UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

THE INFLUENCE OF VOCABULARY IN THE ORAL EXPRESSION. DESIGN OF A SYSTEM OF VOCABULARY ACTIVITIES TO IMPROVE ORAL EXPRESSION.

AUTHORS: LAURA BELÉN BORBOR AGUIRRE

JENNIFER ANABELL CRUZ MEJILLONES

ADVISOR: MSc. ISRAEL BRAVO

GUAYAQUIL – ECUADOR

2019

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

EDUCATION SYSTEM: CLASSROOM-BASED (PRESENCIAL)

MSc. Santiago Galindo Mosquera
DECANO

MSc. Pedro Rizzo Bajaña
VICEDECANO

MSc. Carlos Valle
DIRECTOR DE CARRERA

Universidad de Guayaquil

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

Guayaquil, 17 de enero del 2018

LICENCIA GRATUITA INTRANSFERIBLE Y NO EXCLUSIVA PARA EL USO NO COMERCIAL DE LA OBRA CON FINES NO ACADÉMICOS

Nosotras, Laura Belén Borbor Aguirre C.C: No 1712082112 y Jennifer Anabell Cruz Mejillones C.C: No: 0941385429 certificamos que los contenidos desarrollados en este trabajo de titulación, cuyo título es **"THE INFLUENCE OF VOCABULARY IN THE ORAL EXPRESSION. DESIGN OF A SYSTEM OF VOCABUALRY ACTIVITIES TO IMPROVE ORAL EXPRESSION"** son de mi absoluta propiedad y responsabilidad Y SEGÚN EL Art. 114 del CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN*, autorizo 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

_____
Laura Belén Borbor Aguirre
C.C: 1712082112

_____
Jennifer Anabell Cruz Mejillones
C.C: 0941385429

*CÓDIGO ORGÁNICO DE LA ECONOMÍA SOCIAL DE LOS CONOCIMIENTOS, CREATIVIDAD E INNOVACIÓN (Registro Oficial n. 899 - Dic./2016) Artículo 114.- De los titulares de derechos de obras creadas en las Instituciones de educación superior y centros educativos.- En el caso de las obras creadas en centros educativos, universidades, escuelas politécnicas, institutos superiores técnicos, tecnológicos, pedagógicos, de artes y los conservatorios superiores, e institutos públicos de investigación como resultado de su actividad académica o de investigación tales como trabajos de titulación, proyectos de investigación o innovación, artículos académicos, u otros análogos, sin perjuicio de que pueda existir relación de dependencia, la titularidad de los derechos patrimoniales corresponderá a los autores. Sin embargo, el establecimiento tendrá una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos.

DEDICATION

Every effort I have made is dedicate to my loved ones who advised to stay strong and not to leave my studies due to the adversities and obstacles that I got through.

I also dedicate this work to the memory of my mother, which is in heaven taking care of me and becoming he strength that I needed to accomplish this goal.

Laura Belén Borbor Aguirre

DEDICATION

I dedicate this thesis project to God who by his will has allowed me to achieve one more objective.

To my dear parents whose sacrifice has made me reach the culmination of my studies at this level.

With gratitude, to my University, in whose classrooms my teachers gave me everything to grow physically and mentally.

With affection to my classmates with whom I shared happy days in my student life.

With all my love for my daughter, who has been my main motivation to successfully conclude this thesis project

Jennifer Anabell Cruz Mejillones

ACKNOWLEDGEMENTS

First of all, to God for the strength he gave me.

To my family, who supported me for this to be possible. Because of them, every effort and sacrifice were worth.

To my parents, especially my mother, without them this would not have been possible.

Last but not least, to a very special person who helped me and contributed with this important stage of my life.

Laura Belén Borbor Aguirre

ACKNOWLEDGEMENTS

I want to be grateful for God, who with his blessing has accompanied me in the course of my life, giving me wisdom to successfully complete my proposed goals and my whole family to be always present.

To our teachers and educational institutions who have been able to guide us step by step with the valuable knowledge and who have helped us to grow day by day as a professional.

In a special way to my thesis tutor, for having guided me with patiently and dedication.

Jennifer Anabell Cruz Mejillones

Index

Chapter I
The problem of investigation

Chapter II
Theoretical framework

INDEX OF TABLES

INDEX OF GRAPHICS

Universidad de Guayaquil

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS
UNIDAD DE TITULACIÓN

Presidencia de la República del Ecuador

Plan Nacional de Ciencia, Tecnología, Innovación y Saberes

senescyt Secretaria Nacional de Educación Superior, Ciencia, Tecnología e Innovación

ABSTRACT:

The following thesis project aims to demonstrate the influence of vocabulary in the oral expression of students of eighth grade of General Basic Education room C at Provincia de Bolivar High School 2018-2019 academic year. This research is focused on the study of the environment in which the English class develops, in order to provide an alternative to face the deficiencies that these students present when expressing their ideas in the English language.

This thesis project was carried out through field research, an observation guide, an interview with the teacher and a survey to students to determine how aware they are of their deficiencies at the time of speaking. During the analysis of the data it was demonstrated that the students presented a low level of vocabulary which contributed to the origin of the deficiencies in the oral expression. Thus, it was necessary to design a system of vocabulary activities and speaking exercises to improve the expression oral, which will allow students to develop their oral fluency by making use of the learned vocabulary in class.

ATTACHED TO PDF:	☒ YES		☐ NO
TO CONTACT THE AUTHOR	**Phone number:** 0969904345 Laura Borbor		**E-mail:** laurita_borbor@hotmail.com **jenniferana.cm@hotmail.com**
TO CONTACT THE INSTITUTION	**Name:** Secretaria de la Escuela de Lenguas y Lingüística		
	phone number: (04)2294888 Ext. 123		
	e-mail: lenguas.linguistica.filo@gmail.com		

Universidad de Guayaquil

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

Presidencia de la República del Ecuador

Plan Nacional de Ciencia, Tecnología, Innovación y Saberes

senescyt — Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS/TRABAJO DE GRADUACIÓN		
TÍTULO Y SUBTÍTULO:	LA INFLUENCIA DEL VOCABUALRIO EN LA EXPRESIÓN ORAL. DISEÑO DE UN SISTEMA DE EJERCICIOS DE VOCABUALRIO PARA MEJORARAR LA EXPRESION ORAL	
AUTOR(ES)	Laura belén Borbor Aguirre Jennifer Anabell Cruz Mejillones	
REVISOR(ES)/TUTOR(ES)	MSc. Israel Bravo	
INSTITUCIÓN:	Universidad de Guayaquil	
UNIDAD/FACULTAD:	Filosofía, Letras Y Ciencias de la Educación	
MAESTRÍA/ESPECIALIDAD:	Lenguas y lingüística	
GRADO OBTENIDO:	Licenciatura en Ciencias de la Educación, Mención en Lengua Inglesa.	
FECHA DE PUBLICACIÓN:		**No. DE PÁGINAS:**
ÁREAS TEMÁTICAS:	Lengua Inglesa	
PALABRAS CLAVES	Expresión oral, habla, Vocabulario, fluidez, estrategias de habla.	

RESUMEN:
El siguiente proyecto de tesis tiene como objetivo demostrar la influencia del vocabulario en la expresión oral de los estudiantes de octavo grado de la sala C de Educación Básica General en el año académico 2018-2019 de la Escuela Secundaria Provincia de Bolívar. Esta investigación se centra en el estudio del entorno en el que se desarrolla la clase de inglés, a fin de brindar una alternativa para enfrentar las deficiencias que presentan estos estudiantes al expresar sus ideas en el idioma inglés. Este proyecto de tesis se realizó a través de la investigación de campo, una guía de observación, una entrevista con el maestro y una encuesta a los estudiantes para determinar qué tan conscientes están de sus deficiencias en el momento de hablar.
Durante el análisis de los datos se demostró que los estudiantes presentaron un bajo nivel de vocabulario que contribuyó al origen de las deficiencias en la expresión oral. Por lo tanto, fue necesario diseñar un sistema de actividades de vocabulario y ejercicios de habla para mejorar la expresión oral, lo que permitirá a los estudiantes desarrollar su fluidez oral haciendo uso del vocabulario aprendido en la clase.

ADJUNTO PDF:	☒ SI	☐ NO
CONTACTO CON AUTOR/ES:	**Teléfono:** 0969904345 Laura Borbor	E-mail: laurita_borbor@hotmail.com **jenniferana.cm@hotmail.com**
CONTACTO CON LA INSTITUCIÓN:	**Nombre:** Secretaria de la Escuela de Lenguas y Lingüística	
	Teléfono: (04)2294888 Ext. 123	
	E-mail: lenguas.linguistica.filo@gmail.com	

Universidad de Guayaquil

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION
SCHOOL OF LANGUAGES AND LINGUISTICS
UNIDAD DE TITULACIÓN

"THE INFLUENCE OF VOCABULARY IN THE ORAL EXPRESSION. DESIGN OF A SYSTEM OF VOCABUALRY ACTIVITIES TO IMPROVE ORAL EXPRESSION"

Authors: Laura Borbor & Jennifer Cruz

Advisor: MSc. Israel Bravo

ABSTRACT

The following thesis project aims to demonstrate the influence of vocabulary in the oral expression of students of eighth grade of General Basic Education room C at Provincia de Bolivar High School 2018-2019 academic year. This research is focused on the study of the environment in which the English class develops, in order to provide an alternative to face the deficiencies that these students present when expressing their ideas in the English language.

This thesis project was carried out through field research, an observation guide, an interview with the teacher and a survey to students to determine how aware they are of their deficiencies at the time of speaking.

During the analysis of the data it was demonstrated that the students presented a low level of vocabulary which contributed to the origin of the deficiencies in the oral expression. Thus, it was necessary to design a system of vocabulary activities and speaking exercises to improve the expression oral, which will allow students to develop their oral fluency by making use of the learned vocabulary in class.

Keywords: Oral expression, Speaking, Vocabulary, fluency, speaking strategies.

Universidad de Guayaquil

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

"LA INFLUENCIA DEL VOCABUALRIO EN LA EXPRESIÓN ORAL. DISEÑO DE UN SISTEMA DE EJERCICIOS DE VOCABUALRIO PARA MEJORARAR LA EXPRESION ORAL"

Authors: Laura Borbor & Jennifer Cruz

Advisor: MSc. Israel Bravo

RESUMEN

El siguiente proyecto de tesis tiene como objetivo demostrar la influencia del vocabulario en la expresión oral de los estudiantes de octavo grado de la sala C de Educación Básica General en el año académico 2018-2019 de la Escuela Secundaria Provincia de Bolívar. Esta investigación se centra en el estudio del entorno en el que se desarrolla la clase de inglés, a fin de brindar una alternativa para enfrentar las deficiencias que presentan estos estudiantes al expresar sus ideas en el idioma inglés.

Este proyecto de tesis se realizó a través de la investigación de campo, una guía de observación, una entrevista con el maestro y una encuesta a los estudiantes para determinar qué tan conscientes están de sus deficiencias en el momento de hablar.

Durante el análisis de los datos se demostró que los estudiantes presentaron un bajo nivel de vocabulario que contribuyó al origen de las deficiencias en la expresión oral. Por lo tanto, fue necesario diseñar un sistema de actividades de vocabulario y ejercicios de habla para mejorar la expresión oral, lo que permitirá a los estudiantes desarrollar su fluidez oral haciendo uso del vocabulario aprendido en la clase.

Keywords: Expresión oral, habla, Vocabulario, fluidez, estrategias de habla.

INTRODUCTION

This thesis project provides information related to the influence of vocabulary in the oral expression, of the students of Eighth Grade General Basic Education room "C" at Provincia de Bolivar Public High School 2018-2019 academic year, and it will be provided a viable solution to the overcome the problem presented by this group of students. The present thesis project is divided into four chapters which will be mentioned below with their pertinent content.

Chapter I: Describes the problem that has been identified at Provincia de Bolivar Public High and it was determined several aspects considered throughout their research, such as the objectives, justification and the conflict situation.

Chapter II: Is composed by the theoretical framework, which provide detailed information and theories about the variables of study.

Chapter III: Included the methodology considered for this thesis project such as: the type of research, population and sample, operationalization of variables, techniques and instruments for data collection, processing and analysis of data and results.

Chapter IV: Details how the proposal is composed, its objectives, justification, and presentation of the system of vocabulary activities to improve oral express.

CHAPTER I

THE PROBLEM OF INVESTIGATION

1.1 CONTEXT OF THE INVESTIGATION

It is known that education must be a priority due to the fact that, through this process new competitive people is included in the society that might help to improve it later on. It is because of that the necessity to correct any problem that might affect education, either in the long and short term, exists.

For the realization of this project Provincia De Bolivar High School has been chosen as an educational context worth to investigate, because of the multiple problems regarding the teaching learning process of English language identified in this institution. Provincia De Bolivar High School seeks to create an education of quality in which the students feel comfortable while they learn, but that could not be accomplished if the problem persists.

The government has invested a considerable amount of resources to make educational institutions better that they used to be, but there will always be educational situations in which teachers need to identify and treat closely. For that reason, through this project it is tended to provide certain type insight to the problem and how to treat it efficiently.

1.2 THE RESEARCH PROBLEM

1.2.1 CONFLICT SITUATION

Based on a first observation to the students of eighth grade General Basic Education Room C in Provincia de Bolivar High School it could be noticed some flaws in their speaking skill. These students seem to use and understand the grammar properly but the lack of vocabulary does not allow them to express themselves during the exercises of speaking.

1.2.2 SCIENTIFIC FACT

Deficiency in Oral Expression of students of eighth grade of General Basic Education Room C in Provincia de Bolivar High School that belongs to the District 5, Zone 8, canton Guayaquil, parish Tarqui 2018-2019 academic year.

1.2.3 CAUSES

- Poor learning of new vocabulary.

- Scarce promotion of the speaking competence.

- Lack of speaking exercises in the textbook.

- Lack of exercises to obtain new vocabulary.

- Poor use of dictionary.

1.3 FORMULATION OF THE PROBLEM

How does the vocabulary influence the Oral Expression of students of eighth grade of General Basic Education Room C in Provincia de Bolivar High School that belongs to the District 5, Zone 8, canton Guayaquil, parish Tarqui 2018-2019 academic year?

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

To identify the influence of the vocabulary in the oral expression of students from eighth grade of General Basic Education Room C in Provincia de Bolivar High School through a field study, bibliographic review and statistical analysis

1.4.2 SPECIFIC OBJECTIVES

- To determine the level of the English vocabulary of students from eighth grade of General Basic Education Room C through a field study, bibliographic review and statistical analysis.

- To establish the deficiencies in the oral expression of students from eighth grade of General Basic Education Room C through a field study, bibliographic review and statistical analysis.

- To design a system of exercises in order improve oral expression by the interpretation the data obtained.

1.5 RESEARCH QUESTIONS

- How does vocabulary influence the oral expression?

- Why is important to use the new vocabulary while speaking?

- What is the most efficient way to learn new vocabulary?

- What are speaking strategies?

- How to promote the oral expression?

1.6 JUSTIFICATION

English is one of the most important languages in the world, to the point that it is an obligation for people to learn it from an early age. Because of that, English is not anymore, the desire of a few but a necessity for everyone who wants to increase their chance to obtain a good place in the working context. Despite the remarkable importance of this language, it is known that there are certain deficiencies presented by students once they finish high school.

After a close observation on students of eight grade General Basic Education Room C at Provincia De Bolivar High School, it was noticeable the deficiencies that they have at the moment of expressing their ideas while speaking. These group of students seem to present a lack of vocabulary which in the first instance has been established as the main cause.

According to The English National Curriculum Guidelines, whose purpose is to stablish the parameters in which the English class must be based on, the students of eighth grade General Basic Education, are

considered basic user of English Language and they are supposed to master a A1.1 proficiency level at the end of the academic year; it is pertinent to assume that, if the problem in the speaking skill persist, these students will not be able to reach that level of proficiency leading to a bigger problem for them in the near future.

The present research aims to provide some guidelines and resources to face this problem efficiently, thus students will be able to accomplish their established academic goals for the current academic year. these resources and guidelines will have a direct impact on students, teachers and indirectly the society.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND

At the beginning of this century, the English language was not considered as a priority by the Ecuadorian education system, in those days to learn English, under quality standards, could not be afforded by everyone in this country. Only the upper class had the opportunity for this type of education.

English as Foreign Language was part of the curriculum of the majority public educational institutions. However, the interest of students to learn this language was very low due to the lack of promotion of the benefits of learning a second language, whose responsibility laid in the Ecuadorian Ministry of Education.

In 2016 the Ministry of Education finally established the English language as mandatory in public educational institutions "With the new regulations in the educative system, the English Language becomes mandatory from second grade Basic General education to third grade of Baccalaureate" (EL COMERCIO, 2016, p.8).

Due to the new polices implemented by the government regarding the English Language, the pertinent authorities took into consideration the idea to evaluate the whole system in order to know what measures needed to be taken in order for English to be taught properly.

It is at this point in which many the pertinent authorities realize the problems that students presented when learning English, some of them caused by lack of preparation of English teachers. Among the most noticeable issues that students presented can be mentioned, deficiencies

to express ideas, poor use of grammar and poor pronunciation. A lot of changes have been made by the government ever since one of the most important is the implementation of the English National Curriculum Guidelines.

Nowadays the government provides the necessary resources for the English language to be taught properly and under international standards. Despite that, there are still issues easy to notice in the English class, mostly on behalf of students, impeding them to accomplish their personal academic objectives and the chances of Ecuador to become one of the countries with a good English level.

According to the English Proficiency Index, which is a study carried out by the company Education First (EF), in 2018 Ecuador ranked 65 out of 88 countries of the world under the category "Low English Level" these results show a big setback since in previous years Ecuador ranked 55. It is worth mentioning that in 2018, the English proficiency index decided to considered students of the second and third level of education from the most representative institutions of Ecuador in both Guayaquil and Quito.

Therefore, it is necessary to find and correct the problems that still remain in the English class by considering the best alternatives that benefit both teachers and students. In the final report provided by Education First it is stated:

> A high level of English proficiency is part of the requirements of a prosperous future of each country, which should be accompanied by a healthy socio-economy. It doesn't matter which country of the world you belong to, it will always be necessary for people to communicate with those who do not share your same mother tongue. (Kaiza, 2017, p. 76).

Because of the results of the English Proficiency Index, the curiosity of the Ecuadorians has awakened in this field, starting by analyzing one of

the most important parts of English language, which is the oral expression. These studies not only aim to expose and explain the problem but also to give certain guidelines to help both teacher and students when teaching and learning the English language.

Chaguay and Flores (2017), from the University of Guayaquil in their study concerning the impact of basic vocabulary on the speaking skill, show the deficiencies presented by a specific group of students at the moment of speak in English. Throughout this study, it is described that students know and understand the basic grammar, however when they are asked to give a simple explanation regarding the certain topic they seemed to struggle because of the lack of vocabulary.

An interesting point made by these authors is that the English book given by the Ecuadorian Government, might not be effective when developing speaking skills, in addition, the content included in it do not appeal to the student's interests. Regarding this, Beltrán (2018) explains that for the speaking competence to be developed effectively the resources to be employed need to be updated and include topics that draw the attention of students otherwise they will lose the interest in the activity.

In order to face the deficiencies of these students, Chaguay and Flores (2017) decided to provide to them a handbook with basic vocabulary, consequently, students would improve their oral expression and at the same time, they would acquire the level that they were supposed to get at the end of the academic year.

A similar study carried out by Huacón and Suárez (2017) also form the University of Guayaquil was performed in a different institution in which the problem previously mention was also identified but in this case not only one but three different classrooms.

Huacón and Suárez (2017) claimed: "the lack of vocabulary draw the students under a spectrum of fear to express themselves orally due to the

fact that they do not know what words to employ" (p 26). It is worth mentioning that unlike the study aforementioned, these authors had to deal with the fear fo students as well, which is not new when students have to speak in class.

Huacón and Suárez (2017), also came out with the idea to prove an extra resource for students to improve their speaking, that consisted of a series of vocabulary exercises along activities for students to practice their speaking.

There have not been previous studies in "Provincia the Bolivar" high school concerning the oral expression until these days, for that reason, the information provided by the researchers previously mentioned will serve as a reference throughout the development of the present study.

Based on both studies It can be said that the deficiencies in the oral expression are still present in the majority of an educational institution. Despite the changes made by the Ecuadorian Ministry of Education to improve the education system, there are still sequels of the previous system.

The national Curriculum Guidelines suggests that the more exposure each group of students have to the target language the faster they will learn new words and express their ideas orally without hesitation. Thus, in the next year, they will be able to continue the program without difficulties.

It is worth mentioning that, the development of this study depends completely on the willing participation of the students and teachers because without their help not only they would be allowing the issues to persist but also be part of the problem that will affect directly socially and economically to this country.

2.2 CONCEPTUAL FRAMEWORK

2.2.1 ORAL EXPRESSION – DEPENDENT VARIABLE

The oral expression is a fundamental factor to carry out the verbal communication among equals within a society, thus, it is not a simple tool for the transmission of information. The oral expression requires more than people realize, it is an ability that is constructed throughout the years and even for native speakers of certain language takes a considerate amount of time to master. Macías (2017) reassert this by stating:

> Most of the people do not give oral expression the importance that actually has for that reason is often misused. People seem not to realize that oral expression can be improved continuously through the systematic, oriented and conscious practice. (p. 591)

Within the educational field, students seem not to be aware of the basic concept of oral expression, which is an important part when starting to develop this skill. It is necessary that students understand what is this skill about and what involves to master it, in order for them to be ready for this educational challenge.

It is important for this project to define the oral expression by considering different perspectives of the experts in this field, in order to provide an accurate and clear idea of it, consequently, it will be a matter of each individual to draw their own conclusions about the oral expression.

Pertari (2012) claimed, "The oral expression is a productive skill that involves the use of the language, typical of each country, in order for people to be able to communicate with the ones who do not share the same language" (p. 78). Under this criterion, it can be said that oral expression is one of the skills that is brought forth because of the need to interact with people's equals.

The oral expression involves two manners of interrelation which are oral and body language. Regarding the body language, it involves certain movements that people use to make while speaking, these movements transmit certain message relate to what the person is trying to express (Pertari, 2012).

On the other hand, oral language is the main tool that people use to interact with others whose purpose is to transmit feelings, emotions doubts among others.

Another perspective regarding oral expression, considered in this study, is the one shared by Nibiuk (2014) who claimed: "the oral expression is the ability to express opinions and ideas through dialogues in real life situations" (p. 13). Based on this author it can be said that the oral expression depends mainly on the human interaction, due to the fact that people need to express themselves somehow and oral speech opens the path for people to share those thoughts.

Regarding the aforementioned, Nuel (2016) stated "communication is a need, and the best way to express what is inside our heads is through oral speech" (p. 63). Hence, the oral expression is a skill that needs to be properly developed in the classroom or in the case of independent learners practiced on their daily basis.

Benavides (2016) claimed, "Speaking is a productive skill that requires the use of the oral communication system to express meanings to other people, which can be improved throughout the years or taking specialized courses" (p. 41). The oral expression involves producing words suitably consequently, the recipient will understand the message clearly and coherently.

Based on each perspective it can be concluded that the oral expression is an ability intrinsic of humans whose purpose is the exchange of ideas thoughts, feelings and emotions.

According to Benavides (2016), There are several traits of the oral production that both teachers and learners must consider when practicing speaking in class:

- Articulation and Intonation.

- Active participation.

- Ask and Answer properly.

- Change the style according to the situation.

- Request and give information.

- Respect the turns of the conversation

- Rhythm

Based on the characteristics aforementioned, it can be noted that one of the most important aspects to be considered for an effective oral intervention is articulation and intonation. Due to the fact that These two elements give emphasis to the sentences in order for the transmission of ideas to be accurate. (Gibbon and Richter, 2012)

In the case of learners of the foreign language it can be said that an active participation in the classroom plays a very important role since there has to be a high degree of participation for the learners to practice their oral skills and at the same time, the teacher evaluates the progress of his students.

