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**EDUCATIONAL PROJECT**

**PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH  
LANGUAGE AND LINGUISTICS**

**TOPIC**

**INCIDENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE  
ENGLISH LANGUAGE.**

**PROPOSAL**

**DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE  
ORAL EXPRESSION  
RESEARCHER**

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Tengo a bien informar lo siguiente:

Que los integrantes LILIANA CARRASCAL TALLEDO Y JULIÁN MERA ORDÓÑEZ diseñaron el proyecto educativo con el Tema: INCIDENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE. Propuesta: DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE ORAL EXPRESSION

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

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

**Atentamente:**

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**MSc. LARRY TORRES VIVAR**  
**Consultor Académico**

## DEDICATION

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I dedicate this educational project first to God, without whom it would be impossible to fulfill our goal. Also, I dedicate this to my dear wife, by her love and her patience. To my dear children: Ariana, Ximena and Emiliano, for supporting me in the most difficult moments of my life. Finally, to my family for their unconditional support. God Bless all.

Julián Mera Ordóñez

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## DEDICATION

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I dedicate this achievement to my dear mother Olinda Talledo and my children Gabriel and Alejandro, who occupy a very important place in my life and that served as inspiration and force to get my dream. To the rest of my family that gave their words of encouragement and many advices to me, for becoming what I am. This work is for all of you by your selfless and unconditional support.

Liliana Carrascal Talledo

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Liliana Carrascal Talledo

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**RESEARCHER:** LILIANA CARRASCAL TALLEDO Y JULIÁN MERA ORDOÑEZ

**PROJECT'S ADVISOR:** MSc. LARRY TORRES

**ABSTRACT**

This project is an analysis of the motivation to improve oral expression in the English language in the 8<sup>th</sup> EGB to the Unidad Educativa "HUANCAVILCA". The thirty-five students participated in a process of how to help them improve the oral expression of the English language using vocabulary. For this process, the researchers used different instruments of investigation such as the survey, the observation sheet and the interview to discover the problem. This hinders the learning and therefore motivation of the students which leads to poor academic performance in English. The solution proposed by the researchers is to design a brochure with basic vocabulary to improve oral expression, which contains exercises that contain daily words such as elementary verbs, sports and daily activities, countries and nationalities, domestic and wild animals with which Students will develop activities that encourage interest in the English language and correct their learning.

**Keywords:** Oral expression – Motivation – learning - teaching





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**TEMA:** INCIDENCIA DEL VOCABULARIO EN LA EXPRESIÓN ORAL DE LA LENGUA INGLESA

**PROPUESTA:** DISEÑAR UN FOLLETO CON VOCABULARIO BASICO PARA MEJORAR LA EXPRESIÓN ORAL

**INVESTIGADOR:** LILIANA CARRASCAL TALLEDO Y JULIÁN MERA ORDÓÑEZ

**CONSULTOR ACADÈMICO:** MSc. LARRY TORRES

**RESUMEN**

Este proyecto es un análisis de la motivación para mejora la expresión oral en lengua Inglesa en el octavo grado de la Unidad educativa "HUANCAVILCA". Los treinta y cinco estudiantes participaron en un proceso de cómo ayudarles a mejorar la expresión oral de la lengua inglesa usando vocabulario basico. Para este proceso, los investigadores utilizaron diferentes instrumentos de investigacion como la encuesta, la hoja de observación y la entrevista para descubrir la problemática. Esto dificulta el aprendizaje y por ende motivación de los estudiantes lo que conlleva a un bajo rendimiento académico en Ingles. La solución propuesta por los investigadores es diseñar un folleto con vocabulario básico para mejorar la expresión oral, el cual contiene ejercicios que contienen palabras de uso diario como verbos elementales, deportes y actividades diarias, países y nacionalidades, animales domésticos y salvajes con lo cual los estudiantes van a desarrollar actividades que fomentan el interés en la lengua Inglesa y correcto su aprendizaje.

**PALABRAS CLAVES:** Expresión oral – Motivación – enseñanza – aprendizaje



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## INTRODUCTION

Learning English vocabulary is a basic and very important part of learning the new language. Learning a new vocabulary word means more than just understanding what the word means. To really learn new English words, students must understand and be able to use the words correctly when they speak or write. Learners will probably learn English words faster when they are important to their daily life or come from a subject that interests them. A good way to learn English vocabulary is to see and hear many repetitions of the words within a topic or an interesting context like a story or a reading.

For that reason, the authors of this project pretend to increase and develop the knowledge of oral expression through vocabulary in students of eighth year of Basic Education at Unidad Educativa “Huancavilca” who must reach at least the A1 level at the end of this school year. The researchers think that learning new words students will be able to produce English in a speaking way, leaving aside the grammar structure, the order of the words, and the punctuation, since in this stage of knowledge it is not too important for them writing or speaking correctly the English language. However, acquiring new words they will express sentences, likes, dislikes, preferences, hobbies, routines, etc. and the receiver will understand them. The main purpose of this investigation work is that students start awaking the interest for speaking in English.

The researchers of this investigation following the parameters about the elaboration of Educational Projects have divided the document in different chapters as follow:

**CHAPTER 1:** Context of research, conflict situation, scientific fact, general and specific objectives, formulation of the problem, causes, questions of the investigation, and justification.



**CHAPTER 2:** Backgrounds, theoretical, epistemological, psychological, sociological, pedagogical, legal foundations, and research context.

**CHAPTER 3:** Methodological design, types of research, population and sample, operationalization of variables, research methods, techniques and research instruments, data analysis, interpretation of results, conclusions and recommendations.

**CHAPTER 4:** Justification, feasibility, general and specific objectives, description of the proposal, conclusion, and bibliography.

# **CHAPTER I**

## **THE PROBLEM**

### **CONFLICT SITUATION**

The problem detected by the authors of this investigation is happening with students of 8th grade at Unidad Educativa "Huancavilca" in the school year 2019 – 2020 in Guayaquil City.

According to the observation analysis, it is evident that teachers have focused only in teaching grammar, a little reading, and some of listening skills, leaving aside the speaking one and its usefulness during the teaching learning process of the English language. For that reason, the researchers through this investigation work intend to reinforce and to improve this skill but focusing specifically in the oral expression. In current years, the need for teaching oral expression has been accentuated in different academic documents. Adler (2012)

In the same way, there are several factors that influence a lot in a negative way the learning and development of the oral expression. For example, this skill is not taught appropriately by teachers because they do not use the adequate methodology, strategies, and techniques that awake the interest of the students for this skill and gain confidence in their performances. Besides, both teachers and students do not give the real importance that this skill deserves not only in academic field but also in personal field so it can be put in practice through social networks and will help students to keep in touch with others by expressing their thoughts and opinions by means of oral expression.

Finally, in this institution during the last years, it has been a tendency in the number of students who cannot reach the expected level of fluency at the end of any academic period, having enormous gaps in their background knowledge which represents a big challenge to the teachers that give their classes in upper courses. Taking as an example a class of thirty-five students, it is easy to point out that around 90% of them avoid speaking English for different reasons, such

as, they think they are going to be teasing their peers because they cannot pronounce English words correctly or they do not feel confident about their own knowledge, creating a discomfort in themselves. For that reason, the authors of this project pretend to contribute in finding a possible solution to this problem.

## **SCIENTIFIC FACT**

Deficiency in the development of oral expression of the English language in 8th grade students at Unidad Educativa "Huancavilca" during the school year 2019 - 2020?

## **CAUSES**

After finding the problem, the following causes are listed.

- Students do not want to use oral expression for communicating with peers in English because they have not received the appropriate instructions in the development of this skill creating self-conscious at the moment of produce it.
- The vocabulary or new words that students have learned are not put in practice neither in classroom nor in real life. For that reason, they forget them easily.
- The academic content in the English classes is only taken from the text book given by the government, limiting to students in receiving new information who consider this didactic material is not enough for their expectations.

## **FORMULATION OF THE PROBLEM**

What is the incidence in using vocabulary in the development of the oral expression in students of eighth year of Basic Education at Unidad Educativa "Huancavilca" in the school year 2019 – 2020?

## **OBJECTIVES**

### **General**

- To determine the influence of vocabulary in the development of the oral expression through a field investigation, bibliographical and statistical analysis.

### **Specifics**

- To assess the vocabulary in the oral expression of the English language through a bibliographic and statistical field investigation.
- To analyze the oral expression of the English language through a bibliographic and statistical field investigation.
- To design a brochure of basic vocabulary activities by interpreting the data obtained.

## **QUESTIONS OF THE INVESTIGATION**

The present investigation seeks answers to the following questions:

- What activities focused on practicing oral skills are being used in the classroom?
- What are the causes of underperformance of 8th grade students?
- What are the techniques that teachers apply in the process of learning English?
- What is the true level of students in the foreign language area?
- What is the importance of designing a basic vocabulary guide to develop fluency in oral expression?

## **JUSTIFICATION**

According to Lonergan, (2005) oral expression is composed of many different aspects such as eye contact, diction, expressiveness, stress and intonation. For an interpreter, proficiency in the use of these non-verbal devices or cues is of utmost importance due to the negative outcomes they might have if used incorrectly, as well as their effectiveness in the understanding and transmission of ideas.

Oral expression skills are vital for a student's academic success and future career prospects. In today's challenging environment, students must not only possess academic expertise, but also the requisite skills to enhance their learning and employability prospects in the future. Oral expression is a dynamic process as it involves an interaction between two or more people. The main purpose of oral expression is to transmit thoughts and beliefs to another person. The major components of this skill are verbal communication or oral communication and non-verbal communication. Oral expression is the process of expressing ideas through the medium of speech and this plays a crucial role in the life of students.

For that reason, the researchers of this project have proposed to create this document that will enable students to develop the different skills that are used for putting in practice the oral expression with the purpose of increasing not only their scholastic yield of students but also the abilities that they have to strength for speaking English in real life.

In the same way, the present project contains valuable information that that consists of scientific and bibliographical research that support the academic material that is presented in the different foundations. Furthermore, the impact of this investigation will be relevant because it will benefit to all people who are involve in the teaching learning process of this institution.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **BACKGROUNDS**

According to studies related to this topic the investigators have noticed that exist others similar to this one but focused form another point of view or have different proposal for giving a solution to this problem.

The first similar project found was the elaborated by Aracely Ordoñez and Nancy López in the city of Cuenca in Azuay province, in the 2012 year, who in their job mentioned that oral expression is a very important component of the productive skills when learning English. Besides, they introduce how students can be better learners by using the speaking skill little by little in classroom, it is the only way in what apprentices can demonstrate and awake their speaking skill.

#### **THEORETICAL FOUNDATION**

##### **ORAL EXPRESSION**

For successful communication, students require more than the formal ability to present well and a range of formulaic expressions. Successful communication is context-dependent and therefore embedded in its particular discourse community Bizzell, (1989).

Oral expression reflects the persistent and powerful role of language and communication in human society. As Halliday (1978, p. 169) explains, communication is more than merely an exchange of words between parties; it is a "...sociological encounter" (Halliday, p. 139) and through exchange of meanings in the communication process, social reality is "created, maintained and modified" (Halliday, p. 169). Such a capacity of language is also evident in Austin's (1962) earlier work on speech act theory where, as cited by Clyne (1994, p. 2), language and thus communication is an "...instrument of action". Speech act theory, concerned with the communicative effect, that is, the function and effect of utterances, dissects an utterance into three components:

the actual utterance (the locution); the act performed by the utterance (the illocution); and the effect the act has on the hearer (the perlocution). Searle's (1969) work further defined speech acts as directives, imperatives, requests, and so on.

Oral expression is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; students actively and consciously engage in communication in order to develop information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over time. The word process suggests that communication exists as a flow through a sequence or series of steps. The term process also indicates a condition of flux and change. The relationships of people engaged in communication continuously grow and develop.

### **Oral expression is an exchange of meaning and understanding**

Meaning is central to communication. Oral expression is symbolic because it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication. Oral expression is an interactive process. The two communication agents involved in the communication process are sender (S) and receiver (R). Both the communication agents exert a reciprocal influence on each other through inter stimulation and response.

At its most basic level, oral expression is the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral expression is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction. Not everyone is an effective communicator. In order to function successfully academically and professionally, one needs to learn effective oral communication skills. For many, conversational speech comes naturally. However, in more formal speech, effective communication skills are essential. A poorly conducted interview, sales

presentation, or legal argument could have ramifications that affect many more people than the speaker. By becoming an effective communicator one will be able to conduct himself in a variety of personal, professional, and academic environments with confidence.

Oral expression is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Unlike conversational speech, speech in more formal environments does not come naturally. What should be learnt is how to critically think about how to present oneself as a speaker in all occasions and then how to function in a variety of speaking environments?

Oral expression can take many forms, ranging from informal conversation that occurs spontaneously and, in most cases, for which the content cannot be planned, to participation in meetings, which occurs in a structured environment, usually with a set agenda.

As a speaker there are several elements of oral expression of which one needs to be aware in order to learn how to use them to its advantage. Apart from the language used for communication, there are several others elements which the speaker should learn to communicate effectively. The Skills are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc. At tertiary level it is assumed that the learners know the basics of the language. At this level teaching speaking skills is irrelevant. What the teacher has to teach is the communication skills. For this he has to know the individual needs of the students. And this can be known in a better way when the learners perform a task in the class. Task-based approach seems to be suitable for teaching and learning these skills.



## **EFFECTIVE TECHNIQUES TO IMPROVE ORAL EXPRESSION**

Certainly, students cannot become skillful in communicating in English in a single day. The learning process should be started from the scratch and must be completed successfully.

### **1. Read as much as you can:**

- Reading regularly is considered to be the best practice that can enhance basic oral communication skills.
- Reading English literature, newspapers, magazines, novels, fiction, etc. improves vocabulary skills.
- Also, this will aid you in developing your thinking process and enhance your sharpness in gathering ideas and expressing them in English.

### **2. Check out the dictionaries:**

- Dictionary is a wizard of new words with its synonyms, meanings, adjective and noun forms.
- Also, dictionary explains the word with in-depth explanation and example, helping the readers to learn best communication words for a communication and the word's usage.
- In your spare time, you can always look for some uncommon words and their meaning with pronunciation in the dictionaries.

### **3. Listen to learn:**

- Listening is another practice that will help students to train yourself for oral communication. Initially, they will be diverted from the listening as most of the words will appear to be unfamiliar and they might not be able to comprehend everything in one go.
- Also, the accent of a native English speaker might also be non-understandable as students might find difficulty in understanding the tone and accent of the spoken words and sentences.
- However, gradually they will learn, but for that they need to have lot of patience and perseverance. Listening to slow English songs, speech, presentations, news, debate or watching movies will help them a lot.

#### **4. Writing the necessary points:**

- While students read, they generally come across some specific words that are tough to spell out. Writing makes it easier to recognize and spell such words properly.
- Also, writing helps them to become familiar with sentence construction, which will later help them in conversation.

#### **5. Read Out Loud:**

- Reading is indeed a good habit and students need to keep it up. However, murmuring will certainly not help them in getting over their oral communication lags.
- Read loud so that they can clearly hear their own voice and make out the mistakes while reading. The golden tips for making communication skills better are to pronounce each and every word clearly and loudly.
- This is the best way to improve English speaking skills. Read whatever you get in the hand, whether a torn out page from old book or a column from newspaper .

#### **6. Ask your guide or teacher:**

- The communication issues or errors can be corrected at the bud if students approach their teacher or guide who holds expertise in English.
- Clearing the doubts related to both grammatical and sentence construction issues will significantly help them become skilled at oral communication.

#### **7. Enhance your vocabulary skills:**

- Good students have new words in vocabulary and use them intelligently while speaking.
- So, when they are on the way to becoming a good oral communicator, learners should augment their vocabulary skills as well. Learn at least one word everyday and try to implement or use it the next day.

## **8. Watch movies for learning more:**

- If watching English movies during leisure is students favorite pass time, then they are a lucky one. Their hobby will help them in advancing their oral expression skills.
- Good quality movies can help them in improving their accent and sentence construction. Also, this effective way enhances their self-confidence. The sub-title part helps one to make out the accent.

## **HOW TO APPLY THE ORAL EXPRESSION CORRECTLY**

Now, after you came to know about the techniques, you need to find out how to apply the skills that you learnt. Here are a few ideas for you:

### **1. Become friendly and approachable while speaking:**

Communication made in friendly tone always gets an upper hand compared to communication done in a formal manner. Engage your listeners as much as possible through your words.

