UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"DIDACTIC MATERIAL TO ENHANCE ORAL EXPRESSION THROUGH BASIC VOCABULARY IN 8TH GRADERS AT UNIDAD EDUCATIVA JOSE PEDRO VARELA HIGH SCHOOL 2021-2022"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Author: Joselyn Linzán Rodríguez

Advisor: Msc. Rossana Vera

La Libertad – Ecuador

2022

Advisor's approval

Santa Elena, October 26, 2022

In my role as Advisor of the research paper and title **"Didactic Material to enhance Oral Expression Trough Basic Vocabulary in 8th Graders at Unidad Educativa José Pedro Varela High School"** prepared by Joselyn Linzán Rodríguez, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.
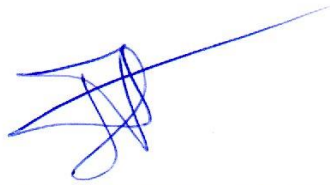
Sincerely,

MSc. Rossana Vera

Advisor

Santa Elena, October 26th, 2022

STATEMENT OF AUTHORSHIP

I, Linzan Rodriguez Joselyn Soraya with ID number 2400189060, undergraduate student from Peninsula of Santa Elena State University, Faculty of Education Sciences and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "DIDACTIC MATERIAL TO ENHANCE ORAL EXPRESSION THROUGH BASIC VOCABULARY IN 8TH GRADERS AT UNIDAD EDUCATIVA JOSE PEDRO VARELA HIGH SCHOOL 2021-2022" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.
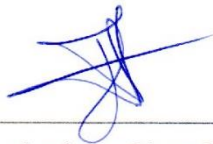
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Declaration

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;

THE INTELECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA
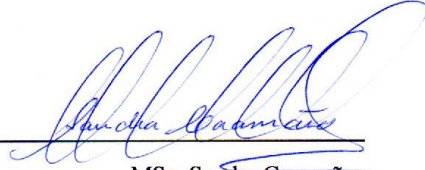
DE SANTA ELENA.

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Acknowledgment

I want to thank God for always guiding my path, to my grandparents Clidia and Fernando who have always been in all my stages taking care of me and supporting me in every decision I have made.To my mother Soraya who is my role model since she is a teacher just like me and to my little sister Barbarita who is my support and motivation.

To my Uncle Johnny, who never stopped believing in my potential and supported me in everything, making sure that I am well and for my future since I was a baby, to my Aunt Emma, who with her advice I was able to follow the path of education. .

In addition to that, I would like to thank those people who were always there with a word of encouragement, with their advice full of wisdom that I will always carry in my mind and in my heart, Mommy Hilda and my Uncle Pablo are the best and I know that from where they are they will be very happy and proud of this achievement.

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Last but not least, I would like to thank the teachers who were involved in my learning process, thanks to Miss Niola who taught me that everything is possible with great enthusiasm and a positive mind, to Miss Rossana who has always inspired me with her excellent methodology and love in everything she does, thanks to Miss Caamaño for having a lot of patience and perseverance in my research work. I would also like to thank Miss Eliana who taught us the technological tools that can be used in a class, thank you all for her wonderful knowledge.

Dedication

I want to dedicate this work to my grandmother Clidia Rodriguez for her wonderful upbringing full of values, dedication and love, thank you mommy for everything you do for my day to day, I also want to dedicate this work to my grandfather who has always taken care of me since I was little that nothing bad happens to me.

To my mother Soraya Linzan, without her my research work would not be the same, all the hours invested and the bad nights that served to acquire knowledge in the art of research

I want to dedicate this to my sister Barbarita who is my best friend, engine and motivation at every step, to my friends and classmates who showed me that a leader is not the one who rules but the one who listens carefully to all opinions.

 With love

Joselyn Soraya Linzan Rodriguez

Abstract

This project has been carried out with the purpose of providing the students of the Unidad Educativa José Pedro Varela with interactive and didactic material in the area of English.

The material is according to the level, needs and age of the students and activities according to their requirements. The purpose of this study is to examine the influence of interactive didactic material in the virtual context.

The present research project was carried out in order to improve oral expression and fluency in the English language, so that students feel in a relaxed environment and can feel motivated with what they learn in each lesson.

Key words: didactic material, virtual education, relaxed enviroment, oral expression.

Resumen

Este proyecto se ha realizado con el fin de dotar a los alumnos de la unidad educativa José Pedro Varela de material interactivo y didáctico en el área de inglés.

El material es acorde a su nivel, necesidades y edad de los alumnos y actividades acorde sus requrimientos. El propósito de este estudio es examinar la influencia del material didáctico interactivo en el contexto virtual

El presente proyecto de investigación se realizó con el fin de mejorar la expresión oral y la fluencia en el idioma inglés, para que los estudiantes se sientan en un ambiente relajado y puedan sentirse a su vez motivados con lo que aprenden en cada lección.

Palabras claves: material didáctico, educación virtual, ambiente relajado, expresión oral

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Introduction

Nowadays, learning a language that is not the mother tongue is going from being a requirement to a necessity, one of the most complicated skills to develop is speaking due to the pronunciation, all this is developed with practice and for this it is necessary the use of didactic material.

The pandemic caused many changes in education since students had to adapt to the virtual modality and learn from their homes without the presence of a teacher, this project proposes to improve speaking through the use of educational platforms and didactic and interactive online material.

Currently, in virtual education there are many deficiencies at the educational level due to the little interest that students have in their homework, lessons and tasks, the dependence on technology, the lack of motivation and the little use of didactic material leads to a problem. This research proposal arises, which aims to solve the current problems in the educational process.

It is important that students use didactic material so they can improve their level of English and are always up to date with technological tool such as educational platforms that can contrinute to their process, the use of support material gives them security, motivation and certainty of having fully acquired and understood all the content taught in each class.

The present research work is divided into four chapters, which will be mentioned below:

Chapter I - The problem: This chapter presents the problem statement, the general and specific research objectives, justification, problem tree, problem formulation, delimitation and limitations.

Chapter II - Theoretical Framework: This chapter contains the research that has been carried out, the background, theoretical bases, fundamental categories and variables.

Chapter III - Methodology: Explains the research approach, type of research, level of research design or type of research.

level of research design or type of research, population and sample, techniques and instruments, and data analysis.

Chapter IV- The Proposal: This chapter contains what is going to be proposed,

with its objectives, results, conclusions and annexes.

Chapter I

1. The problem

1.1 Research Topic

Didactic material to enhance oral expression through basic vocabulary in eighth graders at Unidad Educativa Jose Pedro Varela high school.

1.2 Problem Statement

The application of traditional non-didactic methodologies is common in face-to-face classes due to the lack of knowledge and lack of methodologies focused on learning and student comfort, online classes are no exception and access to platforms and virtual material is essential for learning a second language.

The implementation of online didactic material is primordial in a virtual classroom and to be able to know the influence of the Suggestopedia methodology in a class that can be interactive, relaxing and contribute to a safe environment for the students, they can learn in a fast way and they can free themselves from their fears and negative feelings that limit their ability to learn the English language.

Because currently there is not much interest in learning the English language and to apply a new methodology and so they can adapt to a new language, through songs, games and interpretations that will make the student feel relaxed and calm in their classes, for this we present the creation of didactic material developed in sotryboardthat.com in which they will work in a lively way and with the accompaniment of baroque music in the background basic vocabulary material.

The pandemic has caused many changes in education making students dependent on technology and electronic devices, which affects their academic performance because no one was prepared for a global virus to keep us in our homes and that is why an adaptation to virtual education arose.

This has caused an interest to everything virtual since education through portable devices, it is important to mention that this should not be boring or monotonous; therefore, this research work

uses didactic material such as interactive cards in the liveworksheet platform, as well as games in the Kahoot platform.

"The application of internet technology has developed a new field for autonomy English learning which is becoming more and more popular at home and abroad. Learning English on the Internet can create efficient and high-quality achievement in personal or very English learning. More and more people start to pay attention to it and study how to make a full use of it" (Mohammad Nurul Islam, 2011).

It is important that we can look for an interactive way to get closer to the learner and to improve and develop better communication between students and teachers in a virtual context, applying interactive material making them play and have fun learning. By implementing this project, we can have a new perspective about online education since we use applications that can be used on their mobiles in a productive way.

Therefore, the students will feel motivated and will see that the technology helps them in learning the English language and they will be able to adapt and develop an effective and calm learning environment.

1.3 Problem tree

Figure 1: Problem Tree

Limited meaningful learning	Delayed communication skills in the student	Lack of student awareness of the teaching and learning process	Lack of student awareness of the teaching and learning process

Limit interactive didactic material to enhance oral expression

Witlessness of oral expression tools	The absence of elements affect the development of oral expression	Unawareness of the influence of teaching materials in the transmission of knowledge and values to the student	The absence of didactic material in the teaching and learning process

Source: Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

1.4 Problem formulation

How the use of the use didactic material will enhance oral expression through basic vocabulary in eighth graders at Jose Pedro Varela high school?