Marinello (2015) considered that an important factor for a better oral expression is the adequate use of the grammar rules of the target language and also the constant increase of vocabulary which should include words to refer to general topics such as lifestyle, hobbies, work, travel, sports among

others. It is important for learners to know that the more they practice their oral production, either in class or at home, the better the results will be in the long term.

> When learners of foreign language participate in speaking activities, the use of the grammar and vocabulary must be checked carefully by the teacher, since these two elements are essential to developing good writing and speaking skills, consequently, learners will be developing two English skills at the same time. (Gangal, 2014, p. 98)

It is necessary that the teacher correct the mistakes at the end of the class, and not to interrupt the students abruptly while participating in the activity since this can generate frustration and prevent the correct development of the oral production (Marinello, 2015).

2.2.1.1 COMPONENTS OF SPEAKING ABILITY

As it was established, the oral expression consists of the transmission of information through the interaction of two or more entities. However, for this process to be carried out properly certain elements are necessary. According to Prima (2015), there are six components of oral expression such as Pronunciation, grammar, vocabulary, fluency, and comprehension.

It is important for the development of this study, to explain how each of these elements works in the communication process, by describing their functions, accurately in order to avoid confusion that might mislead the aim of this research.

2.2.1.1.1 PRONUNCIATION

Brown (2014) stated, "Pronunciation is the term usually given to the process of teaching learners to produce the sound of a language" (p . 12). In other words, pronunciation is the manner in which people produce clearer language during speaking.

In general, it is considered that a single pronunciation is appropriate for certain words. However, it is known as well that in some languages, such as English, a word could be pronounced in different ways, this phenomenon will mainly depend on grammatical or contextual factors of that language (Prima, 2015). There are special cases in which the pronunciation might be twisted because of certain sociolinguistic components of a language.

Despite the different pronunciations of some words, the most important part of sharing ideas orally is that speakers be able to understand one another thereby, communication will be effective. An important point to consider is that in certain cases, the correct pronunciation of the words is completely necessary, otherwise, there will be a conflict of understanding between the speakers.

To practice pronunciation is a key factor for a good oral expression especially for young learners since the more they practice their pronunciation, in an early stage, the better will be their speaking skills. Geikhman (2017), suggests some tips to improve pronunciation that both teachers and students should consider when practicing or evaluating speaking respectively.

- Learn to listen.

- Notice how your mouth and lips move.

- Pay attention to your tongue.

- Break words down into sounds.

- Add stress to sounds and words.

- Use pronunciation podcasts and videos.

- Exaggerate the pronunciation of certain words.

- Do not be afraid to speak.

- Talk in front of the mirror.

- Record yourself.

- Practice with a friend

Whether learners decide to take into consideration the advice listed above or not, it is important to be constant when practicing pronunciation and not to give up quickly, due to the fact that, for some people might take longer than others but at the end, all the efforts will be worth.

2.2.1.1.2 GRAMMAR

Nelson and Greenbaum (2014) claimed "it is safe to say that grammar is the science whose objects of study are the components of a language and its combinations" (p. 19). In other words, grammar represents the group of rules of each language whose purpose is to allow people to use their language correctly.

In order for the communication to be carried out properly, it is very important that the ideas expressed, by the interlocutors, be coherent. In this case, grammar becomes the Regulatory entity of the language that helps the speaker to form correct sentences. (Noriega, 2017).

It is known that grammar is one of the most important components of any language, and it is subdivided into two main elements such as syntax and morphology.

On one hand, the syntax represents the rules by which sentences are created. On the other hand, morphology deals with the use of grammatical indicators that determine verb tenses, passive or active voice among others (Noriega, 2017).

2.2.1.1.3 VOCABULARY

According to Prima (2015), The vocabulary comprises a group of words that structure a language. A related point to consider is that people tend to use the word "vocabulary" commonly rather than the word "lexicon" since both are synonymous.

The purpose of the lexicon is to make an inventory of every single word of a language in order to make easier to study certain aspects of it, such as its origin, how the society employ the language, how to teach vocabulary, among others.

It is worth mentioning that society is an entity that changes as time goes by and it is adjusted to contemporary circumstances, the language also conforms to this rule. That is to say. the lexicon is not static it evolves along with the society

2.2.1.1.4 FLUENCY

According to Mimenza (2016), the fluency is the ability that a person has to start a dialogue in clear and spontaneously. This component of speaking allows people to create coherent connections between phrases and ideas naturally without forcing the speaker, in this manner the discourse will be continuous.

When people speak fluently, they are able to clearly convey their ideas and thoughts to the listener, in addition, the rhythm of the speech must be adequate and in order to avoid unnecessary pauses that may distort the message.

While practicing speaking in class it is important that the teacher allows students speak until the end of the exercises, and do not interrupt them abruptly to correct the mistakes, since this might harm the development of the fluency of the oral speech (Prima, 2015).

2.2.1.1.5 COMPREHENSION

The comprehension involves the ability of a person to understand a massage, either written or spoken, in a certain context. In order to carry out this process, it is necessary to use elements such as memory and intelligence.

Authors such as Bojar (2015), considers that comprehension is not a component of the speaking ability since this element is more related to the reception of the information. However, Oberg (2013) disagree with this "speaking and comprehension are closely related because without them people could not be part of a conversation" (p. 15)

A related point to consider is that the need to comprehend how things work is typical of human nature, thereby, this component of speech is essential for there to be a good oral communication. In addition, comprehension is part of every English skill, therefore people develop this ability even when they are not fully aware of that.

2.2.1.2 ACTIVITIES TO DEVELOP ORAL EXPRESSION

Through certain activities carried out in class, the learners of a foreign language will be able to build their knowledge and improve their oral skills. In this manner, their structural knowledge will be diverse, complete and better organized.

According to Stirling (2015), to carry out speaking activities in class is very important, due to the fact that teachers deal with the educational problems of their students daily and they must take that into consideration when planning their classes.

In order to face these problems effectively, several speaking activities are suggested in this research such as: class debates, role plays, telling anecdotes, teaching a classm, guessing the secret and guess who?. It is worth mentioning that some of these activities are not strictly planned

to be carried out in class, thus students are able to use them along a partner that they feel comfortable with.

2.2.1.2.1 CLASS DEBATES

According to Monaco (2015), debates are activities in which the interlocutors carry out an argument about a specific topic. this activity has many benefits, among them, the students' ability to create solid arguments based on data that they have gathered themselves.

When a debate is organized in the classroom. It is recommended that the teacher give the students a time according to the difficulty of the topic, for them to prepare their ideas. It is important to emphasize that both parts must be respectful with each other. In addition, the teacher must make sure that the topic draws the attention of the whole class, thus they will be listening carefully to the discussion.

The debate will not only strengthen the students' oral expression but also their knowledge regarding the topic to be discussed since, in the exchange of ideas, the student will be building his own knowledge. It is recommended that the teacher have a high command of the chosen topic in order to make the respective feedback at the end of the debate.

During the debate, the teacher will be the mediator and his participation is important since the mediator is in charge of leading the discussion in order to be to develop correctly. Some tasks of the mediator are listed below

- The teacher will be a neutral entity during the debate.

- The teacher will ask a few questions to the participants to stimulate the conversation.

- The teacher will clarify certain ideas if necessary.

2.2.1.2.2 ROLE PLAYS

According to Hoffmann (2014), a role play is a type of dramatization in which the participants assume a character from an established situation. It is necessary to consider the number of characters included in the dialogue so that students can choose which character they want to play.

Role play activities will benefit both the oral expression and the interaction between students, which will lead them to strengthen their bonds of companionship. Hoffman (2014) suggest some objectives of this activity:

- Anticipate future situations.

- Face the fears, anxieties and other feelings that students usually have when they participate in class.

- Learn more about a specific situation.

- Learn to face certain situations.

- Acquire confidence and individual and group competence.

During the exercise, the teacher can help the students with ideas about how to carry out the scene, how to start, among others. A related point to consider is that the students should feel comfortable with their role and leave their fears behind.

2.2.1.2.3 TELLING ANECDOTES

An anecdote is a short story, in which a personal event is narrated to another individual, this event has usually had some type of personal repercussion or is simply considered as an example to reach a specific point in a conversation (Campbell, 2015).

Telling anecdotes is something that people usually do whether they are in the familiar environment or inside the classroom, students usually have many anecdotes to share with their friends, thus, it is a good

alternative to take advantage of that, and ask them chose an anecdote that they consider worth to tell to their classmates. In order for this activity to work effectively students are recommended to consider the following advice:

- When you tell your anecdote, use a tone that allows the whole class to listen to you.

- Modulate the intonation to give emphasis to the most relevant moments of your anecdote.

- Make pauses to explain important details of the anecdote in order to provide context to the listeners.

- If there are more than two characters in your anecdote, try to use a different voice for each one of them.

- Do not forget to look at your audience.

It is worth mentioning that this activity will help students put into practice the vocabulary learned in class. Due to the fact that Through their anecdotes students will be able to use the words in different contexts.

2.2.1.2.4 TEACHING A CLASS

This activity is not only for helping students to practice their oral expression but also for them to experience part of the work that teachers do daily (Monaco, 2015). first of all, the teacher must explain briefly how to prepare the topic, what points they need to consider and how to manage the time.

Once the students understand the basis of the activity, the teacher must provide them a topic for them to teach a class, it is necessary that the topic is according to their level so they are able to carry out the class

properly, during the classes given by the students the teacher will evaluate their performance.

2.2.1.2.5 GUESS WHO?

According to Monaco (2015) activities that are mixed with amusement draw the attention of the students and they will enjoy while learning new things, it is the same when practicing oral expression, the need to participate in the activity will drive them to express their ideas in the best way they can.

For this activity, it is necessary that the teacher asks the students to think the name of their favorite, singer, actor, writer. Afterward, every student will pass in front of the class individually and their classmates will ask questions in order to guess who the person is.

2.2.1.2.6 GUESSING THE SECRET

This is a simple activity in which the students must writ a secret down a piece of paper, once all of them have done it, each piece of paper is placed in a bag. Then the students must draw a piece of paper from the bag and read it, afterward, they will ask their classmate's questions related to the secret to finding out the person whose secret belongs to.

An essential factor for the previous activities to work properly is that students try to participate willingly and express their ideas even if they only know basic words in English.

As it was previously mentioned some of these activities are not meant to be used only in class. In fact, the students along their classmates are free to put them into practice at home or the place in which they feel more comfortable. All these activities share the same goal, which is, to improve oral expression, and there no better option to practice with the people that they trust.

2.2.2 VOCABULARY – INDEPENDENT VARIABLE – TEACHING AND LEARNING

Ma (2009) considers that vocabulary is the group of words typical of a language which might change depending on the country and their sociocultural aspects. It is known that each language has its own group of lexical terms, which are registered in the dictionary of each country, thus each person in the world does not know, nor use the vocabulary in the exact same manner, for that reason, it is important o learn every aspect of a language.

Suárez (2014) explains that usually, people consider that lexicon and vocabulary are the same, however, she disagrees with that statement, this author considers that lexicon is the number of words that a person have only as a listener, that is to say, is what allow to a person to understand a message either written or spoken.

On the other hand, vocabulary is the word that allows every individual to communicate their ideas, feeling, emotion to their equals. Both vocabulary and lexicon are important for a person to be able to carry out the process of communication.

Vocabulary is not just a random group of words that people learn deliberately, in fact, it has always been a key factor in peoples lives and nowadays there are an infinite amount of alternatives for people to increase their vocabulary (Fawcett 2012).

It is worth mentioning that vocabulary is a matter that must be considered from an early age, learning a considerable amount of words will make easier for students to express their ideas.

Suárez (2014) stated, "Vocabulary is the essential element of every language; It is also a key factor when developing the remaining linguistic activities such as reading, writing, composition, conversation, among

others" (p. 19). Under this criterion, it can be said that the vocabulary should not be taken lightly in the classroom.

For that reason, Kiath (2015) in her study regarding how to increase vocabulary suggests that the teacher should provide the students a bank of words daily and carry out a short exercise in which they can use the words learned in real context. By teaching them how to employ the new words in context will make easier for them to assimilate the vocabulary thus they will not forget it.

In order to understand a message either written or spoken, learners must identify the letters, words, and concepts that comprise it. kiath considers that oral expression, among other linguistic skills, is directly related to the vocabulary since it is the amount of vocabulary that the student knows what enables them to share their ideas and thoughts orally.

Therefore, it can be said that knowing a good amount of words is essential when developing oral expression. According to Suarez (2014) the vocabulary of students is composed of the number of words that they have learners throughout the years, for that reason she divides it into three subcategories listed and explained below:

Usual vocabulary: it is comprised of 12,913 words usually employed in people's daily basis.

Common vocabulary: it is comprised of 1.971 words that people employ in familiar, cultural and social, situations.

Fundamental vocabulary. it is comprised of 210 words, whose use are determined by specific situations of their life.

2.2.2.1 TYPES OF VOCABULARY

As it was aforementioned, the vocabulary is comprised by the group of words typical of every language, however, some linguists have found more convenient to study the vocabulary in parts. Thus based on its

application it has been divided into two types which are; active vocabulary and passive vocabulary (Gogoi, 2015).

2.2.2.1.1 ACTIVE VOCABULARY

BAZIN (2008), stated, "The active vocabulary is the set of words that people regularly use to express ideas through oral speech or writing" (p. 53) In other words, Active vocabulary includes the words that people are able to use confidently when they speak or write a message. For that reason, this type of vocabulary is also known as productive vocabulary.

The main objective of teaching active vocabulary in the English class is not only to increase the number of words that students know but also to develop the ability to use linguistic means to carry out the communication process, thus encourage the students to speak and write according to their proficiency level (Dakhia, 2015).

In order for the oral and written production to be carried out properly, it is necessary to keep adding words to the active vocabulary of English learners, for that reason Gogoi (2015) established a set of traits that the teacher and students must consider when developing the active vocabulary in class.

- The correct position of words

- To remember the words spontaneously when speaking or writing

- Grammatical accuracy

- To pronounce the words correctly.

Each of these aspects has a direct impact in both speaking and writing, therefore is worth to take them into consideration in class.

2.2.2.1.2 PASSIVE VOCABULARY

Bazin (2008) defined "The passive vocabulary is the group of words whose meaning is already known by students. Thus, they are able to understand when someone speaks directly to them or when reading a text." (p.53). In other words, the passive vocabulary refers to the words that students receive through listening and reading, for that reason it is also known as receptive vocabulary.

According to Gogoi (2015), there are cases in which a person might not be aware of the meaning of certain words, however, he will be able to guess its meaning by the context in which the word was used. Same as the active vocabulary, there are certain traits of the passive vocabulary worth to take into consideration in class:

- To be able to recognize specific words while listening or reading

- To have an average domain of the grammar.

- To be able to understand the main idea of the message.

Taking into account both definitions it can be concluded that the active vocabulary is the ability to use different learned words correctly either in speaking or writing. On the other hand, the passive vocabulary refers to the group of words that the speaker understands, however, he is not able to use them.

A related point to consider is that for the teaching and learning of the English language, the vocabulary has a high degree of relevance since in this manner the students will not have problems to develop the four main competencies of English such as listening, speaking, reading, and writing (Dakhia, 2015).

Nowadays is easy for students to find ways to learn and use new vocabulary because of the technological tools that they have. An example

of that is the internet, in which there is an infinite amount of activities specifically designed to learn new vocabulary.

2.2.2.2 STRATEGIES TO TEACH VOCABULARY

According to Köll (2014) in order for the teaching of new vocabulary be effective, it is necessary that the teacher implements techniques, strategies or resources that facilitate what he wants to teach.

However, it is known that not every student learns in the same manner, for that reason some strategies are suggested in the present study. Consequently, the students will be able to learn new vocabulary.

The teaching strategies mentioned below share the same objective, which is, to allow the student to increase their vocabulary in a manner that fit their interests. Thus, it will be more effective when the teacher put them into practice so students will not feel forced to learn through traditional teaching strategies.

2.2.2.2.1 LISTEN, REPEAT, WRITE AND DEFINE.

This is a very complete strategy, due to the fact that, the students will be able to put in price three out of four English skills. It consists basically on letting students work with their imagination. The teacher will select a word and say it out loud several times.

The students are going to repeat what they think they listened out loud and afterward based on the sound of the words they will write the word down in their notebooks, finally, they must guess the meaning of the words. The teacher will ask for volunteers in order to evaluate them and check the effectiveness of this strategy whit that group of students.

2.2.2.2.2 VOCABULARY GAMES.

Games will always draw the attention of young learners because they will feel more confident in their performance when participating in these types of activities (Köll, 2014).

Unlike a typical activity in class, there is no pressure on their shoulders to do everything correctly. Thus, using games to learn vocabulary are highly recommended to be used in class. Among the games that the teacher could use to teach vocabulary, can be pointed out: Bingo, charades and word jeopardy.

2.2.2.2.3 PRESENTING TEXTS WITH DIVERSE VOCABULARY AND IMAGES.

Written texts are a good source of vocabulary for the student to learn. However, not every text will be effective to use in order to fulfill this purpose. For that reason, texts that include visual aids are highly recommended. Due to the fact that, these texts allow learners to relate the words of the text with their visual representation (Köll, 2014).

Using this type of resources will facilitate learning vocabulary during classes, in addition, students will also be practicing their reading. Some examples of texts with visual aids could be Comics, fable, publicity.

2.2.2.3 ACTIVITIES TO LEARN VOCABULARY

Once the general topic of the class has been presented to students, it is necessary to implement activities that allow them to learn and memorize words of the topic that is being addressed. Below are some activities to practice the vocabulary. It is worth mentioning that these activities are not difficult to carry out and they also fit the interest of the students.

2.2.2.3.1 CROSSWORDS PUZZLES

Crossword puzzles allow both experienced learners and initial learners to increase their vocabulary in a clear and entertaining manner. In addition, due to the multiple digital platforms, crosswords of all types and levels can be found. In such a way, learning vocabulary through this tool will be an advantage for both the learners and teachers (Gogoi, 2015).

According to Köll (2014), apart from being an entertaining source of vocabulary, crosswords puzzles can also help students improve spelling, stimulate mental agility, strengthen memory and prevent memory degenerative diseases such as Alzheimer's and dementia.

For that reason, it is highly recommended that the teacher includes activities such as crossword puzzles during classes, at least twice a week, and evaluate the students in order to know whether this resource is effective or not.

2.2.2.3.2 WORDS SUDOKU

This is an adaptation of the Japanese game in which a person is supposed to order numbers without repeating them in the same line, in this case, students will not be placing numbers but words instead. Word Sudoku basically consists on providing a list of words to the students, that the teacher must explain first.

Once the first part has been completed, the teacher can draw the Sudoku table on the board or provide to the students a printed version of it, explain the basic rules and let them develop the exercise. Afterward, the teacher can check what they have done.

Through this activity, students will be constantly repeating the new words, consequently, they will memorize them easily and they will be able to use them in oral speech (Köll, 2014).

2.2.2.3.3 WORD SEARCH AND MATCH

According to Gogoi (2015), word search puzzles is a well-known activity that helps students to identify words mixed in a random group of letters, thus they are not easy to recognize. When carrying out this activity students will memorize the words that they are trying to find.

In order to help learners to understand the words while they search them, some visual aids are going to be added to the activity, thus once learners find the words, they are supposed to match them with the picture,

2.3 PEDAGOGICAL FRAMEWORK

The teaching in Ecuador used to be very standardized, it was the type of education in which the teacher was the only source of information and students had to stick to that system. As can be assumed, this teaching method was not very effective, resulting in the creation of a bigger problem years later.

In recent years the Ecuadorian system of education has suffered several changes, one of the most important, has to be the manner in which classes are carried out by teachers. Nowadays teachers plan their classes considering a constructivist perspective.

Piaget (1952) considered as one of the forefathers of constructivism stated "The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent, discover, and create men who are capable of doing new things" (p.59). under this criterion, it can be pointed out that the education must be a manner for students to create or construct their knowledge and not to memorize word by word what teachers have to say.

Granjas (2015) in her study regarding the constructivism as a teaching method, explains that people learn differently, which makes hard to find the proper method to help everyone, for that reason considering

constructivism as a teaching method is more generic and students will find the way to obtain the knowledge.

Knowledge is a construction of typical of human beings, each person perceives reality, organize it, gives it meaning and constructs it based on its perspective. This occurs due to the activity of the central nervous system, which contributes to the building of a coherent whole that gives meaning and uniqueness to reality (Granjas, 2015, p. 96).

When teaching vocabulary and oral expression the teacher must allow the student to learn the way they feel more confident and provide resources to encourage them to practice what they learn. Consequently, they will reach their academic goals.

It can be concluded that the method used by the teacher within the classroom, is an essential element of the process of education of a student, due to the fact that, it is the way in which the process of knowledge construction is carried out. In addition, it can be said that the main objective of selecting an appropriate methodology, is for students to learn in a way that they do not feel forced.

2.4 CONTEXTUAL FRAMEWORK

"Provincia de Bolivar" Public School is considered an emblematic educational unit of Ecuador, that belong to a group of other educational institution whose name represents one of the provinces of Ecuador. This institution was founded in May 1975 at that time Iban Pazmiño was the first rector of the institution along with his partner Mercedes Pozo as the vice-rector. The first group of teachers was composed of six teachers, and throughout the years this number has increased up to fifteen.

During the government of Rafael Correa, this institution was also selected to be part of the project "Millennium Units" which consisted in remodeling public institution in order to provide to the students a space in which they feel comfortable. "Provincia de Bolivar" Public School is located

in sauces 5 communal area and it receives about 1.500 students daily. It is worth mentioning that, the majority of those students belong to the same area in which the institution is located. However, it also accepts students from all over the city of Guayaquil.

Among the areas that can be currently found inside the institution, it can be mentioned, computing laboratories, library, and classrooms with a maximum of 30 students. "Province of Bolivar" public school considers as a priority to update and improve the quality of education according to the needs of scientific, technological development both local and national.

2.5 LEGAL FRAMEWORK

This study finds legal support in the following documents placed in Ecuador: The Ecuadorian Constitution, Development Plan "Toda Una Vida", Organic Law of Intercultural Education (LOEI), and the English National Curriculum Guidelines.

According to the Ecuadorian Constitution Education must be a priority and no one exempt to receive it:

> **Art 26.-**Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for a good way of living. Persons, families, and society have the right and responsibility to participate in education. (CONSTITUTION OF THE REPUBLIC OF ECUADOR, 2008)

> **Art 27.-** Education will focus on the human being and ensure its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical

culture, individual and community initiative, and the development of skills and abilities to create and work. (CONSTITUTION OF THE REPUBLIC OF ECUADOR, 2008)

Art 28. - Education responds to the public interest and will not be at the service of individual and corporate interests. Ensure universal access, retention, mobility and exit without any discrimination and mandatory at the level initial, basic and secondary education or equivalent. (CONSTITUTION OF THE REPUBLIC OF ECUADOR, 2008)

The Development Plan "Toda Una Vida" is based on the goals of the current government except to accomplish I the next four years of the government of Lenin Moreno. Regarding the educational field this document states:

The access to basic education and baccalaureate will be universal in the country. It has been proposed to eradicate discrimination in this area and expand the modalities of specialized and inclusive education. It is expected a significant increase in the supply of higher education and greater access to it. The intention is to clearly link the offer of third and fourth level careers with the labor demand, both that present and that which is projected in the future. The educational system will be of quality, something that will be reflected in the results of national and international evaluations for students and teachers. (Development Plan "Toda Una Vida", 2017; p. 32)

Another document that sustained the present study is the Organic Law of Intercultural Education (LOEI) in which is stated:

Art 6.- Guarantee the mandatory application of a national curriculum, both in public, municipal, private institutions and at its levels: initial, basic and baccalaureate. In relation to cultural and linguistic diversity, it will be applied in the official languages of the various nationalities of Ecuador. The curricular design will always

consider the vision of a plurinational and intercultural State. The curriculum is complemented according to the cultural specificities and peculiarities of the various educational institutions that are part of the National Education System. (Ley Organica De Educación Intercultural, 2011; p. 12)

The English National Curricular guidelines, provide to teacher the proficiency level that the students must reach at the end of the academic year. In this case students of eight grade are considered basic users of the English language and, at the end of the current academic year they must be able to.

