo. Fue investigado para proporcionar una solución al problema. La investigación se realizó mediante análisis estadístico. Esto fue investigado a través de una entrevista dirigida al profesor de inglés y una encuesta a los estudiantes para conocer las dificultades que presentan en la expresión oral del idioma inglés. Por lo tanto, esto permite realizar un diseño de investigación, que permite definir el tamaño de la muestra y, a través de ella, recabar datos que lo evidencian. A través de esta investigación puede dar una solución al problema, a través del diseño de un folleto ilustrado enfocado en el vocabulario para desarrollar la expresión oral. En conclusión, concluye que los estudiantes tienen dificultades para entender el vocabulario que practican, porque no tienen un buen dominio de la enseñanza del vocabulario. Se recomienda que el docente de inglés aplique estrategias de enseñanza de vocabulario que motiven a los alumnos a aprenderlo, y así mejorar la expresión oral.

Palabras clave: vocabulario, expresión oral, motivación.

INTRODUCTION

The Educational Revolution that has been taken place in this country in the last years has as its main objective the development of the learners' personality so that they can participate actively in the construction of a new society. Speaking another language is a powerful means to contribute to achieve this goal.

This research topic is important to the educational institution, because it aims at analyzing the oral expression of students. Being aware of the insufficiency that the students are facing at Dr. Francisco Huerta Rendón High School in the English classes, this research is going through an initiative to design a picture booklet focused on the vocabulary to develop the oral expression. It will help to improve the oral expression through vocabulary to improve their expressive capacity. For this reason, this research work motivates a diagnosis about the causes that affect the limited development of the oral expression of students.

This work allows students to comprehend different activities or contents through the use of vocabulary, which will permit them to analyze, interpret and understand different contents; and so, to express themselves clearly. Some empirical methods are used to corroborate the problem, which let represent the reality of the subject studied.

CHAPTER I: THE PROBLEM

This raises the problem of research and all aspects that influenced it, such as context of the research, conflict situation, scientific fact, causes, problem research, variables, objectives, questions of the investigation and justification.

CHAPTER II: THE THEORETICAL FRAMEWORK

It deals with various researches with the independent and the dependent variable, and aspects such as the theoretical framework, epistemological foundation, pedagogical foundation, philosophical foundation, sociological foundation and legal foundation.

CHAPTER III: METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

In this chapter, the instruments applied are described as well as the methodological design, types of research, population and sample, research methods, techniques and research tools, analysis and interpretation of data, Chi Square, conclusions and recommendations.

CHAPTER IV: THE PROPOSAL

In this chapter, the proposal is launched, the operating model is developed to carry out the proposal and all aspects that influenced it, such as title of the proposal, justification, general objective, specific objectives, feasibility of its application, financial, technical, and human feasibility, description of the proposal, conclusions and the bibliography.

CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION

This research was carried out at Dr. Francisco Huerta Rendón High School. The educational institution was created on May 18th 1971 in Victor Manuel Rendón between Boyacá and Escobedo. Later, the institution was moved to Las Aguas Avenue because it was increased with many students. The institution was created with the purpose of having a collage attached to the University of Guayaquil so that the students can study at this university.

In 1971, the educational institution began with first, second and third courses in the morning and afternoon. In 1975, more courses were created. At this time, the teacher Felipe Encarnación was the director of the teaching practices of students. Then, MSc. Domingo Tapia happened to be the new director of the educational institution during this time. Currently, the Msc. Jacqueline Calero is the principal and the Msc. Perla Adrian is the vice principal. Today, students continue doing their school practices at the University of Guayaquil.

Moreover, this public high school has an appropriate infrastructure to develop educational work. Nevertheless, the problem is the shortage of recourses by the national government. The fact is that they do not pay real attention to this institution.

CONFLICT SITUATION

The research problem was detected by an empirical observation at Dr. Francisco Huerta Rendón High School in which, English classes revealed a limited development of oral expression in the students from 8th year section B.

The problem was observed through an empiric observation. The authors could realize that the English teacher continues with the same traditional teaching methods, which affect students in the development the oral expression. Currently, the students do not care about the importance of the vocabulary because they do not have a good command of oral expression. Given these circumstances, students do not develop the oral expression because the teacher does not use the appropriate didactic material to increase vocabulary.

Furthermore, the teacher uses traditional methods for the development of the oral expression, causing students to have a low expressive level; besides, there is a deficiency in the application of new techniques focused on vocabulary. For this reason, the application the vocabulary is needed to develop the oral expression in the students because it will improve their expressive capacity.

SCIENTIFIC FACT

Insufficiency in the oral expression of the students from 8th year section B at Dr. Francisco Huerta Rendón High School, Zone 8, District 5, Circuit 2,

Province of Guayas, Cantón Guayaquil, Parroquia Tarqui, school year 2016 – 2017.

CAUSES

- Inappropriate use of didactic material to increase vocabulary.
- Incorrect application of the group techniques that do not help to improve the learning process of the pupils
- Use of traditional methods for the development of oral expression in 8th year section B.
- Deficiency in the application of new techniques focused on vocabulary.

FORMULATION OF THE PROBLEM

How does the vocabulary influence in the development of oral expression in the students from 8th year section B, at Dr. Francisco Huerta Rendón High School, Zone 8, District 5, Circuit 2, school year of 2016-2017?

GENERAL OBJECTIVE

To examine the Influence of the vocabulary in the development of oral expression, through a literature review, statistical and field analysis to design a picture booklet focused on the vocabulary to develop the oral expression.

SPECIFIC OBJECTIVES

- To describe the vocabulary through bibliographical, statistical and field analysis to develop the oral expression.
- To characterize the oral expression through statistical, bibliographical and field analysis.
- To design a picture booklet focused on vocabulary to develop oral expression, through the information gathered.

QUESTIONS OF INVESTIGATION

- 1- Which are the theoretical referents that have characterized the vocabulary in the oral expression in High Schools?
- 2- What current particularities characterize the development of the vocabulary in the oral expression in the students from eighth grade?
- 3- What activities should be elaborated to design a picture booklet focused on the vocabulary to develop the oral expression?
- 4- What is the importance of designing a picture booklet focused on the vocabulary to develop the oral expression?

JUSTIFICATION

This research is important because it allows knowing the impact of the vocabulary in the development of the oral expression in the students from eight year section B, at Dr. Francisco Huerta Rendón High School.

This author has observed that there still appears the presence of traditional teaching in the educational institution, it has been observed that the English teacher utilizes traditional methods for the development of the oral expression; this implies that there is not significant learning or improvement of the oral expression. It is believed that the appropriate application of vocabulary allows the school teacher to motivate students to write, speak and understand new words and to express clearly their ideas.

With this research, the educational institution will be benefited as well as the students and the community. It is feasible to do it because it counts with the school authorities, the support of human talent, and the necessary resources. Furthermore, the development of this work is aimed at establishing the presence of vocabulary; which allows students to use contents to improve their oral expression.

Therefore, this research is very important because it allows relate the influence of vocabulary in the secondary level, especially in the 8th year section B, and how the use of it gives results in the oral expression of the students. The present study aims to analyze the problem and his causes, which lets that the English teacher of the educational institution can give a solution to the problem.

The present research is based on (Organic Law of Intercultural Education, 2012) in the Article 31, it is determined that the competences of the Academic Council of the Intercultural and / or Bilingual Education Circuit are: c) Design and implement plans and programs for the educational development of the circuit; d) Elaborate strategies of continuous improvement of the

pedagogical area including the professional development of managers and teachers.

According to Organic Law of Intercultural Education (2012), indicates that in the Article 31, It is defined that the capacities of Academic Council of the Intercultural and Bilingual Education Circuit are: Literal c) Project and implement objectives and educational programs for the progress of the circuit; and Literal d) Realize strategies of continuous improvement in the educational area including the progress of professional and teachers.

CHAPTER II

THE THEORETICAL FRAMEWORK

BACKGROUND

López (2016), indicate in its investigation – Influence of vocabulary acquisition in the development of oral expression in English language. Didactic guide. That it is a didactic guide based on vocabulary banks and common expressions as a tool to improve oral expression in the English language of eighth general basic year. At the end of the research, there is evidence of positive progress in the oral expression of students. The reviewed background has a direct relation with this work on deepening, being a reference of the necessity to implement this type of activities of vocabulary in the teaching of English.

López (2013), indicate that they did the present study with the aim of facilitating the English teacher vocabulary banks so that students can use them when working with tasks related to oral expression. Unlike the present work, this consists of providing the teacher a picture booklet focused on the vocabulary to develop oral expression of students.

THEORETICAL FOUNDATION

INDEPENDENT VARIABLE

VOCABULARY

(Alqahtani, 2015) Makes reference to Harmon, Wood, and Keser, (2009) as well as Linse (2005) states that learners' vocabulary development is an important aspect of their language development.

According to Alqahtani (2015) who mentions Harmon et al (2009) as well as Linse (2005), indicate that the development of vocabulary is an essential view for the learners in vocabulary teaching process, so it helps to improve their lexical and understand new words that can use daily in different activities. Vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p. 385).

According to Neuman and Dwyer (2009), indicate that the vocabulary is a group words that people should know to communicate positively; and thus in this way people when using words in an effective and receptive way can communicate with others.

Teaching words is a crucial aspect in learning a language as languages are based on words Thornbury (2002). According to Thornbury (2002), indicates that teaching of words is essential view in the study of a language as languages that are supported in words, which it allows to learners to improve the language and acquire knowledge.

It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teacher and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

According to Walters (2004), indicates that studying a language without the use of words is almost impossible, because it requires the help of words to

be able to communicate between people. Besides, the teachers and students agree that acquiring vocabulary is a central element in the initiation of a language, because it allows to development knowledge and improve vocabulary teaching.

IMPORTANCE

The vocabulary is formed by the set of words that constitute a language. It is also a group of words that are common. Increasing vocabulary is important for language learning, because it allows improving the abilities in the language.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. 55)

According to Schmitt (2000), indicates that understanding vocabulary is often observed as a critical tool for second language learners because poor vocabulary in a second language precludes successful communication. In addition, emphasizing the importance of vocabulary understanding which is decisive for the ability to communicate and to obtain a second language.

The importance of the vocabulary is demonstrated daily in and out the school. In the classroom, the achieving the students possess the most sufficient vocabulary. In English as a second language (ESL) and English as a

foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing (Nation, 2011)).

According to Nation (2011), indicates that the English language as a second language and as a foreign language show an essential role in teaching vocabulary in all language skills such as listening, speaking, reading, and writing; so through these skills the learners can improve the English language, and analytical and expressive ability.

On the other hand, Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

According to Rivers and Nunan (1991), indicate that when reasoning about obtaining an appropriate vocabulary is necessary to use a successful second language because without a broad lexical, the peoples will be unable to utilize appropriate structures and functions of the vocabulary, which we should to know to have an understandable communication.

KINDS OF VOCABULARY

Some specialists express that the vocabulary is divided in two types: active and passive vocabulary. The first is a vocabulary that the person to can understand without help, but it is not capable of being used independently and the second is a vocabulary that the person to can understand without problems

and can to be used when the person the need. On the other hand, Haycraft, quoted by Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

According to Haycraft quoted by Hatch and Brown (1995), indicate that there are types of vocabulary, mentioned as receptive vocabulary and productive vocabulary; through these lexical the learners can understand words and pronounce them properly in written and spoken form.

RECEPTIVE VOCABULARY

Receptive vocabulary are words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Webb, 2009).

According to Webb (2009), indicates that receptive vocabulary is words that learners recognize and interpret when they are utilized in context. It means that this type of vocabulary can be understood in context by learners. It is a lexical that they can recognize in reading books when they watch or discover them but this is not used in spoken or written form.

PRODUCTIVE VOCABULARY

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the

appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Webb, 2005).

According to Webb (2005), indicates that productive vocabulary is words that the learners can know and pronounce correctly in a constructive way when they communicate in spoken or written form. It involves what is required for active vocabulary plus the competence of speaks or writes at an appropriate period. Therefore, it can be addressed as an active procedure, because the learners can create words to speak their ideas to others.

VOCABULARY LEARNING STRATEGIES

Behbahani (2015), Refers to Schmitt and Schmitt (1995) put that vocabulary learning strategies knowledge is very important. The knowledge the vocabulary learning strategies must be in educational programs and syllabuses. Therefore, the research assumes the following structure.

According to Behbahani (2015) who mentions Schmitt and Schmitt (1995), indicate that vocabulary learning strategies understanding is essential, because allows learn new knowledge. These vocabulary-learning strategies must be in educational system and the syllabuses of the educational institution to promote the teaching process. Therefore, this research is conformed for the following structure.

KEY WORD METHOD

Of the most influential strategies of vocabulary learning, there is keyword method according to Nation (2001), mentions that one of the most predominant skills in vocabulary teaching is keyword method, because this is a practical method for remembering descriptions, to be combining the creation substitute words with visualization.

VOCABULARY FLASH CARDS

Nation and Webb (2010) consider learning vocabulary from flash needs highest level of involvement. According to Nation and Webb (2010), indicate that learning vocabulary of flashcards needs highest level of involvement, because it allows help students learn and acquire knowledge through cards with pictures. The flashcards can be of vocabulary, besides; it is used as learning exercises to help students memorize words, pictures or numbers.

GUESSING FROM THE CONTEXT

Guessing from the context is the most famous strategy of incidental vocabulary learning. Helping students on how to guess from the context and using clues in the text can not only increase their speed in reading but also helps them to learn vocabularies in association with the related contexts.

WORD PARTS

Scholars like Nation (1990) and Schmitt (1997) believe that teaching word part to students is essential. Students who learn the word parts can analyze the unknown words and not only guess the meaning faster but also increase their speed in reading or whatever task they are doing that contains new vocabulary items for them.

According to Nation (1990) and Schmitt (1997) indicate that teaching word part is important to students. Students who learn the parts of the words can study changed words and not only guess their concept but also reinforce their speed in reading or any task what they are doing that contains new lexical for them.

REPETITION

Nation (2001) believes that Pimsleur's model of repetition is very applicable for vocabulary learning. According to Nation (2001), asserts that Pimsleur's model of repetition is very usable for vocabulary learning. A learning method incorporate spaces of time between subsequent reviews to take advantage of it based on flashcards.

DEPENDENT VARIABLE

ORAL EXPRESSION

Oral expression is a skill developed in the teaching of a mother tongue as well as in a foreign language. This is useful because it serves to express ideas or thoughts orally to others. It is also an essential skill in students because it serves to improve their communication ability and allows them to increase their daily activities; besides, it allows learning how to express oneself better. Therefore, oral expression is an appropriate skill to communicate.

Leong (2017), states that according to Harmer (2007) and Pourhosein Gilakjani (2016), human communication is a complex process. Persons need

communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something.

According to Leong (2017) who mentions Harmer (2007) and Pourhosein Gilakjani (2016), affirm that human communication is a complicated process, because it involves influencing other. People needed communication when they want to express their ideas, say something or transmit information. Besides, speakers also need communication when they are going to communicate some information to someone.

The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000).

According to Davies and Pearse (2000), indicate that the main purpose of the education of the English language is to facilitate to the students the ability to use the English language in an effective and correct way to have a communication with the others, through this ability they can change ideas and improve the English language.

Oral expression is the way to express yourself. It allows us to communicate orally, through which we can develop a positive communication; besides, this skill allows learners to speak appropriately. Oral expression also allows learners to improve this skill through communication. Therefore, it serves to communicate with others.

On the other hand, Eckard and Kearny (1981), Flores (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as two-way process including a true communication of opinions, information, or emotions. This top-down view regards spoken texts as the collaboration between two or more persons in the shared time in the shared context.

According to Eckard and Kearny (1981), as well as Flores (1999), Howarth (2001), and Abd El Fattah Torky (2006), mention that speaking is an oral expression considered as the second technique that people use to communicate through ideas, information or real emotions. It means that the expression oral is necessary, because through this top-down we can observe as the contribution of the views two or more people in the spoken texts are important to express information.

IMPORTANCE

Oral expression is very important in communication, because through communication people can communicate. A skill allows the interaction of people to express different ideas. They can share their feelings in this skill. It is also important because it allows students to have better communicate competence so that they can relate to others. The importance of oral expression is essential because it is important to express yourself better in in daily life.

Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning

a second or foreign language and success and measured based on the ability to perform a conversation in the language (Nunan, 1995).

According to Nunan (1995), indicates that speaking is an oral expression, which is deserving of interest as much as in a first and second language. Explaining speaking skill or oral expression is one of the most essential expressions of a second language or foreign language, besides; it is based on moderate success about the skill to realize a dialogue in the language to improve the oral expression.

Efrizal (2012) Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and message orally.

According to Efrizal (2012) and Pourhesein Gilakjani (2016) indicate that speaking as well as oral expression is an important meaning for the interaction of individuals, because it allows a communication where people can talk about any information, anywhere, every day. Speaking is not just an oral expression. This is the way to convey emotions, ideas and give some note orally.

According to Ur (2000), of all the four language skills named listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

According to Ur (2000), indicates that of the four language skills such as listening, speaking, reading, and writing, oral expression is one the most

essential skills, because this is very important to have a positive communication. Therefore, oral expression is of utmost importance because it allows to can communicate with others.

The importance of oral expression is routed with different skills of another language, because it helps the learners to develop their vocabulary, language to have a better oral expression. Oral expression is also important because it allows students to express their thoughts, emotions; talk, and argue different language skills.

Of the most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language skills. Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno, Madrid, & McLaren, 2006).

According to Bueno et al., (2006), indicate that one of the most complicated skills that learners confront in language is oral expression. It is estimated that oral expression is the most essential of the four language skills. Too many learners express that they have spent many years learning English, but they have failed to express it properly, because do not have a good command of this language.

CHARACTERISTICS OF ORAL ACTIVITIES

Kusnierek (2015), who mentions Harmer (2001) affirms that there is enough oral work that falls in the classroom at the beginning or end of an oral

activity, which is difficult to adapt to an activity strictly; because it requires information gap to communicate.

According to Harmer (2012), indicates that in his book “Essential Teacher Knowledge,” there are two types of tasks presented such as closed and open information gap activities. In open ones, a student can use a diversity of language elements, whereas in closed ones the learners can use only necessary language points.

Such activities should pure more emphasis on the content, not on the form. Then, although students should try to attend to form, it is fluency that is emphasized in the first place. To add more, Harmer (2001) states that there should not be any material control, as they may impose specific language forms to be used by students. Finally, there is also a free choice of language; learners may decide which language structure or words to use. (p. 271).