1.5 Specific research questions

- How does the speaking skill affect to the students in eighth graders at Jose Pedro Varela high school?
- How does the absence of vocabulary affect the development of speaking skill in eighth graders at Jose Pedro Varela high school?
- How the didactic material influences the transmission of vocabulary, knowledge and values to the student in eighth graders at Jose Pedro Varela high school?
- How does the absence of didactic material of vocabulary affect the teaching and learning process in eighth graders at Jose Pedro Varela high school?

1.6 Objectives

1.6.1   General objective

To design didactic material to enhance oral expression through basic vocabulary in eighth grade students of the Unidad Educativa Jose Pedro Varela high school.

1.6.2   Specific objective

1.6.2.1 To recognize the components to develop speaking skill.
1.6.2.2 To diagnostic the fundamental elements that influence in speaking skill.
1.6.2.3 To determine the contribution of the didactic material in the transmission of vocabulary to the student.
1.6.2.4 To analyze the influence of didactic materials in the learning process.

1.6   Justification

The present research work is carried out to provide an option that will allow students to understand the vocabulary of each class through flashcards, songs, games, and activities. By implementing this project, we can have a new perspective about didactic materials that can be use in classes and online education.

"Changes in globalized world requires that Ecuadorian students have an acceptable level of English proficiency to be able to opt to international scholarships to compete efficiently in any work field. Despite the need for the application of methodologies which help students to acquire a high level of English" (Cecilia Isabel Cáneppa Muñoz; Cecilia Elizabeth Dahik Solís; Kerly Jazmín FeijóoRojas, 2017).

Vocabulary will be taught in different backgrounds and positions depending on the action and the topic to be developed, also sketches and oral presentations will be performed in which the student will be able to express and memorize everything quickly.

"Today, quality-oriented education has become the ultimate goal of our education. The core of English learning has shifted to how to develop the ability of autonomous learning anytime and anywhere" (Mohammad Nurul Islam, 2011).

We are currently seeking to optimize the quality of the methodologies implemented for the teaching of foreign languages, students are going through a period of transition and change in the way they assimilate and grasp the English language.

The digital era has influenced the dependence on portable devices where there is free access to virtual platforms, but in the case of receiving classes, a change occurred to which students and

teachers had to adapt. Despite technological advances, many teachers use traditional methodologies in the virtual context.

1.7 Population

The eighth grade students of the Unidad Educativa Jose Pedro Varela high school.

Chapter II

2 Theoretical framework

2.6 Background

The didactic materials are of fundamental support in the process of learning the English language, because it is related to all the skills, especially with oral expression, currently in virtual education there are many shortcomings due to distraction, little motivation and factors extrinsic elements that present the home environment in virtual classes.

2.7 Theoretical basis

2.7.2 English

Language plays an important role in human life. We try learning and using language as a mean of communication as well as a social symbol of humanity. By using the language, one can make statements, convey facts or information, explain or report something and maintain social relations (Prasad, 2018).

As stated by Prasad 2018, language give us the ability to communicate and socialize with others.

"English used in daily context. However, it is difficult to master the other competences without understanding the vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking" (Nugroho et al.).

According to the authors, vocabulary is related to the core skills and it is necessary for students to be able to learn it in order to understand the English language.

In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally. To learn English requires constant practice and patience. The kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language. This kind of tendency prevents students from learning English (Nishanthi, 2018).

As stated by Nishanthi 2018, English from being a requirement to a necessity where there should be a quality and warmth education even in a virtual modality, teaching vocabulary so that the student can improve their skills and especially their speaking is essential for the student to feel like and speak fluently.

"Ecuador is a country where the learning of English has not been seen as an important matter because it was part of the high level of education for people with a high status in the society. However, this point of view has changed, to know English offers many advantages in the academic and work field" (Cecilia Isabel Cáneppa Muñoz; Cecilia Elizabeth Dahik Solís; Kerly Jazmín FeijóoRojas, 2017).

According to the authors, English helps us in all aspects of our lives as an opportunity for personal and professional improvement.

2.7.3   Vocabulary

"Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learned" (ALQAHTANI, 2015).

According to Alqahtani 2015, it is important that teachers consider vocabulary something important for them to be able to cope in a new language, in English it is good because each word is applied in different contexts and in the virtual educational environment is just as fundamental as in face-to-face education.

"Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995: 1). They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication" It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well" (Nugroho et al.).

According to the authors, students can know more words and extend their critical thinking and know how to explain much better and complement each skill, by knowing new words we can use them in sentences both in writing and speaking.

Vocabulary is considered as the central in language teaching and is of paramount importance to a language learner. Vocabulary is a basic of one learns a foreign language. Few research indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning (Berne& Blachowicz, 2008, as quoted in Alpino Susanto, 2017)

According to the author, the teaching of vocabulary is paramount in learning a new language because they are words that allow us to understand the context, teachers must use them in their classes so that the student fully understands the content being taught.

English has many words to describe a child's age, gender and deportment. The larger someone's vocabulary, the more precisely they can describe a can describe a particular child. Most of the time, people select from a collection of words with meanings that are similar but not exactly the same (Pablo Leonardo Hidalgo Carrión, 2015).

As stated by Hidalgo 2015, the development of vocabulary in the English language helps students to expand their words and be able to describe things more accurately; using appropriate language and words in the correct context is the goal of learning English at an early age.

2.7.4   English speaking skills

Speaking is important skill and one of the key to communicate other people. We can share some ideas or can be able to know the situation happened in this world. By mastering speaking, the student can share their ideas and give some important information (Palupi, 2017).

As stated by Palupi 2017, speaking is one of the most important skill when you learn English because oral expression able to express their own thoughts.

"Speaking is the second skill after listening and thus there are some aspects when the researcher wants to measure students' speaking ability such as fluency, grammatically, pronunciation, and vocabulary" (Palupi, 2017).

As stated by Palupi 2017, in English learning have many important skills that include abilities that students feel comfortable with themselves.

2.7.4.1 Fluency

"The ability of speaking fluency is often used to measure the success of a students who learn a foreign language. The primary purpose in communication is how to make the listeners understood what the speaker is trying to express" (*(PDF) fluency as successful communication - researchgate* 2018)

According to the authors, fluency is a measure of the student's level and what is important in the process is that others understand what he/she is saying.

2.7.4.2 Pronunciation

In some way, the teachers must be creative in creating appropriate and interesting activities to help their students improve their pronunciation. Of course, they should consider the students' interest which determines whether the activities are appropriate or not which mention in the videos. Teachers should be careful in selecting material in teaching pronunciation (Roki Kurniadi, 2020).

According to the author, it is important that teachers spend time selecting or preparing material according to the needs of the student.

2.7.5   Didactic resources

While planning a class, a teacher often considers what didactic material can be used to help with executing the class and achieving the objectives. For primary school teachers, this didactic material may be the textbook, workbook, flashcards, storybook, recorded songs, photocopies, posters, visuals, board games, or realia (Lengeling, 2013).

As stated by Lengeling 2013, English learning materials have a crucial part in teaching and learning process in the classrooms. The teaching material is a resource that facilitates the

understanding of each topic and motivates the student to understand the content of a class in an interactive way.

2 Methodological framework

2.7 Methods

Methodology refers to the theoretical justification of the research in a chosen discipline including principles, axioms, beliefs and models. Methodology is often contrasted with methods, which are the specific tools, and procedures that are used in a particular research endeavor. Methodology involves considerations of the philosophical framework that underpins what and why certain methods are chosen (Hameed, 2020).

To have access to the link of classes and didactic material google classroom will be used and to elaborate the exams Microsoft forms will be used, the listening can be practiced in the Quizziz application and the reviews in Kahoot.