- Deliver a very short, rehearsed monologue (e.g. introduce a speaker and use basic greeting and saying 'good-bye' expressions).

- Participate in short conversations on very familiar topics within the personal and educational domains.

- Ask and answer simple display questions delivered directly to them in clear, slow non- idiomatic speech and in areas of immediate need.

- Ask people for things and give people things. Ask and answer questions about themselves and other people, where they live, people they know, things they have, etc.

- Respond with simple, direct answers given that the interviewer is patient and co-operative.

- Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort. (National Curriculum Guidelines, 2014; p. 15)

As it was previously stated, due to the new polices established by Ecuadorian Ministry of Education, English language is mandatory from 2nd grade Basic General education to 3rd grade of Baccalaureate. Thus, it is important that teacher guide the student properly in order to reach the proficiency level that correspond to them.

According to the national curriculum guidelines students of 8th grade, Basic General Education must obtain an A1.1 proficiency level at the end of the academic year, This proficiency level is adapted from the Common European Framework of Reference for Languages. Regarding the oral expression, students must be able to produce little monologues based on their own experiences which with the proper vocabulary will be an easy task for them.

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS, AND DISCUSSION OF RESULTS

3.1 METHODOLOGICAL DESIGN

This thesis project analyzes the influence of the vocabulary in the Oral Expression of students of eighth grade of General Basic Education Room "C" at "Provincia de Bolivar" public High School 2018-2019 academic year. During the elaboration of this research, it has been employed a mixed method approach, that is to say, there is no a dichotomy between the qualitative and quantitative aspects presented in this investigation. Both the qualitative and quantitative information was obtained through Empirical methods and techniques that will be explained further in this part of the research.

The qualitative approach studies the reality within a pertinent context, by interpreting the phenomena according to the meanings that the participants involved in such context possess (Sampieri, 2016). This research is qualitative due to the fact that the information related to the problem has been gathered in order to be measured. On the other hand, the quantitative research analyzes the numerical information of the variables that are going to be studied, in addition, the quantitative approach decomposes the elements that have been quantified and facilitates the interpretation of the results (Sampieri, 2016).

3.2 TYPES OF RESEARCH

3.2.1 DESCRIPTIVE RESEARCH

As its name indicates, the descriptive research allows the researcher to describe the reality of certain situations, events, group of people or communities involved in a specific situation that the researcher considers worth of study (Sampieri, 2017). It is worth mentioning that his type of

research does not go further than describe the events exactly as they are. Through this type of research, it was possible to describe the problem that the group of students was facing during the development of oral expression, in this way it was provided a better understanding of why certain measures need to be taken in order to correct this problem properly.

3.2.2 EXPLICATIVE RESEARCH

According to Navarro, Jiménez, Rappoport, and Thoilliez, (2017) the explanatory research not only involves the description of the problem identified by observation but also seeks to explain and expose the causes that originated that problem and the consequences that could be generated either in the short or long term.

3.2.3 PURPOSEFUL RESEARCH

According to Sampieri (2016), the purposeful research is based on a series of methods and procedures whose purpose is to diagnose and solve problems of any kind. In this case, a system of exercises is going to be designed as a possible solution to the problem that was identified during an observation phase.

3.3 POPULATION AND SAMPLE

The participants considered in this project was 30 students of eighth grade of General Basic Education Room "C" at "Provincia de Bolivar" public high school and the English teacher. As it can be seen in the table below, the number of participants did not surpass one hundred, thus. The probabilistic non-probabilistic formula was not necessary to obtain a sample.

Table #1: Distribution of population and sample

Detail	Population	Sample
Students	30	30
Teachers	1	1
Total	31	31

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

3.4 OPERATIONALIZATION OF VARIABLES

Table #2: Operationalization of variables

VARIABLES	DIMENSION	INDICATORS
D.V **ORAL** **EXPRESSION**	Generalities	• Definition • Characteristics • Importance
	Components of Speaking Ability	• Pronunciation • Grammar • Vocabulary • Fluency • Comprehension
	Activities to develop oral expression	• Class debates • Role plays • Telling anecdotes • Teach a class • Guess who? • Guessing the secret
I.V **VOCABULARY**	Generalities	• Definition • Importance
	Types of vocabulary	• Active • Passive
	Strategies to teach vocabulary	• Listen, repeat, write and define. • Vocabulary games. • Presenting texts with diverse vocabulary and images.
	Activities to learn vocabulary	• Crosswords • Sudoku • Search and match

Source: Interpretation and analysis of the variables.
Authors: Borbor Laura, Cruz Jennifer (2018).

3.5 RESEARCH METHODS

In order for this project to be properly carried out, the following research method was considered.

3.5.1 ANALYSIS – SYNTHESIS

The analysis-synthesis method refers to two complementary activities that are carried out in the study of certain variables, on one hand, the analysis allows the researcher to divide the information into parts in order to be properly analyzed and to select the most relevant aspects related to the variables. On the other hand, through the synthesis, the researcher will be able to gather these fragments that have been analyzed and create a new piece of information (Sampieri, 2016).

It can be said that this method was a type of filter of the information, due to the fact that the researchers selected what they considered necessary for the arguments that they established throughout this thesis project.

3.5.2 INDUCTIVE – DEDUCTIVE

According to According to Navarro, Jiménez, Rappoport, and Thoilliez, (2017) this method of investigation allows the researcher to obtain general conclusions from particular facts to general ones. A related point to consider is that the inductive-deductive method has four primary characteristics such as; the observation, the registration of the facts, the analysis and the classification of the facts.

It can be said that through this method the researchers were able to establish certain hypotheses that set the course of this project, thus, it could be carried out effectively.

3.5.3 LOGICAL – HISTORICAL

According to Sampieri (2017), this research method refers to the problems or phenomena that appear over the years. The historical part is related to the study origin of the phenomena and events that occur in certain

or period of time. On the other hand, the logical aspect refers to the general laws and development of the phenomenon, in other words, studies the essence of the problem.

3.5.4 SYSTEMIC-STRUCTURAL-FUNCTIONAL

This method of investigation is considered as a set of procedures to be followed by the researcher in a specific order, thus, the arguments exposed in the research will be coherently correlated (Sampieri,2016)

3.6 TECHNIQUES AND INSTRUMENTS OF INVESTIGATION

It is worth mentioning that in order to obtain accurate data it was necessary to apply instruments of investigation such as the observation guide, the interview with the teacher and the survey for the students. Which will be described below.

3.6.1 SURVEY

The survey is an instrument of investigation that is based on a set of established research procedures through which a certain amount of data is collected and analyzed from a sample of a population, which it is aimed to explore, describe, predict and explain a series of characteristics. The survey allows to collect data on attitudes, beliefs, and opinions of the individuals of a population and inquire about patterns of behavior and habits (Navarro, Jiménez, Rappoport, and Thoilliez, 2017).

A pre-designed survey with fifteen structured statements was applied, each one of the statements was based on the variables of study and the proposal. In order to get the most accurate data to be analyzed later using a Likert scale of agreement. This was taken into consideration in the survey to allow students a range of options to describe how their classes occur.

3.6.2 OBSERVATION GUIDE

The observation guide is based on a list of parameters, which guide the observation in the classroom. In this guide, it is necessary to include the relevant aspects to be observed. The main purpose of the observation guide is to gather information about the teaching-learning process of the students, in order to guide the work of the teacher in the subsequent decisions that should be considered for the class benefit (Navarro, Jiménez, Rappoport, and Thoilliez, 2017). This instrument does not assign a grade but registers attitudes that are part of the teaching-learning process

This instrument allowed the researchers of this study to analyze how the activities related to oral expression, are developed inside the classroom. In order to be aware of the current situation of the student's level and the system of evaluation in the classroom. For that reason, a total of ten behavior criteria were taken into consideration, which will allow detecting the main problems and how to treat them. It is necessary to emphasize, that there will be no interaction with the students during the observation phase.

3.6.3 INTERVIEW

The interview is a conversation whose purpose and structure are established by the interviewer. It is known that the interview is the personal interaction that goes beyond the spontaneous exchange of information in a conversation. In other words, the interview is aimed at the acquisition of knowledge through a conversation in which questions of a specific topic are asked (Navarro, Jiménez, Rappoport, and Thoilliez, 2017).

The interview was carried out from a pre-designed guide containing a total of eight questions to be asked to the interviewee, in this case, one of the English teachers of the institution. In order to know his point of view regarding the deficiencies of the students when developing oral expression and his method to develop this skill.

3.7 ANALYSIS AND INTERPRETATION OF THE RESULTS

3.7.1 SURVEY TO THE STUDENTS ANALYSIS

Table #3

I enjoy the English class.

Code	Scale	Frequency	Percentage
Item Nº 1	**Strongly disagree**	9	30%
	Disagree	5	17%
	Undecided	2	7%
	Agree	2	7%
	Strongly agree	12	40%
	Total	**30**	**100%**

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #1
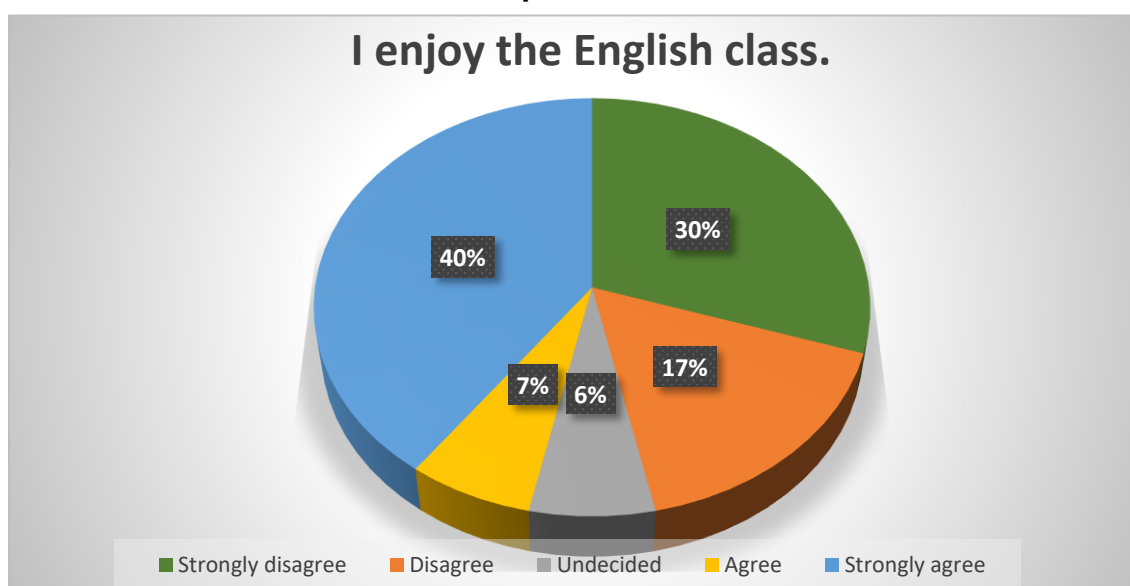
Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

According to these results, there are divided opinions regarding this statement, almost half of students seem to enjoy the English class, However, the other half disagrees with that. This could be attributed to the

methods or resources employed by the teacher during classes, which might not be part of the interest of these students.

Table #4

I practice speaking by myself.

Code	Scale	Frequency	Percentage
	Strongly disagree	15	50%
	Disagree	3	10%
	Undecided	5	17%
Item Nº 2	Agree	3	10%
	Strongly agree	4	13%
	Total	30	100%

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #2
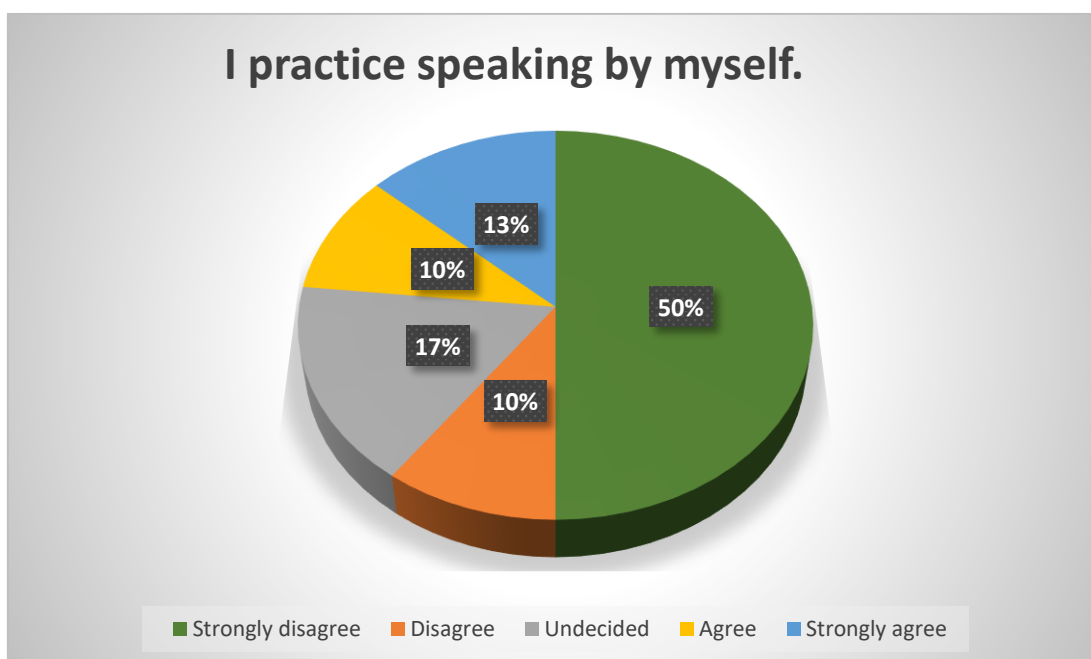
I practice speaking by myself.

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

The results in this statement, show that the students do not use to practice English by themselves. They might not aware of the effectiveness of this strategy whose purpose is to improve the fluency while speaking. It

can be noticed as well that only a few students practice oral expression by themselves.

Table #5

I regularly participate in speaking activities.

Code	Scale	Frequency	Percentage
	Strongly disagree	15	50%
	Disagree	5	17%
	Undecided	2	7%
Item Nº 3	**Agree**	7	23%
	Strongly agree	1	3%
	Total	**30**	**100%**

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #3
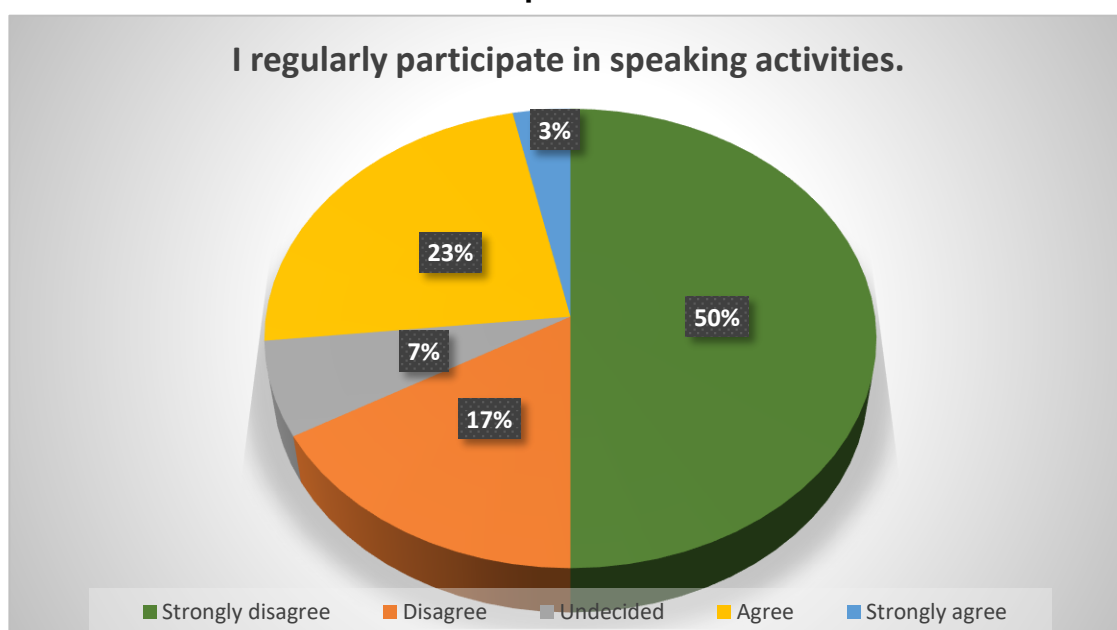
I regularly participate in speaking activities.

- Strongly disagree: 50%
- Disagree: 17%
- Undecided: 7%
- Agree: 23%
- Strongly agree: 3%

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

As it can be seen in the results above half of the students do not participate in speaking activities, which might be a sign that they do not feel capable of expressing their ideas orally, due to de lack of vocabulary. The other half seemed to participate willingly despite that.

Table #6

I find interesting to express my ideas in English.

Code	Scale	Frequency	Percentage
Item Nº 4	**Strongly disagree**	2	7%
	Disagree	5	17%
	Undecided	3	10%
	Agree	17	57%
	Strongly agree	3	10%
	Total	**30**	**100%**

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #4
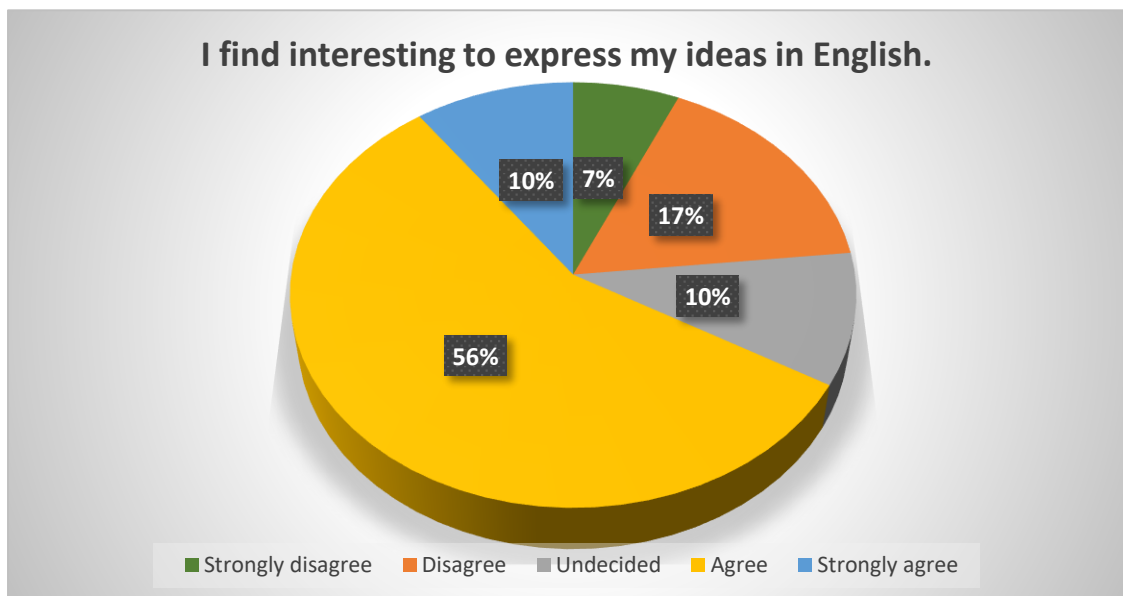
I find interesting to express my ideas in English.

7% 17% 10% 56% 10%

Strongly disagree ■ Disagree ■ Undecided ■ Agree ■ Strongly agree

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

According to this result, the students find interesting to express their ideas in the English Language. A considerable part of the students do not seem to think the same, this can be attributed to the lack of the vocabulary, due to the fact that without the proper number of words the students will not be able to say what they want orally.

Table #7

I prefer to speak about topics that I like.

Code	Scale	Frequency	Percentage
	Strongly disagree	1	3%
	Disagree	2	7%
	Undecided	1	3%
Item Nº 5	**Agree**	19	63%
	Strongly agree	7	23%
	Total	**30**	**100%**

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #5
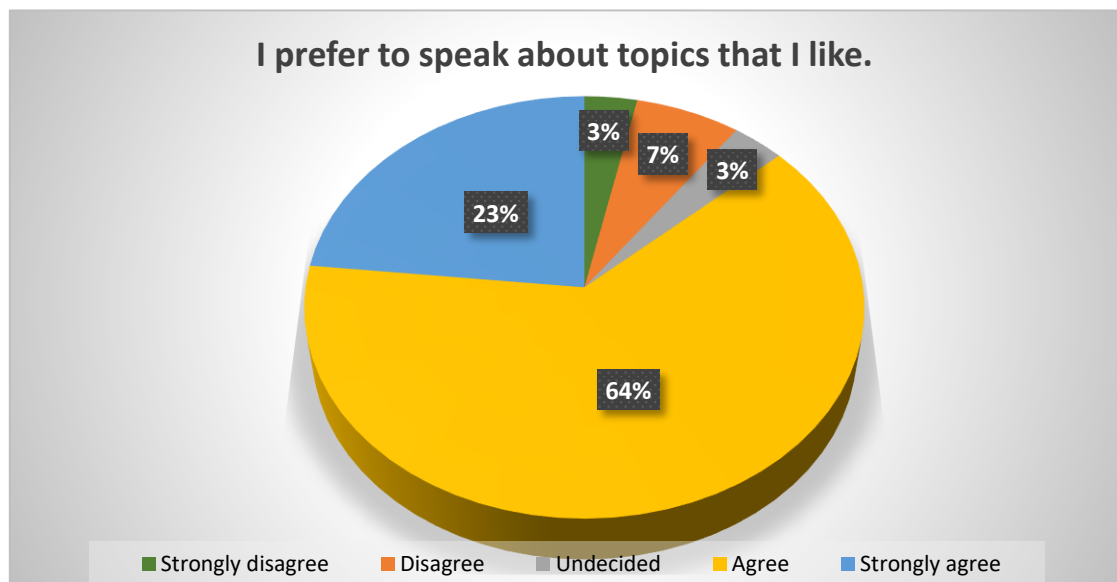
I prefer to speak about topics that I like.

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Based on this result, a vast majority feel comfortable to speak about topics that fit their interests. It is known that people tend to enjoy to speak about topics that appeal their interest most of the cases they know any information that they consider worthy of sharing which seem to be the case of this student.

Table #8

I easily express my opinion on certain topics in English.

Code	Scale	Frequency	Percentage
	Strongly disagree	9	30%
	Disagree	15	50%
Item Nº 6	**Undecided**	2	7%
	Agree	2	7%
	Strongly agree	2	7%
	Total	**30**	**100%**

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #6
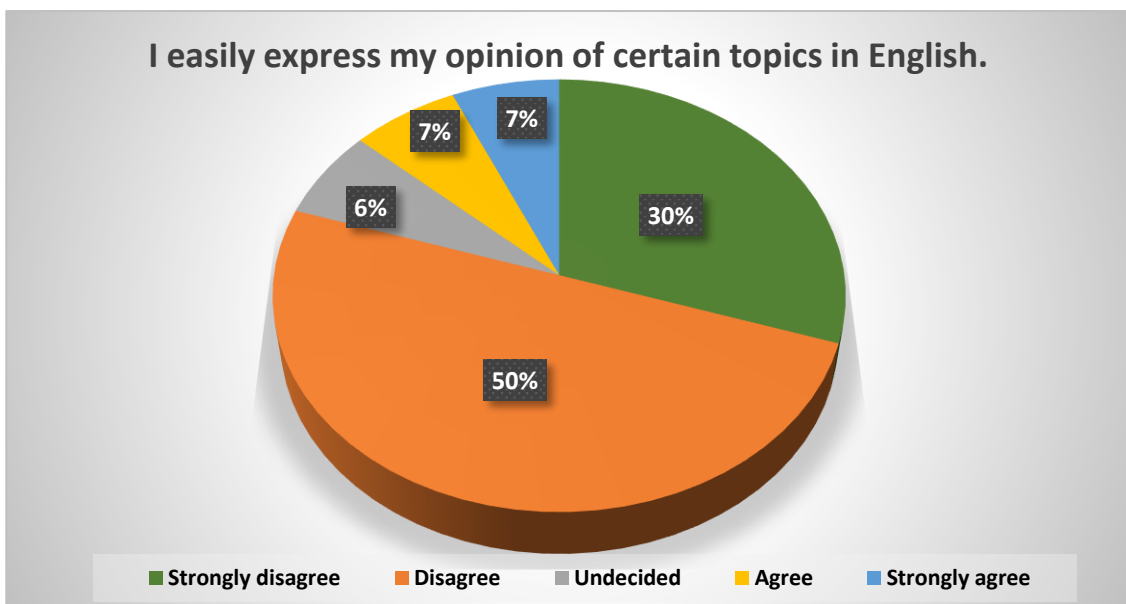
Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Almost the totality of the students does not feel capable of sharing their ideas regarding a specific topic, which once again might be caused by a lack of vocabulary. It can be noticed that a small percentage fell capable of carrying out this type of tasks.