According to Harmer (2001), indicates that the activities should not be just a registration material, otherwise as they should apply specific forms of language to be used by the students. Ultimately, there is also a language selection where learners can decide which language structure should be used to improve oral expression.

TYPES OF ORAL ACTIVITIES

Knowing the principles of communicative activities, it is not easier to distinguish certain types of this spoken interaction. Many authors list such activities according to various characteristics, for example in relation to their

popularity or completely accidentally. The activities below are not enumerated in accordance to their popularity.

Communication games are another types of speaking activities proposed by Harmer (2001), the word game suggests an element of fun during a lesson (indeed, learners, dram picture and solve puzzles, but games are designed to provoke communication between students and often depend on an information gap. (p. 272)

According to Harmer (2001), indicates that communication games are other type of oral expression activities proposed by Harmer, which indicates that the word game propose an type of pleasure during a class (really, etc.), but course games are chosen to induce communication between students and often hag on a communication gap.

Dakowska states that interview involves two roles: the role of an interviewee, which is more demanding according to factual information, and the role of an interviewer. Very often interviews are integral parts of more structured tasks, such as simulation or projects Dakawska (2005).

According to Dakowska (2005), indicates that interview involves two roles: the role of an interviewee, which it is more required according to objective information, and the role of an interviewer. The interviews are usually part of more organized works, such as representation and design; which allows to know their relevance.

Undoubtedly, speaking skills are the skills which are both the most difficult process, but, yet, they are also in the highest demand since people's biggest desire nowadays is the ability to speak English without any mistakes. With the ability to communicate in different language the world simply could not have been able to function and that is what developing speaking skills should be of great importance of schools. It means that without oral expression in any language the world could not communicate. Therefore, oral expression should be developing in schools for students develop oral expression so that they can communicate.

EPISTEMOLOGICAL FOUNDATION

CONSTRUCTIVISM

We can find contributions to constructivism theories on Piaget and Vygotsky. They consider learning that the teaching process is carried out as an active process based on the needs of the students; however, the teaching theories of constructivism are not new. Some writers began with the understandings of Socrates and his dialogues with his supporters.

The constructivist believes that teaching can be favoured, but that each person can remake his own internal practice. This means that the person rebuild their own knowledge. The constructivist theory thinks that a favourable environment for students in the classroom can be established with a motivational environment where students create their own meanings with their partners. This means that they can create their own concepts, a suitable environment with the other students.

PEDAGOGICAL FOUNDATION

Jean Piaget suggested that through the processes of assimilation and accommodation, people build new knowledge of their habits. When people assimilate, they integrate the new experiences into their mental schemas without changing it. Furthermore, according to the process of accommodation in people there is not modification in mental schemes only the complement of new knowledge.

Piaget also said that through these processes the person can actively adapt to the reality, so it is essential objective to their learning because allows to be in a social environment where knowledge is built for the own person. It means that the new knowledges are incorporated into of minds of the peoples, because to have this knowledge the learning is an important factor in the assimilation and accommodation progress.

PSYCHOLOGICAL FOUNDATION

The psychological foundation is the learning of education that explores humanities, and the history of education trends. The studies cover the philosophical foundation of education. This is a positive tool in the change of educational activity, which proposes methodological tools that serve to improve the education the students. The philosophy of education is essential, because it allows reflection to clarify problems regarding pedagogy.

The primary objective of the philosophical foundation of education is to teach students political roles in an educational environment and to train them

for aptitude future. I believe that it related with several questions to answer under philosophical approaches.

SOCIOLOGICAL FOUNDATION

The sociology of education is the learning of how government institutions affect education and its results. Education is the process of favoring teaching. This has been the way to establish itself of as a means to promote learning, so that through it individuals can be included in a society that every day requests professionals able to integrate into it. The school is small society, and as every society needs education; therefore, without school the culture would not be transmitted.

LEGAL FOUNDATION

The legal foundation of this research is based on (Organic Law of Intercultural Education, 2012) in the Article 31, it is determined that the competences of the Academic Council of the Intercultural and / or Bilingual Education Circuit are: c) Design and implement plans and programs for the educational development of the circuit; d) Elaborate strategies of continuous improvement of the pedagogical area including the professional development of managers and teachers.

According to Organic Law of Intercultural Education (2012), indicate that in the Article 31, it is defined that the capacities of Academic Council of the Intercultural and Bilingual Education Circuit are: Literal c) Project and implement objectives and educational programs for the progress of the circuit;

and Literal d) Realize strategies of continuous improvement in the educational area including the progress of professional and teachers.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSION OF RESULTS

METHODOLOGICAL DESIGN

The methodological design is based on a field research, because it was obtained directly where the facts occurred, which it were told for the students of 8th year section B, at Dr. Francisco Huerta Rendón High School. The present research describe the types of research, population, sample, chart operationalization of variables, research methods, techniques and tools such as interview, and the survey; which are necessary in the proceeding of this project. It will help to know different data and statistical analysis, which will be tabulated to get effective information and so give a solution to the problem.

TYPES OF RESEARCH

The present investigation is based on field research, quantitative and qualitative research.

QUALITATIVE RESEARCH

This research tries to identify the current reality presented by the study subjects, through narrative records such as participant observation.

QUANTITATIVE RESEARCH

It is very important in this research, because this allows collecting and analyzing data about the variables of this investigation.

FIELD RESEARCH

It is important in the development of this research, because it allows consulting bibliographic sources to avoid duplication of work. Besides, it also supported by information such as the interview and the survey.

POPULATION AND SAMPLE

The population is formed by an English teacher and thirty – eight students from 8th year section B, at Dr. Francisco Huerta Rendón High School, located in Guayaquil; as the population is less than 100 students the statistical formula is not needed.

DISTRIBUTIVE OF THE POPULATION AND SAMPLE

DESCRIPTION	POPULATION	SAMPLE
Teacher	1	1
Students	38	38
Total	39	39

Source: Dr. Francisco Huerta Rendón High School

CHART OPERATIONALIZATION OF VARIABLES

VARIABLES	DIMENSIONS	INDICATORS
INDEPENDENT VOCABULARY	Vocabulary	Vocabulary is words we must know to communicate effectively.
	Importance	Increasing vocabulary is important for language learning, because it allows improving the abilities in the language.
	Kinds of Vocabulary	-Receptive vocabulary. -Productive vocabulary.
	Vocabulary Learning Strategies	-Key word method. -Vocabulary flash cards. -Guessing from the context. -Word parts. -Repetition.
DEPENDENT ORAL EXPRESSION	Oral Expression	Speaking is an oral expression considered as the second technique that people use to communicate through ideas.
	Importance	Speaking is of great significance for the people interaction where they speak everywhere and every day.
	Characteristics of Oral Activities	-It is sometimes difficult to match an activity strictly. -It should pure more emphasis on the content. -It may impose specific language forms to be used by students.
	Types of Oral Activities	-Communication games. -Course games.

Source: Variable content

Author: Kleiser Merchan Bacusoy

RESEARCH METHODS

The research methods used in this research are: analytical, deductive and statistical method.

ANALYTICAL METHOD

This method allows decompose the whole to understand its parts, to obtain full understanding of the subjects studied.

DEDUCTIVE METHOD

In the present research the deductive method was used with the purpose of starting from general aspects of the research to reach particular conclusions.

STATISTICAL METHOD

The statistical method is very important in this investigation and it is used as descriptive statistic with the objective of representing the reality of the subjects studied, through the results of the sum of the frequencies that are in the graphics of each survey, which serve to know the relationship between the variables mentioned in this research.

TECHNIQUES AND RESEARCH TOOLS

The techniques and research tools are used in this research to accede the knowledge of the subjects of study, the authors applied interview, participant observation, and survey.

INTERVIEW

This technique was applied to the English teacher of 8th year section B, which was formulated in writing. It was applied through a questionnaire of ten questions to get information.

This method permits to obtain information about of a specific and pedagogical situation, based on questions which it is directly to the English teacher, in this case at “Dr. Francisco Huerta Rendon” High school.

Therefore, the purpose of the interview is to know the situation about of the influence of basic expressions, to develop the speaking skills between the relation of English teacher with the students of 8th grade, to find a possible proposal and improve the situation or problematic in the classroom.

DIRECT OBSERVATION

It allows being in contact with the subjects of study, through it the authors can observe the behavior of the students and the educational institution in the place they spend most of their time.

SURVEY

For this research were selected the students from 8th year section B, at Dr. Francisco Huerta Rendón High School where was applied a survey to the students. The students have to mark with an X each item on the survey along their personal opinion. It allows knowing their opinion to obtain the results. The data acquired through the survey were obtained to know the problems that

present the students in the oral expression of English language. It will be done through Likert scale, the options are:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

TEACHER OBSERVATION GUIDE

This method is an important part to the English teacher, because it represents the functions of measure the learning based on the objectives into the classroom such as, techniques and methodologies to teach to the students of eighth grade the process of speaking skill as a daily practice.

Consequently, the guide shows that the motivation is a part of the process, which need attention and emphasis because it is a technique that help to the English teacher and students, during the application of strategies into the class such as the interaction and dynamics to reinforce the knowledge and communication between students and teachers.

Therefore, the observation shows that the activities as, presentations, dialogues, or conversations are important methods of teaching- learning process because it will be strategies exemplified to develop the knowledge of each student based on easy acquisition of contents, to improve the interest of the English class.

In addition, the classroom is considered for the students as a special place of learning which it proposes different activities to motivate to the students during the class. Meanwhile, the distribution of the time properly is very important because the English teacher will use different techniques to apply the teaching, during a specific time. Therefore, the participation of each student using didactic resources will demonstrates the good clarification during the teaching-learning process.



UNIVERSITY OF GUAYAQUIL
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION
GENERAL.

TEACHER OBSERVATION GUIDE

Determine the influence of vocabulary to develop oral expression in the students of 8th grade at “Dr. Francisco Huerta Rendon” High school.

English teacher:	
Subject:	
Date:	

ANALYSIS AND INTERPRETATION OF RESULTS

	INDICATORS	VALUATION	OBSERVATION
	Initial Motivation to the students		
1	The English teacher presents the lesson plan and explain using objectives, techniques and methodologies.		
2	Raises situation pre-issues (dialogues, conversations, short expressions based on the practice of speaking skill).		
	Motivation during the teaching-learning process		
3	Keeps student's interest using different strategies to sustain attention in the classroom?		
4	Explain the purpose of learning, importance, and real application to the students.		
	Explain and presentation of the contents		
5	Relates contents and activities with the interest and knowledge of each student.		
6	Easy acquisition of the contents, questions and answers, synthesized, exemplified.		
	Activities in the classroom as teaching- learning process		
7	Proposes different activities (dynamics, quiz, didactic lessons, introduction of exercises using motivations).		
8	Proposes individual's activities (individuals or groups).		
	Resources and classroom organizations		
9	Distributes the time properly (warm up, explain time and the rest for the activities of the students).		
10	Uses didactic resources as a handbook with colorful pictures, based on exercises, examples for the students.		
	Instructions, clarifications, and guidance to the student's homework		
11	Encourages participation of the students at work individual and group.		
12	Promotes questions in different situations.		

UNIVERSITY OF GUAYAQUIL



FACULTY OF LETTERS AND SCIENCES OF EDUCATION

GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT

INTERVIEW TO THE ENGLISH TEACHER

1.- Do you believe that the use of vocabulary is important to develop oral expression in students?

Yes, it's important for students, form professionals and develop their skills.

2.- Have you used vocabulary to develop oral expression?

Yes, I have used much vocabulary learning to the students, besides; it also for me is an important part.

3.- Do you know how to use vocabulary in English classes to improve oral expression?

Yes, because students learn from my person for expounding in the profession.

4.- Do you think that the use of vocabulary develop the English oral expression?

Yes, it makes students to develop in the pedagogic methods for a better learning.

5.- Do you know some vocabulary learning strategies to develop the oral expression in the English language?

Yes, I know some of them such as: technology in English class with youtube, CD players and radio.

6.- How are students motivated to develop oral expression?

They motivate through pictures and technological resources.

7.- Can the oral expression be developed through the use of vocabulary?

Yes, it can, because there are so many different technics.

8.- How is evaluated the students' oral expression in the English language?

Yes, they are evaluated through oral and written tests in each class.

9.- Would you use vocabulary to develop the oral expression?

Yes, I would use it, because it's necessary for all students and it makes they to increase their vocabulary.

10.- Do you think that it is necessary to design a picture booklet focused on the vocabulary to development oral expression?

Yes, it is necessary because through the pictures they encounter with a different situation in each class.

ANALYSIS AND INTERPRETATION OF RESULTS

INTERVIEW TO THE ENGLISH TEACHER

The interview is directly to the English teacher with the purpose of analysis the need of create a didactic resource to improve the use of the basic expressions and to develop the speaking skill. Therefore, the analysis was realized through questions, which the results were the followings:

In the first question the English teacher said, that the teaching of the basic expressions would be very important because the students need to improve the speaking skill. In the second question the teacher indicated that, the participation of the students is very need to the educational progress in the English as a foreign language.

In addition, in the third question the teacher thinks that is acceptable the implementation of a didactic handbook, to develop the speaking skill as ability and strategy during the pedagogical process. In the following question the teacher considers that could be an essential motivation to each student the elaboration of a new didactic resource. Considering the basic level that have the students of 8th grade using some techniques based on the teaching-learning process.

Finally, the teacher considers relevant the last question because is important indicates that a didactic resource is an extra material to use as technique or tool, which will serve to improve the basic expressions in the classroom and mainly to develop the speaking skill.



UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTERS AND SCIENCES OF EDUCATION
GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT
SURVEY TO THE STUDENTS

OBJECTIVE: To know the influence of vocabulary for the development of the oral expression in the students of 8th year section B, at Dr. Francisco Huerta Rendón High School.

Likert Scale

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

INSTRUCTION: Mark an "X" in the box according to your opinion

N°	ITEMS	5	4	3	2	1
1	You can understand vocabulary through words.					
2	The vocabulary is important for you.					
3	You think that the vocabulary allows improve the abilities in the language.					
4	You can create words to express your thoughts to others.					
5	You believe that vocabulary flash cards increase your vocabulary.					
6	You can analyze many things through the vocabulary.					
7	Oral expression helps to improve your vocabulary.					
8	You can communicate ideas through oral expression.					
9	Oral expression in English is important for you.					
10	You think that oral activities should have specific language forms to be used.					
11	You believe that communication games serve as an element of fun during a lesson.					
12	Would you like to improve your English through course games?					
13	You believe that the design of picture booklet focused on vocabulary will improve your oral expression.					
14	You consider that a booklet with vocabulary activities is necessary to develop the oral expression.					
15	You think that a booklet with vocabulary activities help to improve your oral expression.					

Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

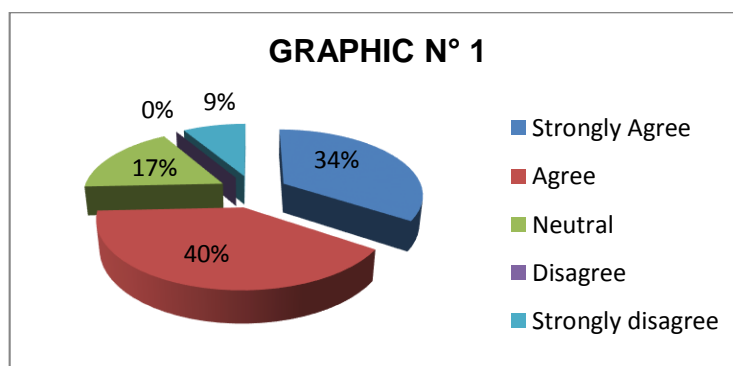
ITEM 1: You can understand vocabulary through words.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 1

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	12	34,28%
Agree	14	40%
Neutral	6	17,14%
Disagree	0	0%
Strongly disagree	3	8,57%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

The results show that around 34% of students consider that group techniques improve and increase their learning. In addition, the 40% of students state that they enjoy participating in group activities through pictures, because they consider that group techniques will help to learn easily. A much smaller group that corresponds to a 9% thinks that the teacher does not help

them in the group activities because he believes that their students can do it alone, and a 17% neutral with this type of activity.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

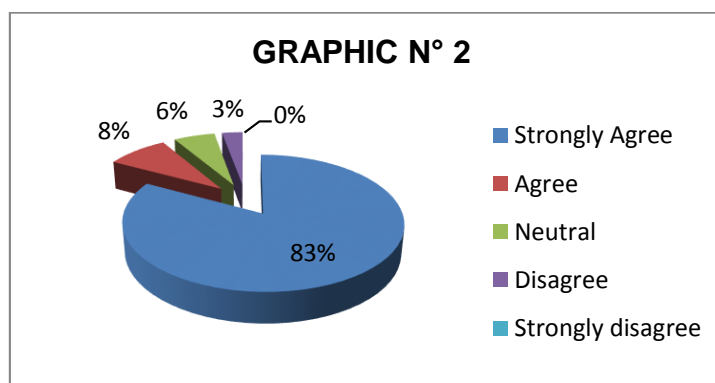
ITEM 2: The vocabulary is important for you.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 2

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	29	82,85%
Agree	3	8,57%
Neutral	2	5,71%
Disagree	1	2,86%
Strongly disagree	0	0%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

The students feel that the group techniques are very important for doing a class more interactive, for this reason the 83% of students like to participate in group activities and the 8% of students think that they feel compelled to

interact with their peers . However the 6% is neutral with this type of activity, the 3% of students prefer to work in an individual way and there is definitely a 0% disagree.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

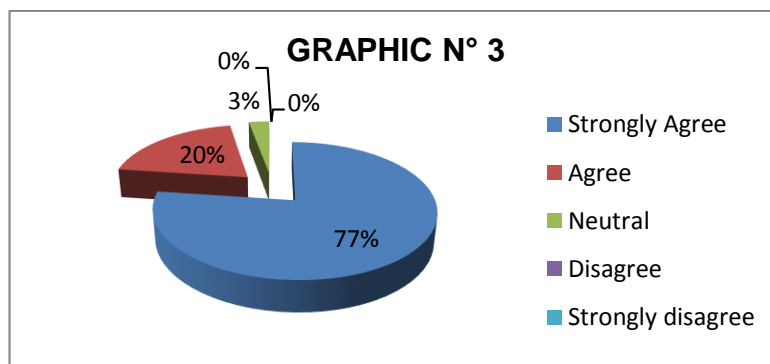
ITEM 3: You think that the vocabulary allows improve the abilities in the language.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 3