Figure 2: Activities in Quizziz platform
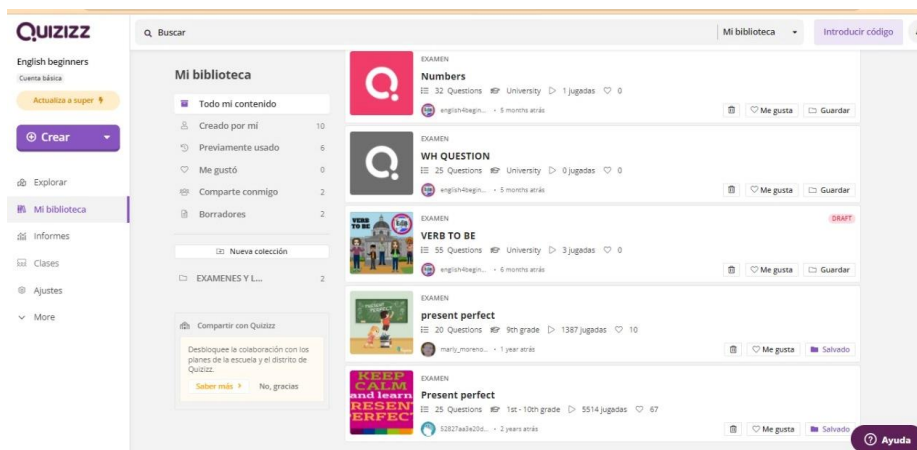
Source: The quizzes have been created on the web page Quizziz (2015). (https://quizizz.com/*)*

Author: Linzán, Joselyn

Figure 3: Quiz unit one
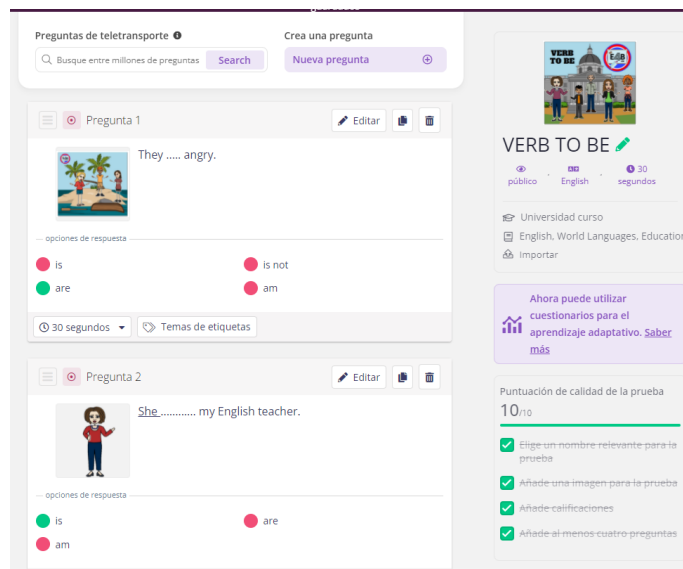
Source: The quizzes have been created on the web page Quizziz (2015). (https://quizizz.com/*)*

Author: Linzán, Joselyn

Figure 4: Activities in Kahoot platform
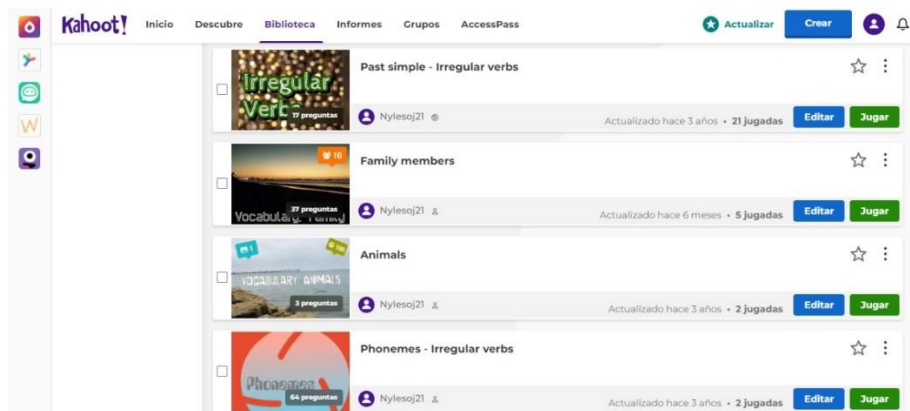
Source: The quizzes have been created on the web page Kahoot (2013). (*https://kahoot.it/)*

Author: Linzán, Joselyn
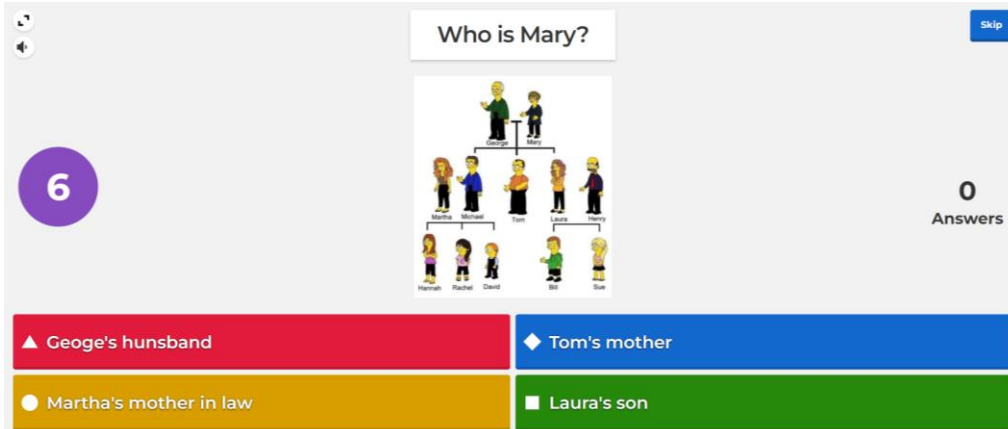
Source: Adapted to Kahoot [Photo], 2013, Kahoot (https://kahoot.it/)

Author: Linzán, Joselyn

Figure 5: Workbooks and content in Liveworksheet platform
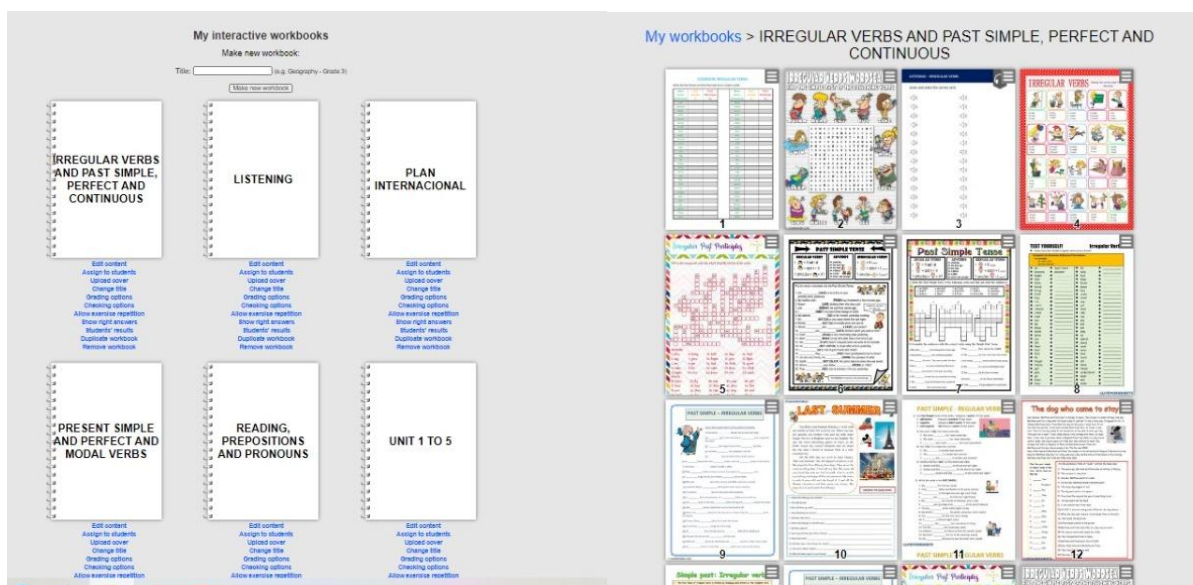
Source: The workbooks have been created on the web page Liveworksheet (2017).
(https://es.liveworksheets.com/)

Author: Linzán, Joselyn

3.2 Quantitative method

Quantitative research is an investigation of an identified problem, based on the testing of a theory, measured in numbers and analyzed using statistical techniques.

"Quantitative research study delves into a phenomenon through quantitative data collection and using mathematical, statistical and computer-aided tools to measure them. This allows generalised conclusions to be projected over time" (DiscoverPhDs, 2020).

2.8 Type of research

2.8.7 Descriptive research

The primary objective of descriptive research is to define the characteristics of a particular phenomenon without necessarily investigating the causes that produce it. In this type of research, the researcher must take particular care not to intervene in the observed object or phenomenon, as its behaviour may change if an external factor is involved (DiscoverPhDs, 2020).

3.5 Instruments

3.5.1   Questionnaire

A 10-question survey was conducted with the objective of identifying information to determine the influence of the variables in the process of teaching and learning English. Twenty-five students were surveyed with structured questions via online.

3.6 Techniques

3.6.3 Survey

"A survey is a systematic method for gathering information from (a sample of) entities for the purposes of constructing quantitative descriptors of the attributes of the larger population of which the entities are members" (Avedian, 2014)**.**

3.7 Population and sample

3.7.1   Population

The population consists of the session of forty students per course in the afternoon, twenty-five of whom were selected for a survey.

3.7.2 Sample group

Twenty- five eighth grade afternoon students were surveyed from the 5 parallel classes.

3.8 Analysis of data

3.8.1   Results

Students analized about the importance about didactic material speaking skills thought one survey. The main characteristics of the survey are oral expression and the influence of the didactic material in the educational process.