Table #9

I have enough vocabulary to express my ideas properly while speaking.

Code	Scale	Frequency	Percentage
Item Nº 7	**Strongly disagree**	16	53%
	Disagree	9	30%
	Undecided	2	7%
	Agree	2	7%
	Strongly agree	1	3%
	Total	**30**	**100%**

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #7
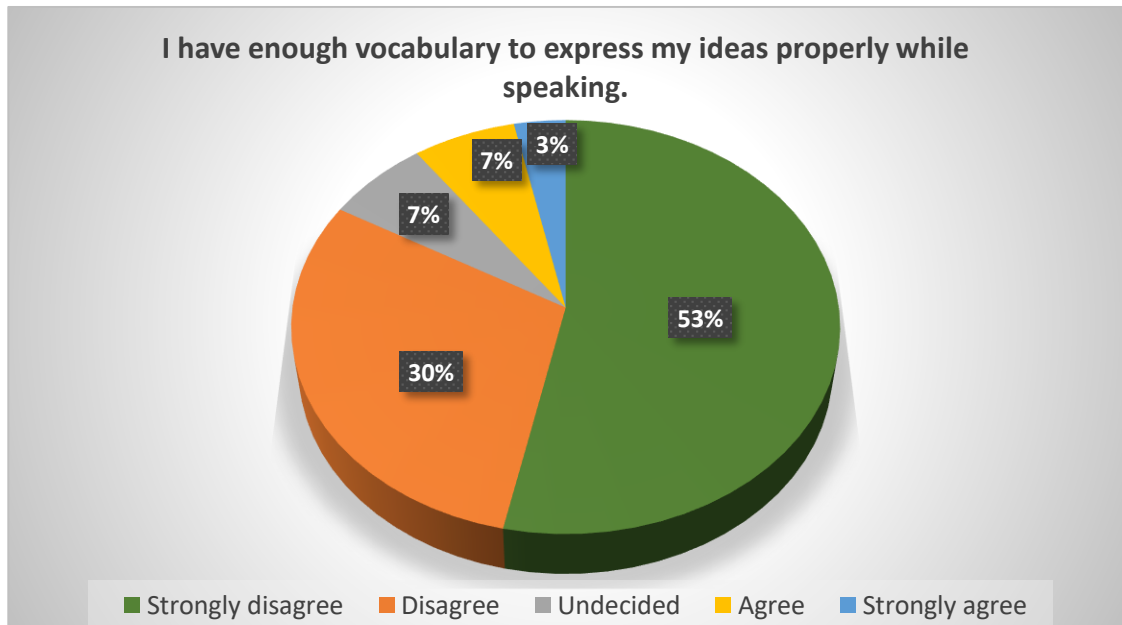
Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Based on the results shown above, it could be confirmed the problem that these students are facing this academic year, the majority of students are aware of their lack of vocabulary, which is impeding them to develop speaking skills and reach the proficiency level established in the English National Curriculum Guidelines.

Table #10

I enjoy learning new vocabulary in class.

Code	Scale	Frequency	Percentage
	Strongly disagree	1	3%
	Disagree	2	7%
Item Nº 8	**Undecided**	9	30%
	Agree	10	33%
	Strongly agree	8	27%
	Total	**30**	**100%**

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #8
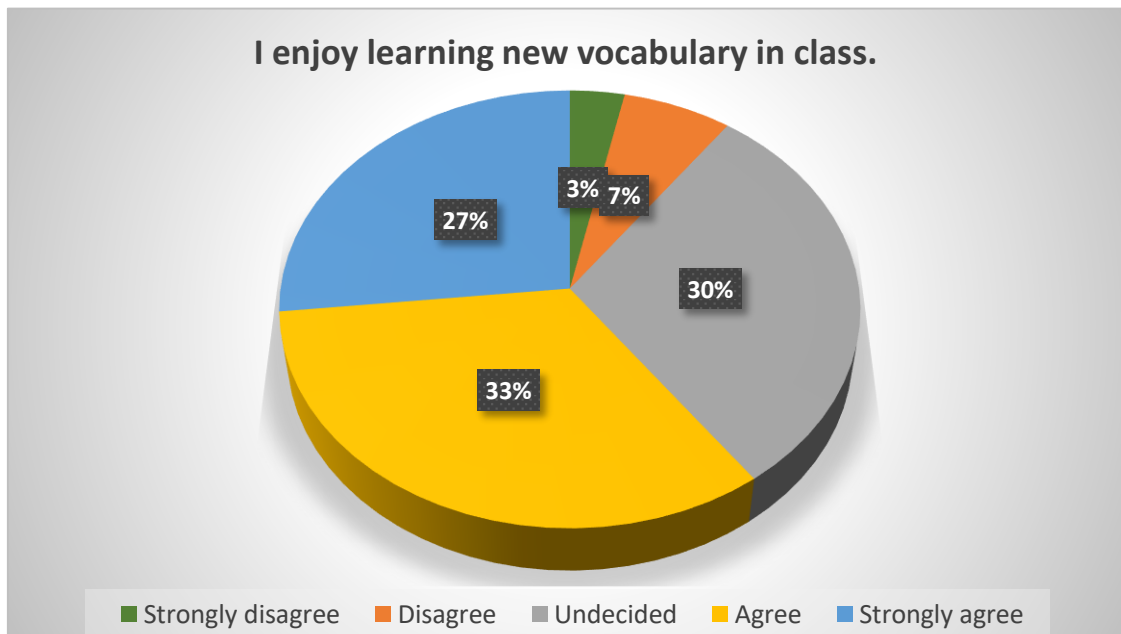
Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

The results are positive regarding the student's attitude to learn new vocabulary, most of them enjoy this part of the class, however, it seems that they are not learning the way they would like to. A considerable number of students are undecided regarding this statement, which could be attributed to the lack of proper resources to learn new words.

Table #11

I believe that the vocabulary is an important part of learning English.

Code	Scale	Frequency	Percentage
	Strongly disagree	2	7%
	Disagree	1	3%
	Undecided	1	3%
Item Nº 9	**Agree**	10	33%
	Strongly agree	16	53%
	Total	**30**	**100%**

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #9
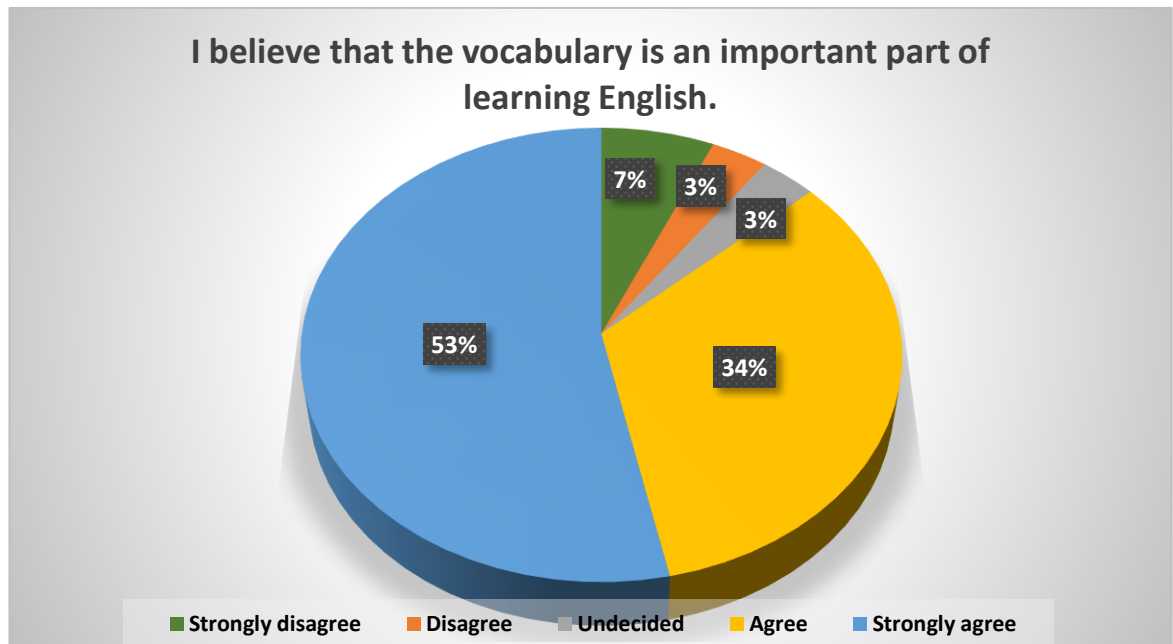
I believe that the vocabulary is an important part of learning English.

- Strongly disagree
- Disagree
- Undecided
- Agree
- Strongly agree

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

A large percentage of the students consider that the vocabulary is a fundamental part of learning English, thus, it can be said that they are aware of the need to increase their vocabulary, otherwise they will not be able to develop English skills as they are supposed to.

Table #12

I consider that learning new vocabulary is necessary to improve oral expression.

Code	Scale	Frequency	Percentage
	Strongly disagree	2	7%
	Disagree	1	3%
	Undecided	1	3%
Item Nº 10	Agree	9	30%
	Strongly agree	17	57%
	Total	**30**	**100%**

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #10
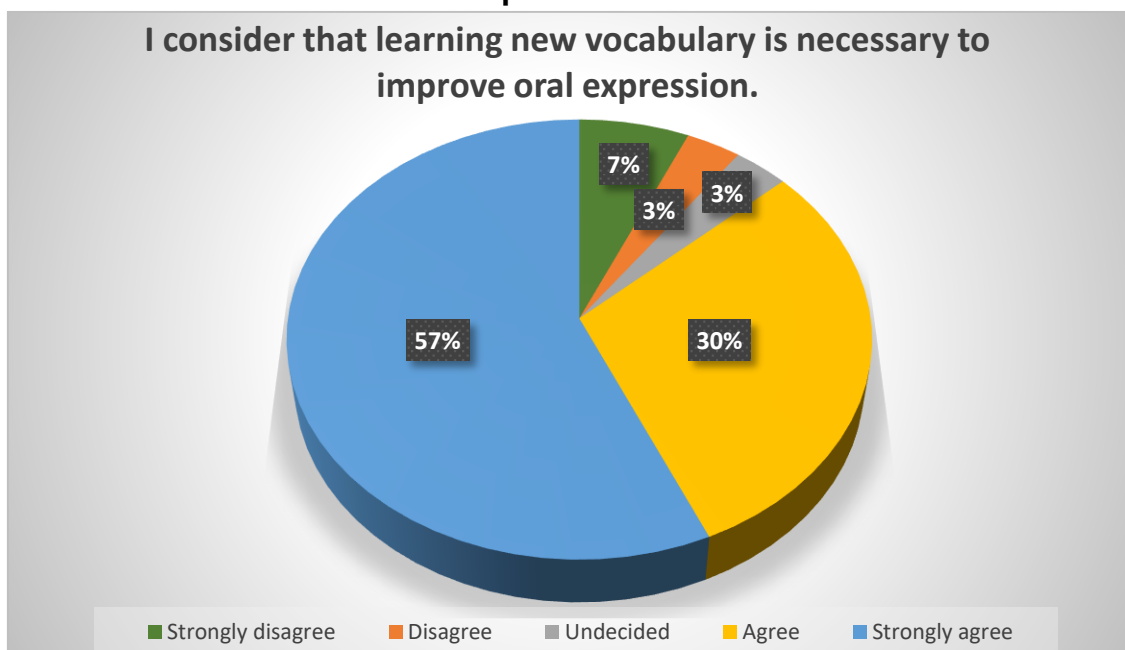
I consider that learning new vocabulary is necessary to improve oral expression.

- 7%
- 3%
- 3%
- 57%
- 30%

■ Strongly disagree ■ Disagree ■ Undecided ■ Agree ■ Strongly agree

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Based on the results shown above, a vast majority is aware of the importance of vocabulary in the development of oral expression. Which indicates that these students need a different manner to learn and use the vocabulary orally, thus they will be able to speak in English properly.

Table #13

I consider the topics of the book are a good source of vocabulary.

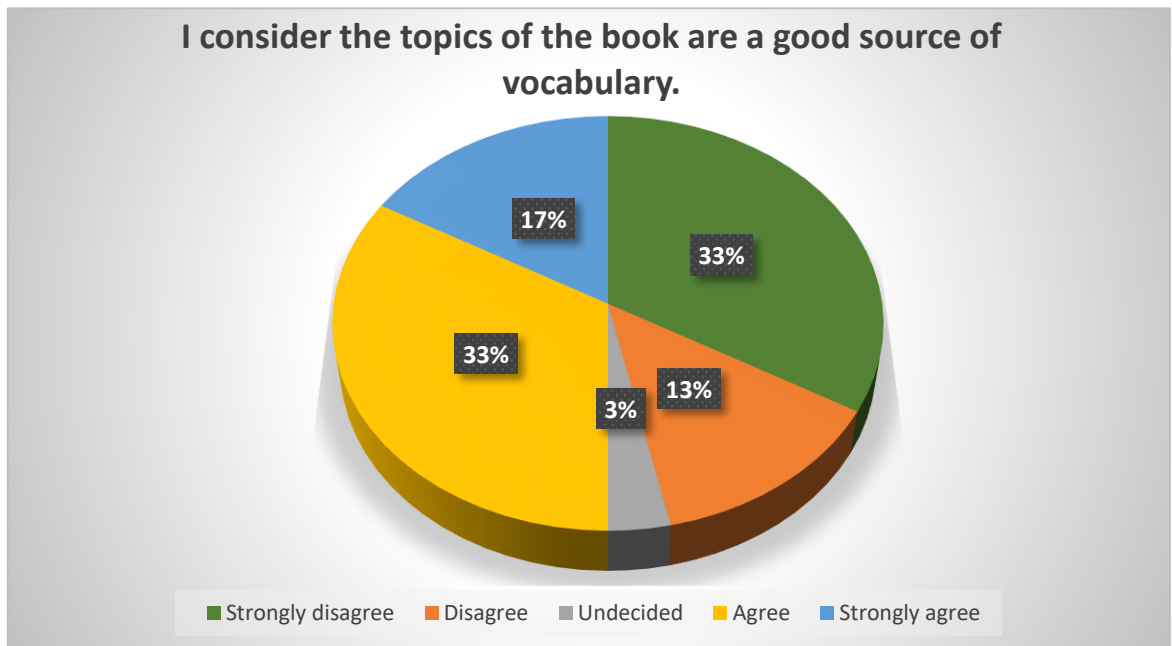| Code	Scale	Frequency	Percentage
	Strongly disagree	10	33%
	Disagree	4	13%
Item Nº 11	Undecided	1	3%
	Agree	10	33%
	Strongly agree	5	17%
	Total	**30**	100%

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #11

I consider the topics of the book are a good source of vocabulary.

- Strongly disagree: 33%
- Disagree: 13%
- Undecided: 3%
- Agree: 33%
- Strongly agree: 17%

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

These results show divided opinions regarding this statement, almost half of students do not believe that the textbook is a good source vocabulary, maybe these students think that the content is very standardized and hard to learn. The other half seem to be able to understand and learn the vocabulary provided in each unit of the textbook.
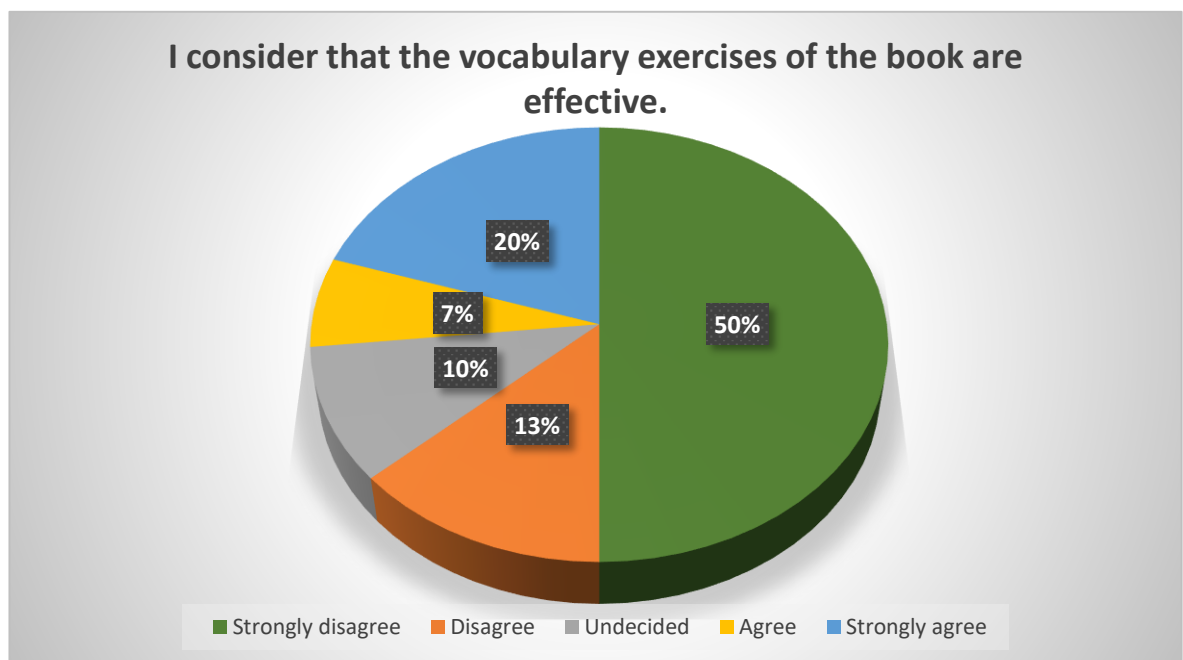
Table #14

I consider that the vocabulary exercises of the book are effective.

Code	Scale	Frequency	Percentage
	Strongly disagree	15	50%
	Disagree	4	13%
Item Nº 12	Undecided	3	10%
	Agree	2	7%
	Strongly agree	6	20%
	Total	**30**	100%

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #12

I consider that the vocabulary exercises of the book are effective.

50% | 20% | 7% | 10% | 13%

Strongly disagree | Disagree | Undecided | Agree | Strongly agree

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

These results suggest that a vast majority of students do not believe that the exercises of the book are being effective to acquire vocabulary. It can be said that these students feel that the textbook is very difficult and they are not able to complete the exercises, It can be noticed as well that small percentage of students considered that those exercises are effective.

Table #15

I believe that a system of exercises focused in the oral expression is a good alternative to improve speaking.

Code	Scale	Frequency	Percentage
	Strongly disagree	2	7%
	Disagree	4	13%
	Undecided	2	7%
Item Nº 13	Agree	10	33%
	Strongly agree	12	40%
	Total	**30**	100%

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #13
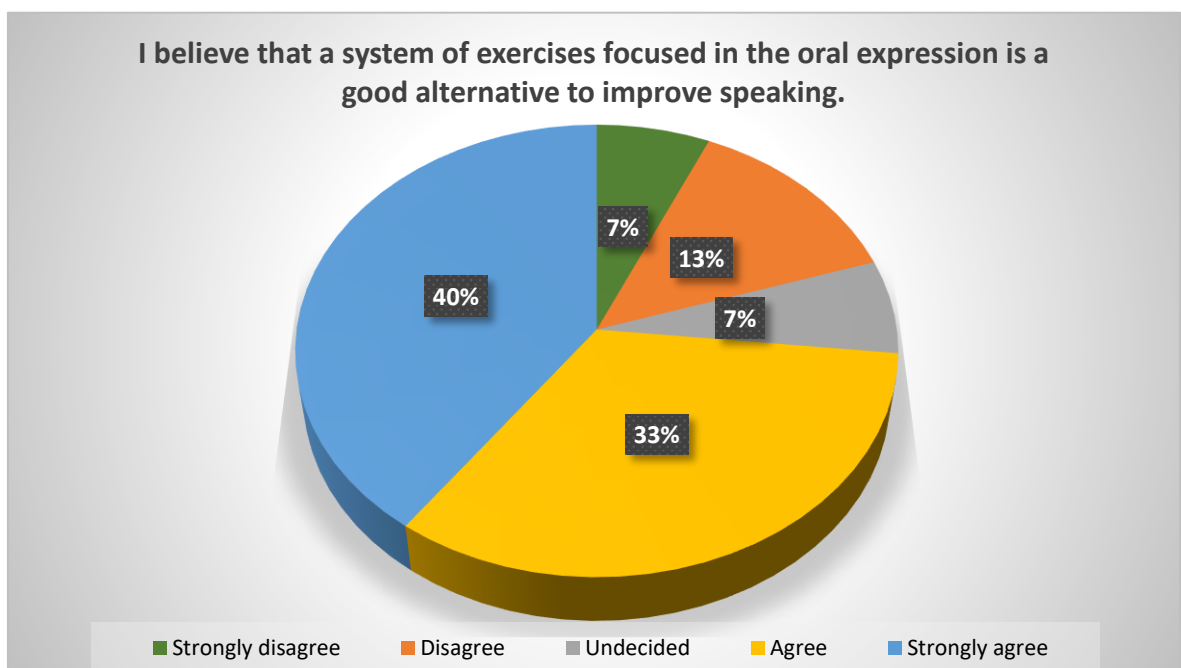
Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

The results shown above indicate that a vast majority agrees with the employ of a system of exercises to improve speaking skills, it can be said that they feel curious about the impact that this type of resource might have in their larnin. Only a very small part either disagree o feel undecides about this statement.
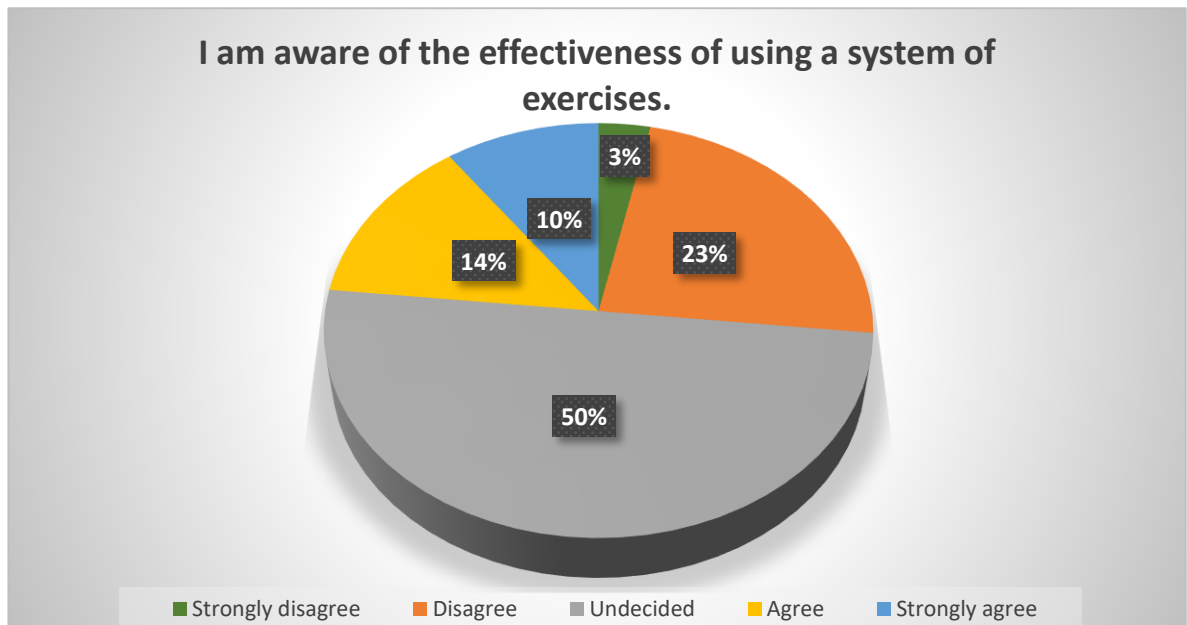
Table #16

I am aware of the effectiveness of using a system of exercises.