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	27	77,14%
Agree	7	20%
Neutral	1	2,85%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

The percentage shows that 77% of students consider that group techniques help to improve their oral expression. Since they feel trust for expressing their ideas to other classmates. The 20% of students agree but they think that due to their shyness cannot improve their oral expression. And the 3% of the percentage disagrees because they feel shame when they speak English.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

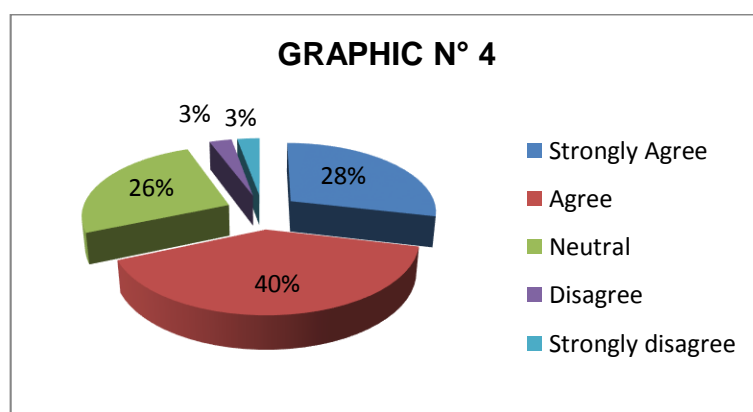
ITEM 4: You can create words to express your thoughts to others.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 4

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	10	28,57%
Agree	14	40%
Neutral	9	25,71%
Disagree	1	2,86%
Strongly disagree	1	2,86%
TOTAL	35	100%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

This graphic shows that the 40% of the population enjoys working in groups because they can help to others and share new experiences and 28% of the population think that work in groups is not funny. However the 26% and the rest of the populations think that it is not nice because they will have to follow orders of a leader.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

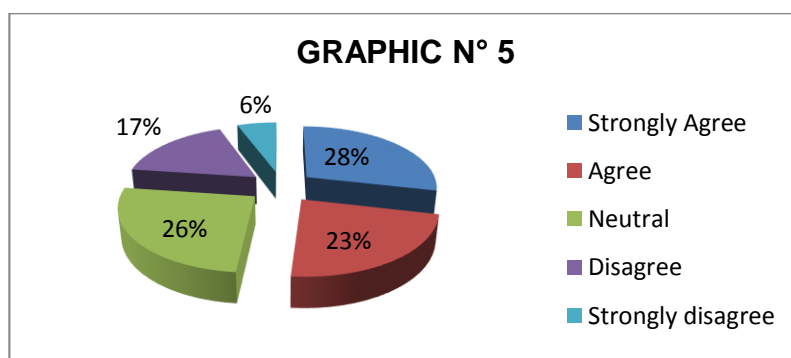
ITEM 5: You believe that flash cards increase your vocabulary.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 5

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	10	28,57%
Agree	8	22,86%
Neutral	9	25,71%
Disagree	6	17,14%
Strongly disagree	2	5,71%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

The data presented indicate that the 28% of students state that the teachers apply group techniques in their classes to enhance the knowledge of students and the 26% of students indicate that the teacher does not always use these techniques and also she has lacks creativity. On the contrary, the 23% of the students and the rest report that teachers continue teaching with the traditional methodology.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

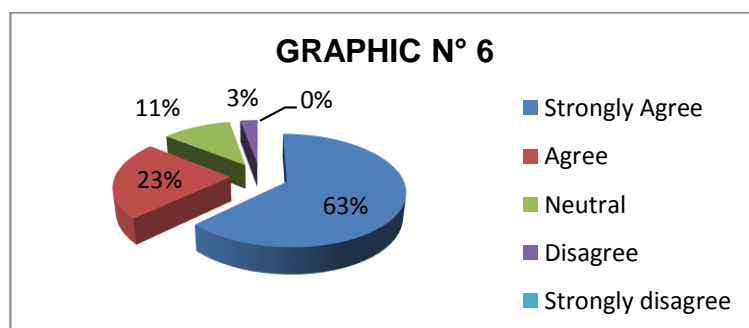
ITEM 6: You can analyze many things through the vocabulary.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 6

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	22	62,86%
Agree	8	22,86%
Neutral	4	11,42%
Disagree	1	2,86%
Strongly disagree	0	0%
TOTAL	35	100%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

The 63% of the students surveyed consider that their teacher manages the classroom efficiently since she helps them to answer any questions and keep discipline in the classroom and the 23% of students state that sometimes the teacher does not have authority. While the 3% and the rest of students consider that the teacher does not pay attention when they are working because the teacher does others activities such as: check homework, surf on internet, etc.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

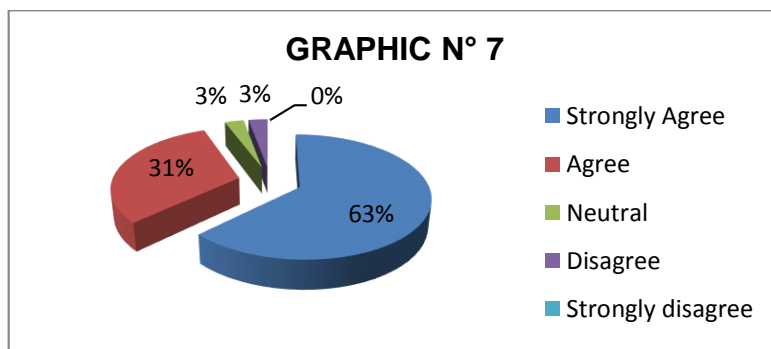
ITEM 7: Oral expression helps to improve your vocabulary.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 7

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	22	62,85%
Agree	11	31,44%
Neutral	1	2,85%
Disagree	1	2,85%
Strongly disagree	0	0%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

The result show that the 63% of the population states that can create small dialogues in English and the 31% of the population indicate they can do it as long as they have the aid of their classmates that have a better English's level or of their teacher. However the 3% and the rest of students can not do because they think that their English's level is not enough.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

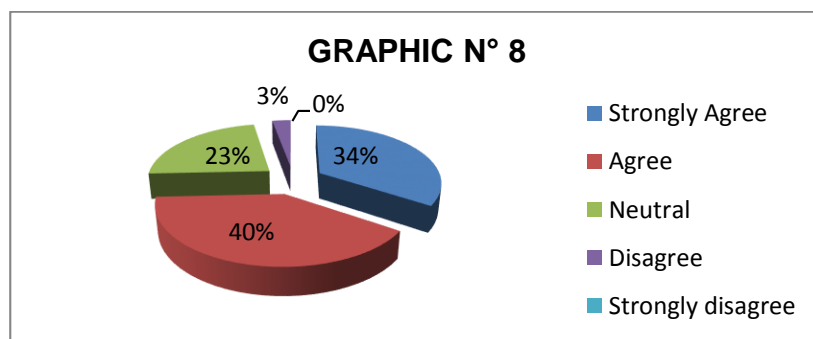
ITEM 8: You can communicate ideas through oral expression.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 8

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	12	34,28%
Agree	14	40%
Neutral	8	22,85%
Disagree	1	2,86%
Strongly disagree	0	0%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

This graphic shows that the 40% of the population can answer and ask common questions which they obtain basic information of others. While the 34% believe that these questions are a little difficult since they do not understand it. The 23% and the rest of students cannot do it regularly because they do not like the foreign language.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

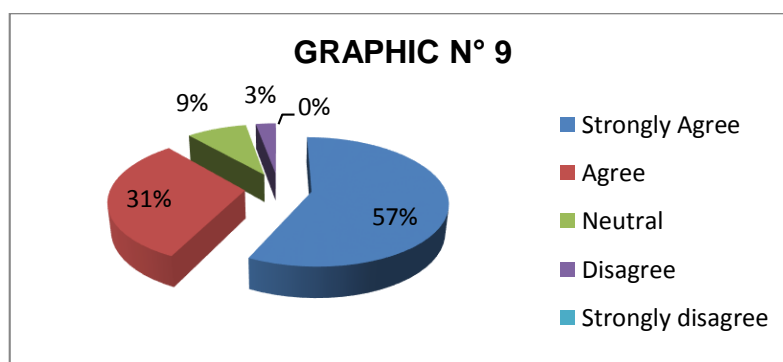
ITEM 9: Oral expression in English is important for you.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 9

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	20	57,14%
Agree	11	31,42%
Neutral	3	8,57%
Disagree	1	2,86%
Strongly disagree	0	0%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

The 57% of the students consider that is better work inside group since they feel safety and they can share ideas, the 31% of students are agree but not totally because they are distracted however the 9% and the rest state that only a student works during the activity and the rest of member's group do not do it.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

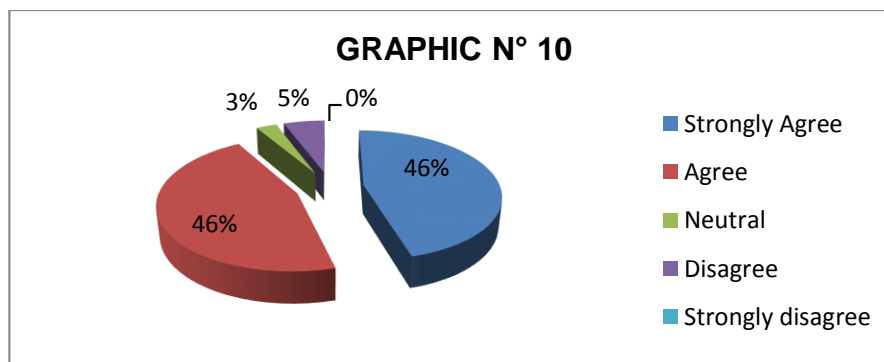
ITEM 10: You think that oral activities should have specific language forms to be used.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 10

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	16	45,71%
Agree	16	45,71%
Neutral	1	2,86%
Disagree	2	5,71%
Strongly disagree	0	0%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

The results show that the 46% of the students think that use group techniques as tools main benefit the teacher's classes since they are funnier and facilitate the learning of them, the 46% of students believe that these techniques are sometimes exciting and easy to understand, and 5% is disagree because they think they are not required to have an active class.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

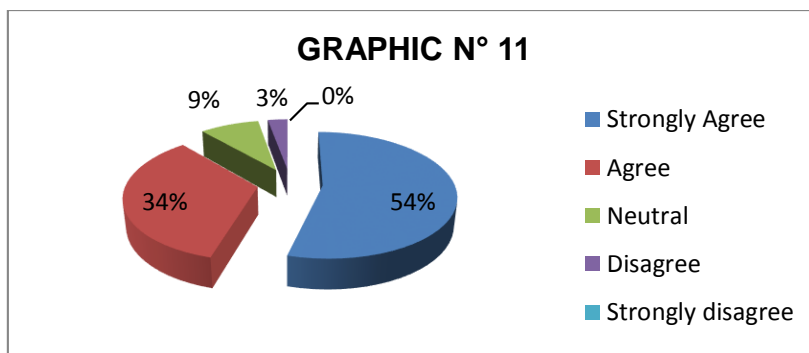
ITEM 11: You believe that communication games serve as an element of fun during a lesson.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 11

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	19	54,28%
Agree	12	34,28%
Neutral	3	8,57%
Disagree	1	2,86%
Strongly disagree	0	0%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

According to the results the 54% of students strongly agree that communication games serve as an element of fun during a lesson, the 34% agree, the 9% neutral, the 3% disagree, and the 0% strongly disagree, also it shows that the students are strongly agree with the develop of the speaking skill, because it is necessary into the classroom. In addition, it will improve the quality of communication using the English as a foreign language during the teaching-learning process.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

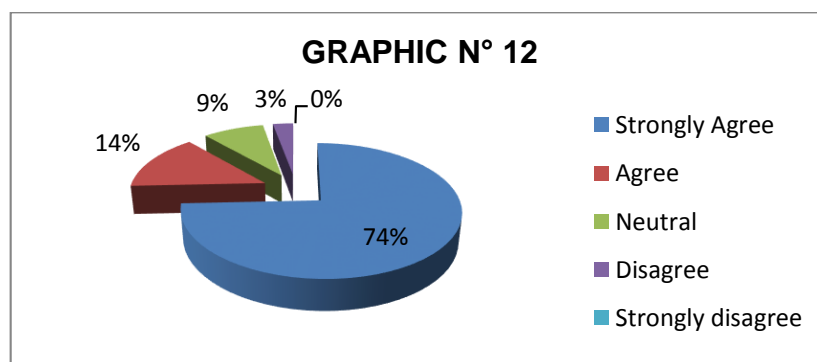
ITEM 12: Would you like to improve your English through course games.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 12

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	26	74,28%
Agree	5	14,28%
Neutral	3	8,57%
Disagree	1	2,86%
Strongly disagree	0	0%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

According to the results the 74% of students strongly agree that would they like to improve your English through course games, the 14% agree, the 9% neutral, the 3% disagree, and the 0% strongly disagree. Also it shows that the students are agree that they could express the ideas with the daily practice of the speaking skill through of basic vocabulary.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

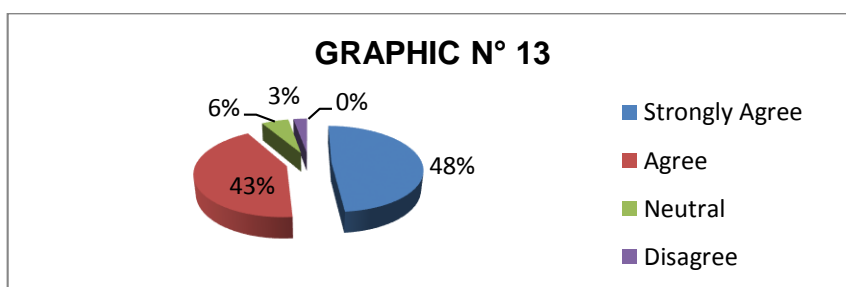
ITEM 13: You believe that the design of picture booklet focused on vocabulary will improve your oral expression.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 13

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	17	48,57%
Agree	15	42,85%
Neutral	2	5,71%
Disagree	1	2,86%
Strongly disagree	0	0%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

According to the results the 48% of students strongly agree that the design of picture booklet focused on vocabulary will improve their oral expression, the 43% agree, the 6% neutral, the 3% disagree, and the 0% strongly disagree. Moreover the students answered that the English teacher use didactic resources to explain the daily class and to develop the speaking skill, although could be feasible have more didactic resources to improve and motivate the teaching process.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

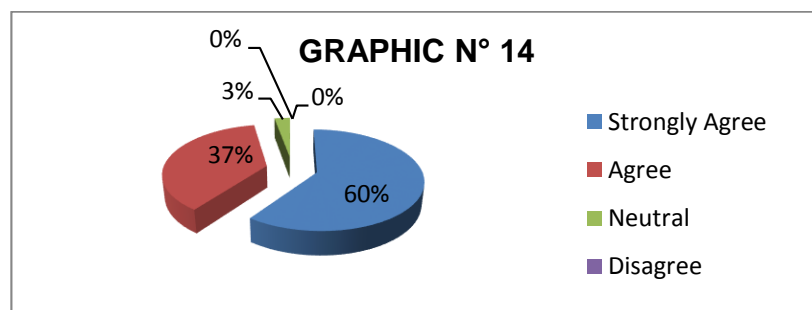
ITEM 14: You consider that a booklet with vocabulary activities is necessary to develop the oral expression.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 14

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	21	60%
Agree	13	37,14%
Neutral	1	2,86%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	35	100%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

According to the results the 60% of students strongly agree that a booklet with vocabulary activities is necessary to develop the oral expression, the 37% agree, the 3% neutral, the 0% disagree, and the 0% strongly disagree. Most of the students show that the great benefit that will have a picture booklet in class will help to develop the foreign language. In addition, they are willing to use picture booklet to develop the communication.

ANALYSIS AND INTERPRETATION OF DATA

SURVEY TO THE STUDENTS

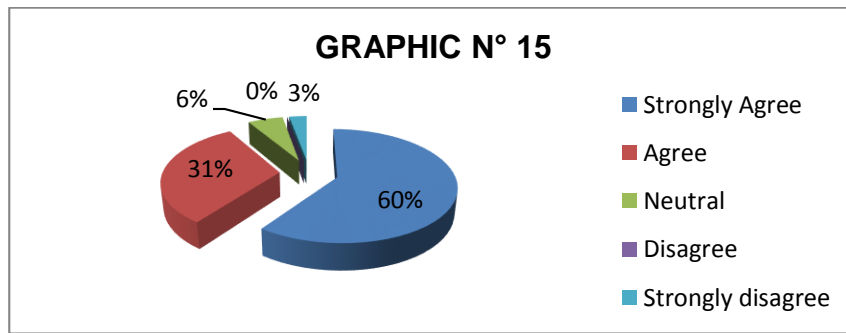
ITEM 15: You think that a booklet with vocabulary activities help to improve your oral expression.

SAMPLE: 35 Students

Course: 8th B

CHART OF FREQUENCY N° 15

ALTERNATIVES	FREQUENCY	PORCENTAGE
Strongly Agree	21	60%
Agree	11	31,42%
Neutral	2	5,71%
Disagree	0	0%
Strongly disagree	1	2,86%
TOTAL	35	99,99%



Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

COMMENT:

According to the results the 60% of students strongly agree that a booklet with vocabulary activities help to improve their oral expression, the 31% agree, the 6% neutral, the 0% disagree, and the 3% strongly disagree. It shows that the students is strongly agree, that is necessary to use a picture booklet because this resource will help to develop and improve the speaking skill, through of the daily practice.

CHI SQUARE

CHI SQUARE N° 1

CROSSTABS					
CROSSTABS					
/TABLES= Var0001 BY Vocabulary					
/FORMAT=AVALUE TABLES PIVOT					
/STATISTICS=CHISQ					
/CELLS=COUNT ROW COLUMN TOTAL RESIDUAL.					
Resumen.					
		Casos			
		Válido		Perdidos	
		N	Porcentaje	N	Porcentaje
Oral expression helps to improve your vocabulary. * You can understand vocabulary through words.		35	100.0%	0	0.0%
		35	100.0%	0	0.0%

CHI SQUARE N° 2

Oral expression helps to improve your vocabulary. * You can understand vocabulary through words. [recuento, fila %, columna %, total %, residual].