3.8.2   Students Survey

There are ten question about the variables to the students

Survey with the students of the Unidad Educativa Jose Pedro Varela high school

Objective: To identify the information that determines the influence of the variables in the teaching and learning process of the English language.

1. Do you consider that the didactic material is important in the educational process?

Figure 6: Didactic material in the educational process
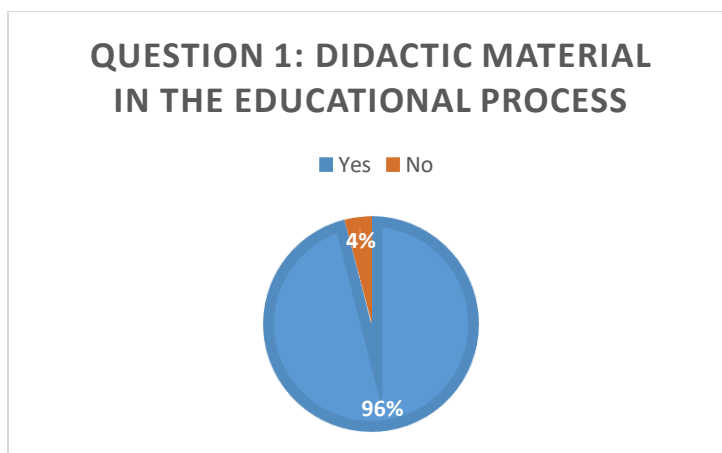
QUESTION 1: DIDACTIC MATERIAL IN THE EDUCATIONAL PROCESS

■ Yes ■ No

4%

96%

Source: Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

Note: According to the data, 96% of the students think that the didactic material influences and is extremely important in the educational process. Therefore, it can be deduced that the support material will help positively in the learning process of the students.

2. How important do you consider the use of didactic material on online classes?

Figure 7: Transmission of knowledge

FIGURE 2:THE USE OF DIDACTIC MATERIAL

■ Very important ■ Important ■ Not very important ■ Not important at all

8% 0%

24%

68%

Source: Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

Note: According to the data, 68% of the students agree that the use of the material is very important and 24% consider it important, that is to say that the students are aware that they require the support of extra material to help them fully understand their classes.

3. Does the didactic material contribute to meaningful learning?

QUESTION 3: DIDACTIC MATERIAL CONTRIBUTE TO MEANINGFUL LEARNING
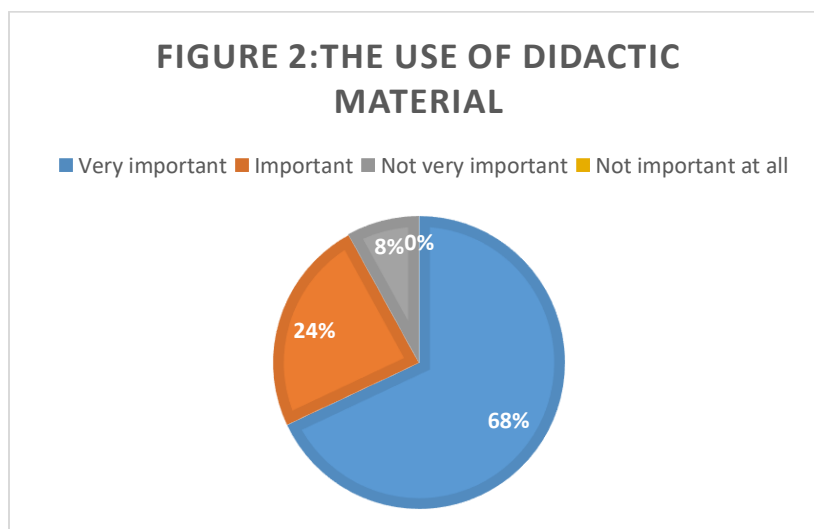
■ Yes ■ No

12%

88%

Source: Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

Note: According to the data, 88% of the students consider that the didactic material is primordial in a significant learning, we can deduce that the student requires a support material as a guide in the educational process.

4. What should the didactic material contain in order for you to consider it as a support material?

Figure 8: Figure 3: Didactic material is a support material

QUESTION 4: DIDACTIC MATERIAL IS A SUPPORT MATERIAL

Images ■ Summaries ■ Interpretations ■ Concepts ■ Examples

36% 32%
4% 8%
20%

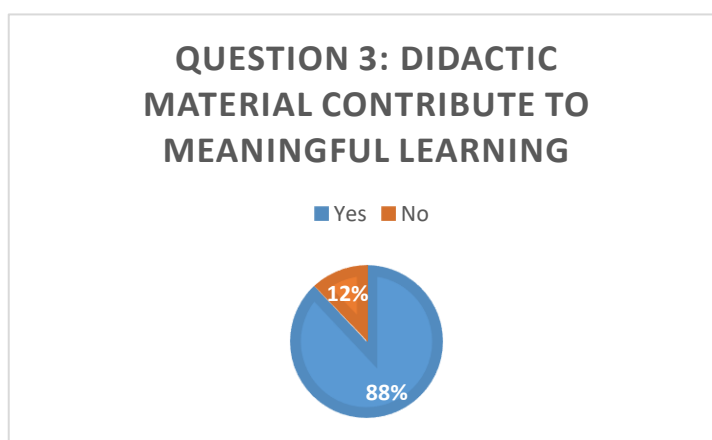**Source:** Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

Note: According to the data, 36% agree that the examples are the elements that the didactic material should contain, while 32% think that the images are the most important and finally 20% think that the interpretations are the most important, so it is necessary to consider this when carrying out the activities with the support material.

5. What do you consider the most important characteristics that a didactic material should have?

Figure 9: The most important characteristics that a didactic material should have

QUESTION 5: THE MOST IMPORTANT CHARACTERISTICS THAT A DIDACTIC MATERIAL SHOULD HAVE

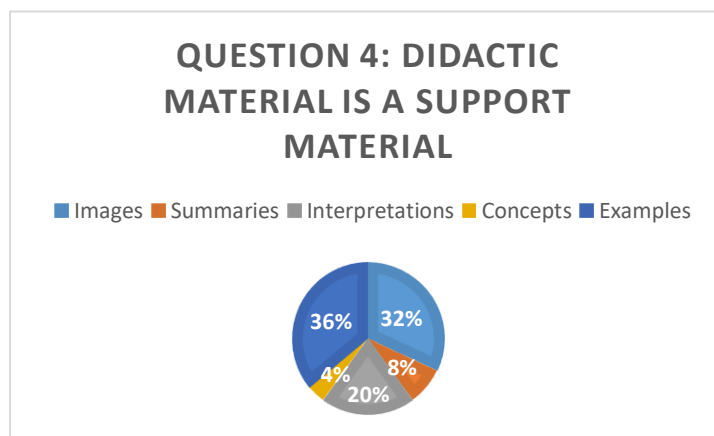■ Images ■ Summaries ■ Interpretations ■ Concepts ■ Examples
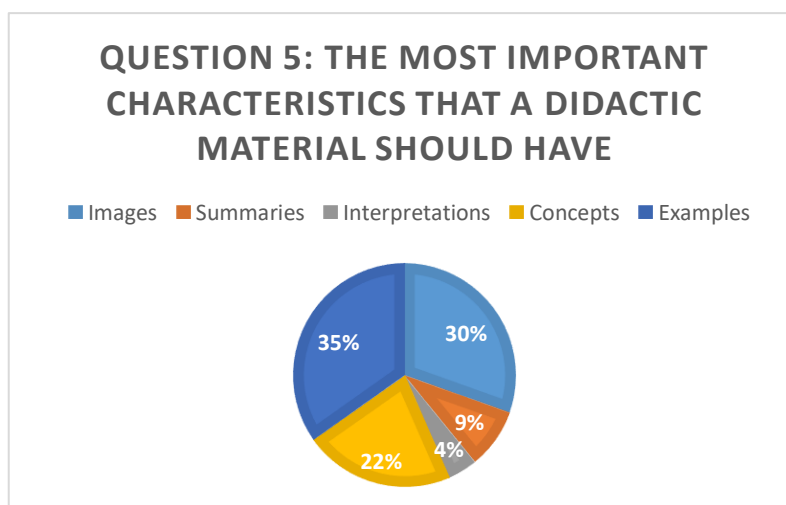
35% 30%
9%
22% 4%

Source: Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

Note: According to the data, 35% agree that the examples are the elements that the didactic material should contain, while 30% think that the images are the most important and finally 22% think that the concepts are the most important, so it is necessary to consider this when carrying out the activities with the support material.

6. Do you think that didactic material is important in English language learning?

Figure 10: The importance of didactic material in English learning

Source: Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

Note: According to the data, 88% of the students consider that the didactic material is important in the learning process of the English language, therefore in view of the fact that the students think this, the interactive didactic material can be applied to the classes.