### **2. A clear speaking:**

Talk to the point! Stick to the point on which you want the discussion to be done. Be brief and highlight on the points as often too lengthy and enlarged speech becomes monotonous and moves out of track.

### **3. Apply gestures while speaking:**

While you speak, try making your point clear by including some gestures with the help of your hands and face. Gestures often create a positive impact on the audiences as well as on the speaker by enhancing his/her understanding.

### **4. Confident body language:**

While you are engaged in oral communication, your body posture is a factor that will speak more than your words. A decent and approachable body language engages the audiences, while hunched shoulders and crossed arms reflect your unwillingness in speaking.

## **5. Optimistic attitude:**

An oral communication is greatly influenced by confident attitude. A calm and composed attitude shows your patience, sincerity, respect, honesty and value for the work.

## **6. Control over your words:**

If you want to get hold of good oral communication skills, you need to follow a few things that will give you control over words and language like:

- Speak clearly and do not mumble
- Make the audience understand your voice at the very first go so that you don't need to repeat
- Pronounce the words clearly (know the actual pronunciation of the words)
- Apply right words while speaking
- Use words that are familiar
- Slow down your speech where necessary and again move on to the previous pace

## **7. Stick to any one accent:**

While speaking you should apply your skills intelligently and shouldn't mix up the accents. Also, don't mix up the message that you want to deliver to the audiences.

## **8. Speak with humbleness:**

Besides patience, you should also work on improving your modesty while speaking. Humbleness is one of the best traits that the listeners appreciate. This enhances your oral communication skills in English.

## **Methods for Improving Your Spoken English Without a Speaking Partner:**

Improving your English language can also be done all by yourself. Though many experts advice to take the help of any professional who can speak well, but if in case you do not avail that option then you can accomplish learning English language through other ways.

You can be a complete solo player and still win the game. Here we have mentioned a few methods by which you can improvise your English language without relying on others.

1. Think in English
2. Talk to yourself in English
3. Focus on Stressed Sounding words
4. Speak in front of a mirror
5. Listen to English songs
6. Learn Word Forms with New Words
7. Focus on Fluency first and then Grammar
8. Translate your most common sayings in English
9. Try Some English Tongue Twisters
10. Listen and Repeat
11. Prepare for particular situations
12. Try to build phrases
13. Do not get too stressed, Relax!
14. Choose a story and try to say it in english

By now, you have got the ways to improve the oral communication skills. As a newbie, you might come across various hurdles, but keep your calm, dedication and patience and carry on!

By practicing hard, you can reach greater heights and might end up becoming an English orator one day!

## **VOCABULARY**

### **Definition**

Vocabulary is the collection of words that an individual knows (Linse,2005:121). There are some experts who give definitions of vocabulary. Hatch and Brown (1995:1) define that vocabulary as a list of words for a particular language or a list or set of word that individual speakers of language might use. Furthermore, in Webster Dictionary (1985:1073), vocabulary is define as a list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc. While according to Roget (1980:1036), vocabulary is:

- a. A list of words often defined or translated.
- b. All the words of Language.
- c. Specialized expression which are indigenous to a particular field, subject, trade or subculture.

Laufer (1997:54) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language.

Vocabulary is an important aspect in teaching language, as stated by Edward (1997:149), "Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system". Sometimes, it's difficult to determine the words that students related to vocabularies such as: meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc.( Linse,2005:121)

Based on the importance of vocabulary, teachers should consider some types of vocabulary that can be taught to young learners. It will be discussed in the following section.

## **TYPES OF VOCABULARY**

There are some types of vocabulary as stated by Nation (1990), Aeborsold and Field (1997). They are active or productive vocabulary and passive or receptive vocabulary.

Active or productive vocabulary refers to language items which learner can use appropriately in speaking or writing (Aeborsold and Field, 1977:139). It is in line with Nation (2003:25) who states that productive vocabulary refers to the words that students can pronounce, spell and write. It involves how to use the words in grammatical pattern.

An active vocabulary is made up of the words readily used and clearly understood by an individual when speaking and writing. Contrast with passive vocabulary.

Martin Manser notes that an active vocabulary "consists of the words that [people] use frequently and confidently. If someone asks them to make up a sentence containing such and such a word—and they can do it—then that word is part of their active vocabulary."

"An active vocabulary covers all those words people need to use and have no reservations about using to communicate with others on an everyday basis. The range of people's active vocabulary is a unique reflection of their sociocultural position and the range of discursive practices engaged in. In other words, it depends on the range of relations people contract as a part of everyday existence, over a lifetime. Except for people who frequently make contact with the specialist meaning systems of professions or of other special knowledge categories, most people's active words are high frequency words in the language and need little stimulus to activate them in the mental lexicon. They are ready for use in incoming and outgoing messages, with no noticeable effort."

## **Developing an Active Vocabulary**

"When teachers tell you not to use the word get or to find a better adjective to replace nice, they are trying to encourage you to transfer words from your passive vocabulary into your active vocabulary." (Laurie Bauer, *Vocabulary*. Routledge, 1998)

"As a writer, try to turn much of your recognition vocabulary into active vocabulary. In order to make the switch, you must be certain to observe the context, connotation, and denotation of every word you intend to transfer." (Adrienne Robins, *The Analytical Writer: A College Rhetoric*. Collegiate Press, 1996)

"Educationists believe that using vocabulary in communicative tasks is more beneficial to developing active vocabulary than requiring learners to memorize isolated words, or leaving them to their own devices." (Batia Laufer, Alan Davies, ed. by C. Elder et al. Cambridge University Press, 2001)

"While studies agree that knowledge of vocabulary is important for developing reading skills, they also show it is normally extensive reading that helps develop a wide vocabulary." (Irene Schwab and Nora Hughes, 2010)

Passive or receptive vocabulary refers to language items that can be recognized and understood in the context of reading or listening (Aeborsold and Field, 1977). This receptive vocabulary, as stated by Nation (1990), refers to the words that students can be organized when they are heard and they are expected to be able to distinguish a word which has similar sound. In contrast, Manser says, "a person's passive vocabulary consists of the words whose meanings they know—so that they do not have to look the words up in a



dictionary—but which they would not necessarily use in ordinary conversation or writing" (The Penguin Writer's Manual, 2004).

"A passive vocabulary . . . includes the words stored in verbal memory that people partially 'understand,' but not well enough for active use. These are words that people meet less often and they may be low frequency words in the language as a whole. In other words, activating them takes longer and it demands greater stimulus than most textual contexts provide. Words stop being passive if people are regularly contracting relations that activate them, since this lowers the amount of stimulus needed to put them to use. A facility in using the words develops. Again constraints of another kind in the extralinguistic context may also restrict the active use of some words. This can happen even when words are available for active use in principle, such as cultural taboo words that most people know but rarely use outside certain settings. David Corson (1995)

From the explanation above, it can be concluded that there are different types of vocabulary, this is relevant to the fact that people have different ways in understanding words in terms of visual, aural, oral and written words. Not all words suit that are needed by the learners, so vocabulary selection is important to be considered to teach learners and these criteria for vocabulary selection will be discussed below.

## **IMPORTANCE OF VOCABULARY**

Vocabulary represents one of the most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words. In what follows, the focus of

this introductory chapter will be on why vocabulary is important, on what makes words difficult, on the main reasons for which students often forget the words they learn and on some techniques which help them remember the vocabulary.

Talking about the importance of vocabulary, the linguist David Wilkins argued that: "without grammar little can be conveyed, without vocabulary nothing can be conveyed." Indeed, people need to use words in order to express themselves in any language. Most learners, too, acknowledge the importance of vocabulary acquisition. In my experience as a teacher, I noticed the fact that students usually find it difficult to speak English fluently. They usually consider speaking and writing activities exhausting because they keep on using the same expressions and words and very soon their conversation is abruptly interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. Other students are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked them in the dictionary, and this also a cause of the lack of vocabulary. The more words students learn, the easier they memorize them.

The teacher has an essential role in helping students to improve their vocabulary. Unfortunately, vocabulary teaching has not been enough responsive to such problems, and teachers have not recognized the tremendous importance of helping their students to develop an extensive vocabulary. If we look back in the past, we discover that for a long time, English used teaching approaches such as Direct Method and Audiolingualism which emphasized the primary importance of teaching grammatical structures. Since the accent was on grammar, few words were introduced in such courses and most often, they were limited and related to the grammar structures taught.

By the beginning of 1970s, there was a major change in teaching English. The focus turned from the Direct Method and Audiolingualism to the Communicative Approach which emphasized the importance of teaching

vocabulary. Students were exposed to diverse vocabulary and speaking activities. Many words began being introduced during such courses and students were encouraged to express themselves as much as possible.

Nowadays, there is more freedom in choosing the methods to be used during English classes. The English syllabus is organized around both vocabulary and grammar structures. Since there is a certain number of classes allotted for each item in the syllabus, teachers usually have the necessary time to insist on teaching and practising vocabulary. Vocabulary is no longer treated as an add-on and teachers become more aware of the importance of vocabulary and attention is paid to the grammar of words, to collocations and to word frequency. Nevertheless, students still have difficulties in expressing themselves fluently and still consider speaking tasks exhausting.

## **CHARACTERISTICS OF ENGLISH VOCABULARY**

1. English words are mainly polysemantic, i.e. they have more than one possible meaning. The meaning of most English words is a complex structure of meanings.
2. English has a lot of borrowed words (ca 80%) which were mainly adopted from different Indo-European languages (most borrowed words came from Latin and French).
3. English is characterised by well-developed synonymy with many sources for synonyms.
4. English is characterised by well-developed homonymy (e.g. bare/bear, hair/hare etc.).
5. Most words in English are mono- and disyllabic.

6. English has a unique phenomenon: phrasal verbs, which consist of a verb and a preposition or adverb that modifies or changes the meaning; e.g. 'give up' is a phrasal verb that means 'stop doing' something, which is very different from 'give'.
7. Many words have rather general meaning specified by context.
8. English has a special type of word-formation — conversion (zero-derivation).

## **STRATEGIES FOR TEACHING VOCABULARY**

Because vocabulary knowledge is critical to reading comprehension, it is important that those working with young readers help foster their development of a large “word bank” and effective vocabulary learning strategies. There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.

### **Explicit Vocabulary Instruction**

#### **Pre-teaching Vocabulary Words**

One of the most effective methods of helping children learn new vocabulary words is to teach unfamiliar words used in a text prior to the reading experience. Adults (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. Then these words should be defined and discussed. It is important for the adult to not only tell the child(ren) what the word means, but also to discuss its meaning. This allows the child(ren) to develop an understanding of the word's connotations as well as its denotation. Also, discussion provides the adult with feedback about how well the child(ren) understands the word. After pre-teaching vocabulary words, the child(ren) should read the text.

## **Repeated Exposure to Words**

It may seem common sense that the more times we are exposed to a word, the stronger our understanding becomes. However, repeated exposure to new vocabulary words is often ignored. Adults often forget a person (especially a child) needs to hear and use a word several times before it truly becomes a part of her vocabulary. Providing multiple opportunities to use a new word in its written and spoken form helps children solidify their understanding of it.

## **Keyword Method**

Like pre-teaching, the keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. However, rather than encouraging the child to remember a definition for a new word, the adult teaches him a “word clue” to help him understand it. This “word clue” or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word’s meaning that the reader can access efficiently during a reading experience.

## **Word Maps**

The word map is an excellent method for scaffolding a child’s vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with children in grades 3-12.

## **Root Analysis**

While root analysis is taught explicitly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. Adults should focus on teaching children the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common word should be shared and examined. The reader should see how the root helps her understand the word’s definition. Children should then be given practice analyzing words to determine their roots and definitions. When a reader is able to break down unfamiliar words into their prefixes, suffixes and roots they can begin to determine their meanings.

## **Restructuring Reading Materials**

This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes (definitions provided at the bottom of the page) can be added for particularly challenging words so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

## **Implicit Vocabulary Instruction**

### **Incidental Learning**

Incidental vocabulary learning occurs all of the time when we read. Based on the way a word is used in a text we are able to determine its meaning. While you may not know what a specific word means, many times

you can determine its meaning based on what the rest of the sentence focuses on. Adults should model this sort of incidental vocabulary learning for children to help them develop their own skills.

## **Context Skills**

Context skills are the strategies that a reader uses for incidental vocabulary learning. Texts are full of “clues” about the meanings of words. Other words in a sentence or paragraph, captions, illustrations and titles provide readers with information about the text that they can use to determine the meanings of unfamiliar words. These features are often referred to as “context clues” because they are contained within the context of the piece of writing rather than outside it. Young readers should be taught to find and use context clues for learning new vocabulary words. Adult modeling and practice are key for helping children develop this important reading skill.

## **EPISTEMOLOGY FOUNDATION**

### **Definition**

Some authors had quite different beliefs about the nature of knowledge. The issue here is not who was right, but that we all have implicit beliefs about the nature of knowledge, what constitutes truth, how that truth is best validated, and, from a teaching perspective, how best to help people to acquire that knowledge. The basis of that belief will vary, depending on the subject matter, and, in some areas, such as social sciences, even within a common domain of knowledge. It will become clear that our choice of teaching approaches and even the use of technology are absolutely dependent on beliefs and assumptions we have about the nature of knowledge, about the requirements of our subject discipline, and about how we think students learn. We will also see that there are some common, shared beliefs about academic knowledge that transcend disciplinary boundaries, but which separate academic knowledge from general, ‘every day’ knowledge.

The way teachers teach in higher education will be driven primarily by our beliefs or even more importantly, by the commonly agreed consensus within an academic discipline about what constitutes valid knowledge in the subject area. The nature of knowledge centers on the question of *how* we know what we know. What makes us believe that something is 'true'? Questions of this kind are epistemological in nature. Hofer and Pintrich (1997) state:

'Epistemology is a branch of philosophy concerned with the nature and justification of knowledge.'

The famous argument at the British Association in 1860 between Thomas Huxley and the Bishop of Oxford, Samuel Wilberforce, over the origin of species is a classic example of the clash between beliefs about the foundations of knowledge. Wilberforce argued that Man was created by God; Huxley argued that Man evolved through natural selection. Bishop Wilberforce believed he was right because 'true' knowledge was determined through faith and interpretation of holy scripture; Professor Huxley believed he was right because 'true' knowledge was derived through empirical science and rational skepticism.

An important part of higher education is aimed at developing students' understanding, within a particular discipline, of the criteria and values that underpin academic study of that discipline, and these include questions of what constitutes valid knowledge in that subject area. For many experts in a particular field, these assumptions are often so strong and embedded that the experts may not even be openly conscious of them unless challenged. But for novices, such as students, it often takes a great deal of time to understand fully the underlying value systems that drive choice of content and methods of teaching.

Our epistemological position therefore has direct practical consequences for how we teach.



## **Epistemology and theories of learning**

Most high schools teachers will be familiar with the main theories of learning, but because instructors in post-secondary education are hired primarily for their subject experience, or research or vocational skills, it is essential to introduce and discuss, if only briefly, these main theories. In practice, even without formal training or knowledge of different theories of learning, all teachers and instructors will approach teaching within one of these main theoretical approaches, whether or not they are aware of the educational jargon surrounding these approaches. Also, as online learning, technology-based teaching, and informal digital networks of learners have evolved, new theories of learning are emerging.

With a knowledge of alternative theoretical approaches, teachers and instructors are in a better position to make choices about how to approach their teaching in ways that will best fit the perceived needs of their students, within the very many different learning contexts that teachers and instructors face. This is particularly important when addressing many of the requirements of learners in a digital age that are set out in Chapter 1. Furthermore, the choice of or preference for one particular theoretical approach will have major implications for the way that technology is used to support teaching.

In fact, there is a huge amount of literature on theories of learning, and I am aware that the treatment here is cursory, to say the least. Those who would prefer a more detailed introduction to theories of learning could, for an obscene price, purchase Schunk (2011), or for a more reasonable price Harasim (2012). The aim of my book though is not to be comprehensive in terms of in-depth coverage of all learning theories, but to provide a basis on which to suggest and evaluate different ways of teaching to meet the diverse needs of learners in a digital age.