Code	Scale	Frequency	Percentage
	Strongly disagree	1	3%
	Disagree	7	23%
Item Nº 14	**Undecided**	15	50%
	Agree	4	13%
	Strongly agree	3	10%
	Total	**30**	100%

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #14

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

The results of this statement show mixed opinions, half of the students of this course does not know how effective a system of exercises could be. It can be said that they have not used a didactic recourse like that before. It can be seen as well that some students agree with this statement and the other part think otherwise.
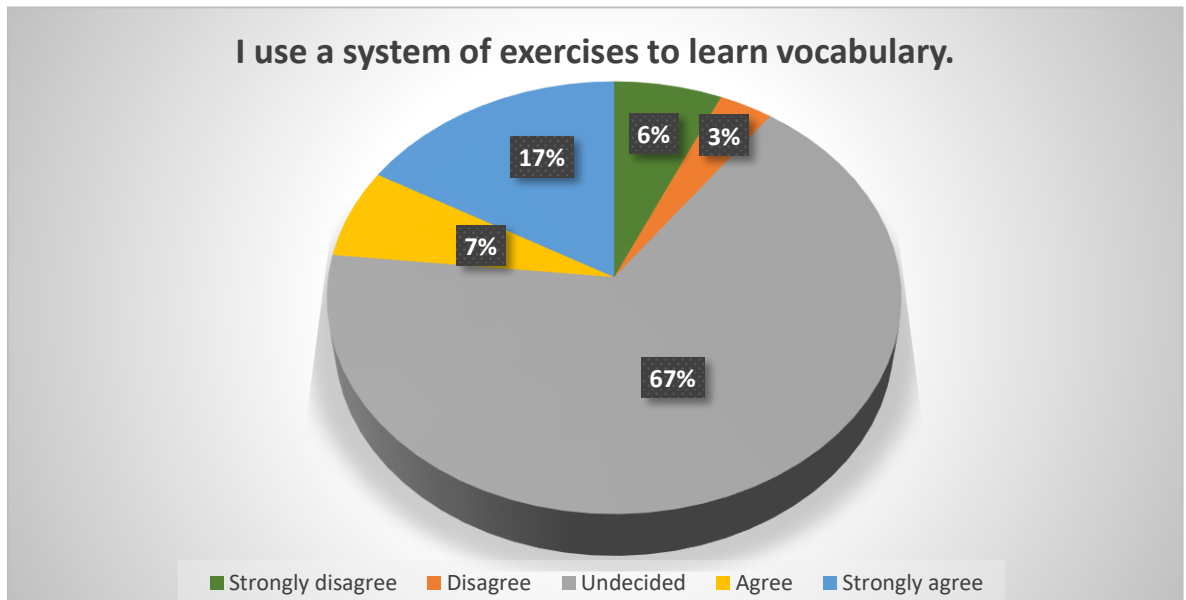
53

Table #17

I use a system of exercises to learn vocabulary.

Code	Scale	Frequency	Percentage
	Strongly disagree	2	7%
	Disagree	1	3%
Item Nº 15	**Undecided**	20	67%
	Agree	2	7%
	Strongly agree	5	17%
	Total	**30**	100%

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Graphic #15

I use a system of exercises to learn vocabulary.

6% 3% 17% 7% 67%

Strongly disagree ■ Disagree ■ Undecided ■ Agree ■ Strongly agree

Source: "Provincia de Bolivar" public high school, 8th grade of GBE Room "C"
Authors: Borbor Laura, Cruz Jennifer (2018).

Based on the result of this statements, it is clear that the majority of students are confused due to the fact that, they probably do not use or did not know this type of resource, However, there is a small but important percentage that seemed to use a system of exercises, it can be assumed that these students find these resources on internet.

3.7.2 ANALYSIS OF THE OBSERVATION GUIDE

As it was previously stated, one of the instruments employed in this research was the observation guide, whose purpose in this project, is to examine how the English class is carried out, in this manner, the researchers will be able to find out what might be causing the problem that is being treated in this study. The most relevant points that were observed will be described as follows.

The English class starts normally the teacher gives the instructions of the activities to the students by using simple words in order for to facilitate the understanding, however, they seem confused and the teacher decides to explain again but this time she uses English and Spanish. It can be assumed that this is a sign of the struggles generated by the lack of vocabulary.

When it comes to working with the new vocabulary, the teacher explains the word bank included in the textbook and make some oral exercises such as repeating the words aloud, in which most of the students participate. However, when the teacher asked them to use one of those words in a sentence most of them did not know how to respond.

According to the observation of the class, the only didactic resource employed in class was the textbook, which did not seem part of the interests of students, most of them did not know how to complete the exercises included on it.

The last point to consider is the speaking exercises, during the observation, there were not speaking exercises in the class, the only moments in which the students spoke were when the teacher asked them a question, which they did not respond.

It can be concluded that through the application this instrument it was evident the lack of vocabulary and resources to help them to practices their oral expression.

3.7.3 ANALYSIS OF THE INTERVIEW TO THE TEACHER

The interview with the teacher was carried out normally and allowed to know their point of view regarding the development of oral expression in the classroom. It is worth mentioning that the teacher responded to every question honestly and provided details when they were needed. The most important points of the interview will be described below.

According to the teacher, the oral expression is one of the most difficult skills for their students to develop, due to the fact that they do not have enough vocabulary to share their ideas properly. Despite that, they seem to be willing to learn new words in order to improve this English skill.

The teacher explained that sometimes she encourages her students to practice the oral expression through simple exercises such as short dialogues and games. It seems that the students respond positively to, in addition, they feel comfortable by learning this that way.

Regarding the didactic resources employed in class to practice and learn vocabulary, she said that the book is a good source of exercises and vocabulary, for that reason, she sticks to that program and does not consider necessary to employ others.

3.8 CONCLUSIONS AND RECOMMENDATIONS

3.81 CONCLUSIONS

- It is evident the lack of vocabulary of students, which is causing not to develop speaking skills as they should.

- There is an insufficiency of exercises that promote the leaning of new vocabulary and to use it in contexts.

- The is no variation in the methods when it comes to developing speaking skills.

- The didactic resources employed in class do not seem to fit the interest of students.

3.8.2 RECOMMENDATIONS

- It is recommended that the students practice speaking in the class by using material that they feel appealed to.

- The teacher must encourage the students to practice speaking either at home or in class.

- It is necessary that the teacher uses different techniques to teach vocabulary to the students.

- The use of a system of exercises focused on vocabulary and speaking could be a proper alternative to overcome the problems that this group of students is facing.

CHAPTER IV

THE PROPOSAL

4.1 TITLE

Design of a system of vocabulary exercises to improve oral expression.

4.2 JUSTIFICATION

Due to the instruments and techniques applied in order to gather data concerning the problem treated in this thesis project, it was possible to realize that the vocabulary seems to be a crucial factor in the deficiencies in oral expression that the students of eighth grade of General Basic Education Room "C" are facing this academic year. It was also determined that there is a limited use of resources that promote oral expression, the majority of the time the only didactic material employed in class is the English textbook which based on the analysis of the instruments seem not to be of the entire interest of the students causing them to struggle even more at the moment of solving the vocabulary and speaking exercises included in it.

According to the different perspectives of the considered authors throughout this thesis project, it can be said that the use of a system of exercises whose main purpose is to increase vocabulary and practice oral expression is a viable alternative to overcome the deficiencies in this English skill, Consequently the students of this grade will be able to express their ideas orally without hesitation, in addition, they will master the English proficiency level that the National Curriculum Guidelines indicates and to reach their personal academic goals.

It is worth mentioning that the system of exercises is mainly based on previous researches that explore this type of deficiencies in English

language development thus the content that is included in it will be accurate and truly help the students to develop speaking skills in a manner that they feel comfortable.

4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE

To overcome the deficiencies concerning the oral expression of students of eighth grade of General Basic Education Room "C"

4.3.2 SPECIFIC OBJECTIVE

- To promote the use of new vocabulary in real life situation.
- To reinforce the interest in learning vocabulary by using topics that appeal to the interest of the students.
- To improve the communication among students by using exercises in which they are able to work together.

4.4 DESCRIPTION OF THE PROPOSAL

Firstly, it is necessary to establish that this system of exercises is meant to be provided to the students of eighth grade of General Basic Education Room "C" at "Provincia de Bolivar" public high school, in order for them to improve their oral expression by increasing their vocabulary and putting it into practice through simple speaking exercises. In addition to that, this didactic material is also addressed to the English Teacher in charge of this group of students, which with his guidance will make easier for them to use of this resource effectively.

This proposal is aimed to promote the development of oral expression and vocabulary through activities that appeal to the student's interests. The activities included in this proposal require the minor intervention of other English skills such as reading and writing.

Through the speaking and vocabulary activities, the students will be able to prepare short dialogues or presentations to be played in front of the class, this will help them to leave their fears behind and speak fluently

without hesitation. A very important part of the speaking exercises is that the students are allowed to work in pairs and in this way reinforce the social aspect of learning, due to the fact that, most of the time students feel comfortable when working with a partner.

The system of exercises is divided into six units and subdivided into four lessons, each unit has a specific topic in which the vocabulary of each lesson is based on. This structure is similar to the textbook that they currently use, however, the content and the topics are not the same thus the students have the alternative of learning new things.

An important point to be considered is that the activities were selected according to the current proficiency level of students, in addition, this didactic material provides the opportunity to construct their own knowledge taking as reference the one that they already obtained previous years, making their learning more meaningful to them.

The last point concerning this system of exercises is the method of evaluation, which has been considered due to its effectiveness and simplicity such as grading by using points. Each activity is given a certain amount of points that the student will obtain depending on how well he responded. Once the activity is finished the teacher will check and give the proper grade. In this way, the teacher will know if their students are improving or not.

4.5 CONCLUSIONS & RECOMMENDATIONS

4.5.1 CONCLUSIONS

- The system of vocabulary exercises is aimed to promote the correct development of oral skills.
- This didactic material only requires the willingness of the students to improve their oral skills.

- The teacher will be able to evaluate the progress of the students.

4.5.2 RECOMMENDATIONS

- It is recommended that the teacher include this resource in his current program in order to consider a different alternative to improve the oral expression of his students.

- It is recommended that the teacher encourage their students to practice oral expression by using this didactic resource.

- The vocabulary learned through this system of exercises must be employed in different context, thus, they will be aware of when to use the new words.

Proposal

SYSTEM OF VOCABULARY ACTIVITIES TO IMPROVE ORAL EXPRESSION.

System of exercises

to develop oral expression

Unit 1
People's traits & lifestyle

Lesson 1
Vocabulary: Lifestyle

Objective: To learn how to describe your lifestyle.

Time: 15 to 20 minutes

1. **Match the following words with their meaning (2 pts).**

_____ **Competitive**

_____ **Artistic**

_____ **Brainy**

_____ **Spiritual**

_____ **Tech-Savvy**

a. Having or revealing natural creative skill.

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

c. having or showing intelligence.

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

e. well informed about or proficient in the use of modern technology

2. **Match the pictures with the words (1 pt).**

Eco-friendly

Stylish

Adventurous

Funny

Extroverted

Successful

65

**3. Complete the following sentences use the words in the box (2 pts).**

> Successful   *adventurous*   stylish   *spiritual*
>
> *Artistic*   *competitive*

    a. I hope you are more _____ next time.

    b. John is an _____ man, unafraid of risks.

    c. He didn't say her taste was _____.

    d. Everyone ought to rarefy his _____ life.

    e. She comes from a very _____ family.

    f. The businessmen are both _____ and honorable.

4. Complete the following word sudoku (2 pts).

Nice			Competitive
	Brainy	Artistic	Nice
Artistic		Competitive	
Brainy		Nice	

5. Work in pairs.... Practice role-play, of a normal conversation among teenagers, don't forget to use the words presented in this lesson (3 pts).
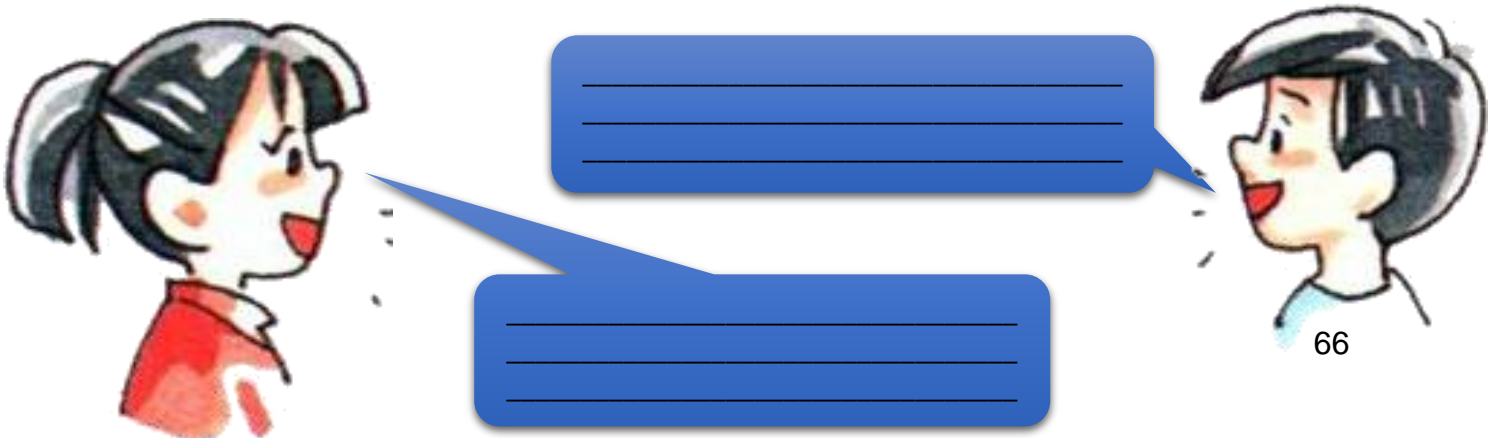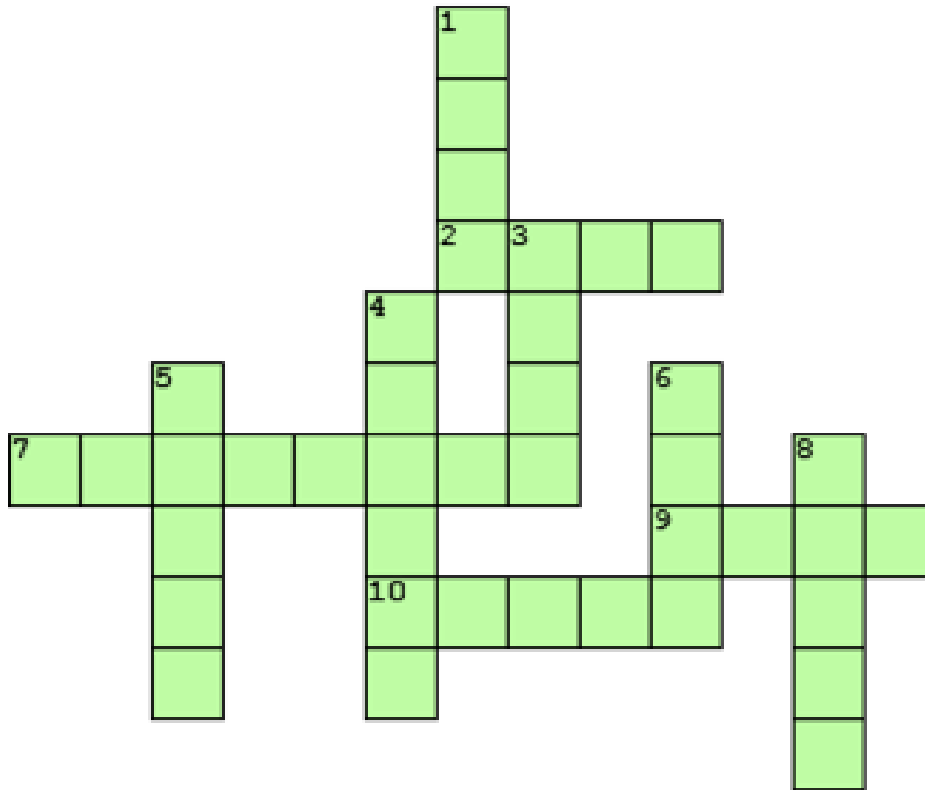
Lesson 2
Vocabulary: Plans & desires

Objective To expres ypur plans and desires properly.

Time: 20 to 25 minutes

1. Complete the crossword, pay attention to the clues (3 pts).

Across

2. A detailed proposal for doing or achieving something.

7. Persist in an activity or process.

9. Require something because it is essential or very important

10. Come into being

Down

1. Continue or cause to continue in a specified condition

3. Corresponding or agreeing in general or in some noticeable respect

4. Bring (a task or activity) to an end; complete.

5. Take delight or pleasure in

6. Have a desire to possess or do something; wish for

8. Start; perform or undergo the first part of an action or activity.

2. Complete the following word sudoku (2 pts).

	inspired		Want
Want		inspired	Feel
	Feel	Want	
	Want		inspired

3. Complete the following sentences using the words in the box (1 pt).

Want	feel	need	Inspired	finish

a. We _____ to help in any way

b. I _____ happy today.

c. I _____ to take a shower, I'm sweaty

d. Messi _____ me to practice football

e. Once I _____ my homework I am able to go out

4. Write and antonym for the following words (1 pt).

Word	Antonym
Finish	
Want	
Enjoy	
Like	

5. Present briefly to the class your plans for the future, use the words and expression learned in the previous exercises in order to make yourself clear. Take a few notes if necessary. (3 pts)

_____
_____
_____
_____

68

Lesson 3
Vocabulary: Personal traits

Objective: To describe yourself and your personal traits.
Time: 20 minutes

1. Match the words with the pictures (1 pt).

Friendly

Reliable

Polite

Honest

Sensitive

2. Match the words with their definition (1 pt).

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

Mature
- Being the primary cause of something.

Patient
- Able to accept or tolerate delays without becoming annoyed

Responsible
- Fully developed physically; full-grown.

Tolerant
- Willing to accept behavior and beliefs that are different from your own.

3. Complete the sentences by using the words in the box (2 pts).

> The legend   the artist   The producer   the achiever
>
> the innovator   the entrepreneur

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

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

> DIS   IM   IN   IR   UN

5. Work in pairs, chose a partner and describe him or her using the words learned in this lesson. Then present it to the class. Take notes to organize your ideas if necessary. (4 pts).
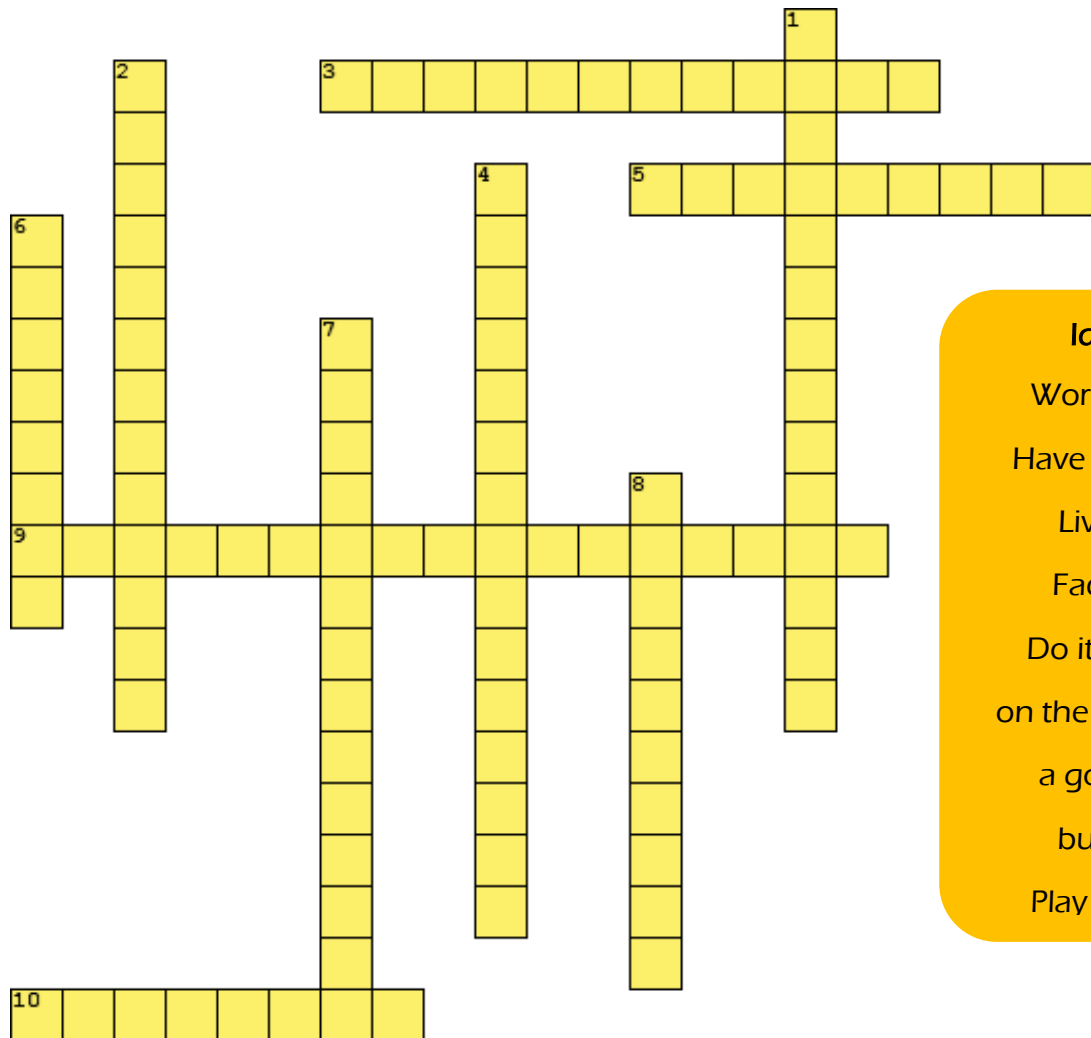
_____

_____

_____

_____

Lesson 4
Vocabulary: Idioms & Prepositions

Objective: To learn idiomatic expression to be used in everyday situations.
Time: 15 to 20 minutes.

1. Solve the crossword puzzle, pay attention to the clues and the idioms. (3 pts).

Idioms

Worlds apart

Have the knack

Live wire

Facebook

Do it for kicks

on the cloud nine

a good egg

busy bee

Play with fire

Across
3. Very different or distant.
5. An energetic and unpredictable person.
9. Feel good
10. Someone who is always busy

Down
1. A tendency to do something.
2. Something that will never happen
4. To do something for excitement
6. Spend time using the social networking website Facebook.
7. Something that could be dangerous

2. Fill the blanks by using the prepositions in the box (2 pts).

| In | of | of | on | on | from |

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

3. Complete the dialogue by using some of the idioms in the exercise one. Read and select the one that fits (2 pts).

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

Gloria: Yes, he's very enthusiastic and energetic. But I don't know…
Nancy: Come on! Let's _____.

4. Prepare a role-play along a partner using the learned idioms and the prepositions in this lesson. Then play it in front of the class (3 pts).

_____
_____
_____
_____

_____
_____
_____
_____

Unit 2
Culture

Lesson 1

Vocabulary: Going abroad

Objective: To understand the main terms when going abroad

Time: 15 to 20 minutes.

1. Match the pictures with the words (1 pt).

Support

Study

Go

Agency

Luxurious

Affordable

Exhibition

2. Match the following words with their meaning (2 pts)

Travel

Take up

Participate

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

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

- Take part.

- Become interested or engaged in a pursuit.