7. Do you consider that the didactic material contributes to self-education?

Figure 11: The importance of didactic material in self-education

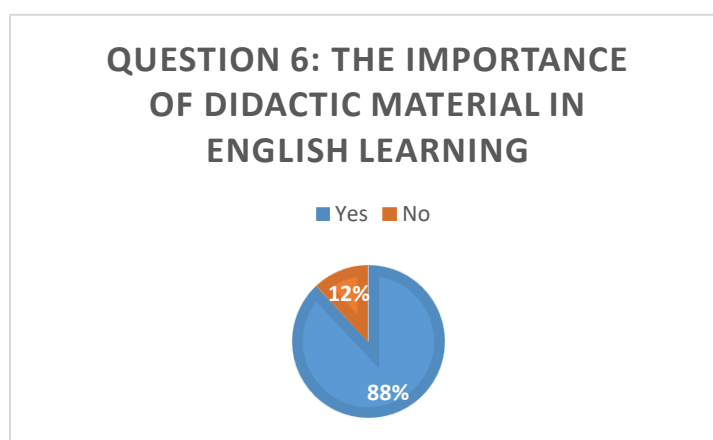**QUESTION 7: THE IMPORTANCE OF DIDACTIC MATERIAL IN SELF-EDUCATION**

■ Yes ■ No

12%

88%

Source: Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

Note: According to the data, 88% of the students think that it is important to be accompanied by didactic material in self-education because in virtual education it is necessary to read and get feedback of information in order to understand it completely.

8. Do you think that the didactic material helps the systematization of contents?

Figure 12: Didactic material help the systematization of contents

QUESTION 8: DIDACTIC MATERIAL HELP THE SYSTEMATIZATION OF CONTENTS
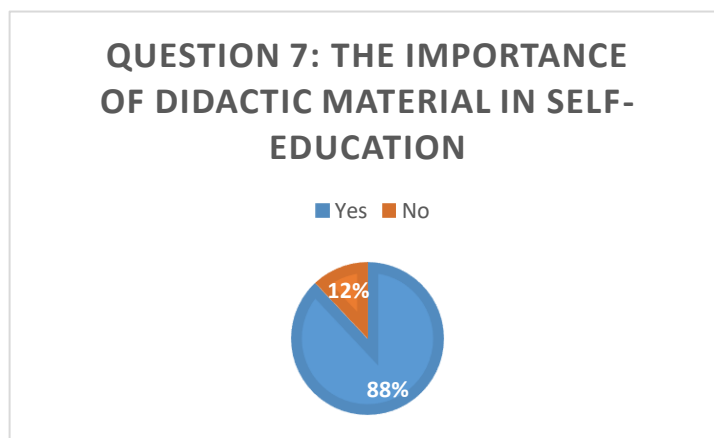
■ Yes ■ No

13%

87%

Source: Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

Note: According to the data, 87% of students agree that the teaching material helps the student in the systematization of the contents, which we can deduce is that the support material is a summary that helps to process and understand everything that is taught in the classroom.

9. Do you consider that it is more important for the development of oral expression?

QUESTION 9: COMPONENTS FOR THE DEVELOPMENT OF ORAL EXPRESSION

■ Fluency   ■ Vocabulary   ■ Pronunciation   ■ Grammar

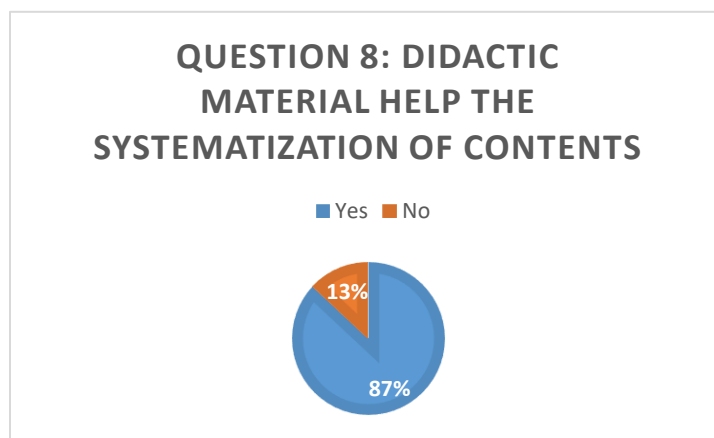20%   24%   16%   40%

Source: Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

Note: According to the data, 40% of the students think that vocabulary are one of the main components in oral expression , 24% fluency and 20% grammar, each of the students consider different skills due to their own shortcomings so it is necessary to apply vocabulary to help them improve their speaking.

10. What is the learning components that facilitates speaking?

QUESTION 9: COMPONENTS FOR THE DEVELOPMENT OF ORAL EXPRESSION
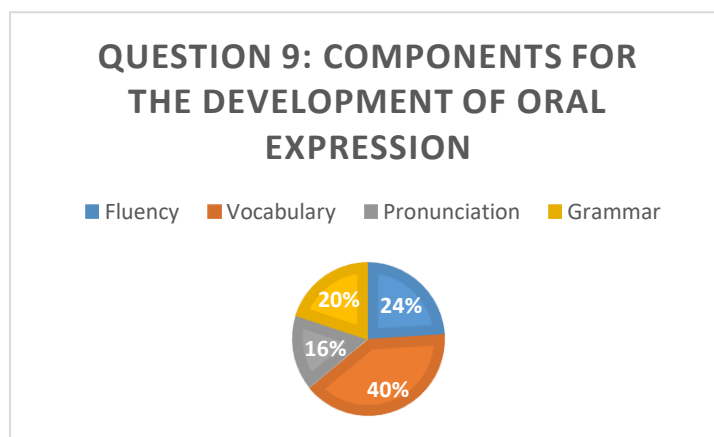
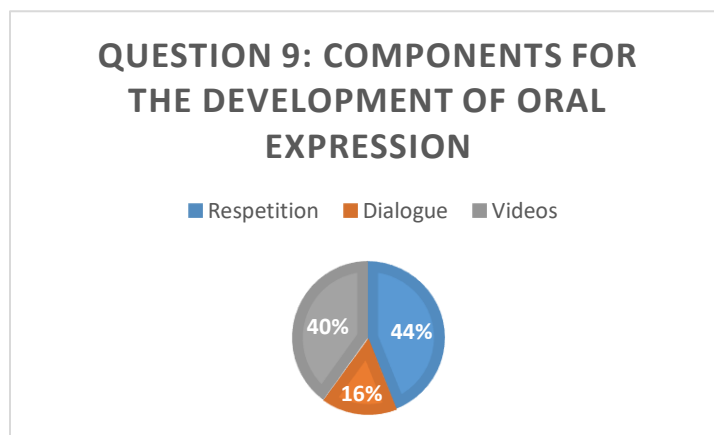■ Respetition ■ Dialogue ■ Videos

40% 44% 16%

Source: Students of the Unidad Educativa Jose Pedro Varela high school

Author: Linzán, Joselyn

Note: According to the data, 44% of the students think that videos are one of the main components in a didactic material, 42% repetition and 22% dialogue, which means that they need extra material to improve their speaking and that this will accompany them in their process of learning a foreign language**.**

Chapter IV

2.7.6 Critical thinking

When a student read a text developed many skills, improve their knowledge and build their points of view, and perceptions about any topic. They can share their ideas with security and fundaments. They acquire knowledge when they research and learn a new topic.

Thinking is the base of all cognitive activities or processes and is unique to human beings. It involves manipulation and analysis of information received from the environment. Such manipulation and analysis occur by means of abstracting, reasoning, imagining, problem solving, judging, and decision-making (Iyer, 2019).

As stated by Iyed 2019, thinking helps us to discern, understand and make decisions in all areas, allows us to reason and have a concept of our own.

"Critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion" (Iyer, 2019)

As stated by Iyed 2019, Critical thinking is paramount to distinguishing and having an insight into all information and having a reasonable point of view.

2.7.7   *Teaching English*

2.8.7.1 Teaching vocabulary.

"Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teachers should be concerned that teaching vocabulary is something new and different from student's native language" (Alpino Susanto, 2017).

As stated by Susato 2017, Vocabulary teaching is something fundamental in the process of learning a new language. It is necessary for teachers to find the ideal way for a student to successfully grasp the content of each class.

2.8.7.2 Teaching flashcards.

"The word flashcards also can be used to practice structure. Then, picture flashcards are useful for presenting, practicing and revising vocabulary or as prompts for other activities for example, to illustrate the characters in a dialogue, to help students improvise" (Yosephus Setyo Nugroho, Joko Nurkamto, Hefy Sulistyowati).

According to the authors, the flashcards are a necessary support material for the student to have a graphic example of each activity, besides that they are useful to put into practice the acquired knowledge.

> According to Cross (1991:119), flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcard is one of media, which can help the teacher to teaching English easily. Flash cards in teaching vocabulary are very simple visual aids and the teacher can make the students more active during the teaching learning process (Pablo Leonardo Hidalgo Carrión, 2015).