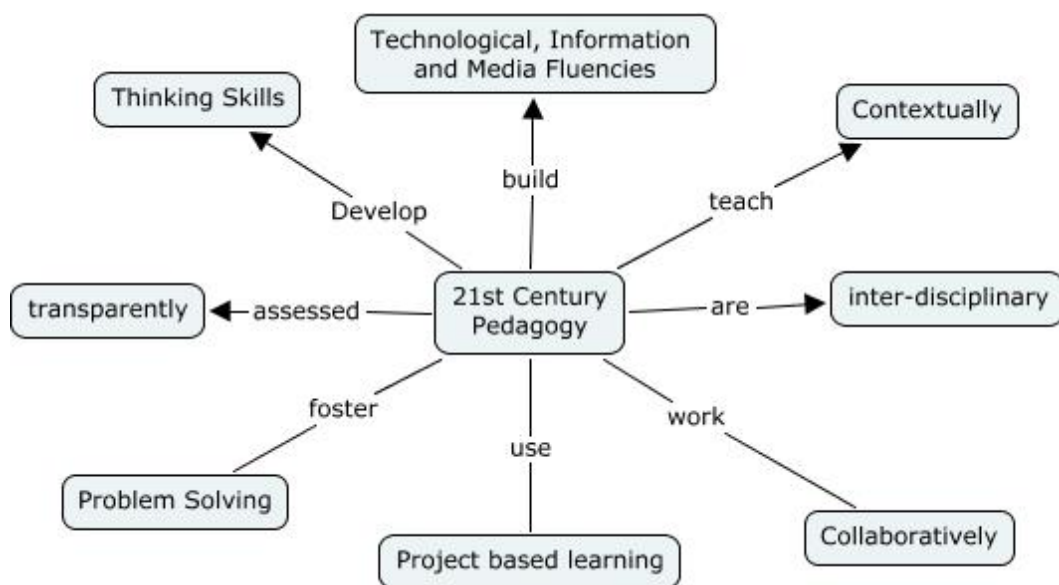
In the following sections I examine four of the most common theories of learning, and the underlying epistemologies that drive them.

## PEDAGOGICAL FOUNDATION

### Definition

The profession, science, or theory of teaching.

How we teach must reflect how our students learn, it must also reflect the world they will emerge into. This is a world that is rapidly changing, connected, adapting and evolving. Our style and approach to teaching must emphasize the learning in the 21st century.



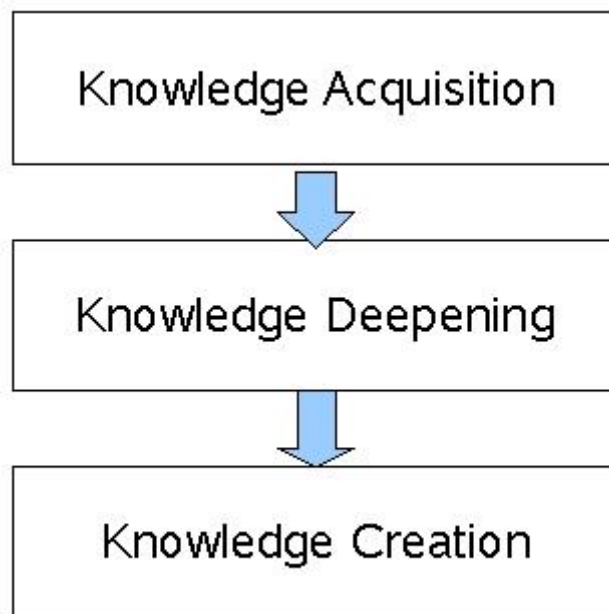
Graphic # 1

The key features are:

- building technological, information and media fluencies [Ian Jukes]
- developing thinking skills
- makes use of project based learning
- uses problem solving as a teaching tool
- uses 21st C assessments with timely, appropriate and detailed feedback and reflection
- is collaborative in nature and uses enabling and empowering technologies
- Contextual learning bridging the disciplines and curriculum areas

## **Knowledge**

You will notice that Knowledge does not specifically appear in this diagram. Does this mean that we do not teach content or knowledge? Of course not. While a goal we often hear is for our students to create knowledge, we must scaffold and support this constructivist process. This process was aptly describe in a recent presentation.



**GRAPHIC # 2**

Professionals need to teach knowledge or content in context with the tasks and activities the students are undertaking. Students respond well to real world problems and our delivery of knowledge should scaffold the learning process and provide a foundation for activities. As teachers know from the learning pyramid content delivered without context or other activity has a low retention rate.

## **LINGUISTIC FOUNDATION**

The language teachers did not wait for sociolinguistics to come along in order to realize the relationship between language, culture and society. Language teachers and linguists have faced the common question of

overemphasizing either the linguistic forms or people and countries. If they emphasize linguistic forms and neglect the people who use the forms in ordinary communication, the basic purpose of using the language is distorted. If they emphasize people and country and neglect linguistic forms, teaching becomes superficial and ineffective. In fact language teachers have been teaching language as a purely formal system. They forget that their students need to contact with native speakers and that a language class should create an introduction to a country and its people. Language cannot be taught without coming face to face with social context factors which have significant impact on language teaching and learning. Language and society are closely linked. Comparing human and non-human societies, it has been observed that, "it is this inability to produce language...that keeps the apes as they are. For culture is only transmissible through coding, classifying and concentrating experience through some form of language. A developed language therefore is a unique and distinctive human trait..." (Worsley, 1970, p.25).

The language learner should not only study the cultural context but he/she should also be made aware of the interaction between language and culture. The British anthropologist cum linguist Malinowski says, "Language is essentially rooted in the reality of the culture, the tribal life and customs of the people, and...it cannot be explained without constant reference to these broader contexts of verbal utterance" (1923, p.305). He further says that „an utterance becomes only intelligible when it is placed within its contexts of situation..." (op.cit. 306).

According to William Labov, the chief exponent of sociolinguistics, the study of language within the context of a speech community is linguistics. While studying the common topics of linguistic analysis, phonology, morphology, syntax, discourse analysis, semantics etc in their pure and abstract form, leaves out the most interesting; the infinite varieties of language use. He says that "the basic data for any form of general linguistics would be language as it is used by native speakers communicating with each other in everyday life" (1971, p. 153).

The mode for the analysis of languages has shifted from the utterance in isolation and the study of a context into which this utterance must be placed towards an attempt to regard the interpersonal social act as the primary event and the speech forms as secondary. The act of communication is not seen as an exchange of linguistic messages, but rather as a socially meaningful episode. Let us take an example of two friends A and B. A (waving his hand) to B: How are you? B: How am I in regard to what? Health, finance, school, work or peace of mind? A (angrily): Look! I was just trying to be polite. Frankly, I do not care how you are? The concept of „Communicative Competence“ is widely accepted in language pedagogy. It is “a competence of when to speak, when not, and as to what to talk about with whom, when, where, in what manner” (Hymes, 1972, p. 277). This concept definitely challenged Chomsky’s „linguistic competence“ which is confined to internalized rules of syntax and abstracts from the social rules of language use. Communicative Competence no doubt implies linguistic competence but its main focus is the grasp of social and cultural rules and meanings that are carried by any utterance. Language teaching must recognize social, interpersonal and cultural dimension as important as grammatical and phonological aspect.

## **SOCIOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS**

In general, during the past two decades, research in second language learning increased as a result of advance in the areas of general linguistics, psycholinguistics, and cognitive psychology. It is now clear that psychological and sociological factors occupy a major role in second/foreign language learning. The cognitive approach is important but not sufficient; it has to be accompanied with an affective approach. It was R.C. Gardner (1958) who first indicated that studies held to predict achievement in a second language lacked the incorporation of personal characteristics such as interest, motivation and effort. He suggested the idea of launching studies which account for the ignored motivational variables and test whether these are independent of the aptitude factors.

Brown (1973) talks of a need to establish second language acquisition theories and methods based on both cognitive and affective principles. Ernest Hilgard goes further to say that unless a role is assigned to affectivity, purely cognitive theories of learning would be rejected (cited in Brown 1973).

Gardner even proposed that achievement in a second language depends on two individual difference variables: a cognitive ability and an affective one (Gardner 1983). This chapter highlights some social and psychological factors through a discussion of factors affecting them. It also discusses two major theories, presents some related learning models and surveys studies in this area. To discuss the social psychological aspects of second language learning, Gardner (1977) suggests the study of four areas that influence second language learning: social factors, individual differences, factors affecting attitudes and motivation, and costs and benefits of second language learning.

### **Social Factors**

Social factors refer to any characteristics of a social community which might influence an individual's acquisition of a second language, for example, the linguistic nature of the community whether bilingual or monolingual, the political climate in relation to bilingualism whether supporting bilingualism or mono-lingualism, the socioeconomic status of the learner whether high or low, and the language learning context whether formal or informal.

### **Individual differences**

Individual differences could be characterized by the following: (i) age, (ii) sex, (iii) personality, (iv) language aptitude, and (iv) attitudes and motivation. Although it is generally believed that children are superior to adults in second language learning, studies do not prove this. The only

advantage young learners may possess is the longer time they have to master that language. In fact, Smith and Braine (1974) found out that adults are superior in the acquisition of a miniature artificial language; Asher and Price (1967) found adults superior at deciphering and remembering instructions given in the foreign language. Therefore, second language learners, especially adolescents and adults, may concentrate effectively in that language despite the difficulty in mastering the pronunciation and intonational patterns. Kennedy (in Oiler and Richards 1973) believes that older learners can benefit from their more mature cognition, longer attention span, longer short term memory span, reasoning skills.

## **LEGAL FOUNDATION**

### **National Constitution**

The basic general education has as objective to develop capacities, abilities, skills and competences in children and teenagers up to finish their learning at high school, to carry out this educative process, it is necessary based on principal national law. (The constitution) and know which is, through these laws, the support that government give to the education. According to Second Supplement - Official No. 417 (LOEI) That Article 347- literal 8 of the Constitution of the Republic establishes that:

It is the responsibility of the State: to strengthen public education and co-education, Incorporate information technology and communication in the educational process and promote the link education with productive activities.

## **National Constitution**

### **Art. 28**

Education responds to the public interest and is not a service of individual and corporate interests. Universal access, permanence, mobility and discharge will be guaranteed without any discrimination and the obligation at the initial, basic and baccalaureate level or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State promotes intercultural dialogue in its multiple dimensions. The learning was developed in a school and non-school. Public education will be universal and secular at all levels and up to the third level of inclusive education.

## **International Standards According to Common European Framework**

Minister of education and many other educational institutions around the world use the Common European Framework of Reference for Languages (CEFR). It is an international standard for describing language ability. It is used around the world to describe learners' language skills.

### **Speaking Proficiency Levels**

Common European Framework, (2017) defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. (p.1), as well as will provide teachers and curriculum planners with orientation points.

According to this project, the proposal will be applied to the 8th grade at Unidad Educativa "Huancavilca" whose level belongs to A1 of proficiency.



## **Level A1**

Basic user is considered the lowest level of generative language use—the point at which the learner can interact in a straightforward way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (CEF, 2017, p-33)

## **CONTEXTUAL RESEARCH**

This educational project was applied with the students of eighth year of Basic Education at Unidad Educativa “Huancavilca”, which is located at Rocafuerte 128 y General Vernaza street in Guayaquil-Ecuador. It is a Fiscal institution that has 3 working days and a population of 550 students in general and 37 teachers.

## **CHAPTER III**

### **THE METHODOLOGY**

#### **RESEARCH DESIGN**

The succeeding exploration study is built up in the subjective and quantitative procedure of a reasonable work that will assent hypothetical premise and it will be equipped for performing to happen it in an intervene time as long as the procedures concede machine the required assets to make, shift, or make an alteration of decided factors.

Upel (2010) states a practical task as the examination of the exploration, so as to expand and make a proposition as a reasonable working strategy to tackle issues, necessities or requirements of associations or social gatherings (pp. 13).

In a similar line with this, it very well may be called attention to that the ebb and flow study work has the cited qualities by the writer, at Unidad Educativa "Huancavilca" it very well may be identified numerous students with a low scholastic presentation in the instructing learning procedure of the English language, in which the composition ability is the most influenced, hence in this exploration, it is normal in having all the required data with the perspective on finding and make a conceivable and prompt answer for these students.

In this examination work; students, instructors and principals of the Unidad Educativa "Huancavilca" teamed up with the creator of this task in giving all the essential data. The technique for get-together information in the referenced Institution was in the school year 2018 – 2019.

## **TYPES OF RESEARCH**

The specialists of this undertaking have indicated a few and increasingly important sorts of research in a superior seeing manner.

### **Bibliographic Research**

In accordance with (College of San Mateo Library, 2015) declares that it is any exploration wherein data is assembled from distributed materials. Generally, this has included books, magazines, diaries, papers and different specific records. (pp. 2).

The creator of this task has understood an enormous and depleted hunt of information in libraries, sites, diaries, magazines, and so forth., so as to assemble and get all the data required and partner them effectively with the factors of the examination explicitly with the issue that was identified in the principal visit to the organization.

What's more, (College of San Mateo Library, 2015) additionally attests that there are two other general classifications; observational and oral research. (pp. 3).

### **Observation Research**

The specialist of this undertaking completed an exact examination since they gathered all data in the moment of the experience utilizing the perception so as to distinguish the issue which is the low performance in the develop of oral expression.

### **Oral Research**

The next stage is an oral research because of the reality of the authors have an immediate exchange with students, educators, and fundamental specialists of this Institution and it was conceivable through a study and a meeting in which all individuals recently referenced provided every single required datum that sometimes is amazingly elusive in libraries, papers or magazines.

## **Non-Experimental Research**

Kowalczyk, (2003) says that it is the name given to an investigation when an analyst cannot control or modify the indicator variable or subjects, however rather, depends on understanding, perception or connection to reach a resolution. (pp. 5).

As indicated by this, it very well may be said that the analyst did not control the information in light of the fact that the reason for existing was to watch and demonstrate the factors in its normal structure and finding a conceivable arrangement toward the finish of the procedure.

## **Exploratory Research**

Brown (2006) points out that Exploratory Research will in general handle new issues on which practically no past research has been finished. (p. 43). Similarly, it tends to be included that the accompanying examination research is anything but another theme yet it has a major significance by the analysts as well as by instructors and specialists of this institution where it very well may be discovered understudies with a low scholarly presentation in the showing learning procedure of the English language specifically the oral expression..

## **Descriptive Research**

Mirzaee (2014) contends that Descriptive Research accumulates quantifiable data that can be utilized for factual deduction on agents target group of spectators through information investigation. As an outcome this kind of research appears as closed – ended interrogants (pp. 2).

Similarly, in this stage the researcher made a depiction of the matter at Unidad Educativa "Huancavilca" since they acquired the information through seeing as well as figured inquiries. All cross examination was expounded with the end goal of recognizing the standards dissimilarities and parts of the issue in setting.

## **Field Research**

MSG (2008) shows that this exploration manages creation and gathering of present and credible data by field in any association. The procedure includes figuring out what exact information is essential and from where this data should be gotten. (pp. 1).

Correspondingly, it very well may be called attention to that this examination study can be listed as a field explore because of the way that individuals in charge of this task were in a tough situation, where all the data was accumulated without making any modification or change.

## POPULATION AND SAMPLE

### Population

Butler (2013) alludes that population comprises of all studies components that meet all requirements for incorporation in the exploration study. The population might be group of people, individuals, associations, objects, even animals or plants. (pp. 1).

For this research the authors of this project have taken into account as population the students, teachers, and authorities at Unidad Educativa "Huancavilca".

### Sample

Cherry (2015) indicates that a sample is a subset of the population that is used to represent the entire group as a whole. (pp. 1).

According to this statement, it can be indicated that a sample is an important amount of elements that belong to a group of people, animals, or objects in a population which can be examined in a better manner than to the whole community.

The sample was taken from students of eighth year of Basic Education at Unidad Educativa "Huancavilca" where the problem regarding to oral expression was detected.

### STRATUM

STAFF	POPULATION	SAMPLE	PERCENTAGE
TEACHERS	37	1	6 %
STUDENTS	550	35	94 %
TOTAL	587	36	100 %

## OPERATIONALIZATION OF VARIABLES

VARIABLES	DIMENSIONS	INDICATORS
<b>INDEPENDENT VARIABLE</b>  <b>VOCABULARY</b>	<b>DEFINITION</b>	Word or group of words that represent to a language, compounded by letters and signs.
	<b>IMPORTANCE</b>	Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills
	<b>TYPES</b>	They are active or productive vocabulary and passive or receptive vocabulary.
<b>DEPENDENT VARIABLE</b>  <b>ORAL EXPRESSION</b>	<b>DEFINITION</b>	Oral expression reflects the persistent and powerful role of language and communication in human society. It is more than merely an exchange of words between people it is a sociological encounter and through exchange of meanings in the communication process, social reality is created, maintained. and modified”
	<b>TECHNIQUES</b>	Read as much as you can Check out the dictionaries Listen to learn Read as much as you can Check out the dictionaries Ask your guide or teacher
	<b>CHARACTERISTICS</b>	Meaning is central to communication. Oral expression is symbolic because it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication.