Oral expression helps to improve your vocabulary.	You can understand vocabulary through words.				Total
	Strongly disagree	Neutral	Agree	Strongly agree	
Disagree	1.00 100.00% 33.33% 2.86% .91	.00 .00% .00% .00% -17	.00 .00% .00% .00% -40	.00 .00% .00% .00% -34	1.00 100.00% 2.86% 2.86% .00
Neutral	1.00 100.00% 33.33% 2.86% .91	.00 .00% .00% .00% -17	.00 .00% .00% .00% -40	.00 .00% .00% .00% -34	1.00 100.00% 2.86% 2.86% .00
Agree	1.00 9.09% 33.33% 2.86% .06	6.00 54.55% 100.00% 17.14% 4.11	4.00 36.36% 28.57% 11.43% -40	.00 .00% .00% .00% -3.77	11.00 100.00% 31.43% 31.43% .00
Strongly agree	.00 .00% .00% .00% -1.89	.00 .00% .00% .00% -3.77	10.00 45.45% 71.43% 28.57% 1.20	12.00 54.55% 100.00% 34.29% 4.46	22.00 100.00% 62.86% 62.86% .00
Total	3.00 8.57% 100.00% 8.57%	6.00 17.14% 100.00% 17.14%	14.00 40.00% 100.00% 40.00%	12.00 34.29% 100.00% 34.29%	35.00 100.00% 100.00% 100.00%

CHI SQUARE N° 3

Pruebas Chi-cuadrado.

Estadístico	Valor	df	Sig. Asint. (2-colas)
Chi-cuadrado de Pearson	42.58	9	.000
Razón de Semejanza	36.77	9	.000
Asociación Lineal-by-Lineal	23.32	1	.000
N de casos válidos	35		

COMMENT

The Chi Square is important in the development of this research, because it employs a specific probability of distribution the population that has generated the sample. To make this contrast, it is required two questions of the survey, a question for the independent variable and a question for the dependent variable in a frequency table; besides, each value indicates the absolute frequency of it. This statistical table results in 0.0%, which it indicates that there is concordance between frequencies observed.

CONCLUSIONS

The conclusions of this research project which has been running at Dr. Francisco Huerta Rendon High School for an average of nine months are the followings:

1. It is established that the students could not categorized the oral expression.
2. It is also concluded that the students do not use appropriate vocabulary activities, therefore it has been selected the best criteria for oral expression.
3. The teaching resource used has not been valued according to trends of learning English on oral expression, therefore it is essential to share this resource within the English subject to obtain the objectives established for this course.
4. In addition, it is important to consider that most of the students need of the application of basic expressions in the educative process, to improve

the foreign language in their professional life. Making emphasis that the students need to develop their speaking skill to feel motivated for talking in the classroom using daily basic expressions and to improve the communication.

5. Therefore, it is necessary that the students enjoy learning the foreign language, because it is important to mention, the motivation to each student using different techniques or strategies used for the English teacher.

RECOMMENDATIONS

1. It is recommended to enhance the vocabulary activities based on the results obtained.
2. It is recommended use the picture booklet focused with vocabulary activities in the course in which it was working.
3. It is recommended use teaching resources to develop the oral expression of the students.
4. Consequently, it is important to mention that the different activities based on basic expressions, is according to specific topics, to develop the speaking skill using the expressions more feasible to the students.
5. In addition, there is something that English teacher need to know about of the practice in class using the basic expressions, based on modern techniques such as, role plays in groups, dialogues, greets between classmates, practice games or tic, tac, toc, bingo, lottery, picture booklet

etc., which are need to improve the learning process of the oral expression.

6. Therefore, the interactive communication between English teacher and students should be a daily practice, since it is an effective way as a technique to start a class to practice the oral expression.

CHAPTER IV

THE PROPOSAL

TITLE

Design of a picture booklet focused on the vocabulary for the development of oral expression.

JUSTIFICATION

Currently, the vocabulary has been a problem for the students, so it does not have rules that they may follow to develop knowledge, besides students do not give attention to vocabulary, because they do not have a good learning about it. For these reasons is essential that the English teacher uses new techniques focused on vocabulary that motivate students to develop oral expression.

This research work proposes the design of a picture booklet focused on the vocabulary to develop the oral expression of students of 8th year section B. It will be helpful both teachers and students of the educational institution to improve oral expression. The development of this proposal is essential because it will allow students to be prepared to do actions such as: listening, speaking, reading and writing. Furthermore, it also allows to develop their ideas and to express correctly. Therefore, the aim of this proposal is to develop vocabulary to help improve the oral expression of students, so they can understand academic concepts to communicate.

OBJECTIVES

GENERAL OBJECTIVE

To improve the oral expression through a picture booklet focused on the vocabulary to enforce their expressive capacity.

SPECIFIC OBJECTIVES

- To create a process of change in the vocabulary that is applied by the English teacher to improve oral expression of students.
- To demonstrate the importance of utilizing the picture booklet as support for didactic material in the classroom.
- To show motivation for learning the vocabulary to improve the oral expression.
- To restructure vocabulary classes of students to improve their expressive capacity.

THEORETICAL ASPECT

DIDACTIC FOUNDATION

This picture booklet contains various vocabulary activities such as: “About me!”, “Talking about people!”, “Places to visit!”, “Special times!”, and “Unusual day!” through these activities students will be able to understand and interpret different contents or vocabulary activities so that they can improve their abilities especially expressive capacity. For this reason, Richards (2012) contributes with different ideas of proposals to improve effectively the deficiency communicative through of a good didactic resource to help to the students and English teachers during the teaching-learning process. Besides,

it also allows acquire knowledge. Therefore, this helps to improve oral expression in the English language. The purpose of this picture booklet focused on vocabulary activities was made to improve students' oral expression so that they have knowledge of vocabulary in English language.

FEASIBILITY OF YOUR APPLICATION

This is feasible because it does not represent expenses in its implementation. Therefore, it is essential because the students will be benefit with this proposal, through it will learn the English language; besides both teachers and students can improve oral expression.

FINANCIAL FEASIBILITY

The financial feasibility of this proposal has its own expenses. These expenses were distributed in copies, internet, prints and transportation.

LEGAL FEASIBILITY

It is based on (Organic Law of Intercultural Education, 2012) in the Article 31, it is determined that the competences of the Academic Council of the Intercultural and / or Bilingual Education Circuit are: c) Design and implement plans and programs for the educational development of the circuit; d) Elaborate strategies of continuous improvement of the pedagogical area including the professional development of managers and teachers.

According to Organic Law of Intercultural Education (2012), indicate that in the Article 31, it is defined that the capacities of Academic Council of the Intercultural and Bilingual Education Circuit are: Literal c) Project and

implement objectives and educational programs for the progress of the circuit; and Literal d) Realize strategies of continuous improvement in the educational area including the progress of professional and teachers.

TECHNICAL FEASIBILITY

It is feasible to realize because this is not expensive, besides it is aimed at students of 8th year section B, and for its application to utilize didactic material such as: a picture booklet focused which contains vocabulary activities to develop oral expression of students.

HUMAN FEASIBILITY

It is made all the people involved in the development of this proposal, such as: Principal, English teacher, students of 8th year section B, at Dr. Francisco Huerta Rendón High School, and by the author of this research.

POLITICAL FEASIBILITY

It is based on National Plan for Good Living, 2013-2017 in which; it mentions in the Political the following:

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

This policy is essential for the students of 8th year section B, at Dr. Francisco Huerta Rendón High School because it allows to improve the quality of education of all levels; so create generation of knowledge, to be humanitarian, responsible, critical and productive people, under principles of quality, social and territorial equity.

DESCRIPTION OF THE PROPOSAL

This proposal is aimed at students of 8th year section B, at Dr. Francisco Huerta Rendón High School, and the English teacher who is the person that will help to improve oral expression. It proposes an essential picture booklet focused on the vocabulary to teaching English as a second language. The picture booklet focused has five units in which it contains the following:

- Basic information for teaching English so that students improve their oral expression through vocabulary activities.
- Each unit contains vocabulary activities such as: “About me!”, “Talking about people!”, “Places to visit!”, “Special times!”, and “Unusual day!”.
- Each unit has different vocabulary activities, as well as a speaking rubrics, questions, and a vocabulary section; through these activities students can improve oral expression.

In addition, this proposal allows students through vocabulary activities can describe themselves, talk about people, places, special times, and daily routines. This allows them to increase their vocabulary, acquire knowledge, and improve their abilities especially oral expression.

CONCLUSIONS

The proposal facilitates interaction of the teacher with students, through it will be able to realize different activities that allow understanding and interpreting contents that help to improve oral expression. Besides, the development of this proposal allows students improve their expressive capacity, acquire knowledge, and improve their vocabulary, so that be good learners in the English language.

The development of this picture booklet focused is important, because it helps to develop their skills mainly oral expression, which allows improve pronounce correctly the language. The booklet has basic information for teaching English so that students improve their oral expression through vocabulary activities, and so they can learn essential English and develop vocabulary.

The picture booklet focused contains different vocabulary activities that encourage the development of the oral expression such as: “About me!”, “Talking about people!”, “Places to visit!”, “Special times!”, and “Unusual day!”; through these activities students can learn new words, acquire new knowledge, develop their skills. It also helps to improve their expressive capacity.

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APPENDIX I

Oficio No. 235

Guayaquil, 13 de Julio del 2017

MSc.

Washington García Melena

RECTOR DE LA UNIDAD EDUCATIVA FISCAL

"FRANCESCO HUERTA RENDÓN"

Ciudad.-

De mis consideraciones:


Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que el estudiante: **MERCHAN BACUSOY KLEISER ANTONIO**, de la Escuela de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: Influence of vocabulary for the development of oral expression.

PROPUESTA: Design of picture booklet focused on the vocabulary to develop oral expression.

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

Le anticipo mis reconocimientos.

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

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

2 de Julio 2017
Autorizado
por el Proyecto
de Investigación

Elaborado por	FUNCIONARIO RESPONSABLE	CARGO	TERMA
Aprobado por	Ing. Alfonso Sánchez Ávila	SECRETARÍA	
	MSc. Alfonso Sánchez Ávila	DIRECTOR	

8:50 AM
26 de Julio 2016



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIA DE LA EDUCACIÓN
UNIDAD EDUCATIVA UNIVERSITARIA "FRANCISCO HUERTA RENDÓN"
DEPARTAMENTO DE PRÁCTICAS PRE-PROFESIONALES
AÑO LECTIVO 2017- 2018

Oficio PD nº 004
Julio, 19 del 2017

Msc.
Alfonso Sánchez Ávila
Director de la Carrera de Lenguas y Lingüísticas
Facultad de Filosofía, Letras y Ciencias de la Educación
Universidad de Guayaquil
Ciudad.

De mis consideraciones:

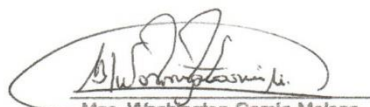
Luego de presentarle un cordial saludo, en relación al oficio UG-FFLCE-MYP-PH-235, suscrito por usted tengo a bien informarle que la Unidad Educativa Francisco Huerta Rendón, acepta con mucho agrado el desarrollo del proyecto de Titulación Educativo por el Sr. egresado, **MERCHAN BACUSOY KLEISER ANTONIO** requisito previo a la obtención del Título de Licenciado en Ciencias de la Educación, especialización Lenguas y Lingüísticas, aplicado a los estudiantes de Octavo Año de Educación Básica con sus respectivo curso.

Tema: Influence of vocabulary for the development of oral expression.

Propuesta: Design of picture booklet focused on the vocabulary to develop oral expression.

De antemano quedo de usted muy agradecida por su atención a la presente.

Atentamente,


Msc. Washington García Melena
Rector

Elaborado por: Jacqueline Vargas





Oficio No. 145

Guayaquil, 11 de Mayo del 2017

MSc.

Lizmari Feriz Otaño

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, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre del estudiante de la Escuela de Lenguas y Lingüística: **MERCHÁN BACUSOY KLEISER ANTONIO**.

TOPIC: Influence of vocabulary for the development of oral expression

PROPOSAL: Design of a picture booklet focused on the vocabulary to develop 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.

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MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado	SECRETARIA	
Aprobado por:	MSc. Alfonso Sánchez	DIRECTORA(E)	

APPENDIX II

URKUND

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URKUND Lizmary Feriz Otaño (lizmary.ferizo@ug.edu.ec)

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Presentado por antonykle@gmail.com

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Lista de fuentes Bloques

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	ingles_benitezpaladines_sergiolorena.docx
Fuentes alternativas	
La fuente no se usa	

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the bibliography.

CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION This research was carried out at Dr. Francisco Huerta Rendón High School. The educational institution was created on May 18th 1971 in Victor Manuel Rendón between Boyacá and Escobedo. Later, the institution was moved to Las Águas Avenue because it was increased with many students. The institution was created with the purpose of having a collage attached to the University of Guayaquil so that the students can study at this university.

In 1971, the educational institution began with first, second and third courses in the morning and afternoon. In 1975, more courses were created. At this time, the teacher Felipe Encarnación was the director of the teaching practices of students. Then, MSc. Domingo Tapia happened to be the new director of the educational institution during this time. Currently, the Msc. Jacqueline Calero is the principal and the Msc. Perla Adrian is the vice principal. Today, students continue doing their school practices at the University of Guayaquil.

Moreover, this public high school has an appropriate infrastructure to develop educational work.

UNIVERSIDAD DE GUAYAQUIL
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Escuela de Filosofía y Letras
Escuela de Lenguas y Lingüística
DIRECCIÓN
21/08/2017

APPENDIX III

PHOTOS

Title: tutorial with project advisor MSc. Lizmary Feriz



Title: Title: tutorial with project advisor MSc. Lizmary Feriz



**Source: Guayaquil University
Philosophy Faculty
School of Languages**

Title: Students doing the survey



Source author: “Dr. Francisco Huerta Rendon” High School

Title: Students listen the instruction of the survey



Source author: “Dr. Francisco Huerta Rendon” High School

This picture shows that students listen with attention each statement to answer the survey

APPENDIX IV



UNIVERSITY OF GUAYAQUIL
FACULTY OF LETTERS AND SCIENCES OF EDUCATION
GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT
SURVEY TO THE STUDENTS

OBJECTIVE: To know the influence of vocabulary for the development of the oral expression in the students of 8th year section B, at Dr. Francisco Huerta Rendón High School.

Likert Scale

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

INSTRUCTION: Mark an "X" in the box according to your opinion

N°	ITEMS	5	4	3	2	1
1	You can understand vocabulary through words.					
2	The vocabulary is important for you.					
3	You think that the vocabulary allows improve the abilities in the language.					
4	You can create words to express your thoughts to others.					
5	You believe that vocabulary flash cards increase your vocabulary.					
6	You can analyze many things through the vocabulary.					
7	Oral expression helps to improve your vocabulary.					
8	You can communicate ideas through oral expression.					
9	Oral expression in English is important for you.					
10	You think that oral activities should have specific language forms to be used.					
11	You believe that communication games serve as an element of fun during a lesson.					
12	Would you like to improve your English through course games?					
13	You believe that the design of picture booklet focused on vocabulary will improve your oral expression.					
14	You consider that a booklet with vocabulary activities is necessary to develop the oral expression.					
15	You think that a booklet with vocabulary activities help to improve your oral expression.					

Source: Dr. Francisco Huerta Rendón High School

Researcher: Kleiser Merchán Bacusoy

UNIVERSITY OF GUAYAQUIL



FACULTY OF LETTERS AND SCIENCES OF EDUCATION

GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT

INTERVIEW TO THE ENGLISH TEACHER

- 1.- Do you believe that the use of vocabulary is important to develop oral expression in students?
- 2.- Have you used vocabulary to develop oral expression?
- 3.- Do you know how to use vocabulary in English classes to improve oral expression?
- 4.- Do you think that the use of vocabulary develop the English oral expression?
- 5.- Do you know some vocabulary learning strategies to develop the oral expression in the English language?
- 6.- How are students motivated to develop oral expression?
- 7.- Can the oral expression be developed through the use of vocabulary?
- 8.- How is evaluated the students' oral expression in the English language?
- 9.- Would you use vocabulary to develop the oral expression?
- 10.- Do you think that it is necessary to design a picture booklet focused on the vocabulary to development oral expression?



UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE LETRAS Y CIENCIAS DE LA EDUCACIÓN

COORDINACION GENERAL DE INVESTIGACIÓN Y PROYECTO ACADÉMICO

ENCUESTA A LOS ESTUDIANTES

OBJETIVO: Conocer la influencia del vocabulario para el desarrollo de la expresión oral en los estudiantes de 8vo año sección B del Colegio Fiscal Dr. Francisco Huerta Rendón.

Escala de Likert

Completamente de acuerdo	De acuerdo	Neutral	En desacuerdo	Totalmente en desacuerdo
5	4	3	2	1

INSTRUCCIÓN: Marque con una "X" en el cuadro de acuerdo a su opinión

N°	PREGUNTAS	5	4	3	2	1
1	Usted puede comprender el vocabulario a través de palabras.					
2	El vocabulario es importante para ti.					
3	Usted piensa que el vocabulario permite mejorar las habilidades en el lenguaje.					
4	Usted puede crear palabras para expresar tus pensamientos a los demás.					
5	Usted cree que los flash cards incrementan tu vocabulario.					
6	Usted puede analizar muchas cosas a través del vocabulario.					
7	La expresión oral ayuda a mejorar tu vocabulario.					
8	Usted puede comunicar ideas a través de la expresión oral.					
9	La expresión oral en inglés es importante para ti.					
10	Usted piensa que las actividades orales deberían tener una forma de lenguaje específico para ser usadas.					
11	Usted cree que los juegos de comunicación sirven como un elemento de diversión durante una lección.					
12	Te gustaría mejorar tu inglés a través de juegos del curso.					
13	Usted cree que el diseño de un folleto enfocado en figuras en el vocabulario mejorará tu expresión oral.					
14	Usted considera que un folleto con actividades de vocabulario es necesario para desarrollar la expresión oral.					
15	Usted piensa que un folleto con actividades de vocabulario ayuda a mejorar tu expresión oral.					