According to Hidalgo 2015, Flashcard is an important element to acquire a new language and influences in the interaction of the classroom.

2.8.7.3 Teaching with online resources.

> "Internet provides us with a tremendous wealth of teaching resources. We can easily find the text information, pictures and audio data on almost any topic we like. Powerful tools, such as Google, Baidu and other search engines, can find a huge amount of information in any subject for us" (Huiwei Cai, 2012).

As stated by Cai (2012), he mentioned that internet is a powerful tool for obtaining famous resources and use different educational platforms.

> The so-called pedagogical strategies are those effective teaching programs, based on the teaching tasks and the characteristics of the students, choosing the relevant teaching content, teaching methods and techniques. When e-learning is applied to English teaching, the pedagogical strategies will be fundamentally changed (Huiwei Cai, 2012).

As stated by Cai (2012), Teaching resources have a positive influence, the use of which changes and improves the teaching process.

2.8.8   Clil methodology

The essence of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners. Knowledge of the language becomes the means of learning content, language is integrated into the broad curriculum, learning is improved through increased motivation and the study of natural contextualized language, and the principle of language acquisition becomes central. (Darn, 2006)

According to the author, students learns through the contexts presented in the content.

Given the relative lack of teacher training programmes and obvious sources of materials, there is an understandable concern over what actually happens in a CLIL classroom. In fact, the underlying principles of cross-curricular teaching can be found in the 4Cs curriculum (Coyle 1999) which stated that a successful CLIL lesson should combine elements of the following four principles:

• Content. Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.

• Communication. Using language to learn whilst learning to use language. • Cognition. Developing thinking skills which link concept formation (abstract and concrete), understanding and language.

• Culture. Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self. (Darn, 2006)

As stated by Darn 2006, there are different stages in which the content is developed and in them, there is progress in critical thinking and in the knowledge of other cultures.

2.9   Variable of the study

2.9.7   Dependent variable

Oral expression

2.9.8   Independent variable

Didactic material

Chapter III

4. The proposal

4.1 **Name of the proposal**

Animated didactic material based on the Suggestopedia methodology to improve oral expression through basic vocabulary in eighth grade students of the Jose Pedro Varela educational unit.

4.2 Informative data

Unidad Educativa Jose Pedro Varela high school located in the canton of La Libertad, a distinguished institution, that opens its doors to the entities of the future to be educated and trained there, in different modalities, morning and afternoon, initial basic and high school educational level.

4.3 Proposal background

The students of Unidad Educativa Jose Pedro Valera who lack a methodology that allows them to have a relaxed environment and that allows them to have a meaningful learning,

4.4 Research objectives

4.4.2   Specific Objectives

4.4.2.1 To elaborate didactic material for develop oral expression
4.4.2.2 To promote basic vocabulary for improve oral expression
4.4.2.3 To implement didactic material strengthen the teaching and learning process
4.4.2.4 To apply Suggestopedia methodology for contribute oral expression

4.4.1 General Objective

To design animated didactic material based on the Suggestopedia methodology to improve oral expression through basic vocabulary in eighth grade students of the Jose Pedro Varela educational unit.

4.5 Proposal description

A didactic material is elaborated in storyboard that is placed in power point slides, which is applied in each class, they are given a code to enter a virtual classroom in google classroom where all the material is placed, and interactive notebooks are used in live worksheet where a code is also entered.

Figure 13: Google classroom

Source: This image was adapted to google classroom, https://classroom.google.com/?hl=es
Author: Linzán, Joselyn

The students between 12 and 17 years of age participating in this research project will learn this new methodology in online mode in a period of 6 months (one semester) where they will be formatively evaluated every two units.

With classes of one hour, for two days a week in which the different skills will be developed. This project would be applied to one of the parallels of each course, in the other grade the contrast with a traditional methodology would be analyzed, everything would be experimented in a virtual context. The students are between 12 and 17 years old.

This didactic material is based on basic topics, taking as a reference the English book A1.1, which consists of 6 units with vocabulary about greetings, movies, hotels, cars, personal care, among others. It consists of 12 activities according to the topics that are given in each unit and there are 2 activities for each unit.

Figure 14: ENGLISH BOOK A1.1 FOR TEENANGERS
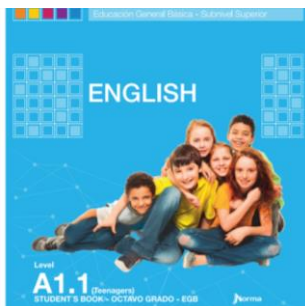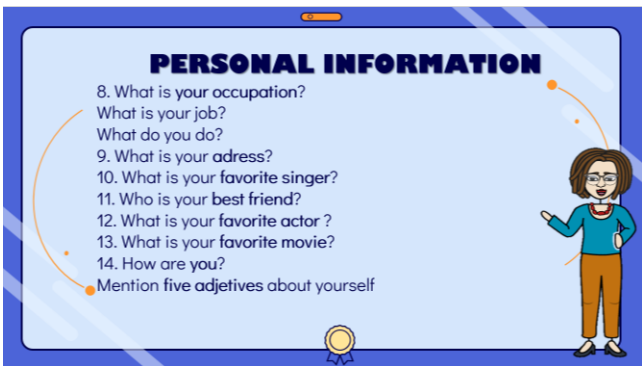
Table 1: English A1.1

ENGLISH A1.1					
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
PEOPLE AROUND US	**PEOPLE I LOVE**	**LEISURE ACTIVITIES**	**STREET LIFE**	**AMAZING PLACES**	**DAILY ROUTINES**
Personal information	Family Members	What is on in the city?	Karaoke	Spelling bee	Karaoke
Counties and nationalities	Physical appearance	Karaoke	Clothes Bingo	Where are you?	Interview a celebrity

Note: This chart shows the units belonging to the English a1.1 (for teenagers).

Source: English a1.1 (for teenagers)

Author: Linzán, Joselyn

ACTIVITY NUMBER 1 UNIT 1	
QUESTION TIME!	
	Grade: 8th
	Subject: English
	Vocabulary: Words related to personal information
	Didactic tool: power point slide
Source: Microsoft power point	**Time:** 20 minutes
Learning outcomes: To **make use of** vocabulary related to words about questions with verb to be	

Instruction of the activity: **Students work in pairs and interact using vocabulary related to personal information**
Extra practice: Introduce a member of their family
Evaluation: By a rubric (pronunciation, fluency and vocabulary)

ACTIVITY NUMBER 2 UNIT 1	
Presentation: countries and nationalities contest	
	Grade: 8th
	Subject: English – Family members
	Vocabulary: Words related to counties and nationalities
	Didactic tool: A flag
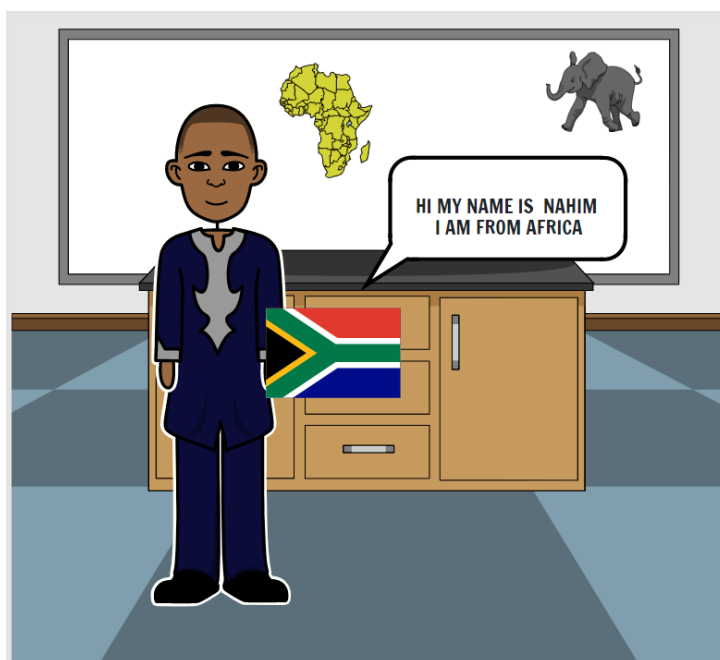
Source: https://www.storyboardthat.com/portal/storyboards/jlinzan21/class-storyboard/unknown-story2	**Time:** 20 minutes
Learning outcomes: To **apply** vocabulary related to countries and nationalities	
Instruction of the activity: **Teacher model the activity by an example** Students choose a country and make a flag, presented as a beauty contest.	
Extra practice: Oral presentation	
Evaluation: By a rubric (vocabulary, pronunciation and fluency)	

