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A System of Lexical Activities to Develop Oral Skills in Students of 10th Grade in
Middle Education.

Autor/es:

Lcda. Eva Malena López Santacruz.

Tutor/a:

PhD. Marisela Jiménez Alvarez

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DEDICATION

To my children.

Martin, whose immeasurable love, understanding and courage fill my heart with hope
and faith.

Renata, whose sweetness, patience and love are a comforting balm for my life.

You both are my strength. The culmination of this formative stage is a tribute to the
patience and understanding you have given to me throughout this academic journey. You are
my inspiration and this achievement is ours.

By: Lcda. Eva Malena López Santacruz



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Last but not least, my gratitude to God, knowing that without his grace none of this would have been possible.

By: Lcda. Eva Malena López Santacruz





RESUMEN

El proyecto científico investiga el mejoramiento de las habilidades orales en inglés de los estudiantes de décimo año de Educación General Básica paralelo “B” de la Unidad Educativa Ramón Barba Naranjo, con un enfoque principal en abordar el problema generalizado del vocabulario limitado y la competencia oral insuficiente. Estas deficiencias dificultan la comunicación efectiva, lo que afecta la fluidez y precisión de los estudiantes. El objetivo de la investigación es implementar un sistema de actividades léxicas para mejorar las habilidades orales de los estudiantes.

Ubicado dentro de un contexto educativo, este estudio enfatiza el papel fundamental del inglés como lengua franca global, integral no sólo para el éxito académico sino también para las oportunidades profesionales en un mundo cada vez más interconectado. Para abordar los desafíos identificados, se adoptó un enfoque de métodos mixtos, aprovechando tanto herramientas cuantitativas (pruebas previas y posteriores) como medidas cualitativas (encuestas y entrevistas). Esta metodología facilitó una evaluación integral de la efectividad de la intervención.

Los resultados demostraron avances significativos en la fluidez, precisión de la pronunciación, uso del vocabulario y coherencia en el inglés hablado de los estudiantes, lo que confirma la eficacia de las actividades léxicas. Estas intervenciones incluyeron una variedad de estrategias pedagógicas atractivas, como juegos interactivos, ejercicios de práctica específicos y uso del lenguaje contextual, todos diseñados para enriquecer el vocabulario de los estudiantes y mejorar sus habilidades orales.

En conclusión, la investigación confirmó que la integración sistemática de actividades léxicas en el plan de estudios de inglés mejora significativamente las habilidades del lenguaje oral. El estudio destaca la importancia de este tipo de prácticas educativas que se centran en el desarrollo de una sólida competencia comunicativa, que es esencial para el éxito tanto académico como profesional.

Palabras Claves: Habilidades orales, Actividades lexicográficas, Enseñanza del inglés
Competencia comunicativa, Mejora del vocabulario





ABSTRACT

The scientific project investigates the enhancement of English oral skills in tenth-grade students of General Basic Education parallel “B” at Ramón Barba Naranjo Educational Unit, with a primary focus on addressing the widespread problem of limited vocabulary and insufficient oral proficiency. These deficiencies hinder effective communication, impacting students' fluency and accuracy. The aim of the research is to implement a system of lexical activities to improve students' oral skills.

Set within an educational context, this study emphasizes the critical role of English as a global lingua franca, integral not only to academic success but also to professional opportunities in an increasingly interconnected world. To tackle the challenges identified, a mixed-method approach was adopted, leveraging both quantitative tools (pre-tests and post-tests) and qualitative measures (surveys and interviews). This methodology facilitated a comprehensive evaluation of the intervention's effectiveness.

The results demonstrated significant advancements in students' fluency, pronunciation accuracy, vocabulary usage, and coherence in their spoken English, confirming the efficacy of the lexical activities. These interventions included a variety of engaging pedagogical strategies, such as interactive games, targeted practice exercises, and contextual language use, all designed to enrich the students' vocabulary and enhance their oral skills.

In conclusion, the research confirmed that systematic integration of lexical activities into the English curriculum significantly boosts oral language skills. The study highlights the importance of such educational practices that focus on developing a robust communicative competence, which is essential for both academic and professional success.