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

74

Attend

3. Complete the following sentences use the words in the box (2 pts).

> Taken up   travel   support   luxurious
>
> exhibition   affordable

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

4. Complete the following word sudoku (2 pts).

Agency	Study		
Travel	Affordable	Agency	
		Affordable	Agency
Affordable			Travel

5. Prepare a short role-play regarding going abroad, don't forget to include the words presented in this lesson. Then play it in front of the class (3 pts).

_____
_____
_____
_____

_____
_____
_____
_____
_____
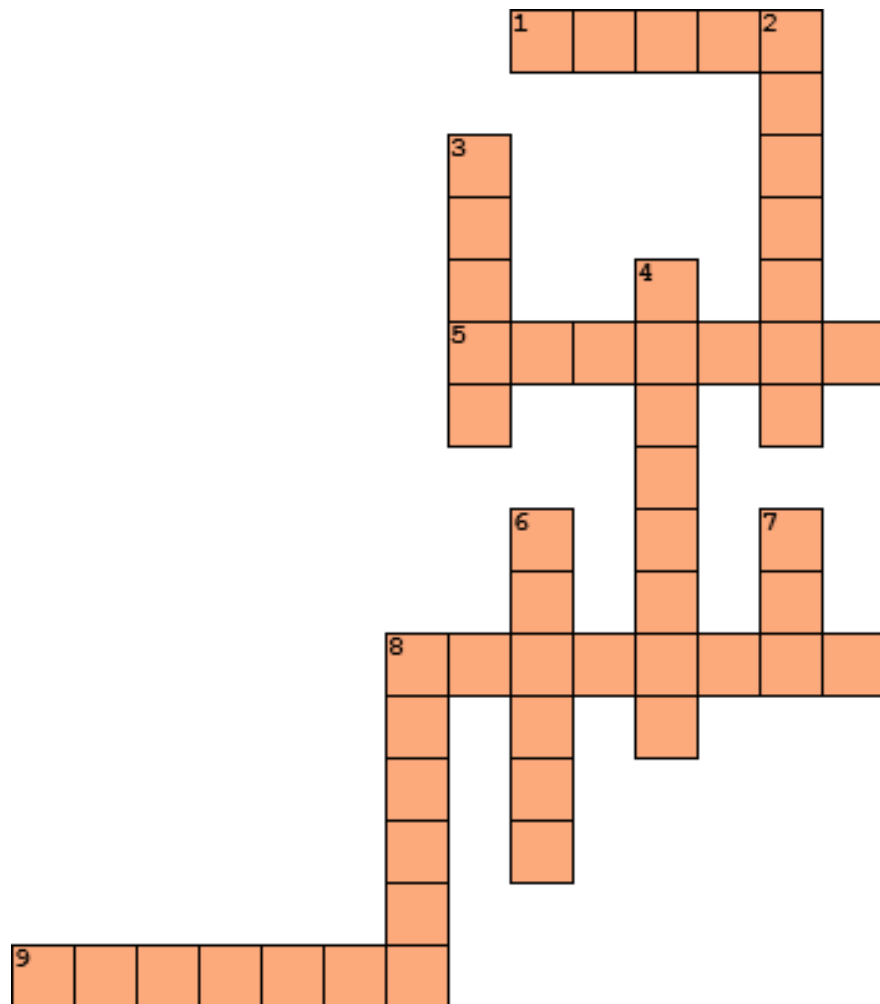_____

75

Lesson 2
Vocabulary: Cultural art

Objective: To learn vocabulary referring very representative art.

Time: 20 minutes.

1. Solve the crossword puzzle, pay attention to the clues and words in the box (3 pts).

Vocabulary

- Museums
- Lectures
- Dances
- Art
- Films
- Concerts
- Music
- Costume
- Gallery
- Comedy

Across
1. Vocal or instrumental sounds combined
5. a building in which objects of historical or cultural interest
8. a musical performance given in public
9. a room or building for the display or sale of works of art.

Down
2. A set of clothes of a particular country
3. A series of moving pictures, usually shown in a cinema
4. An educational talk to an audience
6. Move rhythmically to music,
7. The expression or application of human creative skill
8. professional entertainment based on jokes

76

2. Complete the following word sudoku (2 pts).

	Dances		Lectures
	Art	Dances	Museums
Art			Dances
	Lectures		Art

3. Complete the following sentences using some of the expression above

Recently   Last December   since February   four months ago
Lately   when I began   before   last Christmas

  a. _____ December, I went to a concert.
  b. I have not read a book _____ April.
  c. One _____ I went to Spain.
  d. _____, I have been thinking about traveling around the world.
  e. _____ something awful happened in a concert.

4. Present to the class a place where you expect to go in order to learn its culture. Don´t forget to include the words and expressions from the previous exercises (3 pts).

_____
_____
_____
_____

77

Lesson 3
Vocabulary: Experiences abroad

Objective: To provide your impression regarding other culture.

Time: 15 to 20 minutes.

1. Match the words with the definitions (1 pt).

____ **Captivate**

____ **innovative**

____ **Useful**

____ **Inspiring**

____ **Convenient**

____ **Unusual**

____ **Suitable**

a. A better, different or new way of doing things.
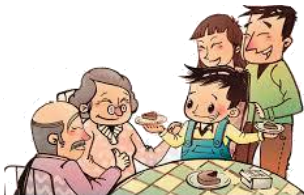
b. Better, helpful.

c. Helpful and practical.

d. A feeling of excitement about doing something.

e. To attract and be interesting.

2. Match the words with the pictures (1 pt).

Stereotype

Civilization

Believes

Cultural conflict

Global culture

Ethnic

78

3. Complete the sentences by using the following words. (1 pt).

Captive   Unusual   stereotype   civilization

useful   ethnic

a. Tom has been taken _____.

b. This book is _____

c. I heard an _____ sound.

d. I try not to immediately _____ and judge people based on their appearances.

e. Do you know an _____ dance?

f. He went to study the _____ of the Arab world.

4. Complete the following word sudoku. (3 pts).

Unusual		Captive	
Captive	Stereotype	Ethnic	
	Unusual	Stereotype	
		Unusual	Ethnic

5. Prepare a role play, in which you give your impression about a different culture, then play it in front of the class (4 pts).

_____
_____
_____
_____

_____
_____
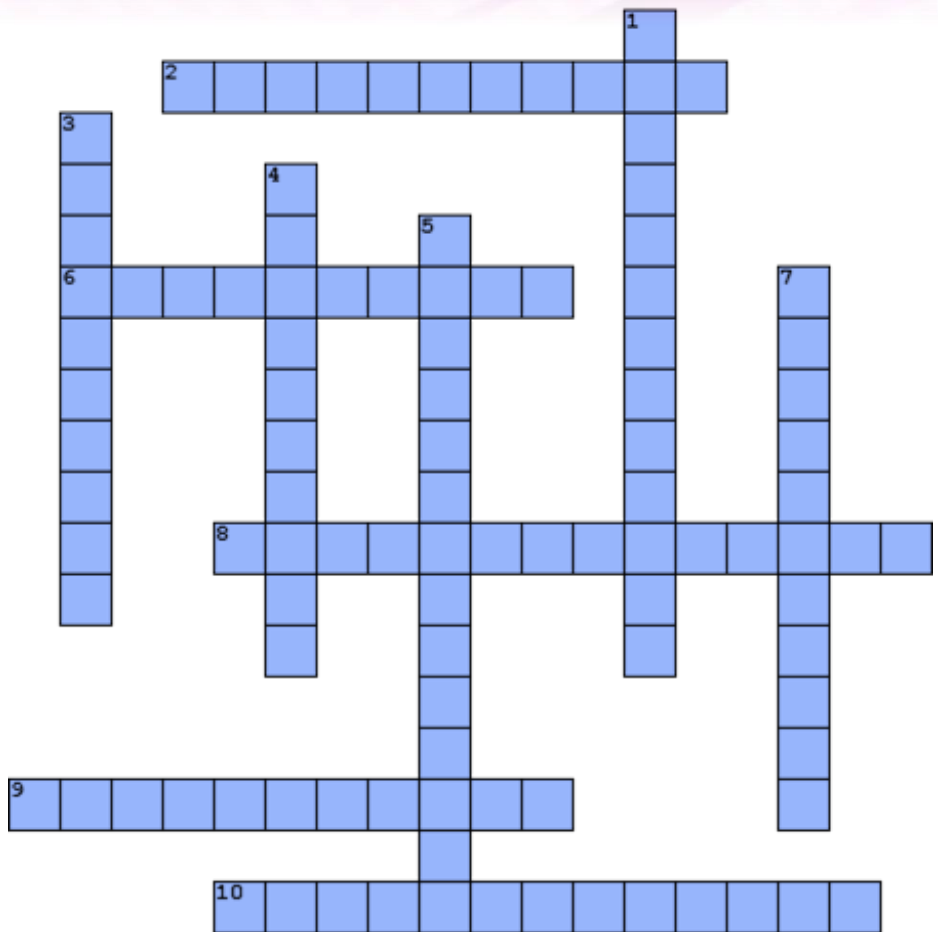_____

Lesson 4
Vocabulary: Idiomatic expression

Objective: To use idiomatic expression regarding people's culture.

Time: 20 to 25 minutes.

1. **Complete the crossword puzzle, pay attention to the clues and the idioms. (3 pts)**

Idioms

- In the same
- Hit the sheets
- Hot potatoe
- In the same boat
- On the ball
- Cut corners
- Hit the books
- A real page turner
- Take a rain check
- Devil´s advocate

Across

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

Down

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

2. **Fill the blanks by using the idioms on exercise one (2 pts).**

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

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

Kita This is a nice book.

Bill: Yeah I know! It's _____.

Estes: I don't need to _____ if I want to pass the exam.

Fanny: Yeah! Do it.

Miya John invited me to go to the soccer game with him.

Nana Did you accept?

Aurora Yes, I had to _____ . I have to attend my reading club.

Lisa: Have you been to the new library?

Aramis: No I haven't. I've been too busy. I have had too much work.

Cat: We're not _____. I also have almost no free time.

4. **Prepare a roleplay along a partner using the learned idioms and in this lesson. Then play it in front of the class (3 pts).**

Unit 3
Fantasy World

Lesson 1
Vocabulary: Describing words

Objective: To describe events in a story precisely.
Time: 20 minutes

1. **Match the pictures with the adjectives (1 pt).**

Lucky

Surprising
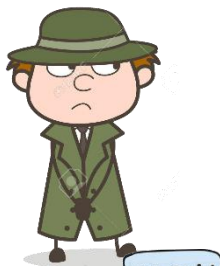
Mysterious

Angry

Quick

Suspicious

2. **Find the describing words listed above and new ones (2 pts).**

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

Words
_____
_____
_____
_____
_____
_____
_____
_____
_____

83

Complete the sentences using the words in the box (2 pts).

Surprisingly	mysteriously	suspiciously	Quickly	angrily

    a. Cynthia offered the dessert but, _____Fred declined.

    b. All appeared _____ deserted.

    c. Alex eyed the man_____ as he said goodbye and walked away.

    d. The storm passed _____but the night remained warm.

    e. His eyes flashed _____ and he stepped forward, reaching for her.

    f. She _____lifted an egg.

4. **Complete the following word sudoku. (2 pts)**

		Lucky	Angry
Lucky		Surprising	Mysterious
Angry		Mysterious	
Mysterious	Lucky		

5. **Prepare a role-play, in which you and your friend talk about an anecdote. Don't forget to include the words learned in this lesson. (3 pts).**

_____
_____
_____
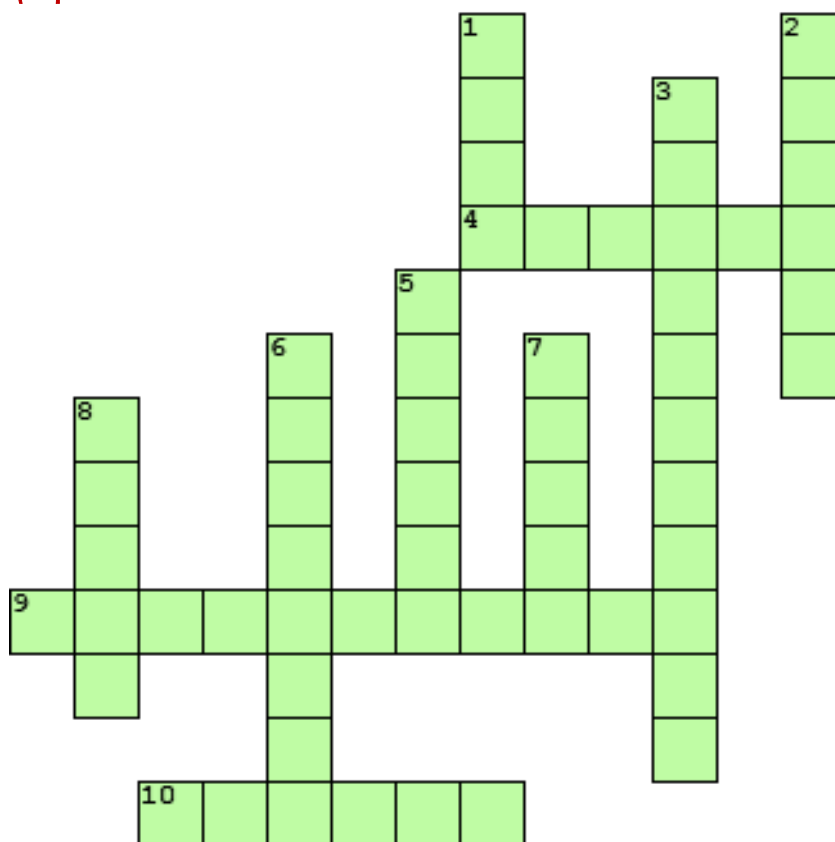_____

_____
_____
_____
_____

84

Lesson 2
Vocabulary: Fairy tale

Objective: To learn words employed in fictional stories.

Time: 15 to 20 minutes

1. Solve the crossword puzzle, pay attention to the clues and words in the box. (3 pts

Words

Dragon

Woodcutter

Castle

Gold

Prince

Princess

Magical tree

Giant

Across

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

Down

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

85

2. Match the words with the picture (2 pts).

Fairy

Elf

Gnome

Godmother

Wizard

Witch

3. Complete the sentences using the words in the box (2 pts).

Fairies	Elf	Dragons	Giants	Witch	Woodcutter	Castle

a. Tom believes in_____.

b. I saw an_____ with pony ears

c. Which do you like better, the _____ or the _____?

d. She's a powerful _____.

e. Then the _____ let his axe fly

f. A man's house is his _____.

4. Try to imagine a fantasy story, use the given words on exercises 1 and 2, take notes about it and then present it to the class, be as creative as you can (3 pts).

_____

_____

_____

Vocabulary: Old Stories

Objective: To tell old events by using the proper words.
Time: 20 to 25 minutes

1. **Find the words in the box in the word search puzzle the match them with their meanings (3 pts).**

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

- _____ To separate the head from the body
- _____ To make someone believe something that is not true
- _____ to be in a position that cannot be seen
- _____ not to move
- _____ to test someone's abilities
- _____ to stop sleeping
- _____ to pull an object gently

87

2. Match the words with the picture (1 pt).

Adventure

Centaurus

Medussa

Kraken

Hero

God

3. Complete the following word sudoku (3 pts).

		Centaurus	Adventure
Centaurus	Adventure	Hero	
		Behead	Hero
	Behead		Centaurus

4. Prepare a little exposition about an important event in history, use the information that you already know, then present it to the class as brief as possible (3 pts).

_____

_____

_____

Lesson 4

# Vocabulary: Idiomatic expressions

Objective: To learn new idiomatic expression to be used in every day conversations.

Time: 15 to 20 minutes.

1. Solve the crossword puzzle, pay attention to the clues and the idioms (3 pts).

Idioms

See eye to eye

A piece of cake

Costs an arm

Feel under the weather

Break a Leg

Miss the boat

Give someone creeps

Draw a blank

On the tip of the tongue
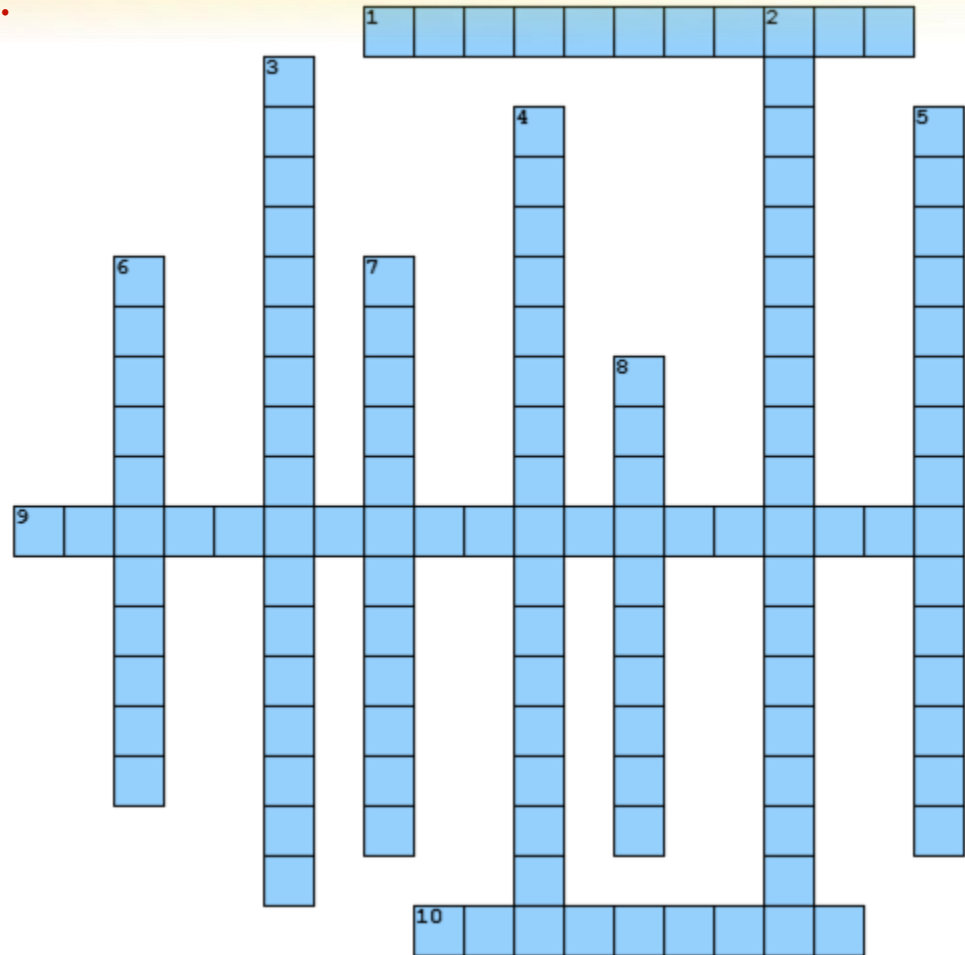
Across

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

Down

2. To fail to find a word you know
3. To make someone feel frightened
4. To be in a situation which offers two alternatives that are both difficult
5. Very expensive
6. Agreeing with someone
7. Something is very easy.
8. to forget something

89

2. Fill the blanks by using the idioms on exercise one (2 pts).

a. I had the answer _____, but couldn't think of it in time.

b. You have an exam tomorrow? _____!

c. God, he _____! I was so scared

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

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

3. Complete the dialogue, with the idioms on exercise one (2 pts).

Carlos: Have you heard of the story of Odysseus?
Pete: Yeah, he killed... Umm what was the monster called?
Carlos: He killed a couple of monsters, which one?
Pete: It was a six-headed sea monster. What's it called? I know it. I_____.
Carlos Medusa?
Pete: No... It was Scylla. That monster _____. It's really scary.
Carlos: Yeah, anyway, last week I had a quiz on Greek myths.
Pete: How did it go?
Carlos: It was terrible. The quiz was about The Odyssey. I hadn't read the book.
Pete I know the story. Odysseus returns home after the Troy war, but it takes him a long time to get home. Most of the time, he _____. He had to face monsters and dangers.

4. Prepare a role-play in which you and a partner, have a discussion about a movie, include at least 3 or more idioms presented in this lesson, then play it in front of your classmates. (3 pts).

Unit 4
Knowing the world

Lesson 1
Vocabulary: To travel

Objective: To tell experiences during travels.
Time: 15 to 20 minutes.

1. Find the words in the word search puzzle and match them with their meaning down below (3 pts).

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

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

92

2. Look at the pictures and match them with the words (2 pts).

Cabin

Sightseeing

Campsite

Bicycle trip

Bus tour

Cruise

3. Complete the following word sudoku (2 pts).

Campsite		Cabin	
Cabin	Sightseeing		Campsite
Sightseeing		Campsite	
Bicycle trip			Cabin

4. Prepare short presentation in which you recommend a place you have visited. Don´t forget to include the words presented in this lesson. Take a few notes if necessary (3 pts).
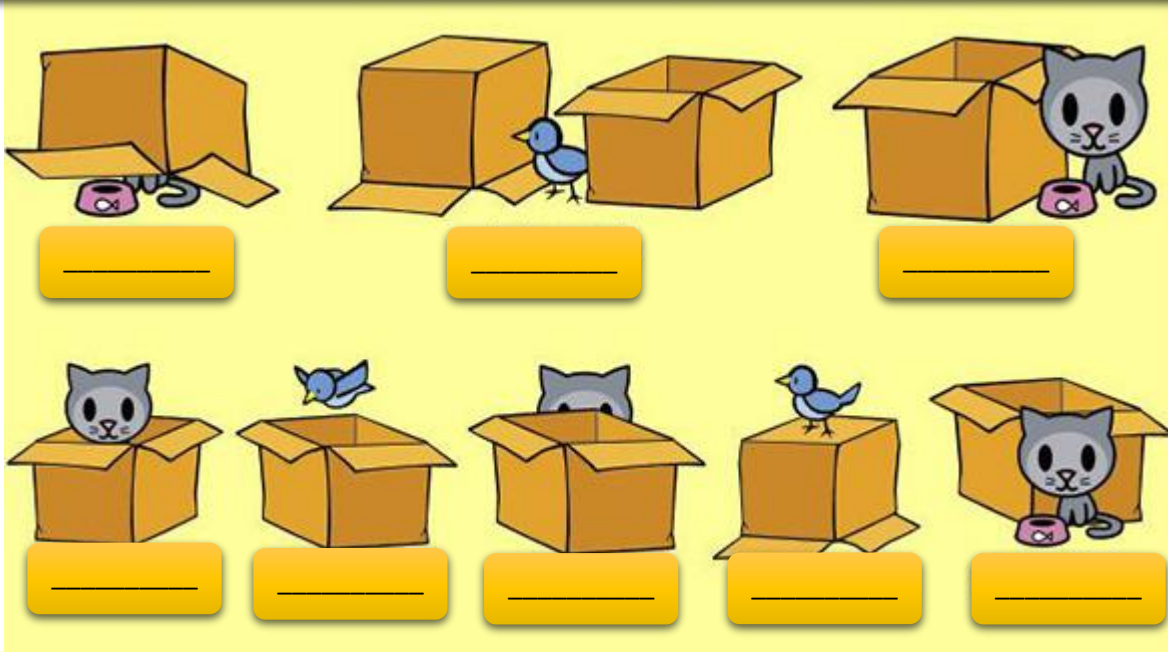

_____

_____

_____

93

Lesson 2
Vocabulary: Giving indications

Objective: To provide assistance when someone asks how to get to certain place.
Time: 15 minutes.

1. Look at the pictures and match them with the correct word (2 pts).

In	under	next to	on	behind	in front of	between	Over

_____   _____   _____

_____   _____   _____   _____   _____

2. Look at the following picture then complete the sentences by using the words above. (2 pts).

a. _____ the picture, I can see a woman.

b. The woman is sitting _____ a table.

c. She is sitting _____ a chair.

d. There is another chair _____ the woman.

e. Her feet are _____ the table

f. The woman is holding a cup _____ her hands.

g. The woman is looking _____ her laptop.

h. The woman's bag is _____ the table.

3. Match the following expression with the pictures (1 pt).

Walk across

Go straight

In front of

Turn left

Turn right

4. Complete the following word sudoku (2pts)

	Walk across		On
On	In front of	Walk across	
	On	Next to	
	Next to	On	

5. Prepare a dialogue along a friend, in which you both ask how to get to certain place. Take notes and don´t forget to include the learned words (3 pts).