## **METHODS OF INVESTIGATION**

### **Deductive Method**

Castillo, (2010) stated that deductive method alludes to discover answers from the fundamental thought. Deductive is valuable to clarify huge ideas. In this venture, it is valuable since it is essential to answer intelligent and rationally look into questions and clarify the motivation behind the examination.

Deductive method has the characteristic that start from the general to the particular, the current group of methodologies is the one which demonstrates concepts, definitions, principles that can be studied, put in comparison and validated. The deductive method is also referenced as a logical procedure supported on the deduction from theories. Besides, the fact of this strategy takes the theories as valid, but not probable and it can be also considered as hypothetical - deductive when the theories are verifiable hypothesis.

### **Inductive Method**

Castillo, (2010) notices that specific cases are investigated, with a specific end goal to give general conclusions. This method is connected on the grounds that it would be exceptionally hard to get decisions about the information gathered through research. Inductive method has that name because has the particularity of carrying the particular circumstances to more general rules which differs with the deductive method. This procedure is also known as a logical reasoning that has as the first step examining a particular problem in order to legislate equivalents for its qualities and particularities of the different characteristics of the elements that have to be studied or analyzed with the purpose of setting up them on the laws of science.

### **Qualitative Method**

Wyse (2011) argues that this method is used to gain an understanding of underlying reasons, opinions, and motivation. Qualitative research is also used



to uncover trends in thought and opinions, and dive deeper into the problem. (pp. 3).

In this project, the qualitative and quantitative methods were used by the researchers at the moment of gathering data through interviews and surveys. It is qualitative since the fact of analyzing the general form of the event which gave them a lot of important information and it can also be added that this method helped to recognize the principal reasons that were evaluated with intensity and amplitude which allow them expose the nature of the phenomena.

### **Quantitative Method**

Wyse (2011) also indicates that it is used to quantify the problem by way of generating numerical data that can be transformed into useable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables and generalize results from a larger sample population. (pp. 4).

In the same way with the author, it can be said that the quantitative method is employed to expose the gathered information that comes from a depth evaluation of a certain groups of events in order to analyze a verifiable concept putting all of them in a statistical form and that is the reason that the authors of this research study can assure that the quantitative method was also applied.

## **TECHNIQUES AND INSTRUMENTS OF INVESTIGATION**

### **Interview**

Interview is the dialogue or conversation between two or more people where one of them make the role of interviewer making questions to the other ones. In this case, the interview was made to the English teacher in order to collect precise information with regard to the problem that is the poor performance in the oral expression.

## **Survey**

The survey is well known as a method or technique that allows collecting data from determined quantities of people whose personal thoughts call the attention to the researcher. One characteristic of surveys is that contains different questions but with only one purpose.

For this investigation the survey was made to students of eighth year of Basic Education at Unidad Educativa “Huancavilca” who were willing to collaborate with the realization of this project.

## **Observation**

As its name indicates, this technique consists in observing the situation at same place where it is occurring. It is considered very important since the researchers can collect data using only the sight sense. It is also known as empirical technique because researchers do not need some especial knowledge for putting in practice. Furthermore, investigators can present possible solutions to the problem.

This technique helped the researchers to detect the problem at the same time when the teacher was explaining the class.

**UNIVERSIDAD DE GUAYAQUIL**

**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

**CARRERA LENGUAS Y LINGÜÍSTICA**

**SURVEY TO THE STUDENTS**

Write an (X) according to your best opinion.

#	Statements	Totally disagree	Disagree	Indifferent	Agree	Totally agree
1	The speaking skill is reinforced every day.					
2	English teacher develops speaking skill constantly.					
3	You want to use oral expression in real context					
4	You like to communicate with others in an oral way.					
5	You learn vocabulary using innovative strategies.					
6	Vocabulary is put in practice outside of classroom.					
7	You want to express your opinion in English					
8	Vocabulary is important for developing oral expression					
9	The English teacher must use another didactic material					
10	You need an extra didactic resource for English class..					

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**RESULTS OF SURVEY**

<b>Statements</b>	<b>Totally disagree</b>	<b>Disagree</b>	<b>Indifferent</b>	<b>Agree</b>	<b>Totally agree</b>	<b>TOTAL</b>
The speaking skill is reinforced every day.	12	15	1	3	4	35
English teacher develops speaking skill constantly.	14	15	3	2	1	35
You want to use oral expression in real context	6	5	0	8	16	35
You like to communicate with others in an oral way.	5	3	2	16	9	35
You learn vocabulary using innovative strategies.	26	8	1	0	0	35
Vocabulary is put in practice outside of classroom.	18	12	0	2	3	35
You want to express your opinion in English	4	2	0	15	14	35
Vocabulary is important for developing oral expression	3	3	1	14	14	35
The English teacher must use another didactic material	3	1	0	16	15	35
You need an extra didactic resource for English class.	1	2	3	15	14	35

## ANALYSIS OF RESULTS

**Statement 1:** The speaking skill is reinforced everyday.

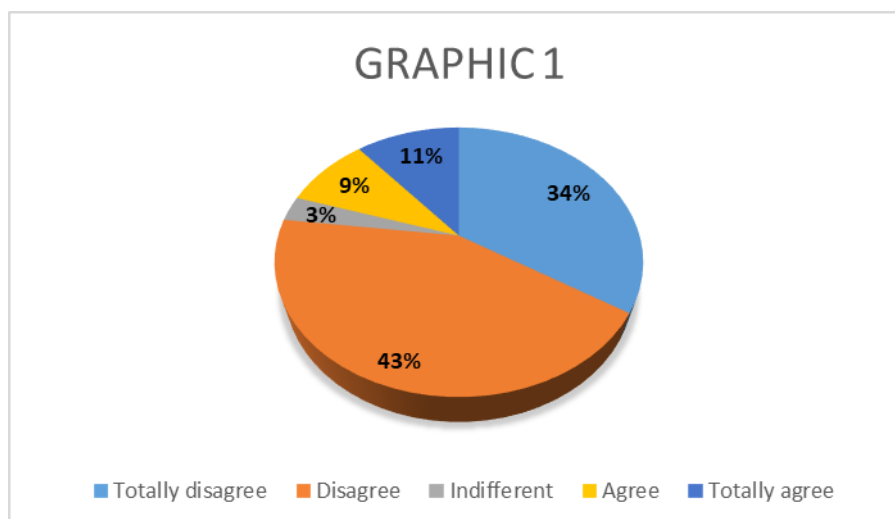
**Sample:** 35 Students

### CHART OF FREQUENCY # 1

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	12	34%
Disagree	15	43%
Indifferent	1	3%
Agree	3	9%
Totally agree	4	11%
TOTAL	35	100 %

**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera



**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera

## ANALYSIS

According to the results in the first statement, most of the students answered negatively. It happens because they know that the English teacher is not doing his best effort when imparting English classes. Besides, they feel gaps in their knowledge when speaking in English.

## ANALYSIS OF RESULTS

**Statement 2:** The English teacher develops speaking skills constantly.

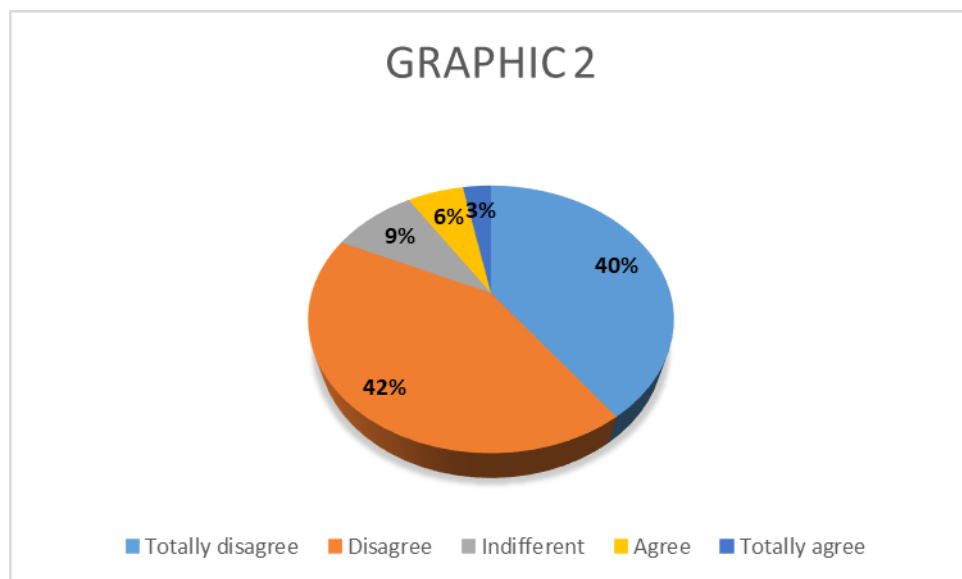
**Sample:** 35 Students

### CHART OF FREQUENCY # 2

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	14	40%
Disagree	15	42%
Indifferent	3	9%
Agree	2	6%
Totally agree	1	3%
<b>TOTAL</b>	<b>35</b>	<b>100 %</b>

**Source:** Unidad Educativa “Huancavilca”

**Researchers:** Liliana Carrascal and Julian Mera



**Source:** Unidad Educativa “Huancavilca”

**Researchers:** Liliana Carrascal and Julian Mera

### ANALYSIS

In the statement number two, most of the students agreed that English teacher must catch their attention when explaining speaking skills. They feel the necessity of learning English language correctly.

## ANALYSIS OF RESULTS

**Statement 3:** You want to use oral expression in real context.

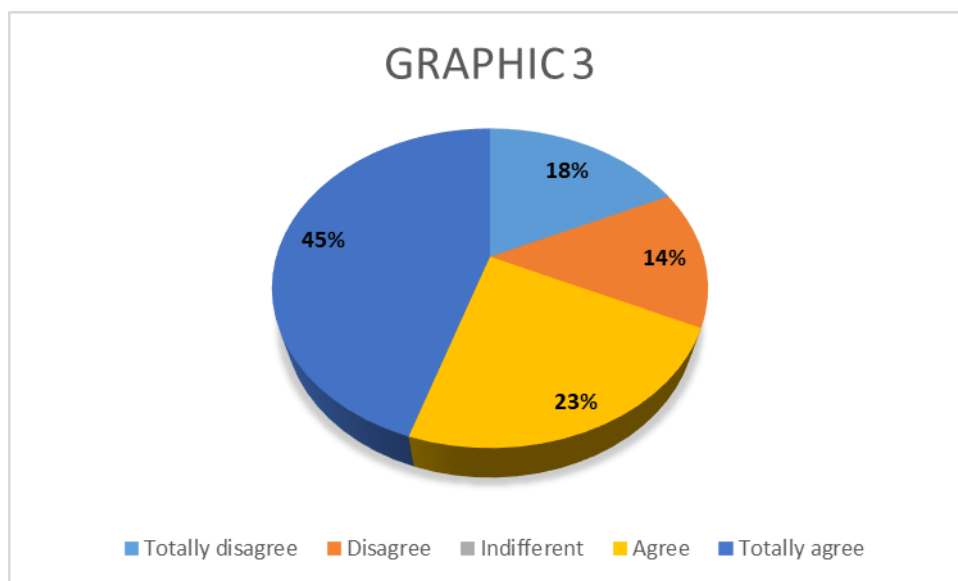
**Sample:** 35 Students

### CHART OF FREQUENCY # 3

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	6	18%
Disagree	5	14%
Indifferent	0	0%
Agree	8	23%
Totally agree	16	45%
<b>TOTAL</b>	<b>35</b>	<b>100 %</b>

**Source:** Unidad Educativa “Huancavilca”

**Researchers:** Liliana Carrascal and Julian Mera



**Source:** Unidad Educativa “Huancavilca”

**Researchers:** Liliana Carrascal and Julian Mera

## ANALYSIS

In the statement number three, the majority of students have answered positively, they want to use oral expression not only in classroom but also in real context such as social networks, etc.

## ANALYSIS OF RESULTS

**Statement 4:** You like to communicate with others in an oral way.

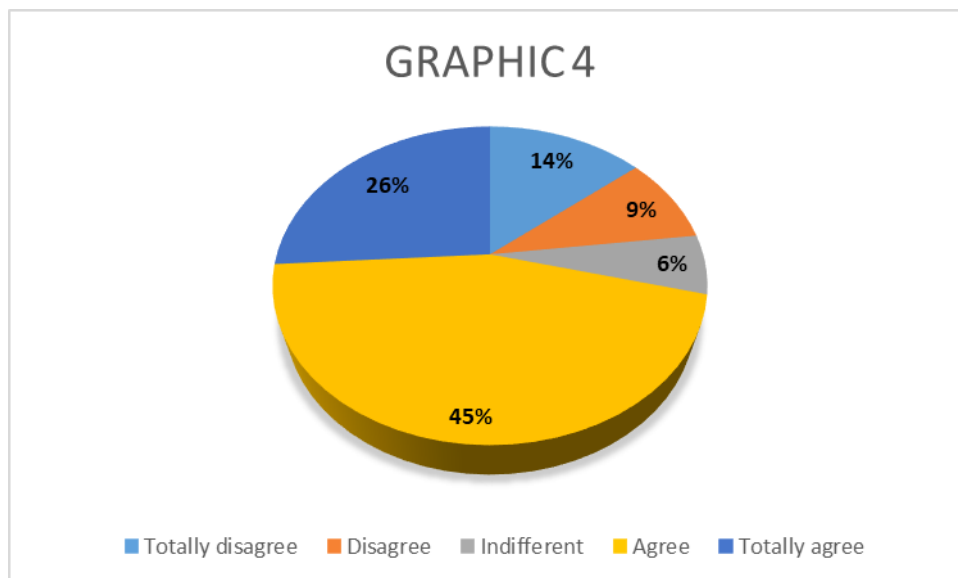
**Sample:** 35 Students

### CHART OF FREQUENCY # 4

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	5	14%
Disagree	3	9%
Indifferent	2	6%
Agree	16	45%
Totally agree	9	26%
<b>TOTAL</b>	<b>35</b>	<b>100 %</b>

**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera



**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera

## ANALYSIS

In this statement students have answered they want to communicate with others using the oral expression. They know it is important for them start producing English at this level.



## ANALYSIS OF RESULTS

**Statement 5:** Your lean vocabulary using innovative strategies.

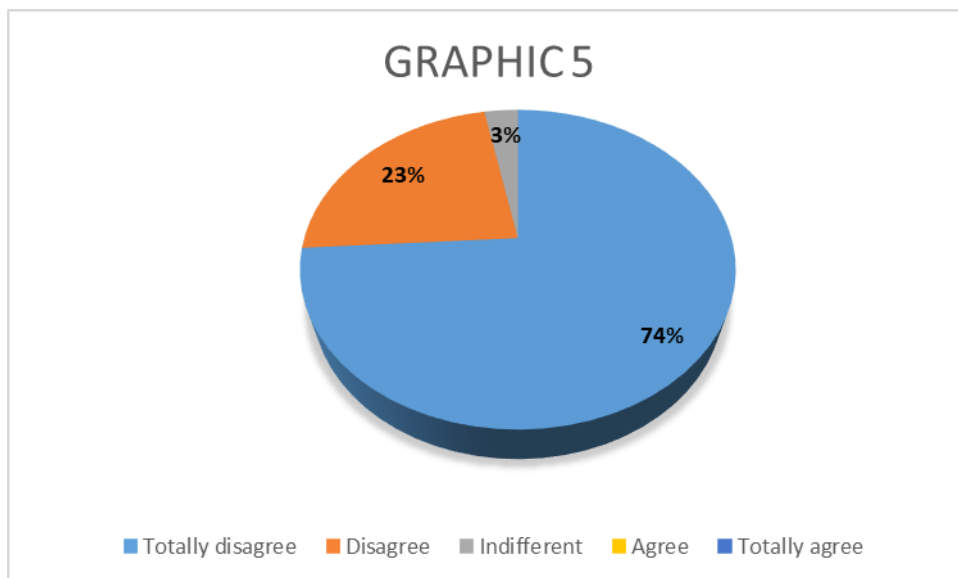
**Sample:** 35 students

**CHART OF FREQUENCY # 5**

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	26	74%
Disagree	8	23%
Indifferent	1	3%
Agree	0	0%
Totally agree	0	0%
<b>TOTAL</b>	<b>35</b>	<b>100 %</b>

**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera



**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera

## ANALYSIS

In this statement most of the students are disagree. English teacher does not use the appropriate or modern methodology for giving his class. Moreover, he still uses the traditional methods that is the reason why students feel disinterested for the English class.