Fuente: Dr. Francisco Huerta Rendón

Investigadoras: Kleiser Merchán Bacusoy

UNIVERSIDAD DE GUAYAQUIL



FACULTAD DE LETRAS Y CIENCIAS DE LA EDUCACIÓN

**COORDINACION GENERAL DE INVESTIGACIÓN Y PROYECTO
ACADÉMICO**

ENTREVISTA A LA MAESTRA DE INGLÉS

- 1.- ¿Usted cree que el uso de vocabulario es importante para desarrollar la expresión oral en los alumnos?
- 2.- ¿Usted ha usado vocabulario para desarrollar la expresión oral?
- 3.- ¿Usted sabe cómo usar vocabulario en las clases de inglés para mejorar la expresión oral?
- 4.- ¿Usted piensa que el uso de vocabulario desarrolla expresión oral de Inglés?
- 5.- ¿Usted conoce algunas estrategias de enseñanza de vocabulario para desarrollar la expresión oral en el idioma Inglés?
- 6.- ¿Cómo están motivados los estudiantes a desarrollar la expresión oral?
- 7.- ¿Puede la expresión oral ser desarrollada a través uso de vocabulario?
- 8.- ¿Cómo es evaluada la expresión oral de los estudiantes en el idioma Inglés?
- 9.- ¿Usaría usted vocabulario para desarrollar la expresión oral?
- 10.- ¿Piensa usted que es necesario diseñar un folleto de imágenes enfocado sobre el vocabulario para el desarrollo de la expresión oral?



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Escala de Likert

Completamente de acuerdo	De acuerdo	Neutral	En desacuerdo	Totalmente en desacuerdo
5	4	3	2	1

INSTRUCCIÓN: Marque con una "X" en el cuadro de acuerdo a su opinión

N°	PREGUNTAS	5	4	3	2	1
1	Usted puede comprender el vocabulario a través de palabras.		X			
2	El vocabulario es importante para ti.	X				
3	Usted piensa que el vocabulario permite mejorar las habilidades en el lenguaje.		X			
4	Usted puede crear palabras para expresar tus pensamientos a los demás.			X		
5	Usted cree que los flash cards incrementan tu vocabulario.				X	
6	Usted puede analizar muchas cosas a través del vocabulario.		X			
7	Hablar inglés ayuda a mejorar tu vocabulario.		X			
8	Usted puede comunicar ideas a través de la expresión oral.			X		
9	La expresión oral en Inglés es importante para ti.		X			
10	Usted piensa que las actividades orales deberían tener una forma de lenguaje específico para ser usadas.				X	
11	Usted cree que los juegos de comunicación sirven como un elemento de diversión durante una lección.			X		
12	Te gustaría mejorar tu inglés a través de juegos del curso.	X				
13	Usted cree que el diseño de un folleto enfocado en figuras en el vocabulario mejorará tu expresión oral.		X			
14	Usted considera que un folleto con actividades de vocabulario es necesario para desarrollar la expresión oral.		X			
15	Usted piensa que un folleto con actividades de vocabulario ayuda a mejorar tu expresión oral.			X		

Fuente: Dr. Francisco Huerta Rendón

Investigadoras: Kleiser Merchán Bacusoy



UNIVERSITY OF GUAYAQUIL

FACULTY OF LETTERS AND SCIENCES OF EDUCATION

GENERAL CORDINATION OF RESEARCH AND ACADEMIC PROJECT

INTERVIEW TO THE ENGLISH TEACHER

1.- Do you believe that the use of vocabulary is important to develop oral expression in students?

Yes, It's important for students, form professionals and develop their skills.

2.- Have you used vocabulary to develop oral expression?

Yes, I have used much vocabulary learning of the students. also for my that part is important.

3.- Do you know how to use vocabulary in English classes to improve oral expression?

yes, because students learn from my person. for expounding in the profession.

4.- Do you think that the use of vocabulary develop the English oral expression?

Yes, It makes students to develop in the pedagogic methods for a better learning

5.- Do you know some vocabulary learning strategies to develop the oral expression in the English language?

Yes. I know some of them such as: technology in English class with you tube and CD players. and Radio.

6.- How are students motivated to develop oral expression?

they motivate through pictures and technological resources .

7.- Can the oral expression be developed through the use of vocabulary?

yes it can , because there are so many different techniques .

8.- How is evaluated the students' oral expression in the English language?

Yes. they are evaluated through oral and written tests in each class.

9.- Would you use vocabulary to develop the oral expression?

yes. I would use it because It's necessary for all students and It makes they to encrease their vocabulary.

10.- Do you think that it is necessary to design a picture booklet focused on the vocabulary to development oral expression?

Yes. It is necessary because through (the) pictures. with a different situation in each class.

APPENDIX V

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SPEAKING
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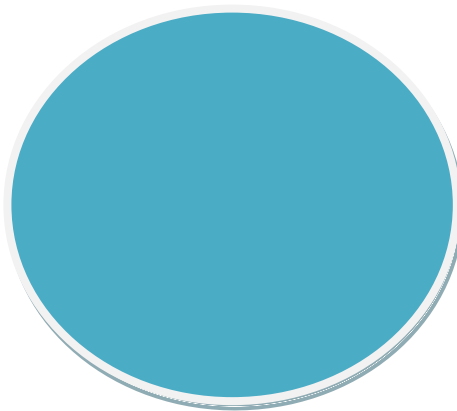
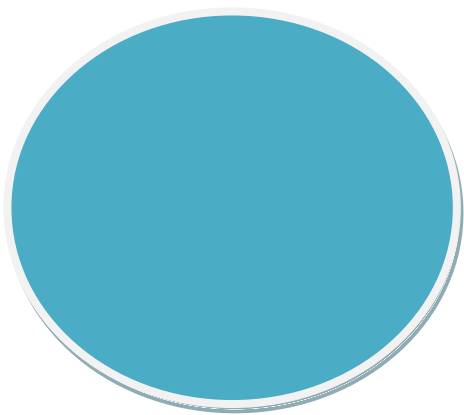
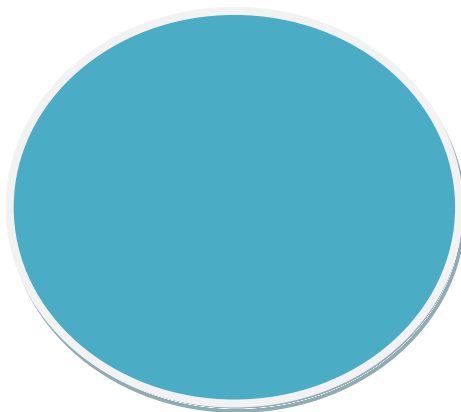
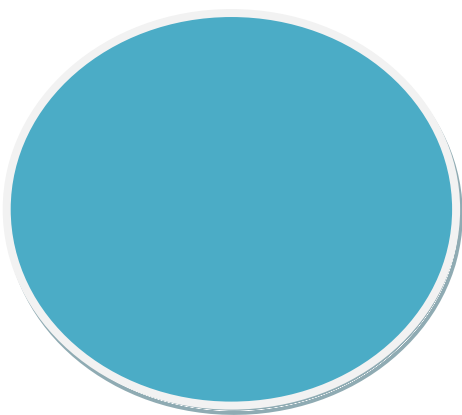


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UNIT 1



All about me!

Add 3x5
Photo Here

My Name is _____

I am _____ years old.

My favorite food is _____

My favorite color is _____

My favorite game is _____

I don't like _____

I like to _____ with my friends.

I like to _____ with my family.

When I grow up I want to be _____

I'm special because _____

By: _____

Speaking rubrics

Comprehensibility ____/2 points

Fluency ____/ 2points

Pronunciation ____/ 2points

Vocabulary ____/ 2points

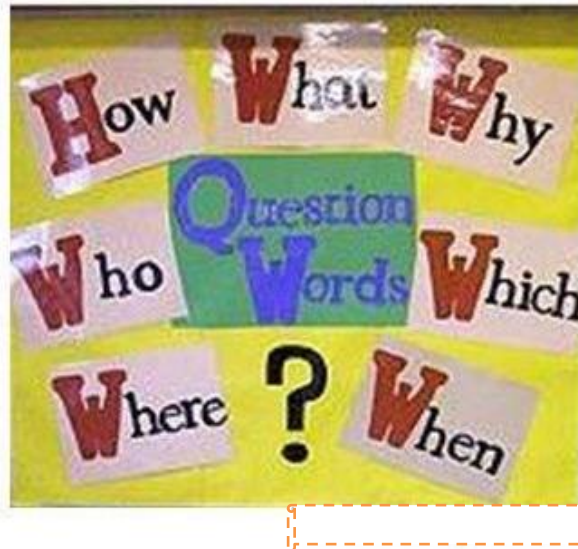
Grammar ____/ 2 points

Daily routines

Match the words with the pictures by inserting the correct number into the circle :

<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  	<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  	<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  	<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  
<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  	<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <ol style="list-style-type: none"> 1. go home 2. have lunch 3. have breakfast 4. have dinner 5. take a bath 6. wake up 7. wash 8. watch TV 9. go to bed 10. go to school 11. start school 12. do homework 13. get dressed 14. play soccer </div>		<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  
<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  	<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <ol style="list-style-type: none"> 1. go home 2. have lunch 3. have breakfast 4. have dinner 5. take a bath 6. wake up 7. wash 8. watch TV 9. go to bed 10. go to school 11. start school 12. do homework 13. get dressed 14. play soccer </div>		<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  
<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  	<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> <ol style="list-style-type: none"> 1. go home 2. have lunch 3. have breakfast 4. have dinner 5. take a bath 6. wake up 7. wash 8. watch TV 9. go to bed 10. go to school 11. start school 12. do homework 13. get dressed 14. play soccer </div>		<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  
<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  	<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  	<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  	<input style="width: 30px; height: 30px; border: 1px solid black;" type="text"/>  

Basic questions



who

It is used to ask about people. It's never used to ask about things.

which

It is used to ask about people and things when there is a choice to make.

what

It is used to ask about people, animals and things.

whose

It is used to ask about who the possessor of something is.

when

We use it when we want to ask about time.

where

We use it when we want to ask about place.

why

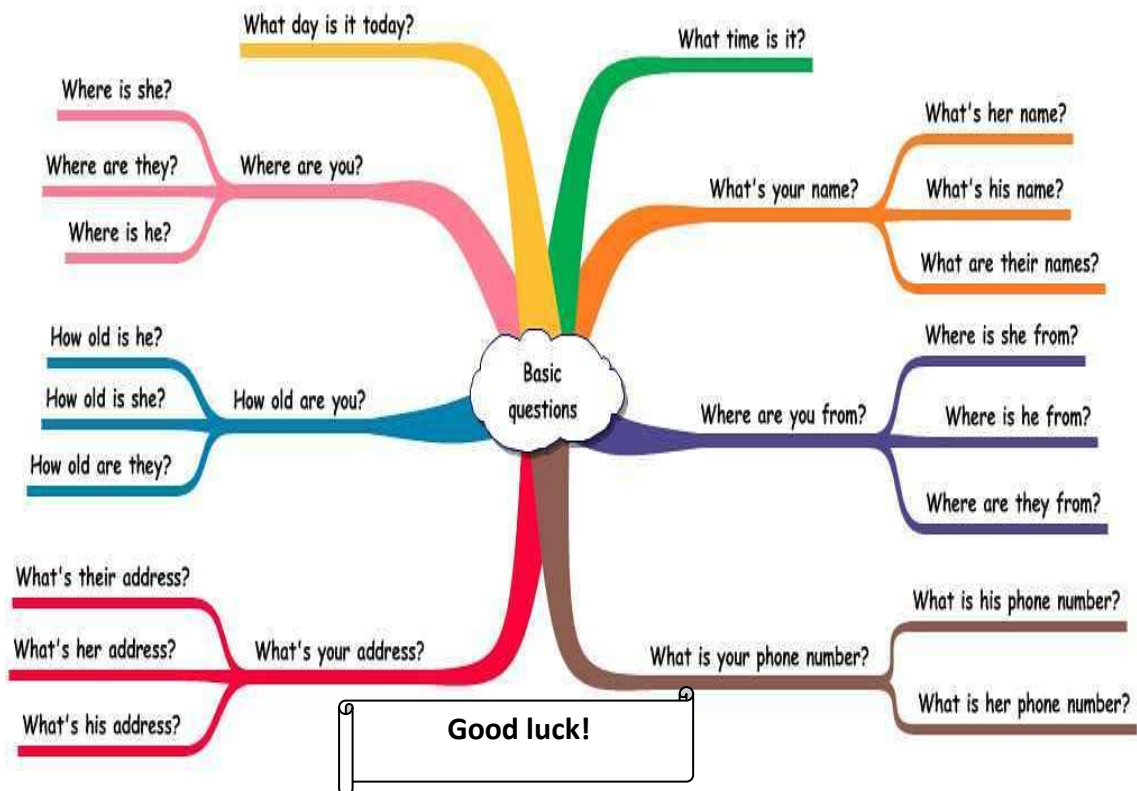
We use it when we want to ask about reason.

how

We use it to ask about people, events and the way things are done.

Remember! Question word + auxiliary + subject + verb

Examples:



Speaking rubrics

Comprehensibility ___/2 points

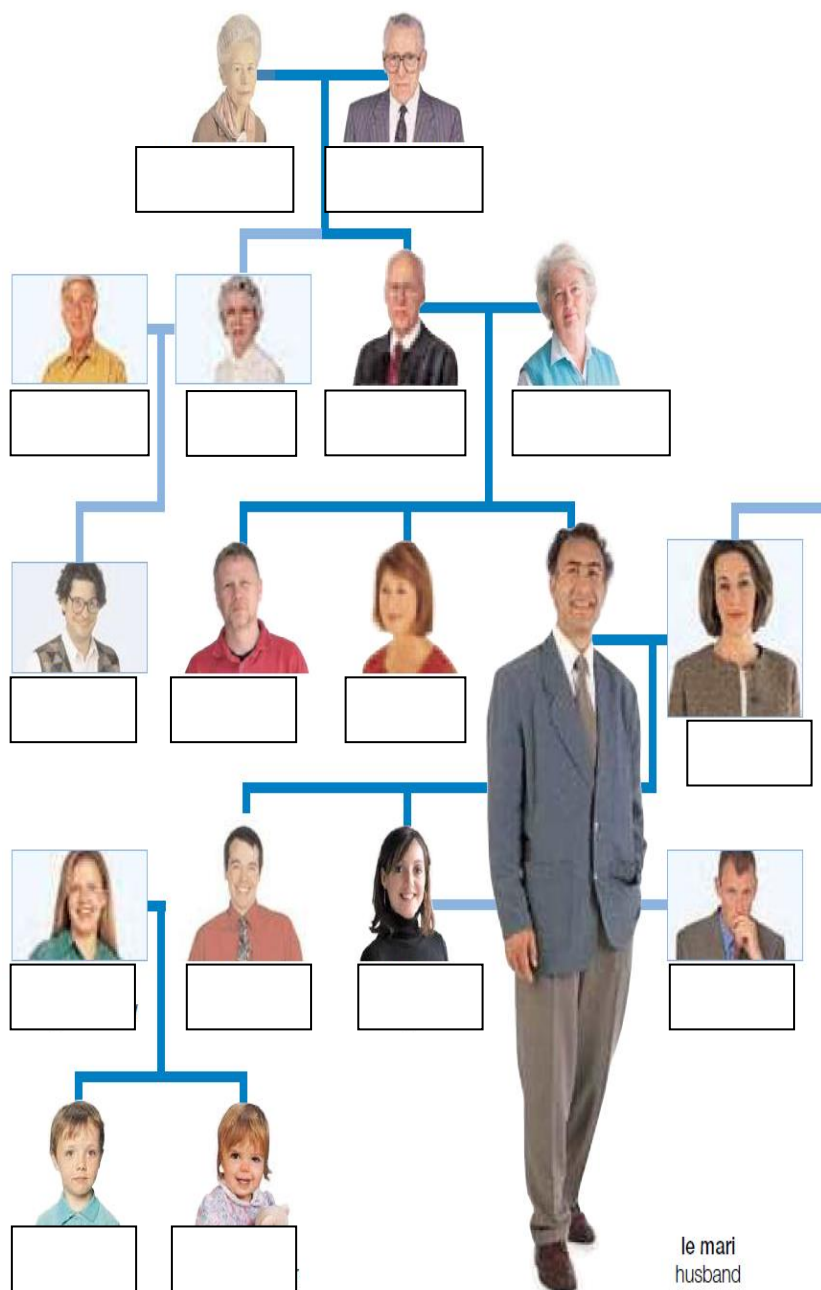
Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

Grammar ___/ 2 points

1. Look at the picture and put the numbers according to the word bank



Vocabulary section

Family members

Grandmother
Grandfather
Uncle
Aunt
Father
Mother
Cousin
Brother
Sister

Son
daughter
daughter in law
son in law
grandson
granddaughter

wife
husband

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ___/2 points

Fluency ____/ 2points

Pronunciation ____ / 2points

Vocabulary ____/ 2points

1. Look at the picture and put the numbers according to the word bank

































Vocabulary section

The occupations

Electrician
Salesperson
Mechanic
Butcher
Motorcyclist
Gardener

Hairdresser
Florist
Fishing

Barber
Customer
Jeweler

Product seller

Vacuum cleaner

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and put the numbers according to the word bank



Vocabulary section

THE HOUSE

Wall
Roof
Window
Door
Garden
Chimney
Sidewalk
Front door

Dormer window

Balcony

Staircase
Elevator
Intercom
Doorbell
Lock

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and put the numbers according to the word bank







