95

Lesson 3
Vocabulary: Places

Objective: To know the names of the most common places in a city.
Time: 25 minutes.

1. **Find the words related to the pictures in the word search puzzle and match them (2 pts).**

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


_____   _____   _____   _____

_____   _____   _____   _____

96
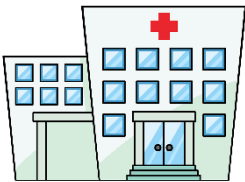
2. **Match the words with their meaning.**

___ **Square**

___ **Police station**

___ **Restaurant**

___ **GYM**

___ **Supermarket**

___ **Butcher's**

a. They sell fresh meat.

b. You are taken here when you break the law and are arrested.

c. You go here when you don't want to cook at home.

d. An open area within a city in the shape of a square.

e. A large store that sells food, drinks and household items.

f. You can do exercises, weight training and keep fit here.

3. **Complete the following word sudoku**

GYM				Police station	Church
	Bakery	Police station	Square	GYM	
Police station	GYM				Square
Supermarket		Square			GYM
Square		GYM		Supermarket	
	Supermarket	Church			Police station

4. **Prepare a little presentation, regarding the place you currently live, present it in front of the class (3 pts).**

PRESENTATION

so this is..
bla bla bla ..

_____

_____

_____

_____

97

Lesson 4
Vocabulary: Idiomatic expression

Objective: To learn new idiomatic expression to be used in every day conversations.
Time: 25 to 30 minutes.

1. **Solve the crossword puzzle, pay attention to the clues and the idioms (3 pts).**

Idioms

Go out and about

Spill the beans

Hit the road

Shake a leg

At the drop of a hat

Ball is in your court

Barking the wrong tree

Blessing in disguise

Far cry from

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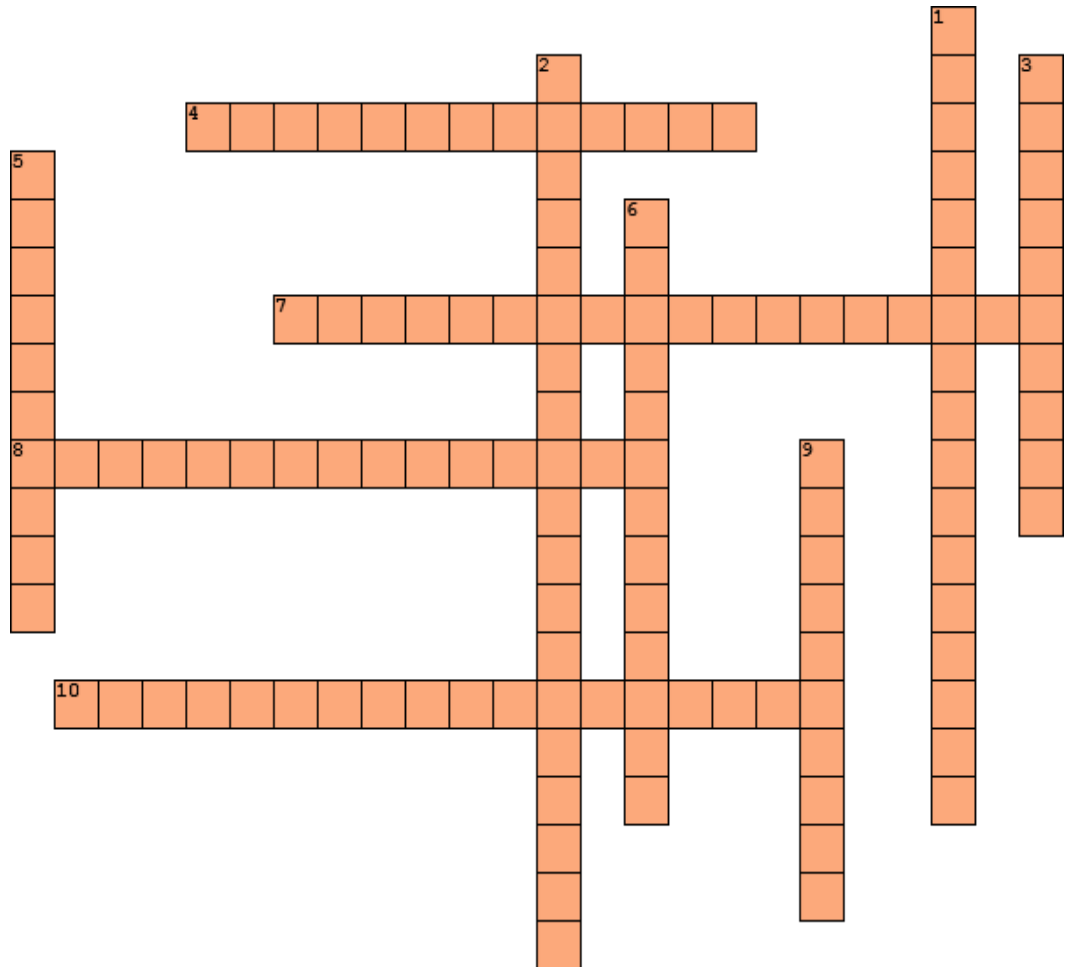
Across
4. To go places where you can meet people
7. Something good that isn't recognized at first.
8. without any hesitation
10. Keep something away.

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

2. Complete the following sentences by using the idioms form the first exercise (2 pts).

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

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

    c. Don't _____. It's supposed to be a secret.

    d. Come on now, _____!

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

3. Match the idiom with the picture (1 pt).

Cry over spilt milk
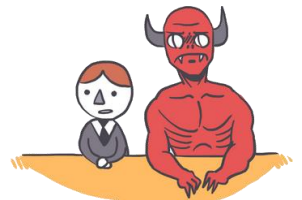
Devil's Advocate

Hit the nail on the head

Cloud nine

Last straw

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

99

Unit 5
The Media

Lesson 1
Vocabulary: Newspaper

Objective To learn he different terms used in printed media

Time: 15 to 20 minutes

1. **Match the words with their meanings** (1 pt).

___ **Tabloid**

___ **Popular press**

___ **To carry a story**

___ **Piece**

___ **Obituary**

___ **Classified ads**

a. Popular press newspaper, famous people and not much serious news.

b. To print/publish a story.

c. Lower quality newspapers.

d. a story or article

e. small advertisements, generally published/paid for by private people

f. article written about the life of someone who has recently died

2. Match the words with the pictures. (1 pt).

Columnist

Celebrity

To censor

Publisher

Editor

Privacy

3. Complete the sentences using the words in the box (3 pts).

> Columnist   Privacy   Obituary   Publisher   Classified ads
>
> Popular press Tabloid

   a. That newspaper _____ derides the mayor whenever he can.

   b. He must have disturbed your _____

   c. I read your brother's _____ in the Times. Sorry for your lost

   d. He sent the 400-page manuscript to his _____.

   e. A couple who watch the _____ can make some outstanding furniture buys.

   f. _____ has no good information.

   g. He believes that the _____ press has behaved disgracefully.

   h. Write it down on a _____ of paper.

4. Complete the following word sudoku. (3 pts).

Editor	Columnist			Tabloid
	Tabloid	Editor	Obituary	Columnist
	Obituary	Editor		Publisher
Columnist	Publisher			Obituary

5. Prepare a role-play with a partner in which an interviewer asks questions to the interviewee about an accident or event, try to employ the words included in this lesson (3 pts).
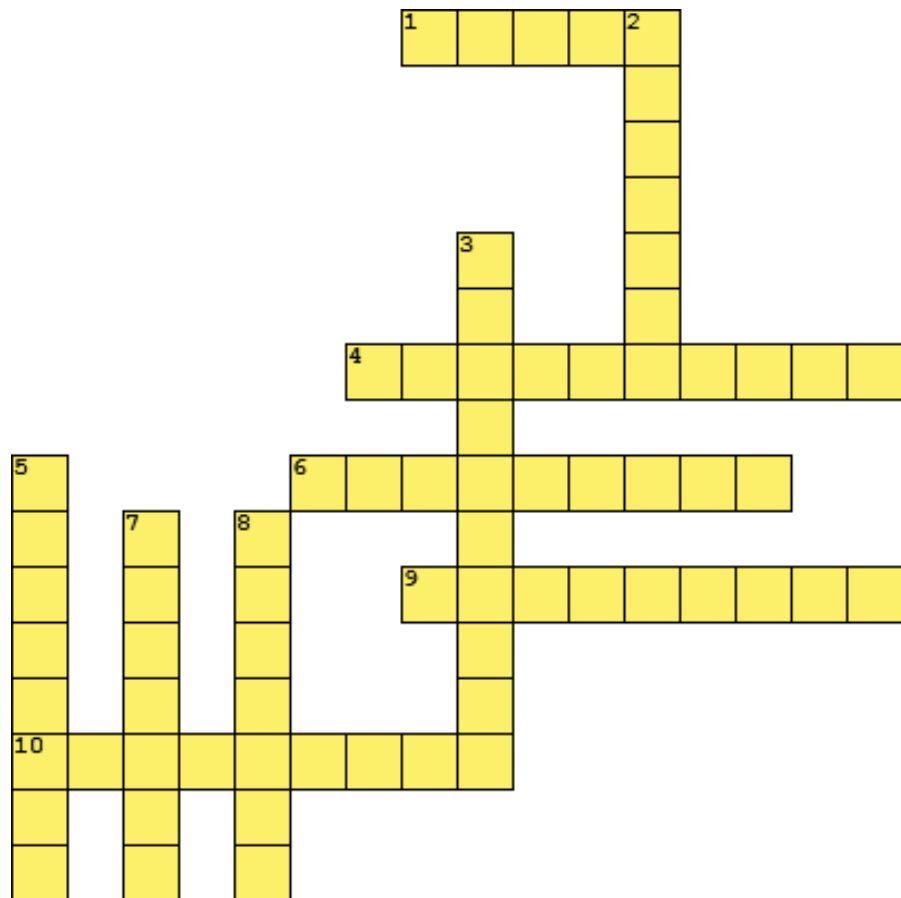
Lesson 2
Vocabulary: Natural Events

Objective To learn vocabulary concerning to natural disasters.

Time: 20 minutes

1. Solve the crossword puzzle, pay attention to the clues and the words in the box. (3 pts)

Words

Hurricane

Tornado

Lightning

Forest fire

Earthquake

Flood

Tsunami

Drought

Blizzard

Avalanche

Across

1. The rising of a body of water and its overflowing onto land

4. A vast extension of forest consumed by fire

6. Flash of light from an electric discharge in the atmosphere

9. A large and circular storm with strong winds.

10. When a lot of snow falls down the side of a mountain.

Down

2. When there is not enough water because it hasn't rained for a long time.

3. Vibration from underground movement along a fault plane

5. A very strong snowstorm.

7. When water from the ocean comes in and covers the land

8. Extremely strong winds concentrated in one area.

2. Match the pictures with the words (2 pts).

Avalanche

Mudslide

Volcanic eruption

Iceberg

Flood

Nimbus

3. Complete the following word sudoku (2 pts).

Iceberg			Volcanic Eruption
	Volcanic Eruption	Iceberg	Mudslide
Volcanic Eruption		Mudslide	
	Avalanche		Iceberg

4. Chose a natural disaster form the previous exercises, then prepare a little presentation about it with the information that you have (3 pts).

PRESENTATION

so this is..
bla bla bla ..

_____

_____

_____

104

Lesson 3
Vocabulary: Student's problems

Objective To use words referring to problem that normally present the students.

Time: 10 to 15 minutes

1. Find the words in the word search puzzle and match them with their meaning down below (3 pts).

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

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

105

2. Complete the following word sudoku (2 pts).

		Prank	Ban	Bullying	
	Sympathy	Ban	Prank	Stealing	
Stealing		Apathy			Ban
Sympathy		Bullying			Prank
	Bullying	Sympathy			Stealing
Prank	Apathy			Ban	

3. Rank the following student's problem from 1 to 6. Being 1 less critical and 6 the most critical (2 pts).

_____ School absenteeism

_____ Lack of parental care

_____ Name calling

_____ Bullying

_____ Student's apathy

4. Prepare a short presentation in which you tell to your classmates a problem that you have had during class. Don´t forget to use the learned words in this lesson.

106

Lesson 4

Vocabulary: Idiomatic expression

Objective: To learn new idiomatic expression to be used in every day conversations.
Time: 25 to 30 minutes.

1. **Solve the crossword puzzle, pay attention to the clues and the idioms (3 pts).**

Idioms

At large

To face the music
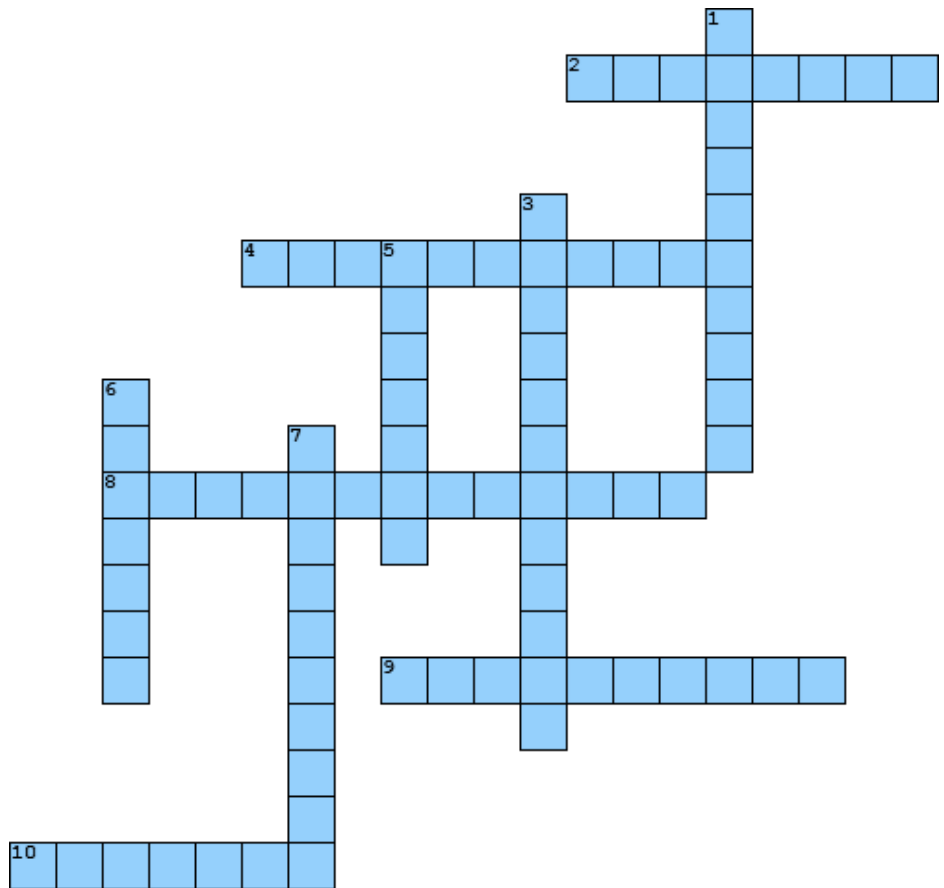
Tie the knot

Pulling the leg

Dropout

As easy as ABC

Bookworm

Brainstorm

Copy cat

Skip Class

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

Down
1. To not go to school when you should
3. To assume the consequences
5. To be fugitive
6. Someone who copies the work of another
7. to get married

2. **Complete the following sentences by using the idioms form the first exercise. (2 pts).**

    a. She had a _____ in the exam and didn't answer a single question.

    b. He might be a college _____ but he's made a fortune in business.

    c. Six prisoners are still _____ along with four dangerous recidivists.

    d. I was a real _____ when I was a child.

    e. She is just a _____ who follows her sister's lead in everything.

    f. Johnny _____ every day, maybe he's sick

3. **Match the idiom with the picture (2 pts).**

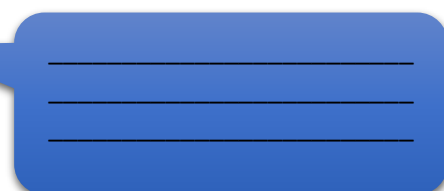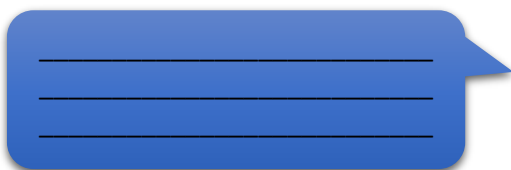
Elevator music

Ring a bell

Blow your own trumpet

Jam session

4. **Prepare a role-play with a partner, in which both be able to use some of the idioms above. Then play it in front of the class. (3 pts).**

108

Unit 6
The Power of Technology

Lesson 1

Vocabulary: Technological gadgets

Objective: To learn vocabulary regarding the current technological advices.

Time: 15 to 20 minutes

1. **Match the following words with their meaning (1 pt).**

____ *Mouse*

____ *MP3 player*

____ *Webcam*

____ *Hard drive*

____ *Microphone*

____ *Headphones*

a. An instrument for converting sound waves into electrical energy variations, which may then be amplified.

b. Stores all the data on the computer.

c. a video camera that inputs to a computer connected to the Internet

d. a device for playing MP3s or other digital audio files.

e. To move a cursor on a computer screen.

f. a pair of earphones.

2. **Match the words with the picture that correspond (1 pt).**

Digital camera

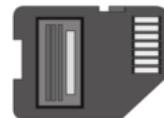*USB stick*

Computer

Laptop

Memory stick

Printer

Smartphone

Tablet

3. **Complete the following sentences using the words in the box. (1 pts)**

Smartphone   mp3 player   computer   microphone

laptop   digital camera

110

I'm calling from Tom's _____.

I want a _____!

Tom's _____ is not responding.

Tom spoke into the _____.

Last Saturday I bought a _____.

Kodak will ship a new _____ in December

4. **Complete the following word sudoku. (3 pts).**

Smartphone			Computer
Computer	mp3 player	Mouse	
	Computer		mp3 player
mp3 player		Computer	

5. **Prepare a role-play in which you are trying to sell technological devices. Try to use the learned words in this lesson (4 pts).**

_____
_____
_____

_____
_____
_____

Objective: To learn vocabulary regarding the most common users of technology.
Time: 20 to 25 minutes

1. **Solve the crossword puzzle, pay attention to the clues and the types of tech users (3 pts).**

Tech users

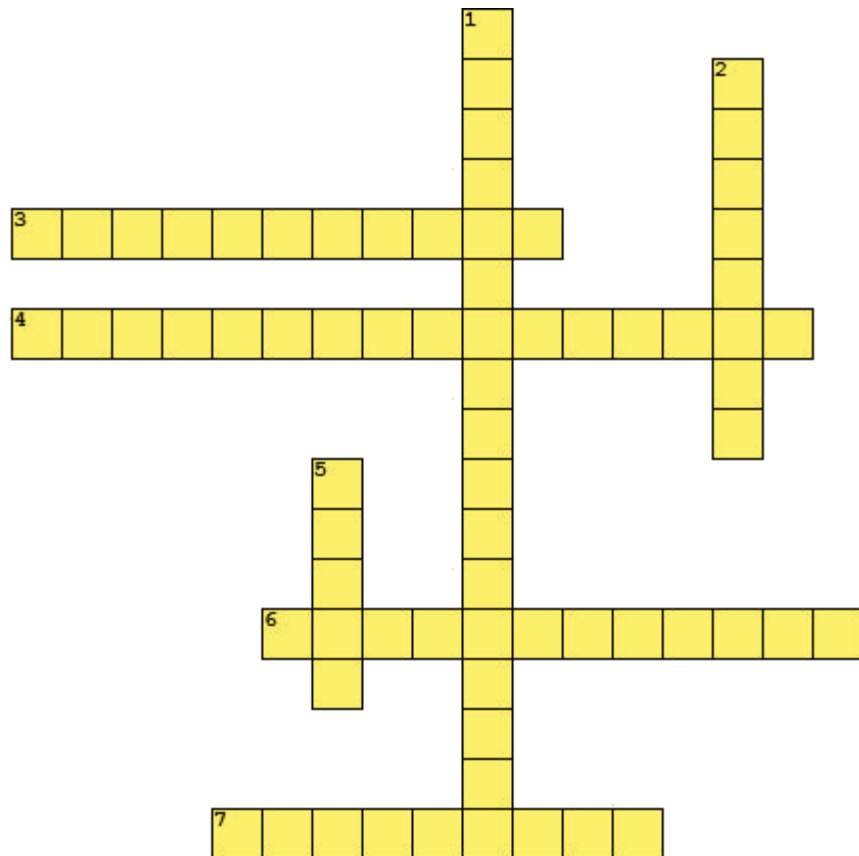Outdoor Enthusiast

Apple Fanboy

Business Traveler

Gamer

Executive

Gearhead

Tech-Savvy Mom

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

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

112

2. **Math the following words with their meanings (2 pts).**

_____ **Turn on**

_____ **Plug in**

_____ **Put on**

_____ **Turn up**

_____ **Stay up**

_____ **Take off**

a. to activate or cause to flow, operate, or function by or as if by turning a control

b. Able to be connected by means of a plug.

c. an instance of putting someone on

d. to increase the amount of sound

e. Not go to bed.

f. o remove something, especially a piece of clothing

3. **Match the antonym with the synonyms from the previous exercise. 2 (pts).**

Antonym	Synonym
Turn down	
Unplug	
Take off	
Turn off	
Sign out	

4. **Prepare a short presentation. Tell your classmates what kind of tech user are you. Don't forget to use the learned words of this lesson. (3 pts)**

_____
_____
_____
_____

113

Lesson 3
Vocabulary: Phrasal verbs

Objective: To learn useful phrasal verbs employed in everyday situations.

Time: 20 to 25 minutes

1. Match the following phrasal verbs with the picture (1 pt).

Break Down

Break up

Bring up

Check in

Come across

Hold on

2. Match the phrasal verbs with their meaning (1 pt).

Look after (   )

Look for   (   )

Look forward (   )

Look up   (   )

Pass away (   )

a. To take care of someone or something

b. To die. Usually of a person

c. To find or try to find something

d. To think with pleasure about a future event that you expect to enjoy.

e. To try to find something or someone often a thing or person that is lost.

3. Complete the sentences by using the phrasal verbs in the box (2 pts).

Break down	break up	check in	hold on	look after

a. Men are left idle when machines _____.

b. Don't let a little dispute _____ a great friendship

c. I'll ring the hotel. I'll tell them we'll _____ tomorrow.

d. _____, I'll check in my diary.

e. Get a relative to _____ the children.

4. Complete the following word sudoku (2 pts).

Check in	Break down		
Break up	Bring up	Break down	
		Bring up	Break up
Bring up			Break down

5. Work in pairs and prepare a dialogue with the situation that you want, and use the phrasal verbs presented in this lesson. (3 pts).

Lesson 4
Vocabulary: Idiomatic expression

Objective: To learn new idiomatic expression to be used in every day conversations.

Time: 25 to 30 minutes.