## ANALYSIS OF RESULTS

**Statement 6:** Vocabulary is put in practice outside of classroom.

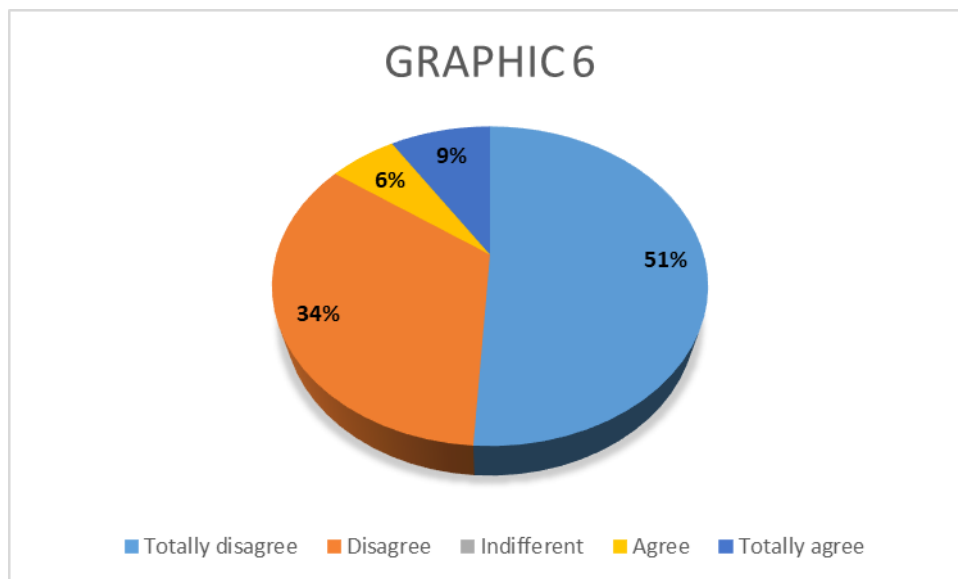
**Sample:** 35 Students

**CHART OF FREQUENCY # 6**

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	18	51%
Disagree	12	34%
Indifferent	0	0%
Agree	2	6%
Totally agree	3	9%
<b>TOTAL</b>	<b>35</b>	<b>100 %</b>

**Source:** Unidad Educativa “Huancavilca”

**Researchers:** Liliana Carrascal and Julian Mera



**Source:** Unidad Educativa “Huancavilca”

**Researchers:** Liliana Carrascal and Julian Mera

### ANALYSIS

In this statement most of the students disagreed. They have noticed that they cannot use English language outside of classroom because they are not able to develop for lacking in their knowledge. It happens since they do not have enough practice of new words.

## ANALYSIS OF RESULTS

**Statement 7:** You want to express your opinion in English.

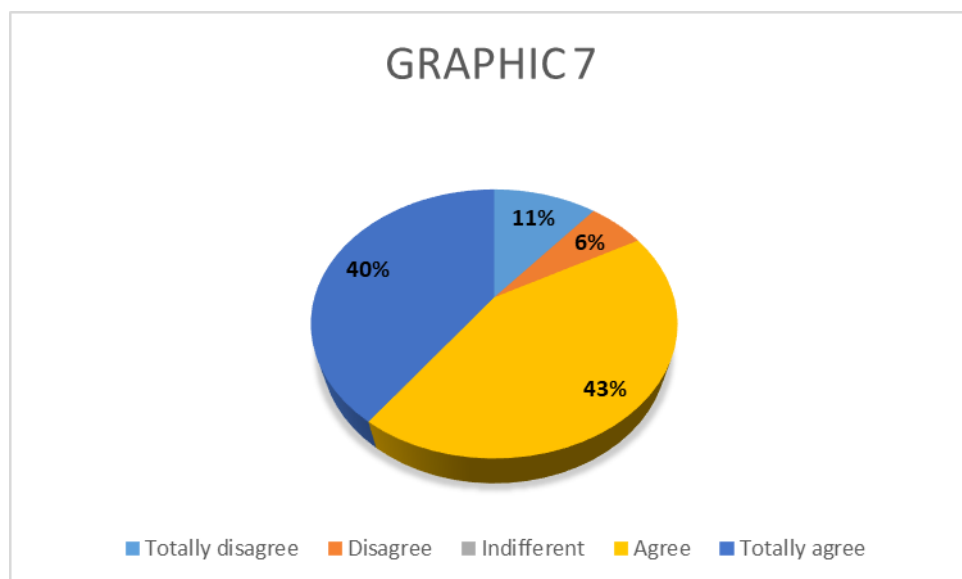
**Sample:** 35 Students

**CHART OF FREQUENCY # 7**

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	4	11%
Disagree	2	6%
Indifferent	0	0%
Agree	15	43%
Totally agree	14	40%
<b>TOTAL</b>	<b>35</b>	<b>100 %</b>

**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera



**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera

## ANALYSIS

In this statement the results show that the most of the students want to demonstrate their abilities participating in classroom but they cannot do it due to the lack of knowledge regarding to vocabulary.

## ANALYSIS OF RESULTS

**Statement 8:** Vocabulary is important for developing oral expression.

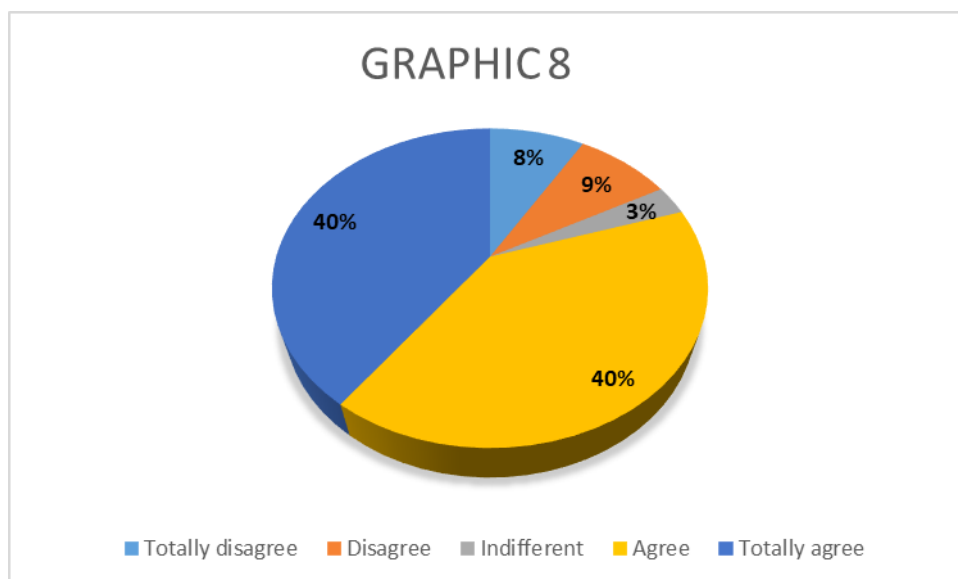
**Sample:** 35 Students

**CHART OF FREQUENCY # 8**

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	3	8.5%
Disagree	3	8.5%
Indifferent	1	3%
Agree	14	40%
Totally agree	14	40%
<b>TOTAL</b>	<b>35</b>	<b>100 %</b>

**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera



**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera

## ANALYSIS

According to the results in this statement the most of the students know that learning more vocabulary every day is an advantage for them because they will know to say the correct word and the receiver will understand easily. At this level the grammar structure is not too important.

## ANALYSIS OF RESULTS

**Statement 9:** The English teacher must use another didactic material.

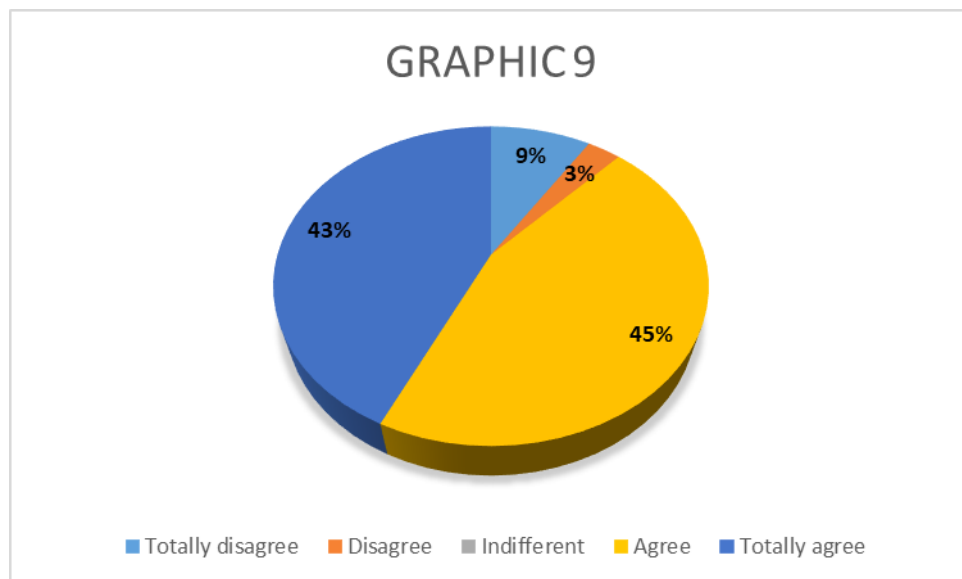
**Sample:** 35 Students

**CHART OF FREQUENCY # 9**

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	3	9%
Disagree	1	3%
Indifferent	0	0%
Agree	16	45%
Totally agree	15	43%
<b>TOTAL</b>	<b>35</b>	<b>100 %</b>

**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera



**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera

## ANALYSIS

In this statement most of the students agree that the English teacher must use another didactic material for the teaching learning process of the English language, since the book used by the teacher is not completed.

## ANALYSIS OF RESULTS

**Statement 10:** You need an extra didactic resource for English class.

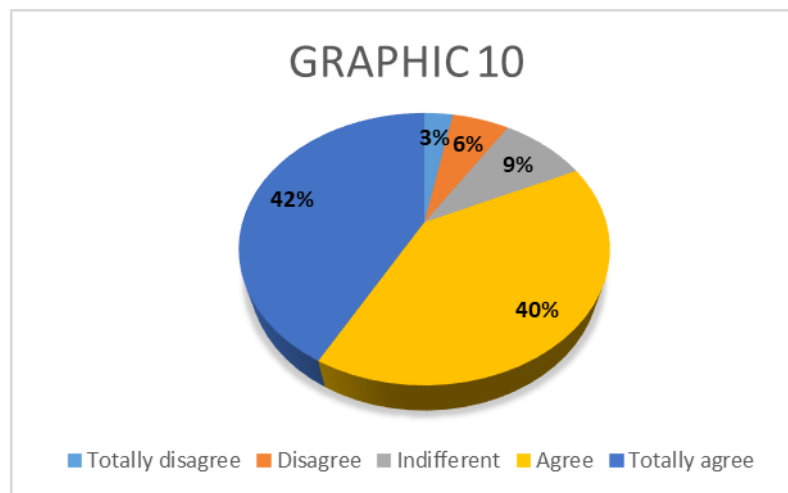
**SAMPLE:** 35 students

**CHART OF FREQUENCY # 10**

ITEMS	FREQUENCY	PERCENTAGE
Totally disagree	1	3%
Disagree	2	6%
Indifferent	3	9%
Agree	14	40%
Totally agree	15	42%
<b>TOTAL</b>	<b>35</b>	<b>100 %</b>

**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera



**Source:** Unidad Educativa "Huancavilca"

**Researchers:** Liliana Carrascal and Julian Mera

## ANALYSIS

In this statement, students answered that it is necessary the application of an extra didactic material that satisfy their needs and engage them in the learning process of the English language.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS**

- Speaking in English is very difficult for students at this level, for that reason researchers pretend to awake the interest of the students.
- Learning vocabulary is important for students at this level.
- Students do not possess background knowledge of vocabulary which make difficult develop other skills.
- Students want to use oral expression in real context.
- Oral expression is indispensable for communicating with peers.

### **RECOMMENDATIONS**

- It is recommended that teacher changes the way how teach English.
- Students must learn new vocabulary every single day by using motivation techniques.
- It is recommended both teachers and students give the real importance to the English language.
- Teacher must use different didactic resources that help to engage students in the new academic content.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE ORAL EXPRESSION**

##### **Justification**

Learning vocabulary has been for long time an overlooked aspect of learning a new language. During the last decades, however, the vocabulary has moved from the periphery into a central position. Even a quick look at the recent linguistic research reveals that more and more attention has been given to this disregarded aspect of foreign language learning.

The authors of this project agree with this words mentioned above truly well-deserved, as they are confident that vocabulary, including not just words but also their meaning, orthography, pronunciation, context and conjugation, is in the very essence of the process of learning a new language. In the same way, for a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language at least knowing lots of words instead of using grammar structure correctly.

For that reason, the researchers intend to introduce an additional didactic resource that create a route that serves as a base for continuing the improving the oral expression which is one of the most difficult skills of the English language specially at this level. Besides, this brochure will facilitate students in learning new words that is the key when learning a new language in an easy way.

Finally, the main purpose of the elaboration of this proposal is to give both teachers and students a possible solution to the problem related to oral expression, since its convenience and usefulness will awake the interest



making them more participative in class and give confident at the moment of their performance in classroom.

## **OBJECTIVES**

### **General**

To introduce an interesting and useful brochure in order to foster the oral expression through basic vocabulary at this basic level in students of eighth year of Basic Education at Unidad Educativa "Huancavilca".

### **Specifics**

To present the new didactic material for measuring the acceptance of the teachers and students and whether it is convenient for them.

To examine the brochure with different exercises and activities that will make an interactive class.

To evaluate student's acquisition knowledge through different instruments of evaluation presented in the brochure.

## **FEASIBILITY**

### **Financial**

According to the different steps that the authors have followed for the realization of this project, the expenses were covered by them.

### **Human**

All people involved in the elaboration of this research always were predisposed for contributing unconditionally. It means that teachers, students, and all educational community helped for doing it.

## **DESCRIPTION OF THE PROPOSAL**

This brochure was made following the academic content established in the curricular national planning for students of eighth year of Basic Education. It consists in practical activities and exercises where students can acquire new vocabulary and at the same time develop the oral expression although at this level they must be focused in acquire more vocabulary than express their ideas correctly.

## **CONCLUSIONS**

According to the results obtained after applied the surveys and the proposal of this project, the researchers can conclude the following:

Learning vocabulary at this level is more important than acquire grammar structure.

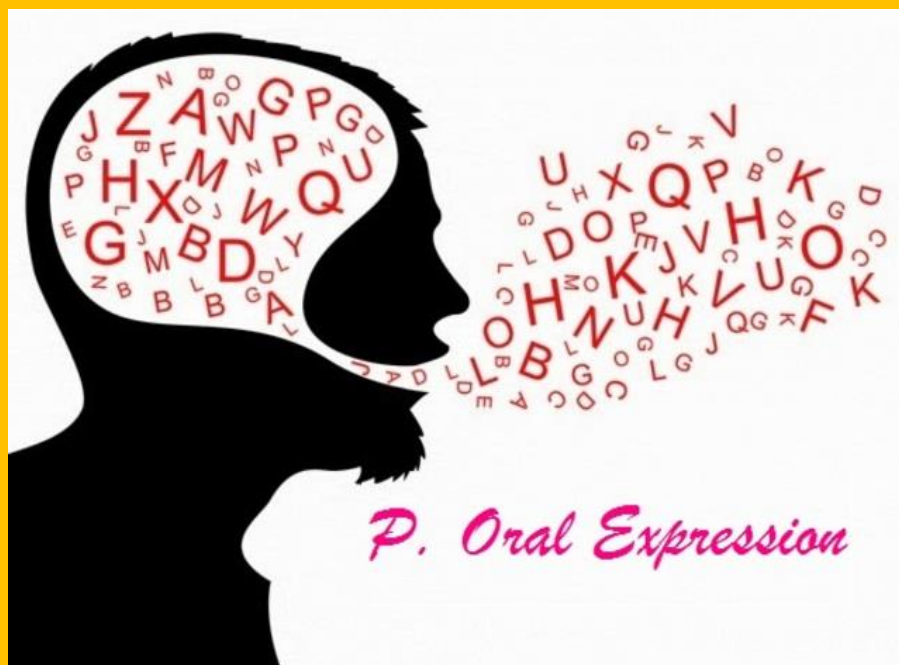
Students prefer communicate with peers using simple sentences than complex grammar structure.