ACTIVITY NUMBER 3 UNIT 2	34

Presentation: Family tree
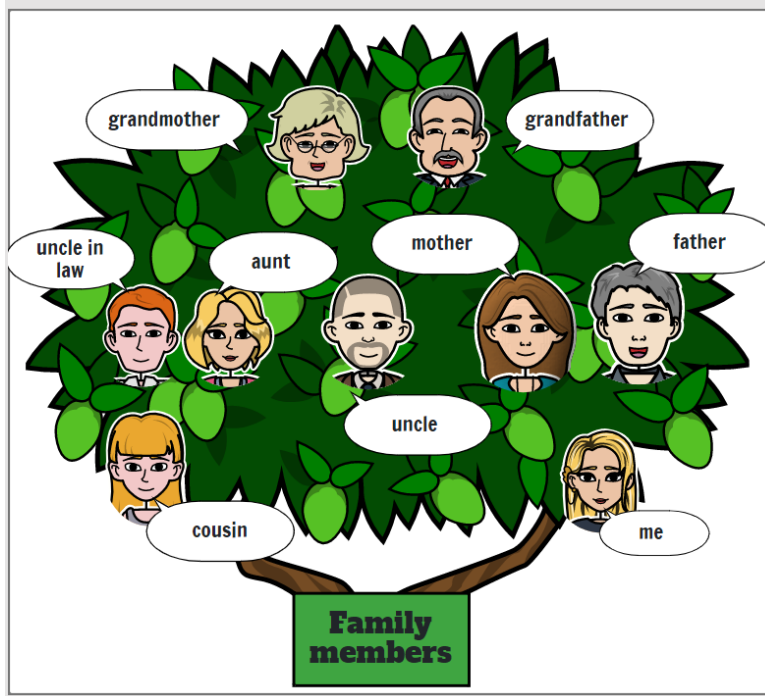
Grade: 8th

   Subject: English – Family members

Vocabulary: Family members

Didactic tool: A card

Source:

https://www.storyboardthat.com/portal/storyboards/jlinzan21/class-storyboard/unknown-story2

Time: 20 minutes

 Learning outcomes: To **apply** vocabulary related to family members

Instruction of the activity:

Teacher model the activity by an example

Students go around the class telling each other the member of the example family.

Extra practice: Oral presentation about their family tree

Evaluation: By a rubric (the use of possessive adjectives and family members, pronunciation and fluency)

ACTIVITY NUMBER 4 UNIT 2	35

PAIR WORK: DESCRIBE ME!
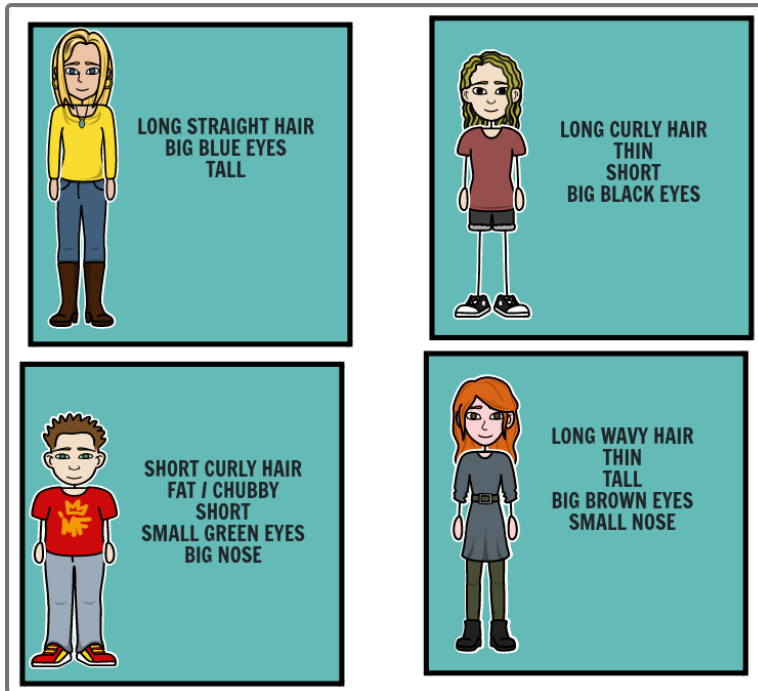
Grade: 8th

Subject: English – Family members

Vocabulary: physical appearance

Didactic tool: Flashcards

Source:

https://www.storyboardthat.com/portal/storyboards/jlinzan21/class-storyboard/unknown-story2

Time: 20 minutes

Learning outcomes: To **apply** vocabulary related to physical appearance

Instruction of the activity:

Teacher model the activity by an example

Students will pair up and using the vocabulary on the flashcards will be able to describe to each other a wavy, long and red hair.

Extra practice: Oral presentation about their family tree

Evaluation: By a rubric (the use of adjectives)

ACTIVITY NUMBER 5 UNIT 3

What is on in the city?

Grade: 8th

Subject: English – types of movies

Vocabulary: Words related to festivals and art events

Didactic tool: flashcards

a. The reading festival is _____ February 1st. It's _____ the afternoon _____ 2:30 PM.

b. The Jazz festival is _____ April. It's _____ the morning _____ 10:00 AM.

c. The art exhibition is _____ July. It's _____ July 20th _____ noon.

d. The dance festival is _____ December. It's _on_ Christmas _____ night.

Speaking Strategy
Use "*Really?*" to show

Source: English book A1.1 for teenagers	**Time:** 20 minutes

Learning outcomes: To **apply** vocabulary related to types of movies

Instruction of the activity:

Teacher model the activity by an example

Students are divided into two groups and describe their favorite movies using the vocabulary of the types of movies; they give main facts about each movie.

Extra practice: Oral presentation about their family tree

Evaluation: By a rubric (vocabulary, pronunciation and fluency)

ACTIVITY NUMBER 6 UNIT 3
Karaoke: I just could to say I love you – Stevie wonder

Grade: 8th

Subject: English – cultural festivals

Vocabulary: Words related to days, months and seasons

Didactic tool: A card

Source: https://www.youtube.com/watch?v=NMdSb3aVGkM

Time: 20 minutes

Learning outcomes: To **apply** vocabulary related to days of the week, months, seasons and extra vocabulary

Instruction of the activity:

Students practice vocabulary about the days, months and seasons of the weather, as well as extra vocabulary.

Evaluation: By a rubric (vocabulary, pronunciation and fluency)

ACTIVITY NUMBER 7 UNIT 4	
KARAOKE: FUN ACTION VERBS!	
	Grade: 8th
	Subject: English
	Vocabulary: Action verbs
	Didactic tool: VIDEO
Source: https://www.youtube.com/watch?v=K82NVOFAlsc	**Time:** 20 minutes

Objective: To **utilize** vocabulary related to words about good and bad deals

Instruction of the activity:

In this activity, students will follow the lyrics of the karaoke and practice the vocabulary of unit 4.

Evaluation: By a rubric (vocabulary, pronunciation and fluency)

ACTIVITY NUMBER 8 UNIT 4 39	
BINGO GAME	

	Grade: 8th
	Subject: English – Types of clothing
	Vocabulary: Clothes
	Didactic tool: flashcard

Source: https://myfreebingocards.com/bingo-card-generator/preview/w4732p3	**Time:** 20 minutes

Learning outcomes: To **utilize** vocabulary related to words about accessories and clothes

Instruction of the activity:

The teacher sends him a word Platform and the student pronounces and fills in his chart.

Evaluation: By a rubric. (pronunciation, fluency and use of clothes)

ACTIVITY NUMBER 9 UNIT 5	
Exploring my city- spelling bee	
	Grade: 8th
	Subject: English
	Vocabulary: words related to touristic places
	Didactic tool: flashcard
Source: https://www.storyboardthat.com/portal/storyboards/jlinzan21/template/unknown-story2	**Time:** 20 minutes
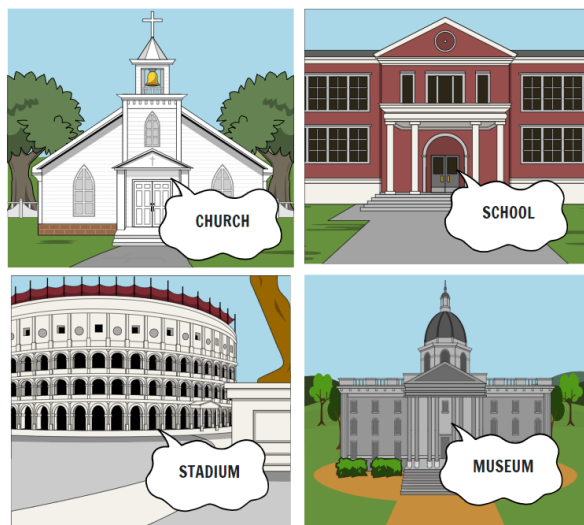
Learning outcomes: Student will be able to **give directions**

Instruction of the activity:

The teacher model the activity with an example

Students practice vocabulary about tourist sites by pronouncing them letter by letter.