Vocabulary section

Cooking

Peel
Slice
Grate
Pour
Mix

Whisk
Boil
Fry
Roll
Stir

Simmer
Poach
Bake
Roast
Broil

Microwave oven
Toaster
Blender
Refrigerator

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

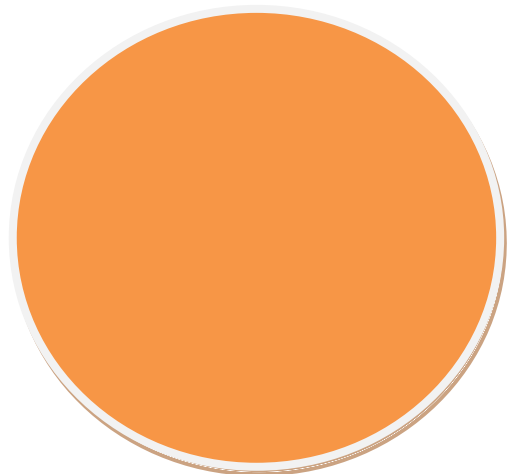
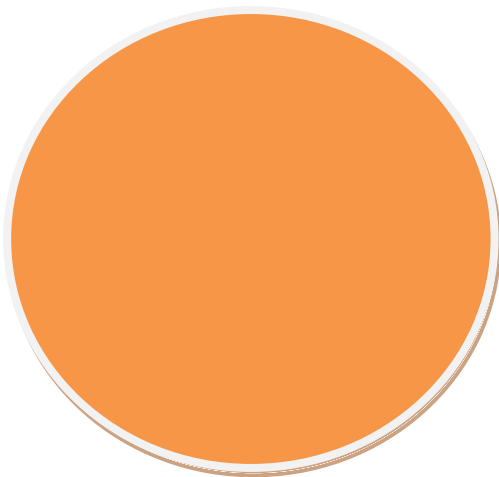
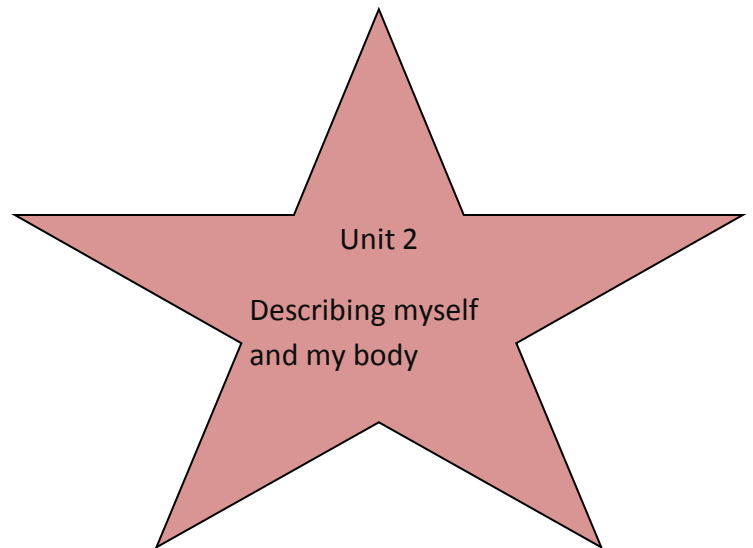
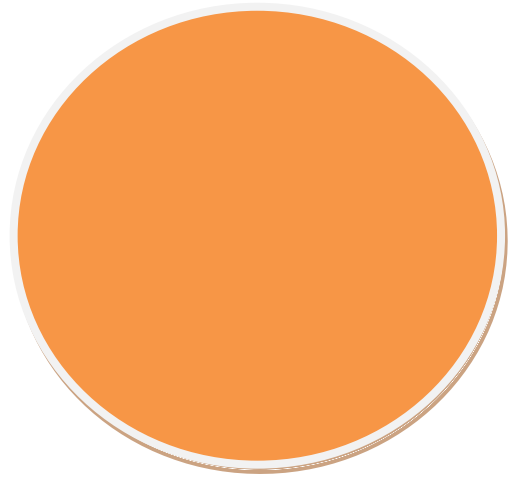
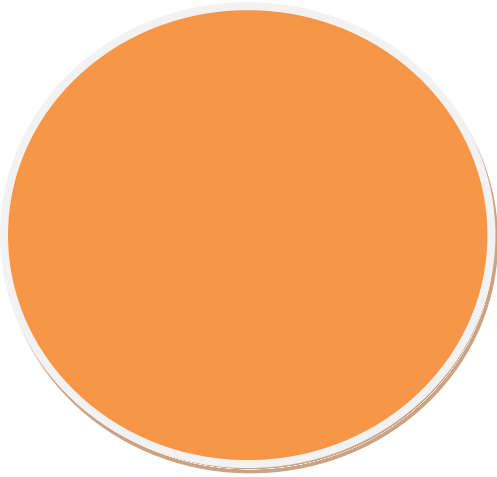
Speaking rubrics

Comprehensibility ___/2 points

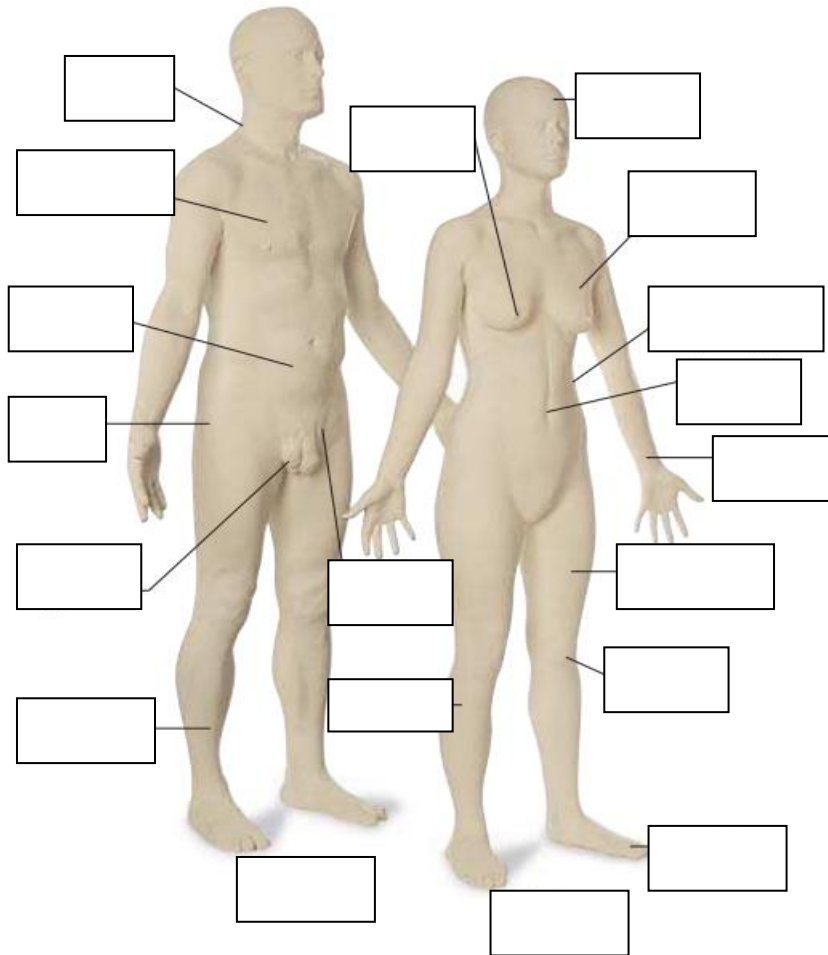
Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points



1. Look at the picture and put the numbers according to the word bank



Vocabulary section

Human body

Neck
Ripple
Head
Chest
Navel
Breast

Hip
Genitals
Leg
Thigh
Forearm
Knee

Foot
Shin
Female
Male

Groin
Abdomen
Nipple

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

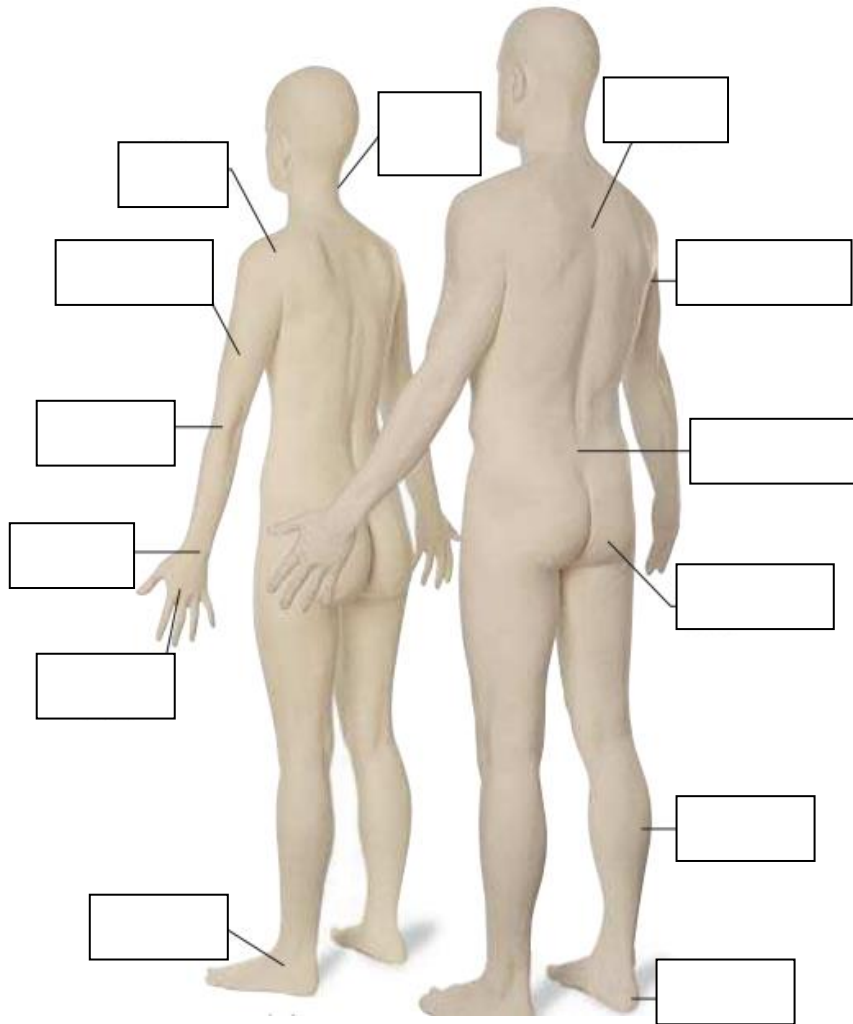
Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and put the numbers according to the word bank



Vocabulary section

Human body II

Shoulder
Arm
Elbow
Wrist
Back
hand

Armpit
Small of back
Buttock

Ankle
Heel
Calf
Nape of neck

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

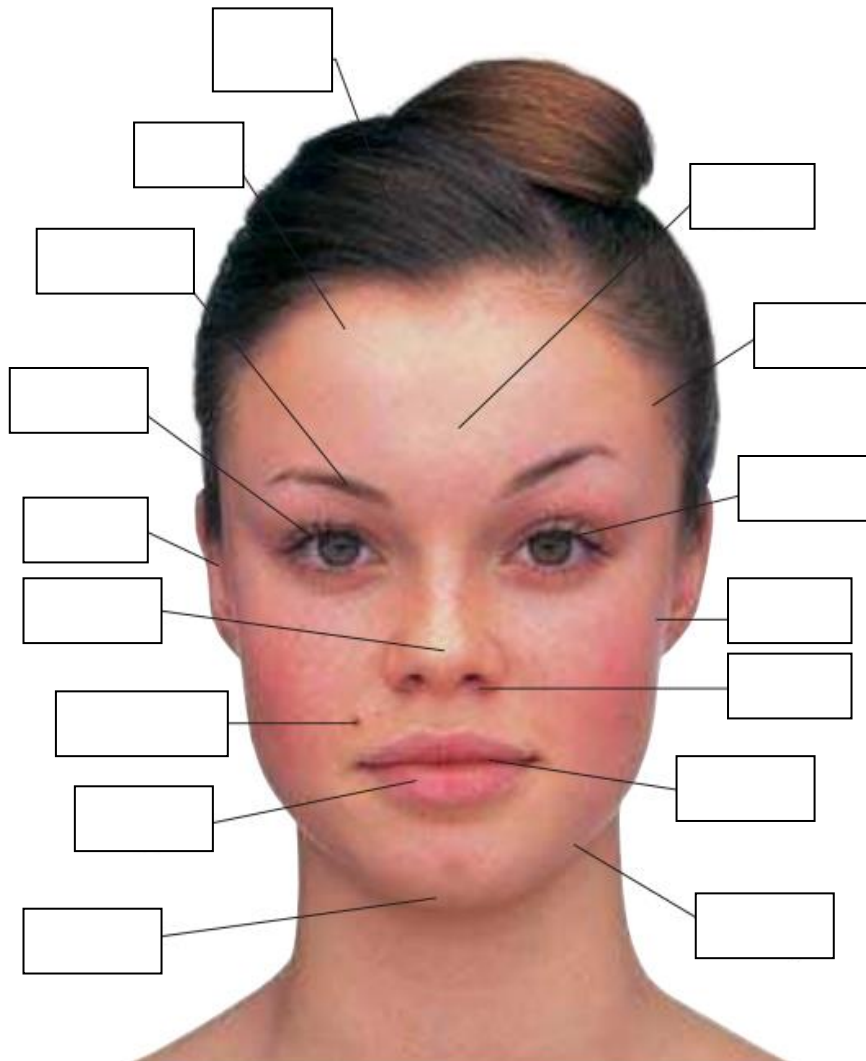
Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and put the numbers according to the word bank



Vocabulary section

Face

Hair
 Skin
 Eyebrow
 Eye
 Ear

 Eyelash
 Nose
 Temple
 Forehead

 Cheek
 Nostril
 Mouth
 Lip
 Chin

 Jaw
 mole

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

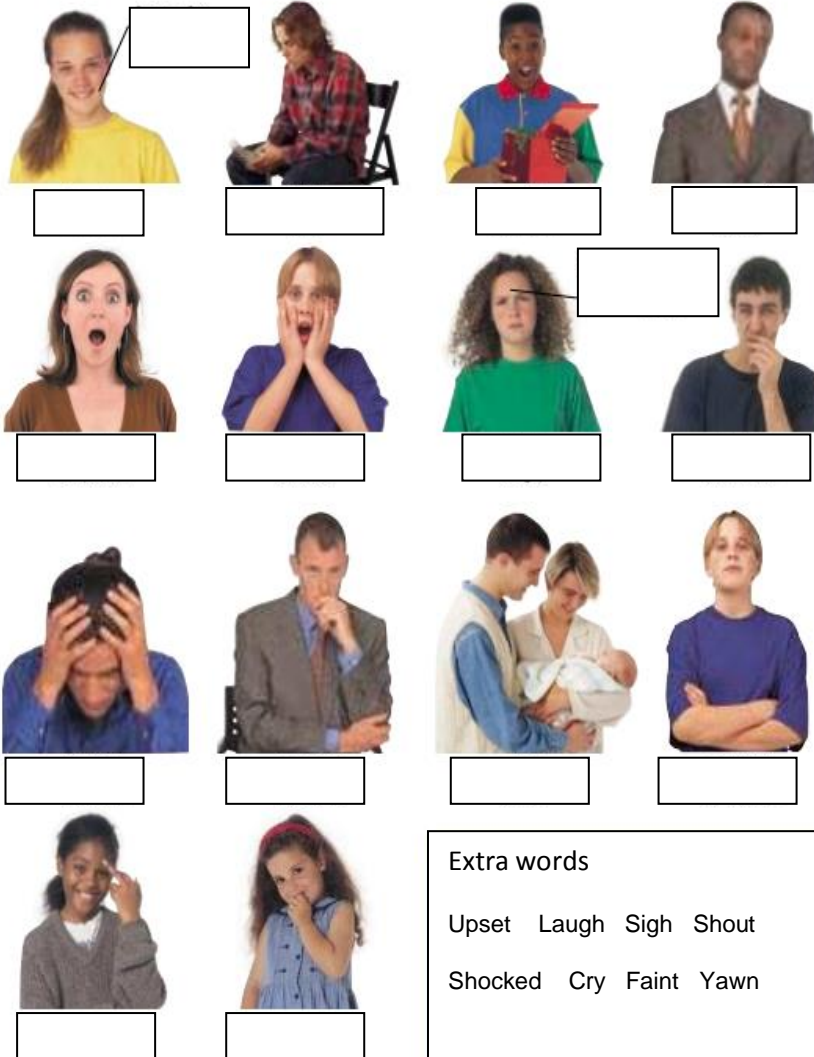
Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Extra words

Upset Laugh Sigh Shout

Shocked Cry Faint Yawn

Vocabulary section

Emotions

Happy
Sad
Excited
Bored
Surprised
Scared

Angry
frown
Confused
Worried
Nervous
Proud
Confident

Embarrassed
Shy
Smile

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way























Extra words

Christening

Die

Make a will

Anniversary

Birth certificate

Emigrate Retire

Wedding reception

Honeymoon

Vocabulary section

Life events

Be born
Start school
Make friends
Graduate
Get a job

Fall in love
Get married
Have a baby

Divorce
Funeral

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

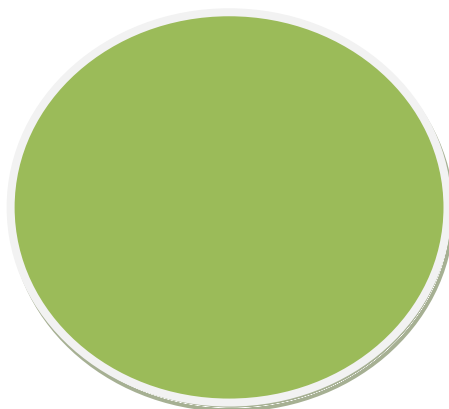
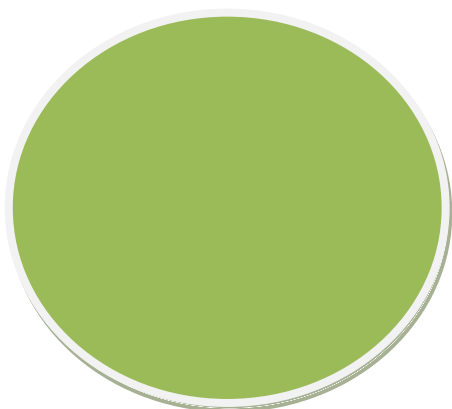
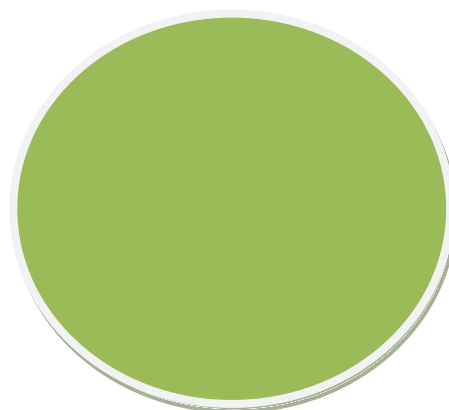
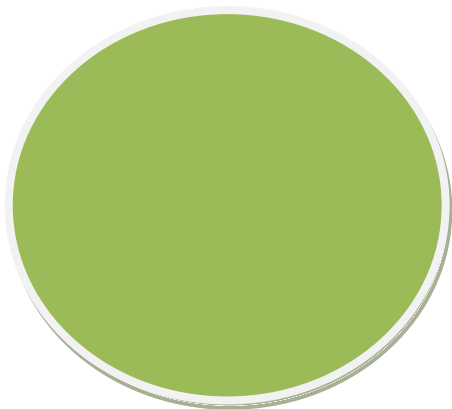
Speaking rubrics