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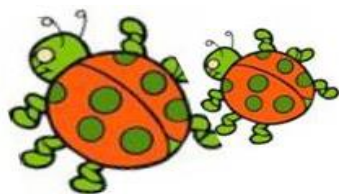


# **BASIC VOCABUARY FOR ORAL EXPRESSION**

## **A1 LEVEL**

**AUTHORS: LILIANA CARRASCAL TALLEDO**

**JULIÁN MERA ORDÓÑEZ**



# VOCABULARY time

## FIND THE VERB

- 1-a-Stay  
b-come  
c-hug  
d-touch



- 5-a-wear  
b-cook  
c-come  
d-drink



- 6-a-wash  
b-sell  
c-draw  
d-paint



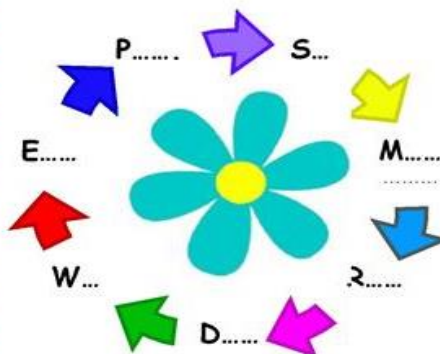
- 9-a-do  
b-come  
c-use  
d-keep



- 8-a-ride  
b-shine  
c-play car  
d-work



## FIND NEW WORDS



## FIND THE DIFFERENT ONE

- 1-nurse - party - dentist- farmer  
2-cook - prepare - dinner - set  
3-mother - father- rabbit - child  
4-small - large- tall- man  
5-carpet- dishwasher-lamp- zoo  
6-class- country- city- town  
7-class- desk- student- pillow  
8-sky- sun- star- young  
9-forest- tree- flower- baby  
10-car- orange-lemon -apple  
11-ship- bus-train- book  
2-leg- dress-arm-foot

## LOOK AT THE PICTURES AND CHOOSE THE WRONG ALTERNATIVE



- 1-a-play  
b-ice  
c-hug  
d-boy



- 2-a-cry  
b-run  
c-sport  
d-yellow hair



- 5-a-farm  
b-student  
c-class  
d-hardwork



- 9-a-woman  
b-walk  
c-zoo  
d-dog



- 8-a-family  
b-school  
c-father  
d-babies

## FIND THE JOBS

teacher  
postman  
pilot  
engineer



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

cook  
secretary  
nurse  
driver  
farmer  
singer  
tailor



Let's talk about *you*



### Conversation cards

What's your name?  
What's your surname?  
What's your nickname?

Do you have any brothers or sisters?  
Talk about them.

Where do you live?  
How did you get here?

What do you do?  
Do you like being a (...) ?  
Why?

Do you have a pet?  
Talk about it.

What's your favourite food?  
What's your favourite  
drink?

What's your favourite kind of music? Which bands do you like?

What's your phone number?  
What's your email address?

When is your birthday?  
What do you usually do on  
your birthday?

What's your favourite day of the week?  
Why?

What's your favourite month of the year?  
Why?

What's your favourite sport?  
How often do you play it?

What do you do in your free time?

What do you usually do on Saturdays?

How often do you go on holiday?  
Where do you like going?

How often do you eat out?  
What's your favourite  
restaurant?

How often do you go to the cinema? What's your favourite kind of movie?

What do you do in the evening? What time do you usually go to bed?

### Individual task

- Interview another student (choose 3 - 5 questions).
- Write down the answers in your notebook.
- Now tell the whole class about the person you interviewed.
  - Example: Let me introduce (name). She's a student at Bangkok University. She has 2 sisters and 1 brother. She goes to the cinema once a week and likes action movies. Her favourite food is spaghetti and her favourite drink is orange juice. On Saturdays, she usually goes shopping with friends and has dinner at with her parents.

How often do you ... ?

always - usually - often - sometimes - not often - rarely - hardly ever - never  
100% 80% 60% 40% 20% 10% 5% 0%

Once	}	a	{	day / week
Twice				week / month
Three times				year





## Sport / Activities



Decide whether to use PLAY, GO or DO and complete the table.



soccer boxing ice-hockey golf  
 football basketball bowling gymnastics dancing  
 judo skating rugby press-ups table tennis  
 running swimming cycling chess  
 hockey volleyball yoga sailing  
 kungfu aerobics fishing skiing karate  
 athletics puzzles hiking

Play	Go	Do





Speaking and listening - Elementary to Intermediate

## Let's talk about **SPORT**



### Conversation cards

What's your favourite sport?  
How often do you play it?

How many hours of sports do (did) you have in school?  
Is (was) this enough?

Which sports have you played? Which one did you enjoy most?

Which sport would you like to try?  
Explain why.

Which sports do you think are dangerous?  
What can happen?

Is there a sports centre near your home?  
How often do you go there?

Playing sports or computer games? Which do you prefer? Why?

Which sports are popular in your country?  
Talk about them.

Do you prefer playing or watching sports?  
Explain.

Have you ever been to a sports match?  
Talk about it.

Have you ever won an award or medal in a sports competition? Talk about it.

Name 3 sports played with a ball.  
Explain the rules for one.

Do you prefer individual or team sports?  
Explain why.

Who's your favourite sports personality?  
Why?

Name 3 winter sports.  
Have you tried any?

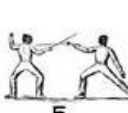
Do you think famous sports players are *overpaid*?  
Explain.

Which sports is your country good at? Name the most famous players.

Name 3 team sports and 3 individual sports.  
Explain the rules for one.

#### Match

badminton	
canoeing	
cricket	
cycling	
fencing	
golf	
ice hockey	
taekwondo	
Thai boxing	
water polo	



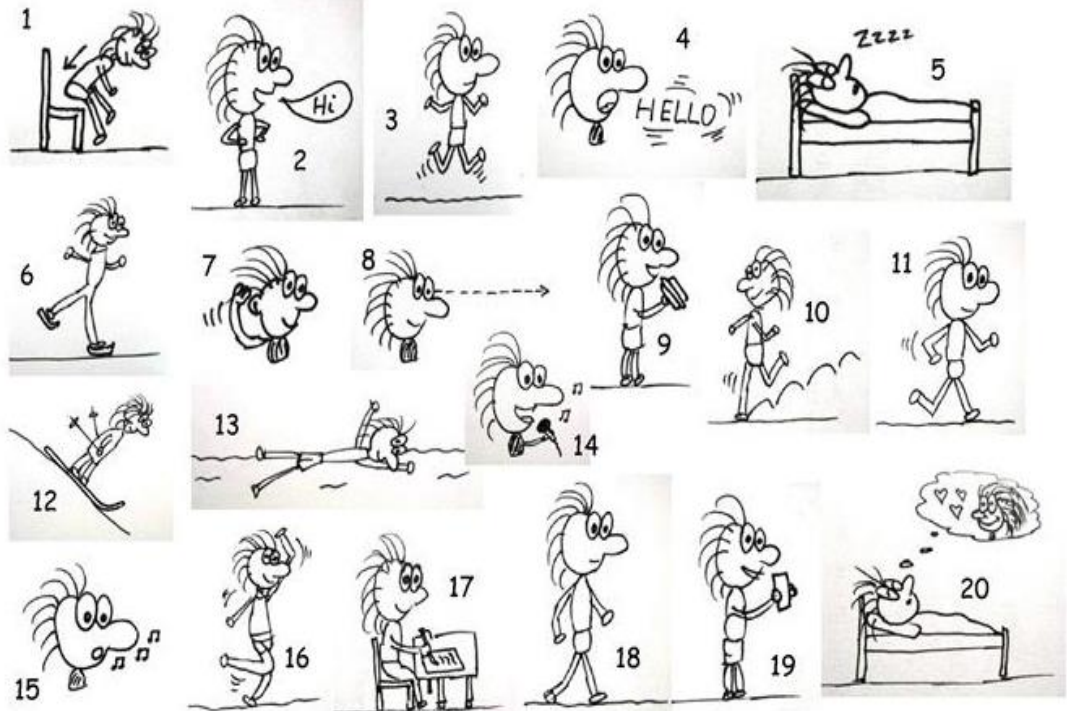
#### Do, play or go?

	aerobics
	basketball
	football
	judo
	running
	skiing
	swimming
	tennis

Work in groups.  
Can you guess the rules?

Vocabulary Worksheet - Action verbs

**Speak:** What is Bobby Baloney doing?

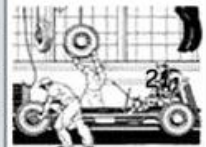
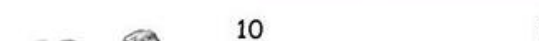
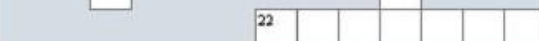
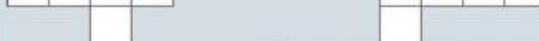
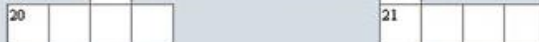
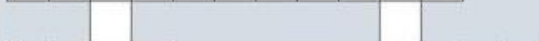
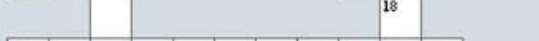
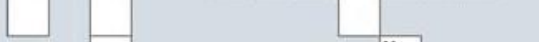
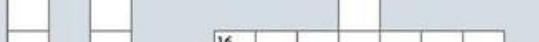
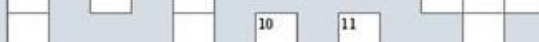
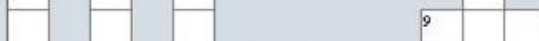
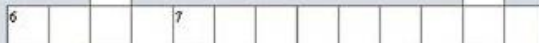
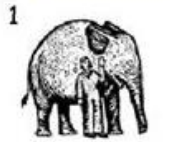


**Now write:** What is Bobby Baloney doing?

1	He's sitting down.	11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

**Word bank:** dance, drink, dream, eat, hop, jump, listen, look, run, shout, sing, sit down, skate, ski, sleep, swim, talk (also: speak or say hi), walk, whistle, write

# Big Jobs Picture Crossword







# Let's talk about *work*



## Conversation cards

What do you do?  
Do you enjoy being a (...) ?  
Why?

What's your father's job?  
What time does he start work?

What does your mother do?  
What time does she finish work?

What would you like to be?  
Why?

Which jobs pay well?  
Give minimum 3 examples.

In which jobs do you have to wear a uniform?  
Give minimum 3 examples.

Would you prefer a job that pays well or a job you enjoy?  
Explain.

Do you prefer working indoors or outdoors? Why?

Name 3 outdoor jobs.  
Would you like to do any of them?

What kind of office work does a secretary do?

Do you think being a singer is a hard job?  
Explain why.

In which jobs do you need to work evenings and weekends?

Which job would you never want to do?  
Why?

What three things are most important for you in a job?

If you could have your own business, what would it be?

In your opinion, what is the most boring job in the world?

Who in your family or among your friends has the most interesting job? Explain.

Do you think professional sports player are overpaid? Explain.

### Match jobs and pictures

chef	
flight attendant	
gardener	
lawyer	
maid	
nurse	
secretary	
taxi driver	



### Outdoors (O) or indoors (I) ?

doctor	
farmer	
fisherman	
pilot	
policeman	
postman	
teacher	
waiter	

name: John  
age: 41

job: businessman  
height: 178cm (medium)  
weight: 72 kg (slim)  
hair: short, straight, brown  
eyes: small, black  
looks: handsome  
clothes: smart clothes for work (suit, shirt, tie),  
casual clothes in free time  
personality: hard working,  
honest, determined  
sports: football, squash  
free time: go fishing, watch movies  
likes: vegetables, beef  
dislikes: junk food, sweets

father



name: Caroline  
age: 38

job: nurse  
height: 160cm (short)  
weight: 54 kg (slim)  
hair: short, wavy, fair  
eyes: big, green  
looks: nice  
clothes: fashionable  
but cosy  
personality: helpful,  
friendly, happy, careful  
sports: aerobics  
free time: do crosswords,  
read books  
likes: vegetables, fruit  
dislikes: meat, chocolate

mother



name: Jeremy  
age: 14

job: pupil  
height: 161cm (medium)  
weight: 50 kg (slim)  
hair: short, brown, blowzy  
eyes: big, blue  
looks: freckled  
clothes: T-shirt, jeans,  
trainers (always!)  
personality: clever, wilful,  
dissatisfied  
sports: skateboarding  
free time: play computer games  
likes: hamburger, pizza  
dislikes: fruit, vegetables

brother



name: Christine  
age: 5

job: preschool girl  
height: 105cm (short)  
weight: 28 kg (thin)  
hair: long, wavy, red  
eyes: big, blue,  
long eyelashes  
looks: beautiful  
clothes: dresses, skirts  
personality: lovely, cute,  
cheerful, shy  
sports: swimming, dancing  
free time: play with her  
teddy and dolls  
likes: dairy products,  
pancakes  
dislikes: spinach, broccoli

sister



name: Sarah  
age: 68

relation: mother's mum  
job: retired  
height: 155cm (short)  
weight: 75 kg (plump)  
hair: short, curly, grey  
eyes: small, brown  
looks: wrinkled  
clothes: dresses  
personality: kind,  
friendly, devoted  
sports: nothing  
free time: knit, watch TV,  
meet friends  
likes: chicken, salads  
candies  
dislikes: fish, carrots

grandmother



name: Jonathan  
age: 73

relation: father's dad  
job: retired  
height: 170cm (medium)  
weight: 70 kg (thin)  
hair: bald  
eyes: small, black  
looks: old, long grey  
beard, moustache  
clothes: shirts,  
trousers  
personality: helpful,  
warm-hearted  
sports: nothing  
free time: read books,  
play board games  
likes: bread, bacon  
dislikes: turkey, cabbage

grandfather



name: Kate  
age: 29

relation: mother's sister  
job: dentist  
height: 172cm (tall)  
weight: 61 kg (slim)  
hair: long, straight, blonde  
eyes: big, black  
looks: pretty, neat  
clothes: sporty  
personality: sympathetic,  
sincere, friendly  
sports: running, skiing  
free time: do voluntary work  
likes: vegetables, salads,  
fish  
dislikes: pork, onion,  
cake

aunt



name: Thomas  
age: 33

relation: father's brother  
job: rock manager  
height: 169cm (short)  
weight: 68 kg (thin)  
hair: short, curly,  
light brown  
eyes: small, green  
looks: tired (always)  
clothes: casual  
personality: funny, zany,  
easy-going  
sports: nothing  
free time: play the guitar  
likes: junk food, cola  
dislikes: healthy food

uncle



name: Valerie  
age: 16

job: student  
height: 170cm (tall)  
weight: 49 kg (thin)  
hair: long, wavy, red  
eyes: big, blue  
looks: pretty  
clothes: trendy  
personality: cheerful,  
friendly, intelligent  
sports: fitness, tennis  
free time: meet friends,  
shopping  
likes: salad, chicken, fish  
dislikes: cola, wine, beans

me







Speaking and listening - Elementary to Intermediate

# Let's talk about **FAMILY**



**Family:** (1) relatives living together; (2) all your relatives (also: extended family)

How many people are there in your family<sup>(1)</sup>?  
Who are they?

Do you have any brothers or sisters?  
Talk about them.

How many grandparents have you got?  
How often do you see them?

How do your parents *earn a living*? (= what are their jobs)  
Talk about it.

What does your family usually do on Sundays?  
Talk about it.

Who's the oldest in your family? Who's the youngest?  
Talk about them.

How many cousins do you have? What do you do when you see them?

Do you have any great-grandparents?  
If so, how old are they?

Do you have any family living or working abroad?  
Talk about them.

Pick a family member.  
Describe *looks* (= outside) and *character* (= inside).

Does your family eat meals together? What else do you do together?

Who does the *housework* in your family? (e.g. cooking, cleaning, washing)

Talk about the relative you like most. Say why you like him or her.

Would you live with your parents after getting married? Why or why not?

Are there any rules in your family? What are they? Do you think they are fair?