Evaluation: By a rubric. (pronunciation, fluency and use of the vocabulary of touristic places)

ACTIVITY NUMBER 10 UNIT 5

WHERE ARE YOU?

Grade: 8th

Subject: English

Vocabulary: words related to directions and directions.

Didactic tool: IMAGE

Source:
https://learnenglishteens.britishcouncil.org/sites/teens/files/
null/listening_map_a2_v1_1.jpg

Time: 20 minutes

Objective: To **apply** vocabulary related to direction locations, preposition in, on, at

Instruction of the activity:

The teacher model the activity with an example reviewing the vocabulary of location and directions.

Students must choose one of the destinations on the map using the vocabulary of directions and directions.

Learning outcomes: Student will be able to **give directions**

Evaluation: By a rubric. (pronunciation, fluency and use of the vocabulary of directions and locations, prepositions of place)

ACTIVITY NUMBER 11 UNIT 6	
KARAOKE:	
	Grade: 8th
	Subject: English
	Vocabulary: Words related to daily routines
	Didactic tool: VIDEO
Source: https://www.youtube.com/watch?v=eUXkj6j6Ezw	**Time:** 20 minutes

Learning outcomes: To **utilize** vocabulary related to words about daily routines

Instruction of the activity:

In this activity, students will follow the lyrics of the karaoke and practice the vocabulary of unit 6.

Evaluation: By a rubric (vocabulary, pronunciation and fluency)

ACTIVITY NUMBER 12 UNIT 6	
INTERVIEW A CELEBRITY!	

	Grade: 8th
	Subject: English
	Vocabulary: Words related to daily routines
	Didactic tool: flashcards

Source: https://www.storyboardthat.com/portal/storyboards/jlinzan21/template/unknown-story2	**Time:** 20 minutes

Learning outcomes: To **apply** vocabulary related to lifestyles

Instruction of the activity:

Students will work in groups of three people, they will choose a famous person to interview and ask questions about his/her daily life.

Two will be the interviewers and one will be the celebrity respondent. Students will apply vocabulary from Unit 6 on daily routines.

Evaluation: By a rubric

Conclusions

Learning has improved due to the application of the Suggestopedia methodology that contributes to the development of a comfortable environment where meaningful learning develops according to the opinions of the students.

Once recognized which are the components for the development of oral expression, the following were identified.

The components identified in oral expression were the following vocabulary, fluency, pronunciation grammar and the development of a full environment for oral expression, the students presented problems in these areas, which were identified and reinforced through the support material.

It was determined that in the transmission of knowledge not only intellectual development but also the development of values such as solidarity, love, companionship, teamwork and responsibility prevailed.

The didactic material influences oral expression in a positively way due to the fact that its practice facilitates the understanding of the concepts.

Recommendations

It is recommended that for future studies in data collection, use more research techniques such as observation, interviews with teachers and students.

It is recommended that a program be used to evaluate the student's pronunciation in order to know his or her progress.

It is recommended that the project be able to apply the activities of the proposal with a larger group.

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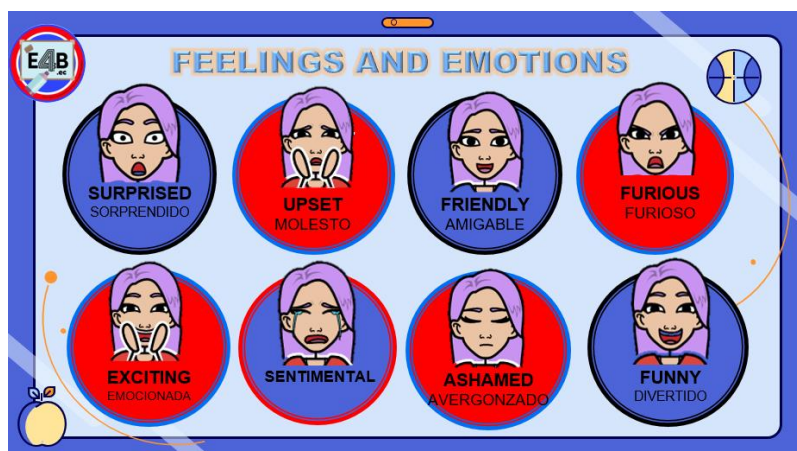
Annexes

Figure 15: Speaking activity
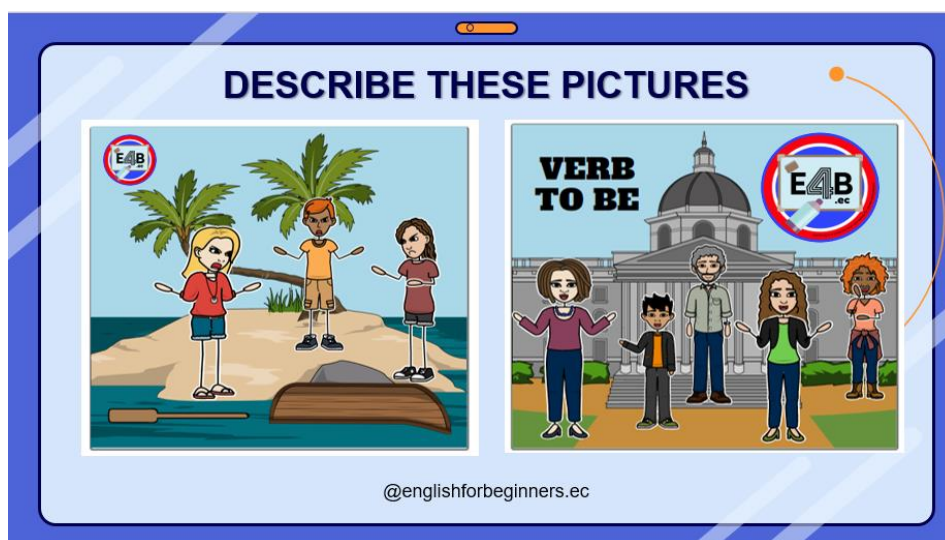
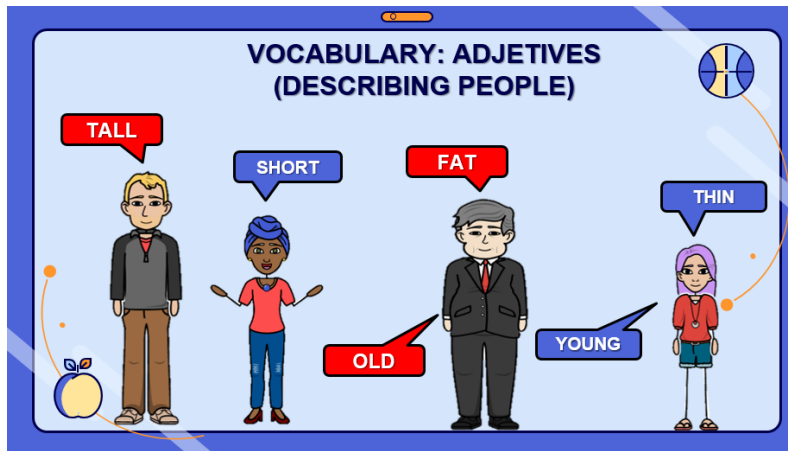**Source: The images have been created on the web page storyboard that (2012).**

https://www.storyboardthat.com/

Author: Linzán, Joselyn

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En calidad de tutora del Trabajo de Integración Curricular denominado "Didactic Material to enhance Oral Expresión through Basic Vocabulary in 8th graders at Unidad Educativa José Pedro Varela High School" elaborado por la estudiante Joselyn Linzán Rodríguez, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

ROSSANA NARCISA VERA CRUZATTI
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Sources included in the report

Student's survey

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

Facultad de Ciencias de la Educación e Idiomas

Pedagogía de los idiomas nacionales y extranjeros

Survey with the students of the Unidad Educativa Jose Pedro Varela high school

Objective: To identify the information that determines the influence of the variables in the teaching and learning process of the English language.

1. Do you consider that the didactic material is important in the educational process?

    a) Yes
    b) No

2. How important do you consider the use of didactic material on online classes?

    a) Very important
    b) Important
    c) Not very important
    d) Not important at all

3. Does the didactic material contribute to meaningful learning?

    a) Yes

    b) No

4. What should the didactic material contain in order for you to consider it as a support material?

a) Graphics

b) Images

c) Summaries

d) Interpretations

e) Concepts

f) Examples

5. What do you consider the most important characteristics that a didactic material should have?

a) Fun

b) Interactive

c) Clear

6. Do you think that didactic material is important in English language learning?

a) Yes

b) No

7. Do you consider that the didactic material contributes to self-education?

a) Yes

b) No

8. Do you think that the didactic material helps the systematization of contents?

a) Yes

b) No

9. Do you consider that it is more important for the development of oral expression?

a) Fluency

b) Vocabulary

c) Pronunciation

    d) Grammar

10. What is the learning techniques that facilitates speaking?

    a) Repetition

    b) Dialogue

    c) Videos