Comprehensibility ____/2 points

Fluency ____/ 2points

Pronunciation ____/ 2points

Vocabulary ____/ 2points



1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

Shopping center

Costumer
Escalator
Elevator

First floor
Second floor
Third floor
Ground floor

Sign
Atrium

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

supermarket

bakery
dairy
cereals
canned food
candy

vegetables
fruit
meat and poultry
fish
deli

frozen food
convenience food
drinks
household
toiletries

baby products
electrical goods
pet food
magazines

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ____/2 points

Fluency ____/ 2points

Pronunciation ____/ 2points

Vocabulary ____/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

Drugstore

Dental care
Feminine hygiene
Deodorants
Vitamins
Pharmacy
Pharmacist

Cough medicine
Herbal remedies
Skin care
After sun
Sunscreen
Sunblock

Insect repellent
Wet wipe
Tissue
Sanitary napkin
Tampon
Panty liner



Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Extra words

Milk chocolate
Caramel
Hard candy
White chocolate
Cookies

Vocabulary section

Confectionary

Box of chocolates
Snack bar
Chips
Candy store

Chocolate
Chocolate bar
Candies
Lollipop
Toffee
Nougat

Marshmallow
Mint
Chewing gum
Jellybean
Gumdrop
Licorice

Each candy



Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way

























Vocabulary section

Other stores

Bread store
Bakery
Butcher shop
Fish-seller

Grocery store
Shoe store
Travel agency
Jewelry store

Book store
Music store
Beauty salon
Furniture store

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

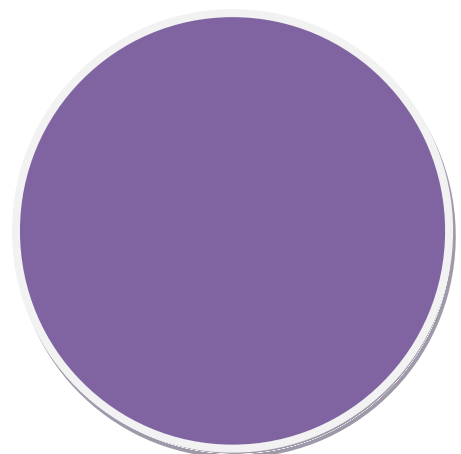
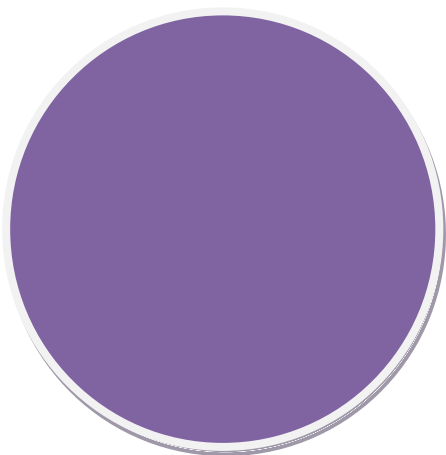
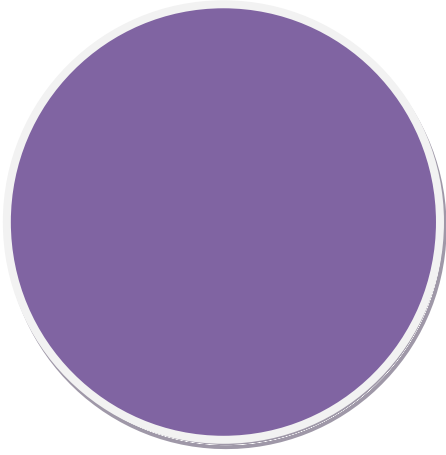
Speaking rubrics

Comprehensibility ___/2 points

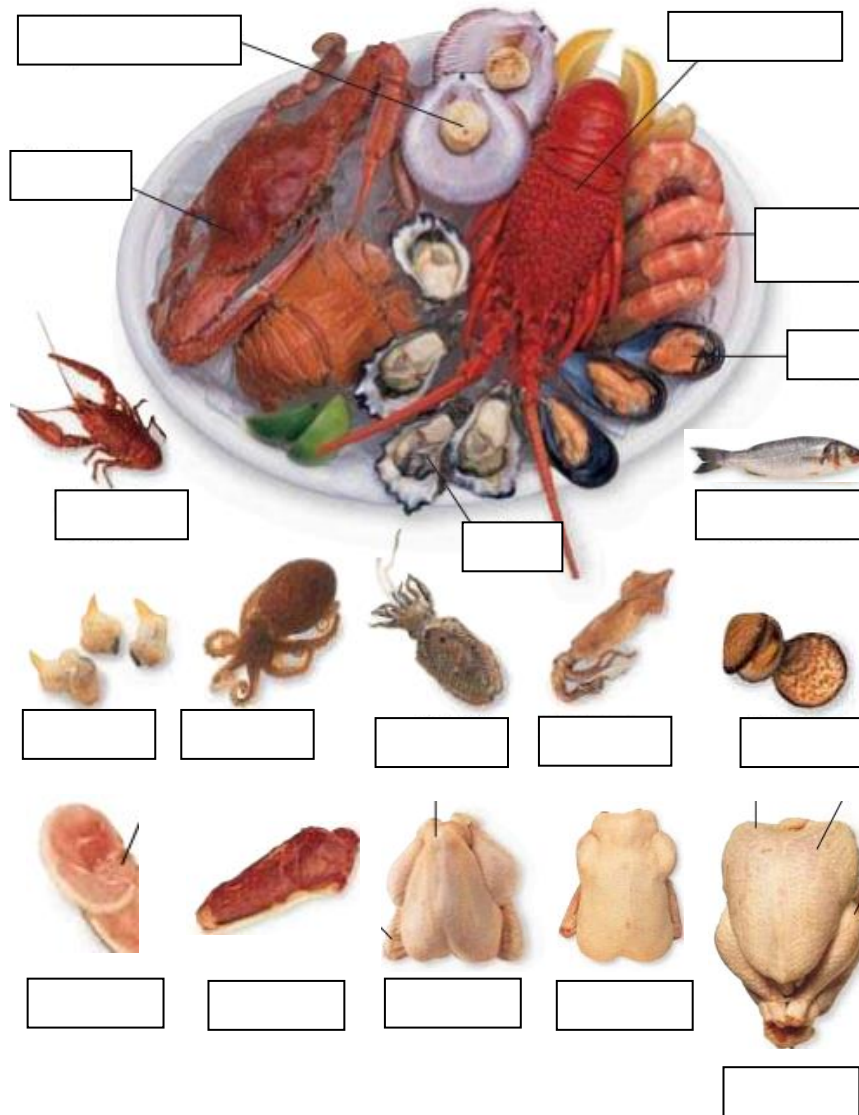
Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points



1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

Sea food and meats

Crab
Fish
Shrimp
Lobster

Octopus
Squid
Clam
Mussel
Scallop

Crayfish
Cockle
Oyster
Cuttlefish

Pork
Meat
Chicken
Dug
Turkey

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

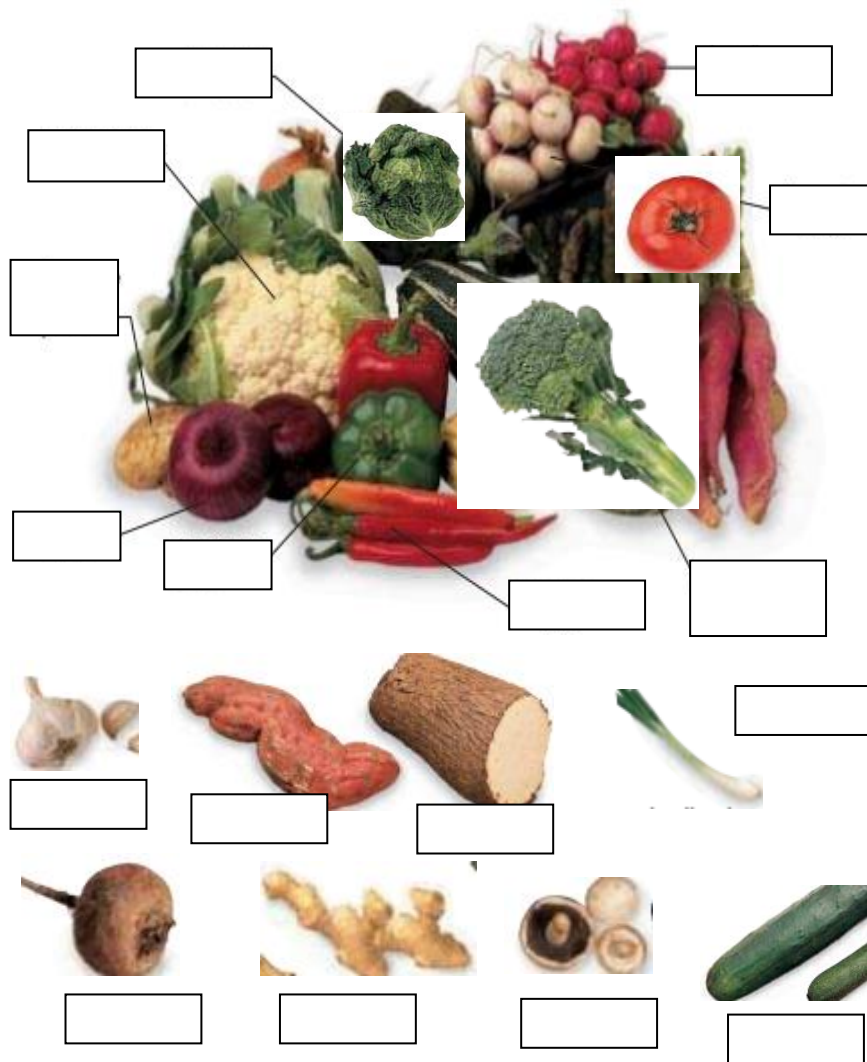
Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

Vegetables

Tomato
Potato
Onion
Pepper
Garlic

Cabbage
Cauliflower
Broccoli

Yam
Sweet potato
Cucumber
Green onion

Chili pepper
Radish
Mushroom
Beet
Ginger

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

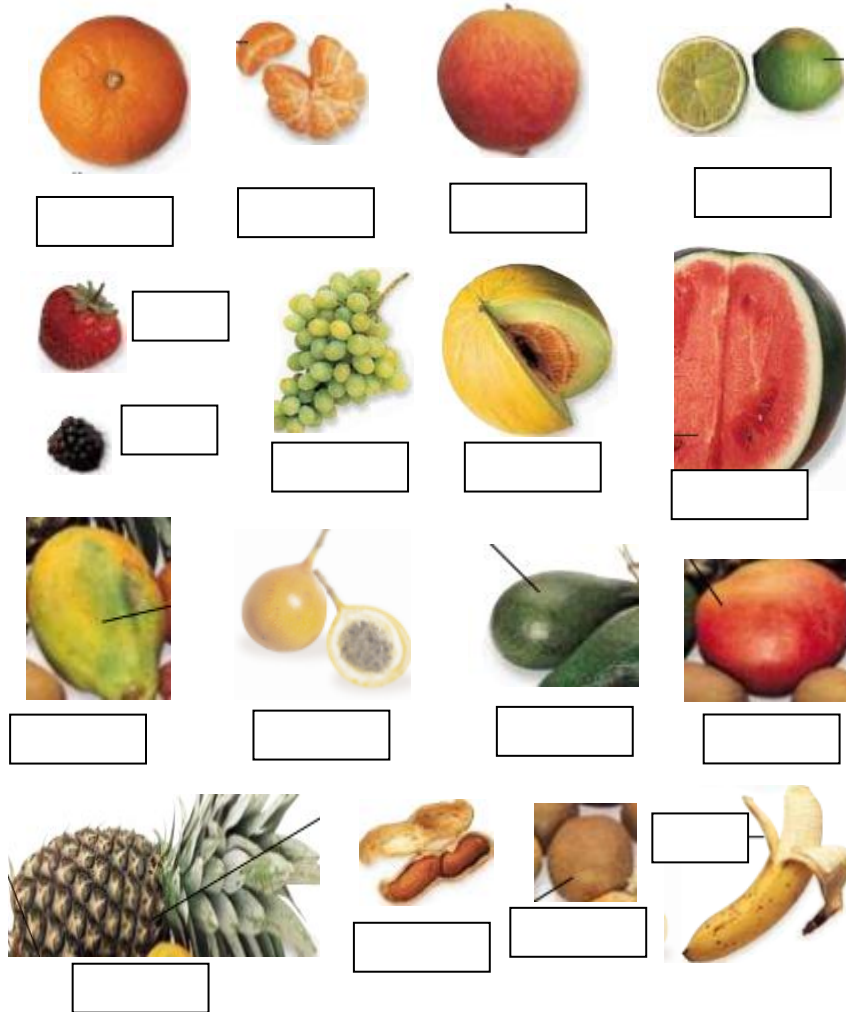
Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

Fruits

- Banana
- Orange
- Peach
- Tangerine
- Lemon
- Grapes
- Pineapple
- Papaya
- Mango
- Passion fruit
- Avocado
- Kiwi
- Watermelon
- Melon
- Peanut
- Blackberry
- Strawberry

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

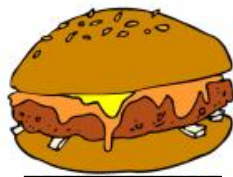
Comprehensibility ___/ 2 points

Fluency ___/ 2 points

Pronunciation ___/ 2 points

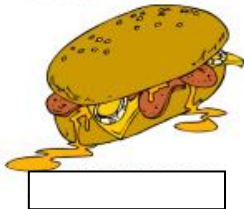
Vocabulary ___/ 2 points

1. Look at the picture and write the words from the vocabulary section in the correct way































Vocabulary section

Fast food

Hamburger
Sandwich
Cheeseburger

sub
hotdog
burrito

onion rings
pizza
fried chicken

pancakes
noodles
chips

muffin
coke
milkshake

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

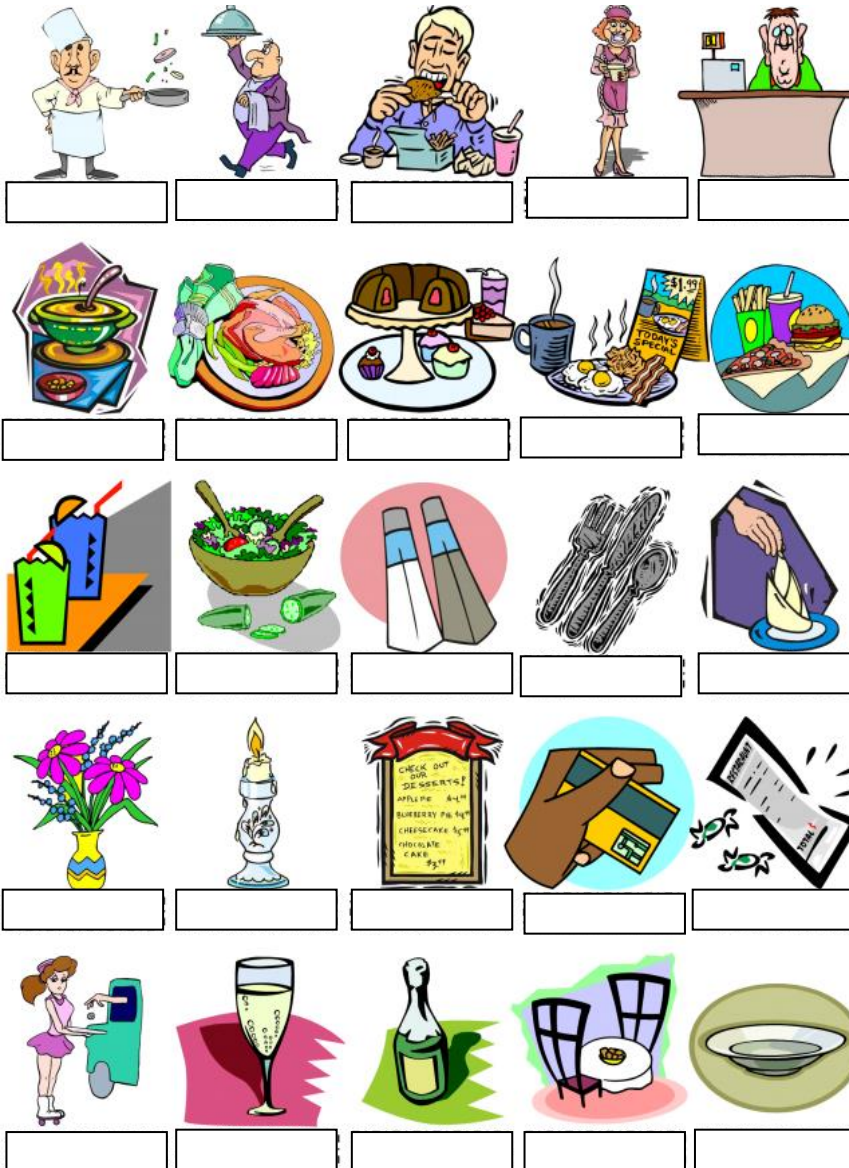
Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

At restaurant

Cashier
Waiter
Chef
Customer
Waitress

Fast food
Main course
Desserts
Breakfast
Soup

Table napkin
Salt & pepper
Salad
Drinks
Fork-knife-spoon

Bill
Flowers
Candle
Menu
Credit card

Tip, bottle
Glass
Plate, table

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

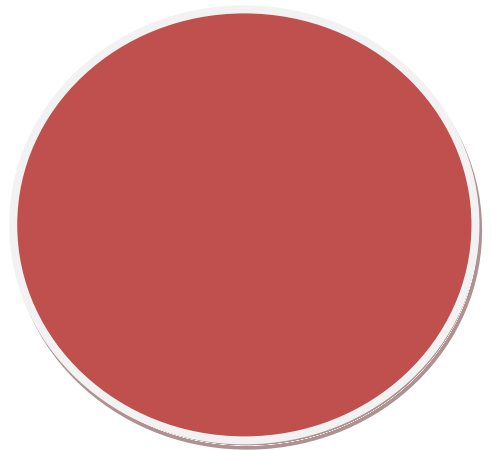
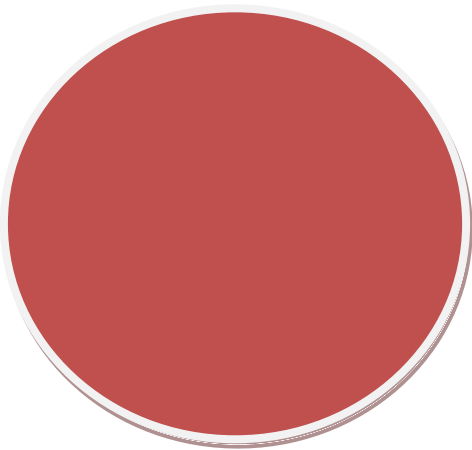
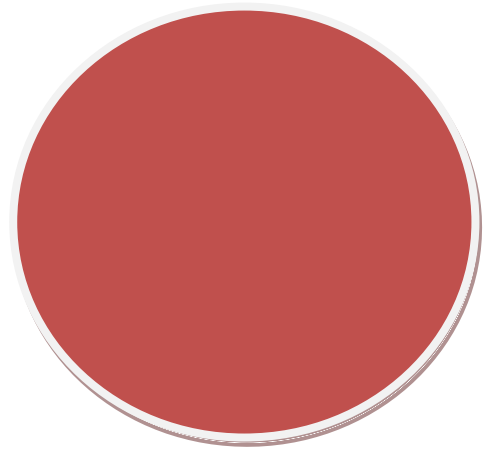
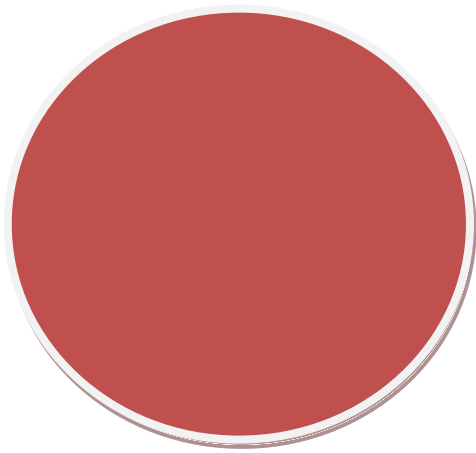
Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points