1. **Solve the crossword puzzle, pay attention to the clues and the idioms (3 pts).**

Idioms

To pull the plug

Beat the clock
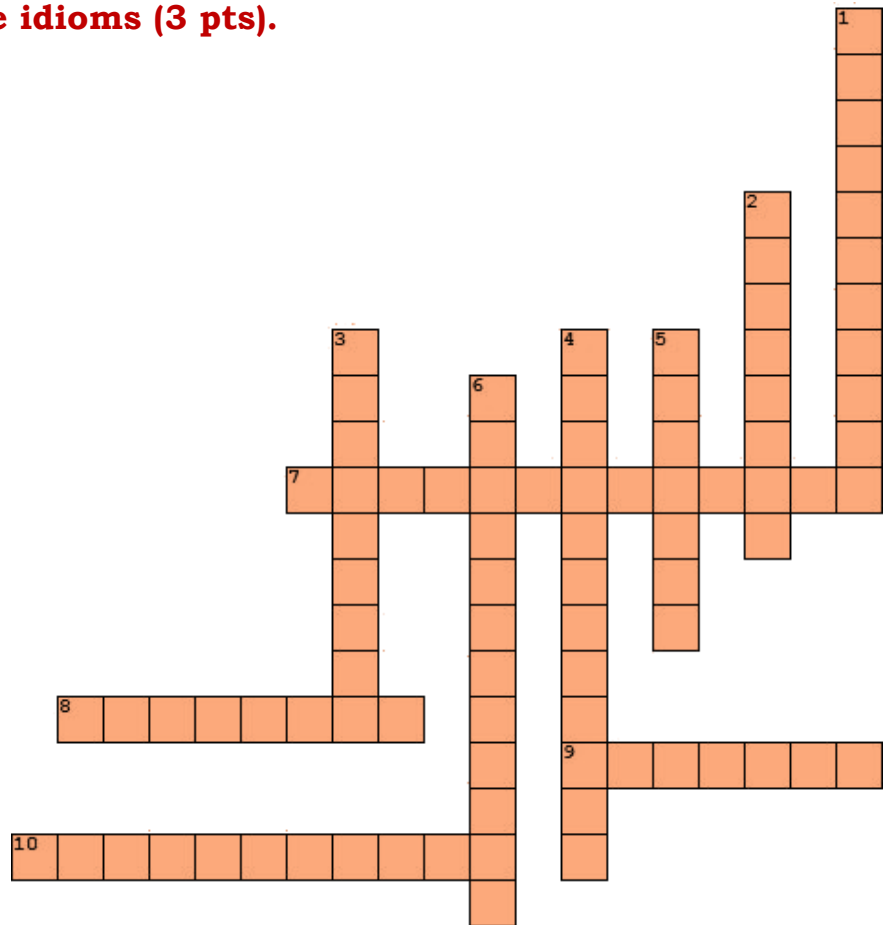
Kill time

Times fly

Wasting time

All ears

Eye catching

Elbow room

Old hand

Cold shoulder

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

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

2. **Complete the following sentences by using the idioms form the first exercise (2 pts).**

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

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

   c. Instead of _____ she employed herself in reading.

   d. _____ and let the water drain away

   e. Use a timer and ask the student to _____

   f. There's more _____ in the restaurant since they

   extended it.

3. **Match the idiom with the picture (2 pts)**

Behind the times

The big time

Turn back the hands of time

Itchy feet

Long arm of the law

Sweet tooth

4. Write a short dialogue along a partner, in which both be able to use some of the idiom of the previous exercises. Then play it in front of the class (3 pts).

117

Bibliography

(31 de March de 2011). Obtenido de Ley Organica De Educación Intercultural: http://www.wipo.int/edocs/lexdocs/laws/es/ec/ec099es.pdf

(2017, April 13). Retrieved from Education First: ttps://www.ef.com/__/~/media/centralefcom/epi/downloads/full-reports/v7/ef-epi-2017-spanish-euro.pdf

BAZIN, J.-M. (2008). *Des méthodes et des exemples de bonnes copies.* Paris: De Boeck.

Beltran, M. (2018). *DISEÑO DE UNA ESTRATEGIA DIDÁCTICA PARA EL DESARROLLO DE LA HABILIDAD ORAL (SPEAKING) EN EL BACHILLERATO GENERAL UNIFICADO.* Cotopaxi: AREA DE INNOVACION Y DESARROLLO.

Benavides, G. (2016). *ESTRATEGIAS TECNOLÓGICAS GRUPALES Y LA DESTREZA ORAL (SPEAKING) DEL IDIOMA INGLÉS.* Riobamba.

Bojar, W. (2015). *Lexicon.* New York: Paper World.

Brown, A. (2014). *Pronunciation and Phonetics: A Practical Guide for English Language Teachers.* New York: Routledge.

Campbell, J. (2015). *Ielts Speaking - Practical Ielts Strategies.* Cambridge: Lulu Press, Inc,.

Chaguay, L., & Flores, M. (2017). *HOW DOES THE BASIC VOCABULARY IMPACT IN THE DEVELOPMENT OF THE SPEAKING SKILL.* Guayaquil.

Constitution of the Republic of Ecuador. (13 de January de 2008). Obtenido de http://pdba.georgetown.edu/Constitutions/Ecuador/english08.html

CONSTITUTION OF THE REPUBLIC OF ECUADOR. (2008). *CONSTITUTION OF THE REPUBLIC OF ECUADOR.* Ecuador.

DAKHIA, M. (2015). *Le rôle du vocabulaire actif dans le développement de la compétence lexicale.* Paris.

EL COMERCIO. (2016, September 3). La enseñanza de inglés vuelve a la escuela, en medio de dudas. *EL COMERCIO*, pp. 8-9.

Fawcett, G. (2012). *Vocabulary in Action: Lessons from Great Literacy Teachers.* New York: R&L Education.

Gangal, J. (2014). *A PRACTICAL COURSE IN EFFECTIVE ENGLISH SPEAKING SKILLS.* New Delhi: PHI Learning Pvt. Ltd.

Geikhman, Y. (2017, April 19). *How to Greatly Improve Your English Pronunciation : FluentU* . Retrieved from FluentU English Language and Culture Blog: https://www.fluentu.com/blog/english/how-to-improve-english-pronunciation/

Gibbon, D., & Richter, H. (2012). *Intonation, Accent and Rhythm: Studies in Discourse Phonology.* New York: Impword.

Gogoi, G. (2015, February 19). *Vocabulary: Active and Passive Vocabulary: Various Techniques of Teaching Vocabulary.* Retrieved from The Criterion: http://www.the-criterion.com/vocabulary-active-and-passive-vocabulary-various-techniques-of-teaching-vocabulary/

Granjas, D. (2015). Constructivism as theory and teaching method. *Sistema de Información Científica*, 94-110.

Hoffmann, A. (2014). *DEVELOPING ORAL ENGLISH LANGUAGE SKILL THROUGH ROLEPLAY.* Paraná.

Huacón, A., & Suárez, R. (2017). *INFLUENCE OF VOCABULARY IN THE DEVELOPMENT OF SPEAKING SKILL.* Guayaquil.

Kiath, M. (2015). *A good source of words.* Sydney: Unity Press.

köll, E. (2014). *Towards The New Teaching.* stockholm: UnityBook.

Ma, Q. (2009). *Second Language Vocabulary Acquisition.* Peter Lang.

Macías, F. (2017). Methodological strategies to improve the speaking and listening skills in English language at the elementary school of Eloy Alfaro de Manabí. *REVISTA CIENTIFICA DOMINIO DE LAS CIENCIAS*, 588-644.

Marinello, T. (2015). *The Art of Public Speaking: How to Develop Public Speaking Skills.* Sydney: Lulu Press, Inc.

Mimenza, O. (2016, December 12). *Fluidez verbal: 12 trucos psicológicos para mejorarla: Psicologia y Mente*. Retrieved from Psicologia y Mente: https://psicologiaymente.com/social/fluidez-verbal

Monaco, E. (2015, November 19). *7 Superb Speaking Activities That'll Get Your ESL Students Chatting: FluentU* . Retrieved from FluentU English Educator Blog: https://www.fluentu.com/blog/educator-english/speaking-activities-for-esl-students/

NATIONAL CURRICULUM GUIDELINES. (2014). Retrieved from Ministerio de Educación: Https://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf

Navarro, E., Jiménez, E., & Rappoport, S. T. (2017). *Fundamentos de la investigación y la innovación educativa.* Barcelona: UNIR.

Nelson, G., & Greenbaum, S. (2014). *An Introduction to English Grammar.* New York: Routledge,.

Nibiuk, S. (2014). *The Way to Commucate.* Sidney: U.Y.I print.

Noriega, A. (2017, February 9). *BLOG DEL DISEÑO DE LA INSTRUCCIÓN.* Retrieved from ¿Cuáles son los componentes del lenguaje?: https://2-learn.net/director/cuales-son-los-componentes-del-lenguaje/

Nuel, D. (2016). *What Is Speaking for You?* CreateSpace Independent Publishing Platform. Retrieved from https://books.google.com.ec/books?id=o4slvgAACAAJ

Oberg, K. (2013). *Formulaic Sequences for Improving Oral Fluency.* River Fall.

Pertari. (2012). *Psicología del rendimiento.* Barcelona: UOC.

Piaget, J. (1952). *The origins of intelligence in children.* New York: International Universities Press.

Prima, A. (2015, February 11). *The Components of Speaking Skill: KEEP STRUGGLE.* Retrieved from KEEP STRUGGLE: https://adeprimarora.wordpress.com/2015/02/11/the-components-of-speaking-skill/

Republic of Ecuador. (2017). *Development Plan "Toda Una Vida".*

Sampieri, R. (2016). *Metodología de la Investigación Sexta Edición* (Sexta ed.). Mexico: MC Graw HIll.

Stirling, B. (2015). *Speaking and Writing Strategies for the TOEFL iBT.* Nova Press.

Suárez, M. (2014, February 11). *Diccionario Digital de Nuevas Formas de Lectura y Escritura.* Retrieved from Vocabulario: http://dinle.usal.es/searchword.php?valor=Vocabulario

Appendixes

Universidad de Guayaquil

ANEXO 1

FACULTAD _ FILOSOFÍA
ESCUELA/CARRERA _LENGUAS Y LINGUISTICA
UNIDAD DE TITULACIÓN

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

Nombre de la propuesta de trabajo de la titulación	Design of a system of vocabulary activities to improve oral expression The influence of vocabulary in the oral expression
Nombre del estudiante (s)	Laura Borbor Aguirre Jennifer Anabell Cruz Mejillones

Facultad	FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN	Carrera	LENGUAS Y LINGUISTICA
Línea de Investigación	Modelos Educativos integrados e inducidos	Sub-línea de investigación	Teóricas y Métodos en los procesos de enseñanzas de lenguas extranjeras
Fecha de presentación de la propuesta de trabajo de titulación		Fecha de evaluación de la propuesta de trabajo de titulación	

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

X **APROBADO**

APROBADO CON OBSERVACIONES

NO APROBADO

_____
Docente Revisor

FACULTAD FILOSOFIA LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA/CARRERA LENGUAS Y LINGÜÍSTICA
UNIDAD DE TITULACIÓN

Guayaquil, 14 / Nov / 2018

SR. (SRA)
DIRECTOR (A) DE CARRERA
FACULTAD
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

Nosotros, _Israel Bravo B._, docente tutor del trabajo de titulación y _Laura Barbor y Jennifer Cruz_ estudiante de la Carrera/Escuela _Lenguas y Lingüística_ comunicamos que acordamos realizar las tutorías semanales en el siguiente horario _9:30 – 10:00_, el día _cada Jueves /semanal_.

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

- Realizar un mínimo de 4 tutorías mensuales.

- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.

- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

ica Barber A.

_____
Estudiante (s)

_____
Docente Tutor
Israel Bravo.

CC: Unidad de Titulación

Universidad de Guayaquil

FACULTAD Filosofía

ESCUELA/CARRERA Lenguas y Lingüística

UNIDAD DE TITULACIÓN

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: Isael Bravo Bravo

Tipo de trabajo de titulación: Laura Borbor Aguirre - Jennifer Osvs Mejillones

Título del trabajo:

Carrera:

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN: INICIO	DURACIÓN: FIN	OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
1	15/Nov/18	Capítulo 1	9:30	10:00	Correcciones		Laura Borbor
2	22/Nov/18	Capítulo 2 (Intro)	7:30	10:00	Correcciones		Laura Borbor
3	6/Dic/18	Capítulo 2	10:30	11:00	Correcciones		Laura Borbor
4	13/Dic/18	Capítulo 2	9:40	1:15	Corrección final / Continuar cap III		Laura Borbor
5	19/Dic/18	Capítulo 3	10:30	11:00	Corrección cap 3 seguir cap. IV		Laura Borbor
6	03/Ene/19	Capítulo 4	10:00	10:30	Correcciones cap 4 / Propuesta		Laura Borbor
7	10/Ene/19	Propuesta	9:40	10:00	Finalizado		Laura Borbor

Universidad de Guayaquil

UNIDAD DE TITULACIÓN
FACULTAD DE FILOSOFÍA Y LETRAS
ESCUELA/CARRERA LENGUAS Y LINGÜÍSTICA

Guayaquil, 17 de Enero del 2019

Sr. /Sra. Carlos Valle
DIRECTOR(A) DE LA CARRERA/ESCUELA
FACULTAD FILOSOFIA Y LETRAS
UNIVERSIDAD DE GUAYAQUIL
Ciudad-.

De mis consideraciones:

Envió a Ud. el informe correspondiente a la tutoría al trabajo de titilación realizada al trabajo de titulación The influence of Vocabulary in the oral Expression, Design of a system of vocabulary activities to improve oral expression del(los) estudiante(s) Laura Belén Borbor Aguirre, Jennifer Cruz Mejillones indicando ha (n) 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, CERTIFICADO, para los fines pertinentes, que el (los) estudiantes esta (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

_____
TUTOR DE TRABAJO DE TITULACION
C.I. 0704999143

125

Universidad de Guayaquil

FACULTAD _____
ESCUELA/CARRERA _____
UNIDAD DE TITULACIÓN

Guayaquil, Marzo/20/2019

Sr. /Sra.
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD _____
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación *the influence of vocabulary in the oral expression* del estudiante- *BORBOR LAURA - CRUZ JENNIFER*. 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 _6_ palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo _5_ años.
- La propuesta presentada es pertinente.

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

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

Una vez concluida esta revisión, considero que el estudiante *BORBOR LAURA-CRUZ JENNIFER* está apto para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

DOCENTE TUTOR REVISOR
C.I. 0916446834

Universidad de Guayaquil

FACULTAD _____

ESCUELA/CARRERA _____

UNIDAD DE TITULACIÓN

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

Título del Trabajo: the influence of vocabulary in the oral expression

Autor(s): LAURA BORBOR AGUIRRE - JENNIFER ANABELL CRUZ MEJILLONES

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3		
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.6	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.5	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 expresa el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1		
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	
CALIFICACIÓN TOTAL*	10	10	

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

FIRMA DEL DOCENTE TUTOR REVISOR

No. C.I. 0916446834

FECHA: MARZO/20/2019

Universidad de Guayaquil

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA
## UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado Israel Bravo, tutor del trabajo de titulación. Certifico que el trabajo de titulación **"THE INFLUENCE OF VOCABULARY IN THE ORAL EXPRESSION. DESIGN OF A SYSTEM OF VOCABULARY ACTIVITIES TO IMPROVE ORAL EXPRESSION"** ha sido elaborado por, **Laura Belén Borbor Aguirre C.C: No: 1712082112** y **Jennifer Anabell Cruz Mejillones C.C. No: 0941385429** con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Ciencias de la Educación, Mención: INGLES.
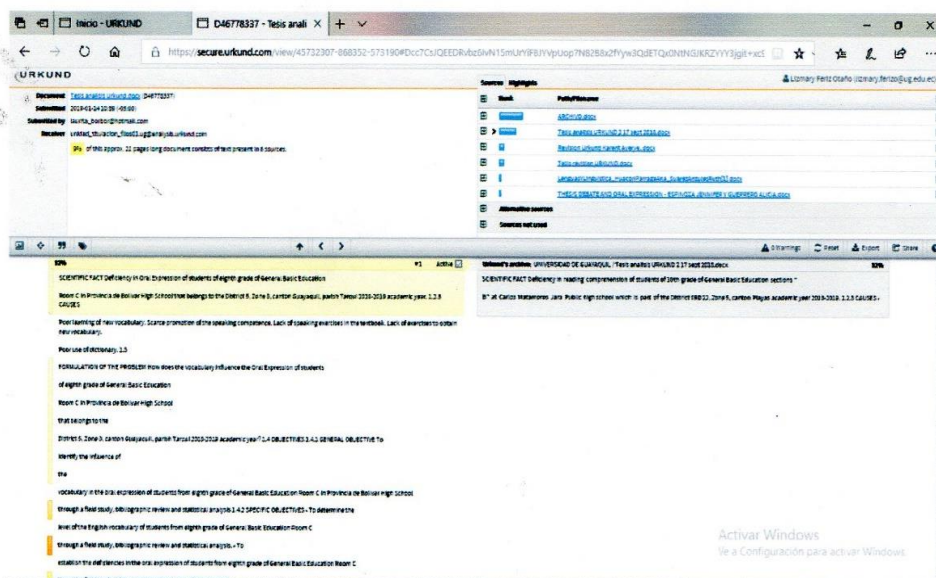
Se informa que el trabajo de titulación: ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUND quedando el **9%** de coincidencia.

_____

MSc. Israel Bravo
C.C: 0704999143
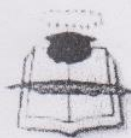
UNIVERSIDAD DE GUAYAQUIL

ESPECIE UNIVERSITARIA– NIVEL PREGRADO

Guayaquil, 11 de Diciembre del 2018

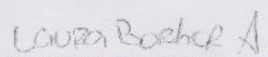Señor (a)

DRA. SONIA AMAYA PELAEZ

RECTORA COLEGIO FISCAL TECNICO PROVINCIA DE BOLIVAR
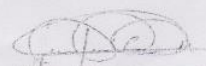
Present.-

De mis consideraciones:

Yo **LAURA BELEN BORBOR AGUIRRE** con C.I. 1712082112 y **JENNIFER ANABELL CRUZ MEJILLONES** con C.I. 0941385429 estudiantes del 8vo semestre de la carrera de Lenguas y Literatura Mención Inglés-Francés de la Universidad de Guayaquil, pedimos se nos conceda la autorización para aplicar los instrumentos del proyecto de tesis **INFLUENCIA DEL VOCABULARIO EN LA EXPRESIÓN ORAL. DISEÑO DE UN SISTEMA DE ACTIVIDADES EN EL VOCABULARIO PARA MEJORAR LA EXPRESIÓN ORAL** a los estudiantes de 8vo Matutino de esta prestigiosa institucion en el presente año lectivo 2018-2019.
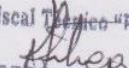
Atentamente,

Laura Borbor Aguirre

Laura Borbor Aguirre

C.I. 1712082112

Jennifer Cruz Mejillones

C.I. 0941385429

Colegio Fiscal Tecnico "PROV DE BOLIVAR"

Lcda. Rosa Intriago Cedeño

SECRETARIA

FECHA..... 11/ 2018

129

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

OBSERVATION GUIDE

Objective: *To take a look over the English class in order to find out whether the vocabulary has an impact of students' oral expression or not.*

Teacher's name_____

Number of students in class: _____   Males: _____ Females: _____

Course: _____   Date: _____

Start time: _____   End time: _____

Tick (✓) on the option that you consider pertinent according what is observed in class. Take notes if necessary.

Behavior Criteria	Yes	No	Observations
1. The teacher gives the instructions only in English.			
2. The students listen carefully to the teacher explanations.			
3. The teacher previously explains the vocabulary of the lesson.			
4. The students easily assimilate the given vocabulary.			
5. The teacher encourages the students to speak in English.			
6. The students willingly participate in the speaking activities.			
7. The teacher gives to the students extra speaking exercises that are not included in the book.			
8. The teacher encourages the students to use the new vocabulary while speaking.			
9. The students answer to the questions asked by the teacher.			
10. The students fully understand the speaking exercises of the textbook.			

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

INTERVIEW QUESTIONNAIRE TO THE TEACHER

Objective: *To examine the influence of vocabulary in the oral expression from the teachers' perspective.*

Teacher's name_____

Date: _____

- **Answer to the following questions honestly, give reasons or examples if necessary.**

1.How hard is it for your students to speak in English?

2. How is the student's attitude towards learning new vocabulary?

3. How do you promote the practice of oral expression in your class?

4. What kind of exercises do you use to practice oral expression?

5. Do you consider that your students know enough English to express their ideas while speaking?

6. What type of methods do you consider when teaching new vocabulary?

7. Are you aware of the speaking strategies? If so, how do you employ them in class?

8. Does the text-book provide accurate exercises when it comes to develop speaking skills? if not, what do you think it misses?

UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

Objective: *To examine the influence of vocabulary in the oral expression from the students' perspective.*

Mark with a "X" the option that fits your knowledge in each statement

Strongly disagree (1) - Disagree (2) Undecided (3) Agree (4) Strongly agree (5)

	Statemen	Strongly disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly agree 5
1	I enjoy the English class.					
2	I practice speaking by myself.					
3	I regularly participate in speaking activities.					
4	I find interesting to express my ideas in English.					
5	I prefer to speak about topics that I like.					
6	I easily express my opinion of certain topics in English.					
7	I have enough vocabulary to express my ideas properly while speaking.					
8	I enjoy learning new vocabulary in class					
9	I believe that the vocabulary is an important part of learning English.					
10	I consider that learning new vocabulary is necessary to improve oral expression.					
11	I consider the topics of the book are a good source of vocabulary.					
12	I consider that the vocabulary exercises of the book are effective					
13	I believe that a system of exercises focused in the oral expression is a good alternative to improve speaking.					
14	I am aware of the effectiveness of using a system of exercises.					
15	I use a system of exercises to learn vocabulary.					

Photos

Checking the thesis project along the thesis tutor MSc. Israel Bravo at the University of Guayaquil.

Checking the thesis project along the thesis tutor MSc. Israel Bravo at the University of Guayaquil.
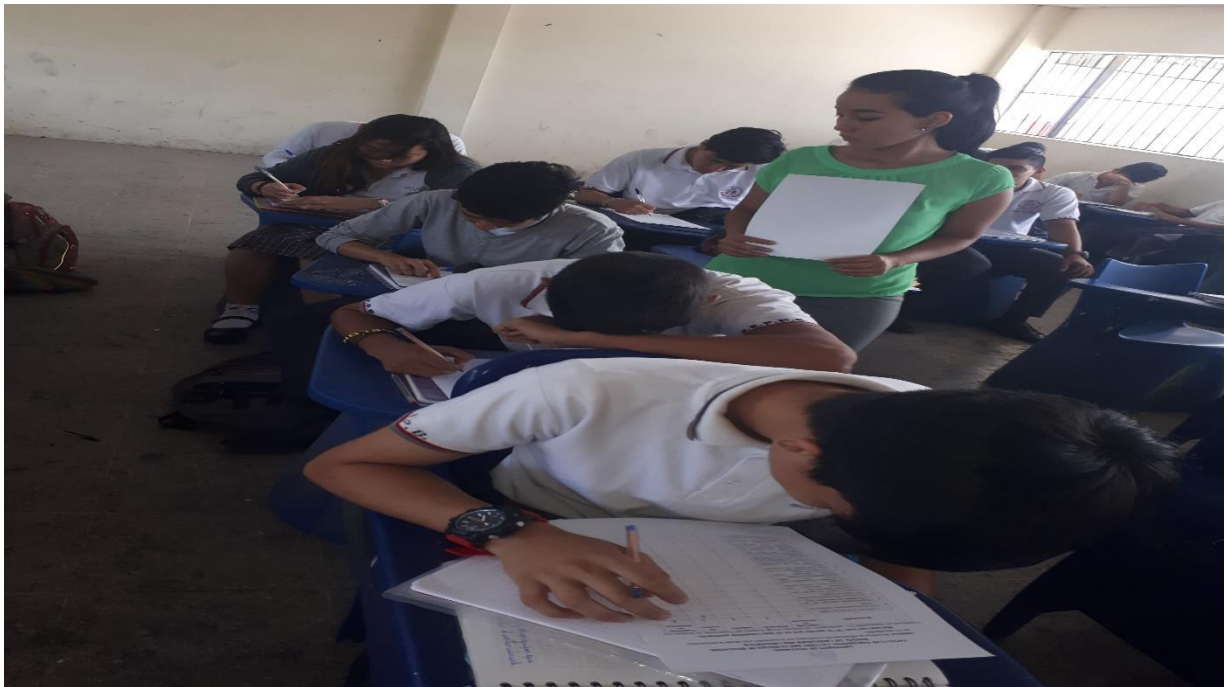
At Provincia de Bolivar Public High school.

At Provincia de Bolivar Public High school.

During the application of the survey to the students of eighth grade of General Basic Education Room C at Provincia de Bolivar High School

During the application of the survey to the students of eighth grade of General Basic Education Room C at Provincia de Bolivar High School

During the application of the interview to the English teacher *of eighth grade of General Basic Education Room C at Provincia de Bolivar High School*