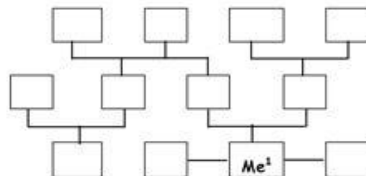
What do your parents look like? Do you *take after* them? (= look like them)

Is family important to you? Explain why.

Do you ever hold a *family reunion*?  
If so, what happens there?

Fit into the family tree:

1	(you)	6	grandmother
2	aunt	7	mother
3	cousin	8	brother
4	father	9	sister
5	grandfather	10	uncle



## Match

- |                      |   |
|----------------------|---|
| 1. family reunion    | a. son of your sister or brother          |
| 2. cousins           | b. daughter of your sister or brother     |
| 3. stepmother        | c. family that lived a very long time ago |
| 4. in-laws           | d. children of your uncle and aunt        |
| 5. great-grandfather | e. husband of your sister                 |
| 6. niece             | f. daughter of your children              |
| 7. ancestors         | g. get-together of an extended family     |
| 8. brother-in-law    | h. father of your grandparents            |
| 9. nephew            | i. parents of your husband or wife        |
| 10. granddaughter    | j. your father's new wife                 |

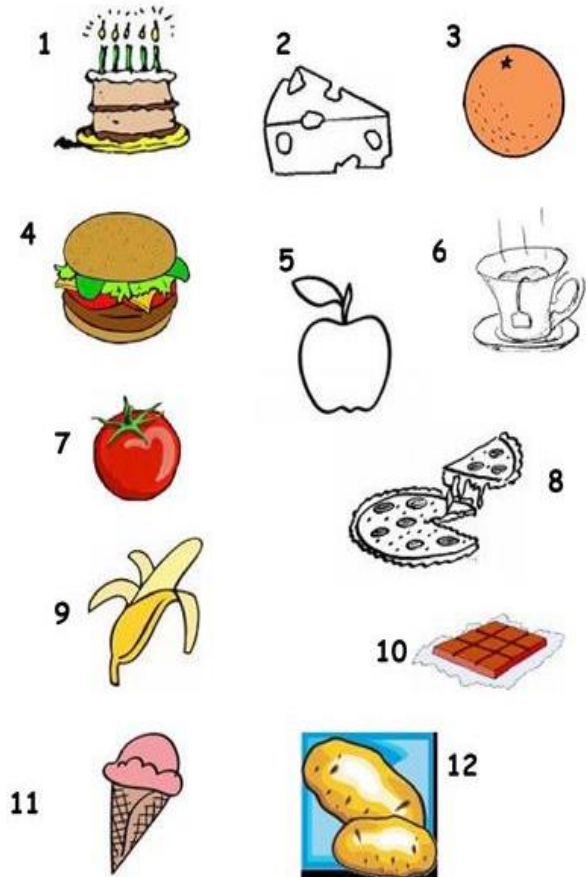
Why not make your own family tree?



# Vocabulary Worksheet - Food

## Match words and pictures

apple	<input type="checkbox"/>
banana	<input type="checkbox"/>
cake	1
cheese	<input type="checkbox"/>
chocolate	<input type="checkbox"/>
hamburger	<input type="checkbox"/>
ice-cream	<input type="checkbox"/>
orange	<input type="checkbox"/>
pizza	<input type="checkbox"/>
potatoes	<input type="checkbox"/>
tea	<input type="checkbox"/>
tomato	<input type="checkbox"/>



## Write the words

1. Something yellow : \_\_\_\_\_
2. Something brown : \_\_\_\_\_
3. Something red or green : \_\_\_\_\_
4. Something very cold : \_\_\_\_\_ - \_\_\_\_\_



# Let's talk about **FOOD**



## Conversation cards

What's your favourite food? How often do you eat it?

What's your favourite restaurant? Why?

How often do you eat in a restaurant?

Describe an everyday meal from your country and tell how to prepare it.

Which country do you think has the best food?

What food do you refuse to eat? Why?

Can you give some examples of fast food (also: junk food)?

How often do you eat fast food?

What are the most popular dishes in your country?

What do people usually eat on a special holiday (like New Year)?

Have you ever eaten Japanese food? Did you like it?

When did you last go to a nice restaurant? What did you order?

If you visited a country where people ate snake or dog, would you try it?

Have you ever eaten insects or snails? Would you like to try them?

Can you cook? What is the last dish you cooked?

What's the strangest food you have ever eaten?

Who usually does the cooking in your family?

Is there a pet in your family? What does it eat?



### Tick the food you have tried

baked potato	frog's legs	pancake
cake	fruit salad	pizza
ceviche	hamburger	rabbit
dog	horse	sausage
duck	lasagna	seafood
escargots	mashed potatoes	snake
fish & chips	monkey	spaghetti
fondue	noodle soup	steak
fried insects	ostrich	sushi
fried rice	paella	tortilla

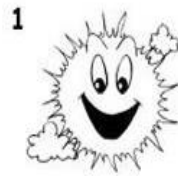




# Vocabulary Worksheet - Weather

Match words and pictures: What's the weather like? It's ...

autumn (fall)	<input type="checkbox"/>
cloudy	<input type="checkbox"/>
foggy	<input type="checkbox"/>
freezing	<input type="checkbox"/>
hot	<input type="checkbox"/>
rainy	<input type="checkbox"/>
snowy	<input type="checkbox"/>
spring	<input type="checkbox"/>
stormy	<input type="checkbox"/>
summer	<input type="checkbox"/>
sunny	<input checked="" type="checkbox"/>
windy	<input type="checkbox"/>
winter	<input type="checkbox"/>



Write the words

- What comes after winter : .....
- You need an umbrella when it's : .....
- Dogs are often afraid when it's : .....
- When leaves turn red it's : .....

# LET'S TALK ABOUT THE WEATHER

There are 24 numbered expressions related to the weather and climate changes in the charts below. Read the definitions. Match them with the correct words. Write the answers at the bottom of the page. See the model.

1  STORM	a the loud noise that comes from the sky during heavy rain	4  GALE	d very bad weather with lots of rain, snow, wind, etc
2  THUNDER	b a very strong wind	5  SHOWER	e a bright light in the sky caused by electricity during a storm, usually followed by thunder
3  LIGHTNING	c a violent storm with very strong winds	6  HURRICANE	f a short period of rain
7  FOG	g when it rains a lot and a river becomes too full, a lot of water covers the area	10  FLOOD	j thick cloud just above the ground or sea that makes it difficult to see
8  HUMID	h an extremely strong and dangerous wind that blows in a circle and destroys buildings	11  TORNADO	k light rain falling in very fine drops
9  HEAT WAVE	i when the air is hot and wet	12  DRIZZLE	l a period of unusually hot weather that continues for a long time

Answers 1 d / 2 \_ / 3 \_ / 4 \_ / 5 \_ / 6 \_ / 7 \_ / 8 \_ / 9 \_ / 10 \_ / 11 \_ / 12 \_

There are 24 numbered expressions related to the weather and climate changes in the chart below. Read the definitions. Match them with the correct words. Write the answers at the bottom of the page. See the model.

<p>13</p>  <p>MELT</p>	<p>m</p> <p>a gradual increase in world temperatures</p>	<p>16</p>  <p>SLEET</p>	<p>p</p> <p>an increase in the amount of gases in the atmosphere which can be the cause of a gradual warming of the surface of the Earth</p>
<p>14</p>  <p>GREENHOUSE EFFECT</p>	<p>n</p> <p>become liquid</p>	<p>17</p>  <p>WEATHER FORECAST</p>	<p>q</p> <p>rain which contains large amounts of chemicals as a result of burning substances such as coal and oil</p>
<p>15</p>  <p>GLOBAL WARMING</p>	<p>o</p> <p>rain containing some ice</p>	<p>18</p>  <p>ACID RAIN</p>	<p>r</p> <p>statement of what the weather is likely to be for the next day or few days</p>
<p>19</p>  <p>ICE CAP</p>	<p>s</p> <p>the mixture of gases around the earth</p>	<p>22</p>  <p>BLIZZARD</p>	<p>v</p> <p>a thick layer of permanent ice</p>
<p>20</p>  <p>CLIMATE</p>	<p>t</p> <p>a severe snow storm with strong winds</p>	<p>23</p>  <p>ATMOSPHERE</p>	<p>w</p> <p>the general weather conditions in a particular place</p>
<p>21</p>  <p>CARBON DIOXIDE</p>	<p>u</p> <p>expression often used to describe human-specific impact on the weather</p>	<p>24</p>  <p>CLIMATE CHANGE</p>	<p>x</p> <p>it's produced by burning oil, gas or coal and it has increased the rate of global warming and climate change</p>

Answers: 13 \_ / 14 \_ / 15 \_ / 16 \_ / 17 \_ / 18 \_ / 19 \_ / 20 \_ / 21 \_ / 22 \_ / 23 \_ / 24 \_



# FunSheet -Beginners

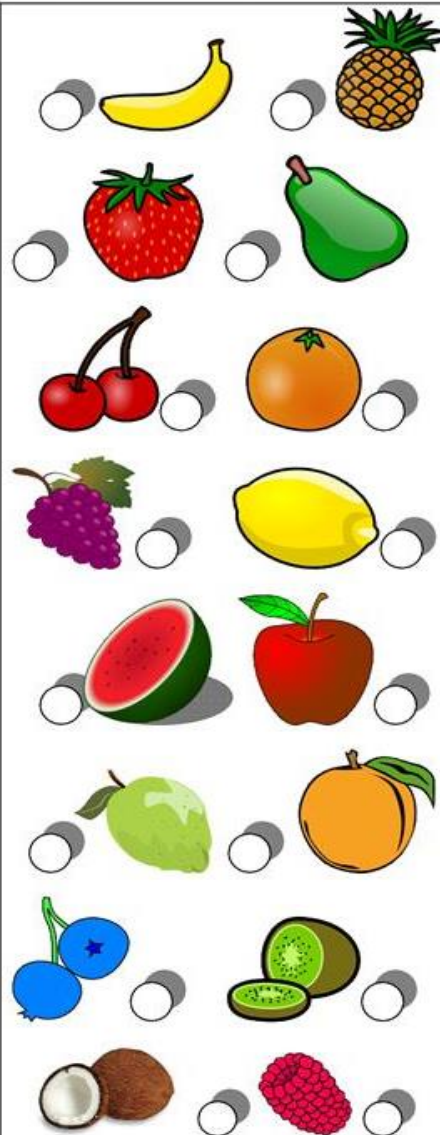
Which three pieces of fruit are *not* described?



**Your answers:**

1. I am yellow and monkeys like to peel and eat me.
2. I am red and have a green "hat". You can eat me in summer. I am juicy and sweet.
3. If you eat me, it will keep the doctor away. I can be yellow, green or red.
4. I come in green or blue. I may have small seeds. I am sometimes used for wine.
5. I am green on the outside and red on the inside. A lot of me is just water. I have black seeds.
6. I am very sour and yellow is the colour of my skin.
7. People say that I am very good for them. I am a dark colour and I am often eaten on cereal or pancakes.
8. I grow on trees and my skin is very soft. I am orange and red. I am very juicy, too.
9. I look like a lemon but have a different colour.
10. I am used for making ropes. I am white inside and brown on the outside. You can also find milk inside me.
11. I grow on small bushes. I am red and can be used for jam.
12. My name is the same as that of a colour. I may be sweet or sour. You need to peel me to eat me.

## Fruits



homework@live.dk

## Vocabulary Worksheet - Animals

Write the names of the animals in the correct column (\*)



Pets	Farm animals	Wild animals
<p>1. A dog is a common pet animal.</p> <p>2. A cat is a popular pet animal.</p> <p>3. A hamster is a small pet animal.</p> <p>4. A goldfish is a common pet animal.</p> <p>5. A rabbit is a popular pet animal.</p> <p>6. A parrot is a colorful pet animal.</p> <p>7. A turtle is a slow pet animal.</p> <p>8. A snake is a dangerous pet animal.</p> <p>9. A lizard is a small pet animal.</p> <p>10. A bird is a common pet animal.</p>	<p>1. A cow is a common farm animal.</p> <p>2. A pig is a common farm animal.</p> <p>3. A sheep is a common farm animal.</p> <p>4. A chicken is a common farm animal.</p> <p>5. A horse is a common farm animal.</p> <p>6. A goat is a common farm animal.</p> <p>7. A duck is a common farm animal.</p> <p>8. A turkey is a common farm animal.</p> <p>9. A rabbit is a common farm animal.</p> <p>10. A cat is a common farm animal.</p>	<p>1. A lion is a wild animal.</p> <p>2. A tiger is a wild animal.</p> <p>3. A bear is a wild animal.</p> <p>4. A wolf is a wild animal.</p> <p>5. A fox is a wild animal.</p> <p>6. A rabbit is a wild animal.</p> <p>7. A squirrel is a wild animal.</p> <p>8. A bird is a wild animal.</p> <p>9. A snake is a wild animal.</p> <p>10. A lizard is a wild animal.</p>





# Let's Talk about Countries

<p>Which countries?</p>  <p>1. _____ 2. _____</p> <p>3. _____ 4. _____</p> <p>5. _____ 6. _____</p> <p>7. _____ 8. _____</p> <p>9. _____ 10. _____</p> <p>11. _____ 12. _____</p>	<p>Countries and you!</p> <p>1. In what country do you live? _____</p> <p>2. Which countries have you been to? _____</p> <p>3. Where is your mom from? _____</p> <p>4. Where is your dad from? _____</p> <p>5. Where would you like to visit? _____</p> <p>6. Where would you never go? _____</p>
<p>Nationalities &amp; Languages</p> <p>1. If you are from German, you are _____.</p> <p>2. If you are from Denmark, you are _____.</p> <p>3. If you are from France you are _____.</p> <p>4. If you are from Italy, you are _____.</p> <p>5. If you are from the USA, you are _____.</p> <p>6. If you are from Sweden, you are _____.</p> <p>1. What do they speak in Norway? _____</p> <p>2. What do they speak in England? _____</p> <p>3. What do they speak in New Zealand? _____</p> <p>4. What do they speak in Italy? _____</p> <p>5. What do they speak in Spain? _____</p> <p>6. What do they speak in Canada? _____</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Words for countries are <b>proper nouns</b></li> <li>• Words for nationalities are <b>adjectives</b></li> <li>• Nationalities and countries are written with a capital letter</li> </ul> <p>Bordering countries:</p> <p>Which countries border your country?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>-and what languages do they speak?</p> <p>_____</p>

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA LENGUAS Y LINGÜÍSTICA**

**Educational survey applied to the students of the 8th EGB about the importance of oral expression in the English language.**

Write an (X) according to your best opinion.