1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

Leisure activities

Watching tv
Flying a kite
Playing pc games
Skipping rope
Ice skating
Doing puzzles

Swimming
Climbing
Playing hopscotch
Hiking
Playing tennis
Taking photos
Playing the guitar

Playing checkers
Walking
Reading books
Playing paintball
Scuba-diving

Riding a bike
Playing cards
Doing ballet
Riding a horse
Singing songs
Camping
Fishing

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

Environment

- ✚ We should use filters in factories
- ✚ We should use public transportation
- ✚ We should environment deodorant
- ✚ We shouldn't hunt animals
- ✚ We shouldn't pour chemicals into sinks
- ✚ We shouldn't use coal in houses. It pollutes air
- ✚ We shouldn't use animals in experiments.
- ✚ We shouldn't cut down the trees.
- ✚ We should save the water.
- ✚ We should love animals
- ✚ We should turn off the lights.
- ✚ We should turn off electric devices
- ✚ We shouldn't waste paper to save trees
- ✚ We should use environment detergent.
- ✚ We shouldn't throw away rubbish.
- ✚ We should plant more plants.
- ✚ We shouldn't pour factory wastes into water resources.
- ✚ We should use solar energy.
- ✚ We should use electric cars.
- ✚ We shouldn't use private cars

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

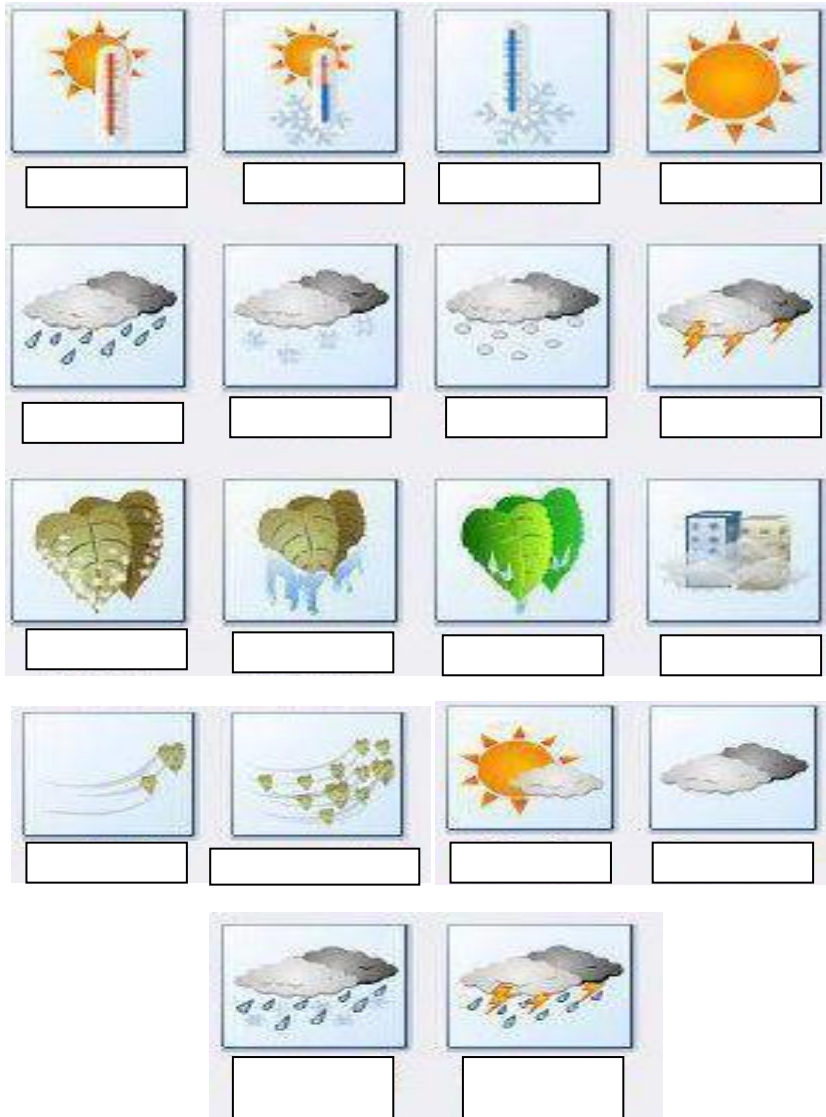
Comprehensibility ____/2 points

Fluency ____/ 2points

Pronunciation ____/ 2points

Vocabulary ____/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

The weather conditions

fog
strong wind
wind
hot
warm
cold
overcast
sunny

rain
snow
hailstone
thunder

rain and snow
thunder storm
frost
freeze

dew
cloudy

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

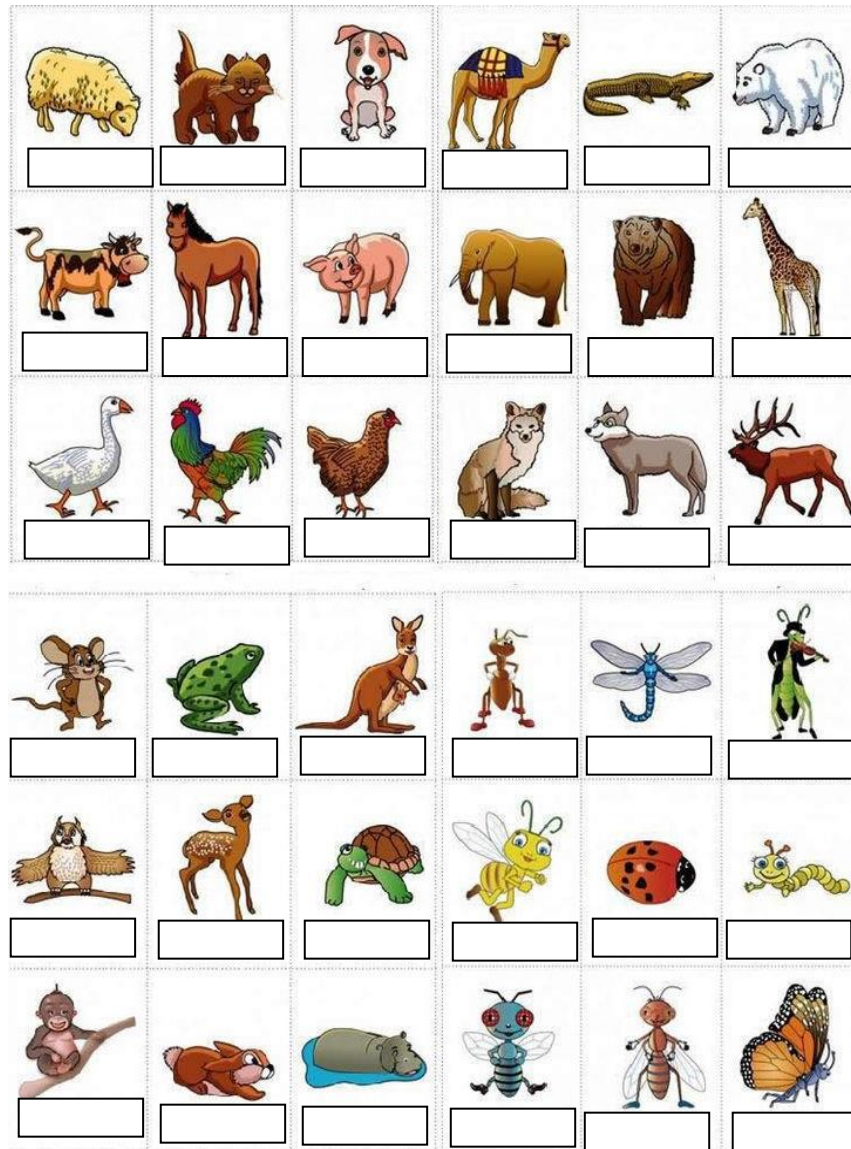
Comprehensibility ____/2 points

Fluency ____/ 2points

Pronunciation ____/ 2points

Vocabulary ____/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

The animals

Butterfly
Monkey
Goose
Owl
goose
cock

dog
cat
sheep
elephant
pig
hen
kangaroo
bear

cow
giraffe
elk
wolf
fox
mouse
frog
kangaroo
ant
bee

turtle
deer
rabbit
crocodile
polar bear

grasshopper
ladybird
fly
mosquito
hippo
deer
dragonfly
camel

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

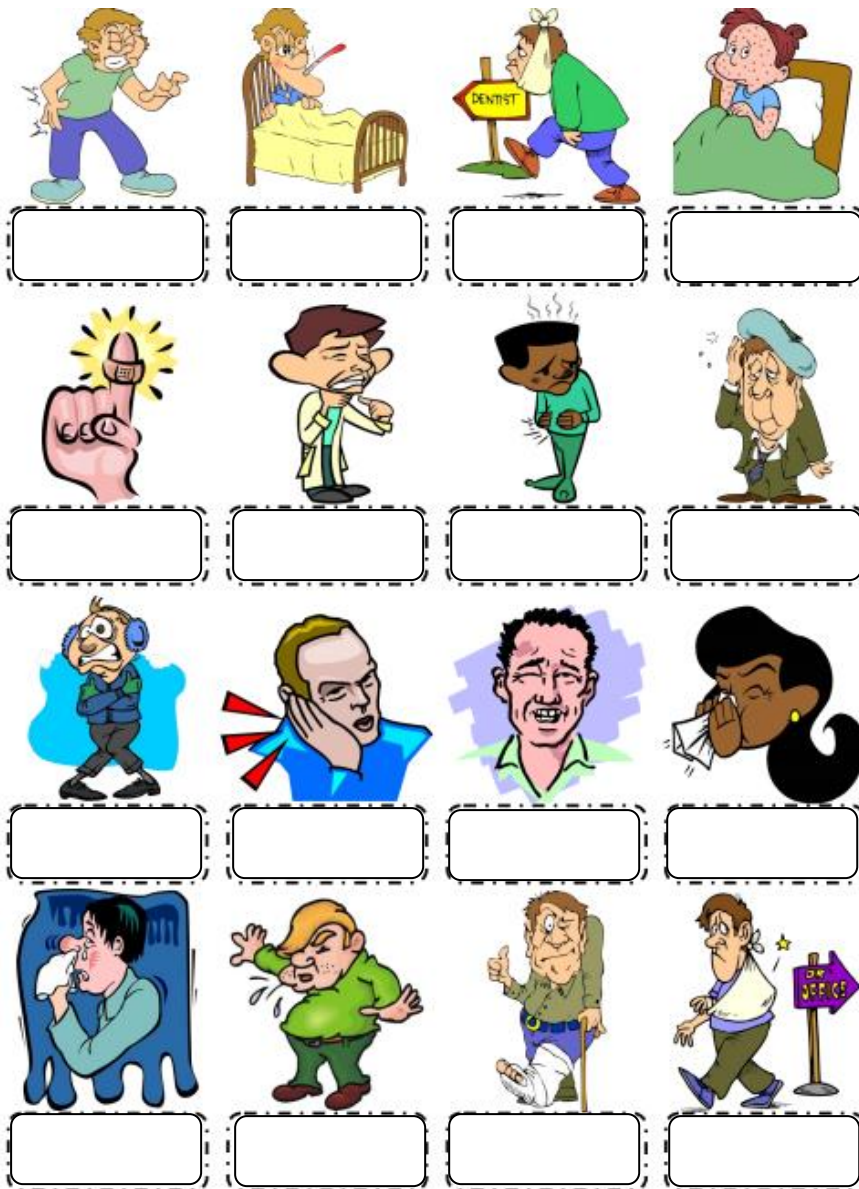
Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

Health problems

cold
earache
bruise
runny nose

flu
cough
broken leg
broken arm

backache
fever
toothache
measles

cut
sore throat
headache
stomachache

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

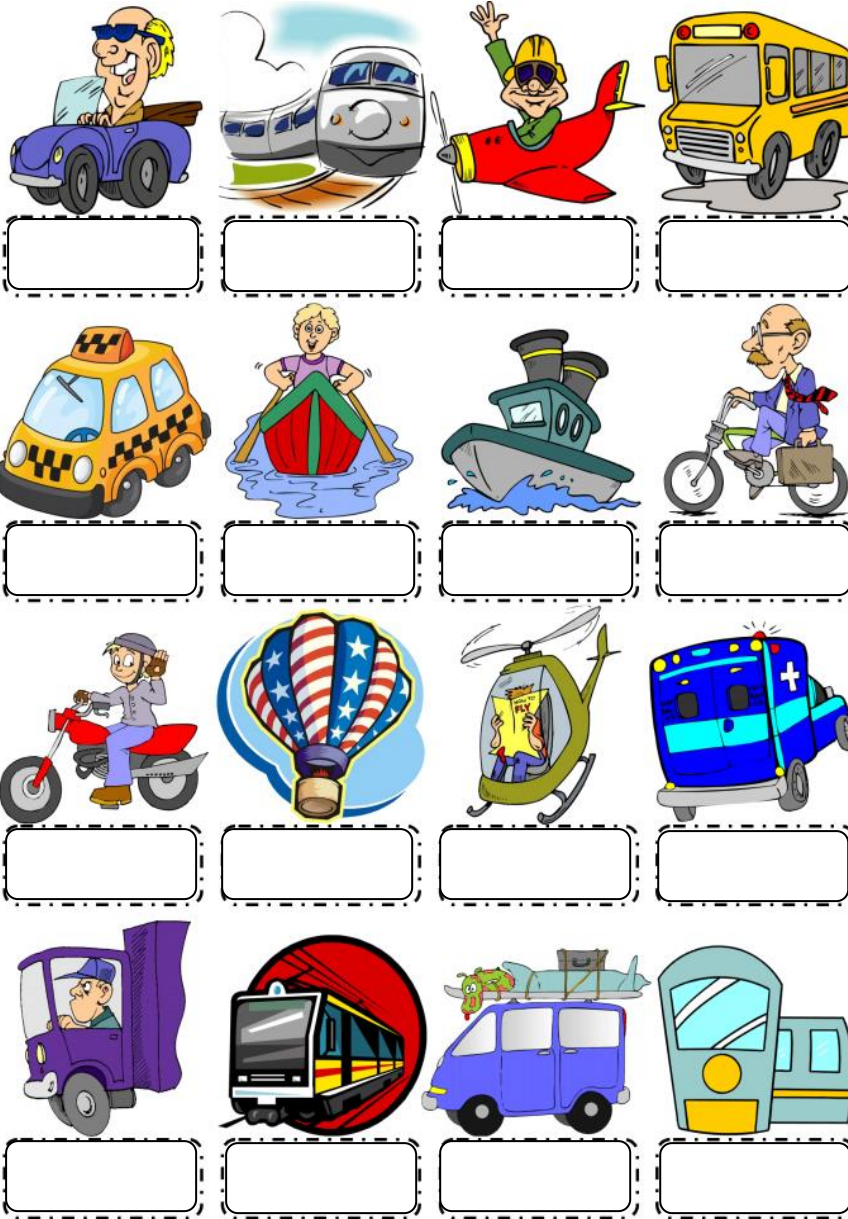
Comprehensibility ____/2 points

Fluency ____/ 2points

Pronunciation ____/ 2points

Vocabulary ____/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way



Vocabulary section

Means of transportations

Motorcycle
Balloon
Helicopter
Ambulance

lorry
tram
van
subway

car
taxi
train
boat

plane
ship
bus
bicycle

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

1. Look at the picture and write the words from the vocabulary section in the correct way

1 	2 	3 	4 
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5 	6 	7 	8 
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13 	14 	15 	16 
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17 	18 	19 	20 
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Vocabulary section

Digital devices

Webcam
laptop
loudspeaker
mp3/iPod

USB /flash drive
PDA
Scanner
Joystick

External drive
Gamepad
Tablet / iPad
Microphone

Screen
CPU
Keyboard
Printer

Mobile phone
Mouse
Headset
Game consoles

Activity

2. Now you talk, make a roll-play according to the situation above and use the vocabulary that you learnt

Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points

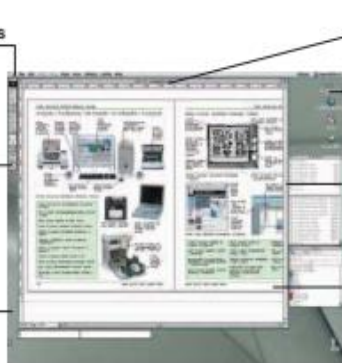
1. Look at the picture and write the words from the vocabulary section in the correct way

le bureau • desktop

la barre de menus
menu bar

la barre d'outils
toolbar

le papier peint
wallpaper



la police
font

l'icône
icon

la barre de défilement
scrollbar

la fenêtre
window



l'internet • internet

le courrier électronique • email



le navigateur
browser

la boîte de
réception
inbox

le site web
website

naviguer
browse (v)



l'adresse de courrier électronique
email address



**Vocabulary
section**

Digital devices

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Speaking rubrics

Comprehensibility ___/2 points

Fluency ___/ 2points

Pronunciation ___/ 2points

Vocabulary ___/ 2points