**1.-The speaking skill is reinforced every day.**

- |                     |                          |
|---------------------|--------------------------|
| a) Totally disagree | <input type="checkbox"/> |
| b) Disagree         | <input type="checkbox"/> |
| c) Indifferent      | <input type="checkbox"/> |
| d) Agree            | <input type="checkbox"/> |
| e) Totally agree    | <input type="checkbox"/> |

**2.- English teacher develops speaking skill constantly.**

- |                     |                          |
|---------------------|--------------------------|
| a) Totally disagree | <input type="checkbox"/> |
| b) Disagree         | <input type="checkbox"/> |
| c) Indifferent      | <input type="checkbox"/> |
| d) Agree            | <input type="checkbox"/> |
| e) Totally agree    | <input type="checkbox"/> |

**3.- You want to use oral expression in real context.**

- |                     |                          |
|---------------------|--------------------------|
| a) Totally disagree | <input type="checkbox"/> |
| b) Disagree         | <input type="checkbox"/> |
| c) Indifferent      | <input type="checkbox"/> |
| d) Agree            | <input type="checkbox"/> |
| e) Totally agree    | <input type="checkbox"/> |

**4.. You like to communicate with others in an oral way.**

- |                     |                          |
|---------------------|--------------------------|
| a) Totally disagree | <input type="checkbox"/> |
| b) Disagree         | <input type="checkbox"/> |
| c) Indifferent      | <input type="checkbox"/> |
| d) Agree            | <input type="checkbox"/> |
| e) Totally agree    | <input type="checkbox"/> |

**5.- You learn vocabulary using innovative strategies.**

- |                     |                          |
|---------------------|--------------------------|
| a) Totally disagree | <input type="checkbox"/> |
| b) Disagree         | <input type="checkbox"/> |
| c) Indifferent      | <input type="checkbox"/> |



- d) Agree ☐
- e) Totally agree ☐

**6.- Vocabulary is put in practice outside of classroom.**

- a) Totally disagree ☐
- b) Disagree ☐
- c) Indifferent ☐
- d) Agree ☐
- e) Totally agree ☐

**7.- You want to express your opinion in English.**

- a) Totally disagree ☐
- b) Disagree ☐
- c) Indifferent ☐
- d) Agree ☐
- e) Totally agree ☐

**8.- Vocabulary is important for developing oral expression.**

- a) Totally disagree ☐
- b) Disagree ☐
- c) Indifferent ☐
- d) Agree ☐
- e) Totally agree ☐

**9.- The English teacher must use another didactic material.**

- a) Totally disagree ☐
- b) Disagree ☐
- c) Indifferent ☐
- d) Agree ☐
- e) Totally agree ☐

**10.- You need an extra didactic resource for English class.**

- a) Totally disagree ☐
- b) Disagree ☐
- c) Indifferent ☐
- d) Agree ☐
- e) Totally agree ☐

# APPENDIX

## 1

### DOCUMENTS





UNIVERSIDAD  
DE GUAYAQUIL



Facultad de Ciencias  
Exactas y Naturales de la  
Universidad

Escuela de Lenguas y Lingüística  
Guayaquil - Ecuador  
Teléfono: 591-339  
Correo electrónico: llinguistica@ug.edu.ec

Oficio No. 031

Guayaquil, 30 de Enero del 2018

Máster

Franklin Cabay Suárez

RECTOR DEL COLEGIO NACIONAL "HUANCAVILCA"

Ciudad

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **MERA ORDÓÑEZ ANGEL JULIÁN Y CARRASCAL TALLEDO ULIANA DEL ROCÍO**, de la Escuela de Lenguas y Lingüística, Sistema Presencial, 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: "THE INFLUENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE". PROPOSAL: "BASIC VOCABULARY ACTIVITIES BROCHURE"

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,

MSc. Lismary Feriz Otaño

GESTORA DE TITULACIÓN

ESCUELA DE LENGUAS Y LINGÜÍSTICA

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexander Delgado	SECRETARÍA I	
Aprobado por:	MSc. Lismary Feriz	DIRECTOR	



# UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL PREGRADO

29/1/18  
FDB

Guayaquil, 26 de Enero del 2018

MSC. FRANKLIN CABAY SUAREZ.

RECTOR

COLEGIO NACIONAL "HUANCAVILCA".

CIUDAD.

De mis consideraciones:

Yo **MERA ORDOÑEZ ANGEL JULIAN**, CI 0912348737 y **CARRASCAL TALLEDO LILIANA DEL ROCIO**, CI 0917047136. Estudiantes egresados de Escuela de Lenguas y Lingüísticas, Facultad de Filosofía, presencial, periodo 2016-2017.

Nos dirigimos a usted muy cordialmente para solicitar nos autorice aplicar encuestas de diagnostico a los alumnos del 8vo EGB para poder realizar tesis universitaria.

Esperando que nuestra solicitud sea acogida con beneplácito.

Atentamente.

Julián Mera Ordoñez

Liliana Carrascal Talledo





# UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA- NIVEL POSTGRADO

Guayaquil, 16 de Enero de 2019

MCs. Jacinto Calderón Vallejo  
DECANO DE LA FACULTAD DE FILOSOFIA  
Ciudad.



De mis consideraciones:

Yo, LILIANA CARRASCAL TALLEDO con C.I. 0917047136 y ANGEL JULIAN MERA ORDONEZ C.I. 0912348737. Habiendo terminado la malla en el período 2016- 2017, estudiantes de Titulación período 2018 Cido II. Escuela de Lenguas, especialización Inglés - Alemán, solicitamos se nos conceda.

Prmoga para poder continuar con el proceso del desarrollo de nuestro Proyecto Educativo.

- **TEMA:** The influence of the vocabulary in the oral expression of the English Language.
- **PROPUESTA:** Basic vocabulary activities brochure.

El mismo que por motivos de trabajo no hemos podido finalizar, habiendo avanzado el capítulo II

Atentamente,

Liliana Carrascal Talledo

C.I. 0917047136  
lrct-31@outlook.com  
TLF. 0993974302

Julián Mera Ordóñez  
C.I. 0912348737  
ajumera@hotmail.com  
TLF. 0997725212





ANEXO 1

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

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

Nombre de la propuesta de trabajo de la titulación	INCIDENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE. DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE ORAL EXPRESSION		
Nombre del estudiante (s)	Liliana del Rocío Carrascal Talledo Ángel Julián Mera Ordóñez		
Facultad	Facultad de Filosofía y Letras de la Educación	Carrera	Lenguas y Lingüística
Área de investigación	Teorías métodos educativos en el proceso de enseñanza de las lenguas extranjeras.	Sub-línea de Investigación	Tendencias educativas y didácticas contemporáneas del aprendizaje.
Fecha de presentación de la propuesta de trabajo de titulación	29/05/2019	Fecha de evaluación de la propuesta de trabajo de titulación	29/05/2019

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación	X		
Área de Investigación / Sublínea de Investigación	X		
Anteamiento del Problema	X		
Justificación e importancia	X		
Objetivos de la Investigación	X		
Metodología a emplearse	X		
Programa de actividades	X		
Presupuesto y financiamiento	X		

☐ APROBADO  
☐ APROBADO CON OBSERVACIONES  
☐ NO APROBADO

Docente Revisor  
MSc. Larry Torres



Universidad de Guayaquil

ANEXO 2

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**



Guayaquil, 10 de Julio del 2019

MCS. SARA ANAGUANO  
DIRECTORA ESCUELA DE LENGUAS Y LINGÜÍSTICA.  
FACULTAD DE FILOSOFÍA  
UNIVERSIDAD DE GUAYAQUIL

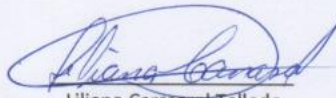
**Acuerdo del Plan de Tutoría**


Nosotros, **MSc. Larry Torres Vivar**, docente tutor del trabajo de titulación, **Liliana Carrascal Talledo** y **Ángel Mera Ordóñez**, estudiantes de **Idiomas de la Escuela de Lenguas y Lingüística, Facultad de Filosofía**, comunicamos que acordamos realizar las tutorías semanales en el horario de **19:30 PM, los Jueves**.

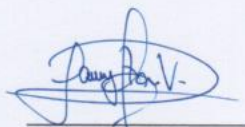
De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

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

Agradeciendo la atención,  
Atentamente,

  
Liliana Carrascal Talledo  
Estudiante

  
Ángel Mera Ordóñez  
Estudiante

  
MSc. Larry Torres Vivar  
Docente Tutor





ANEXO 3

FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Hsc. Larry Torres Vilar

Tipo de trabajo de titulación:

Título del trabajo: Incidence of vocabulary in the Oral Expression of the English Language.

Carrera:

Nº DE SESIÓN	FECHA TUTORIA	ACTIVIDADES DE TUTORÍAS	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA DE TUTOR	FIRMA DE ESTUDIANTE
			INICIO	FIN			
1	30/05/2019	Revisión de la Propuesta	19:30	20:00	Realizar estructura de la Propuesta.		
2	13/06/2019	Cap. I Revisión de Hechos científicos y causas del problema Cap I Revisión de los	19:30	20:00	Corregir las variables.		
3	24/06/2019	Objetivos y Justificación	19:30	20:00	Corregir los objetivos		
4	4/07/2019	Cap II Revisión de las variables	19:30	20:00	Agregar Citas		
5	11/07/2019	Cap II Revisión de los Tipos de Investigación	19:30	20:00	Corregir los tipos de Investigación		
6	18/07/2019	Cap III Revisión de la muestra	19:30	20:00	Corregir la muestra		
7	25/07/2019	Cap. Revisión de la operacionalización de los datos	19:30	20:00	Corregir las indicaciones		
8	08/08/19	Cap IV Revisión de Conclusiones y Recomend.	19:30	20:00	Corregir la matemática y Recomendaciones		



ANEXO 4

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

Guayaquil, 7 de Agosto del 2019

MCs. SARA CAGUANO  
DIRECTORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA  
FACULTAD DE FILOSOFÍA  
UNIVERSIDAD DE GUAYAQUIL  
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación **INCIDENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE. DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE ORAL EXPRESSION.** de los estudiantes **LILIANA CARRASCAL Y JILIÁN MERA**, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

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

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que los estudiantes están aptos para continuar con el proceso de revisión final.

Atentamente,

MSc. Larry Torres Viver  
TUTOR DE TRABAJO DE TITULACIÓN  
C.I. 0913004347



FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN

ANEXO 5

Guayaquil, 08 de Agosto del 2019

RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: INCIDENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE. DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE ORAL EXPRESSION Autores: LILIANA CARRASCAL Y JULIÁN MERA		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	<b>4.5</b>	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad / Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión.	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.3
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
<b>RIGOR CIENTÍFICO</b>	<b>4.5</b>	
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
<b>CALIFICACIÓN TOTAL *</b>	<b>10</b>	<b>9.9</b>
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		

  
MSc. Larry Torres Vivar  
TUTOR DE TRABAJO DE TITULACIÓN  
C.I. 0913004347

FECHA: 08 de Agosto del 2019





ANEXO 6

FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **MSc. LARRY TORRES VIVAR** tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por **LILIANA CARRASCAL Y JULIÁN MERA ORDOÑEZ**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de **LICENCIADOS EN CIENCIAS DE LA EDUCACION MENCIÓN LENGUA INGLESA Y LINGÜÍSTICA**

Se informa que el trabajo de titulación: **INCIDENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE. DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE ORAL EXPRESSION**, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio **URKUND** quedando el **2%** de coincidencia.

MSc. Larry Torres Vivar  
TUTOR DE TRABAJO DE TITULACIÓN  
C.I. 0913004347

URKUND

Documento: PROJECT CARRASCAL-MERA.docx (D54720072)

Presentado: 2019-06-06 03:52:00 (03:52)

Presentado por: merajulian553@gmail.com

Destinatario: hagen\_38@gmail.com

Mensaje: PROJECT CARRASCAL-MERA (Source of the report)

2% de estos 14 párrafos, se compararon de texto presente en 1 fuentes.

Lista de fuentes: Blogs

Categoría: Establecimientos de estudio

URKUND PAGUAY PROYECTO EDUCATIVO.docx

Fuentes alternativas

Fuentes de estudio

Archivos de registro Urkund: UNIVERSIDAD DE GUAYAQUIL, LISBET PAGUAY PROYECTO EDUCATIVO...

There are a few specialists who give meanings of jargon. Betty Martin and Cheryl Brown (2006) characterize vocabulary as a collection or set of words for a specific dialect or a collection or set of words that singular speakers of dialect may utilize.

However, in Webster Dictionary (2000: 677), jargon is characterized as a collection or accumulation of words normally in order uncharacterized and classified or vocabulary, load of words use in language or by class, individual, and so on. Also as indicated by Roger (2000: 200), jargon is

a. A collection of words frequently characterized or interpreted

b. All the expressions of language

c. Specialized articulation which are indigenous to a specific field, subject, exchange or subculture

Laufer (2007: 56) notes that jargon meaning is at the core of language learning and language use indeed. It is the thing that makes the comprehension of a language. Without vocabularies, students can't pass on the importance and speak with one another in a specific language.

Jargon is a significant angle in showing language, as expressed by Edward (2007: 140), "Jargon is one of the significant factors in all language education, and students should personally learn words as they learn structure and as they practice sound framework". Once in a while, it's hard to decide the words that underlines identified with vocabularies, for example, which means, actually expressed (complex structures, collocations, implications, linguistic context, and so on) (Laufer, 2005: 52).

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

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**FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION**  
**CARRERA DE LENGUAS Y LINGUISTICA**  
**Unidad de Titulación**

ANEXO 7

Guayaquil, Agosto 26 del 2019

Máster

**SARA ANAGUANO PÉREZ**

DIRECTORA DE LA CARRERA DE LENGUAS Y LINGUISTICA  
FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION  
UNIVERSIDAD DE GUAYAQUIL  
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación Título TOPIC: INCIDENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE. Propuesta: DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE ORAL EXPRESSION, de los estudiantes CARRASCAL TALLEDO LILIANA DEL ROCIO y MERA ORDOÑEZ ANGEL JULIAN.

Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

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

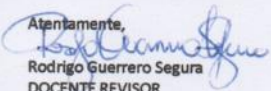
Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

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

Una vez concluida esta revisión, considero que los estudiantes CARRASCAL TALLEDO LILIANA DEL ROCIO y MERA ORDOÑEZ ANGEL JULIAN están aptos para continuar el proceso de titulación. Particular que comunico a usted para los fines pertinentes.

Atentamente,

  
Rodrigo Guerrero Segura  
DOCENTE REVISOR





Universidad de Guayaquil



ANEXO 8

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION**  
**CARRERA DE LENGUAS Y LINGUISTICA**  
**Unidad de Titulación**

**RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN**

**TÍTULO:** INCIDENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE.

**PROPUESTA:** DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE ORAL EXPRESSION

**AUTORES:** CARRASCAL TALLEDO LILIANA DEL ROCIO Y MERA ORDOÑEZ ANGEL JULIAN

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

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

Atentamente,

Rodrigo Guerrero Segura  
DOCENTE REVISOR

Guayaquil, Agosto 26 del 2019

ANEXO 7

Guayaquil, Agosto 26 del 2019



Universidad de Guayaquil

ANEXO 9

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

**MODELO DE LA PORTADA Y DEL LOMO PARA LA ENTREGA DE LOS  
EMPASTADOS**

**Portada del empastado**

UNIVERSIDAD DE GUAYAQUIL  
FACULTAD DE \_\_\_\_\_  
CARRERA ESCUELA \_\_\_\_\_

"TÍTULO DEL TRABAJO DE INVESTIGACIÓN PRESENTADO"

AUTOR: \_\_\_\_\_  
TUTOR: \_\_\_\_\_

GUAYAQUIL, MES AÑO

**Lomo**

**Título del Trabajo de titulación  
Realizado**

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FACULTAD

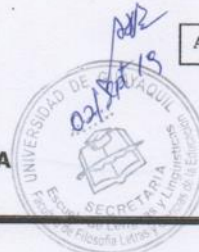
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ANEXO 11

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**



Guayaquil, 02 de Septiembre del 2019

**CERTIFICACIÓN DEL TUTOR REVISOR**

Habiendo sido nombrado **MSc. LARRY TORRES VIVAR**, tutor del trabajo de titulación

**INCIDENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE.**

**DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE ORAL EXPRESSION.**

Certifico que el presente trabajo de titulación, elaborado por **LILIANA CARRASCAL TALLEDO** con

**C.I. 0917 04 7136 Y JULIÁN MERA ORDÓÑEZ** con **C.I.0912348737**, con mi respectiva supervisión

como requerimiento parcial para la obtención del título de **LICENCIADOS EN CIENCIAS DE LA**

**EDUCACION MENCION LENGUA INGLESA Y LINGÜÍSTICA;** de la **ESCUELA DE LENGUAS Y**

**LINGÜÍSTICA, FACULTAD DE FILOSOFÍA** ha sido **REVISADO Y APROBADO** en todas sus partes,

encontrándose apto para su sustentación.

**MSc. Rodrigo Guerrero Segura**  
**REVISOR DE TRABAJO DE TITULACIÓN**  
**C.I. 0910135557**



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ANEXO 12

**FACULTAD DE FILOSOFÍA  
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Nosotros, LILIANA DEL ROCÍO CARRASCAL TALLEDO con C.I. 0917047136, y ÁNGEL JULIÁN MERA ORDÓÑEZ con. C.I. 0912348737 certificamos que los contenidos desarrollados en este trabajo de titulación, cuyo título es "INCIDENCE OF VOCABULARY IN THE ORAL EXPRESSION OF THE ENGLISH LANGUAGE. DESIGN A BROCHURE WITH BASIC VOCABULARY TO IMPROVE THE ORAL EXPRESSION

" son de nuestra absoluta propiedad y responsabilidad Y SEGÚN EL Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN\*, autorizamos el uso de una licencia gratuita intransferible y no exclusiva para el uso no comercial de la presente obra con fines no académicos, en favor de la Universidad de Guayaquil, para que haga uso del mismo, como fuera pertinente.

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C.I. 0917047136

Ángel Julián Mera Ordóñez  
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# APPENDIX

## 2

# PHOTOS

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**UNIDAD EDUCATIVA “HUANCAVILCA”**



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