Keywords: Oral skills, Lexical activities, English teaching, Communicative competence, Vocabulary enhancement.





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INTRODUCTION

Oral communication has been a basic need throughout history and remains vital for development and social interaction today. Since ancient times, humans have required to communicate their messages beyond physical and geographical limitations. At first they communicated with symbols and paintings, but over time, oral communication evolved.

In the educational context, especially in the tenth year of secondary school, developing students' oral skills is essential. This educational level is a crucial phase in young people's academic development, where they gain fundamental linguistic skills for their personal and professional future.

Lightbown and Spada (2013) emphasize the significance of speaking skills when learning a second language, noting that proficiency in speech is vital for effective communication on a global scale. Likewise, Nation (2001) asserts that having an extensive and well-rounded vocabulary is key to enhancing speaking abilities, recommending that structured vocabulary exercises can greatly boost fluency and understanding. These studies underline the need for pedagogical strategies that not only address grammar and writing, but also prioritize oral skills as an essential component in language learning.

This approach addresses the increasing need for strong communication abilities in a world that is becoming more interconnected, where English is established as a common language in numerous professional and academic areas. As a result, additional research is needed to explore certain methodological elements that could enhance students' performance in the English teaching and learning process.

Undoubtedly, English is the language of science, technology, aviation, diplomacy and international business, which highlights its importance in an increasingly interconnected world. For this reason, Willis (1996) argues that lexical activities not only enrich vocabulary, but also improve fluency and listening comprehension, fundamental skills for effective communication.

The authors referenced above clearly indicate the need to further explore both speech proficiency and an extensive vocabulary to enhance speaking abilities. Thus, the emphasis placed



by the researcher in this study aims to continue investigating additional aspects to support the development of students' speaking skills in tenth grade.

Improving speaking skills in English plays a crucial role in students' success in both educational and professional settings, broadening their academic and career opportunities. An extensive and nuanced vocabulary is essential for mastering and effectively using a second language. In this context, this study is justified as it seeks to examine and assess teaching methods that could notably enhance students' speaking abilities, equipping them to engage effectively in a globalized world.

Moreover, the challenges associated with oral skills that must be addressed together with the professional experiences of the author of this research permitted to identify as main problems the following:

- The students' lack of language proficiency and accuracy.
- The students' difficulties in expressing themselves verbally clearly and effectively.
- Lack of practice and exposure to the language due to insufficient vocabulary activities

The **problem of investigation** is the following: the lack of vocabulary in 10th grade students, affects the lexis in oral skills. Despite the broad acknowledgment of English as a key language for global communication, many students exhibit notable gaps in their speaking abilities, which restricts their academic and career prospects.

This problem becomes more pronounced considering the current educational landscape, where English serves not only as a subject but also as a crucial means for accessing information, technology, and international opportunities. As a result, it is necessary to explore how targeted vocabulary activities can effectively enhance students' speaking skills, promoting a more thorough and practical approach to learning the language.

The **object** of this study is on the teaching and learning process related to English and vocabulary development in speaking skills for 10th-grade students at Ramón Barba Naranjo Educational Unit.

This process is based on the premise that having an extensive and practical vocabulary, along with the capacity to apply it in real-world situations, is crucial for effective communication. Gaining and utilizing a diverse and comprehensive lexicon are vital for enhancing speaking



abilities in a foreign language. Additionally, Nation (2013) argues that teaching vocabulary should be methodical and incorporated within a well-organized educational framework to achieve effectiveness.

Therefore, the object of this study enables to explore how specific lexical activities can influence students' clarity, coherence, accuracy, vocabulary usage and fluency when speaking in English. It also provides insights into how a well-organized system of vocabulary exercises can address the language and communication challenges that students face, thereby aiding their academic and personal growth.

The **main objective** of this study is to implement a system of lexical activities for developing oral skills in 10th grade students of middle education.

The **specific research objectives** are the following:

- To analyze the theoretical foundations that support the variables of the study.
- To diagnose the current situation of the students in reference to the use of the vocabulary for developing oral skills.
- To design a system of lexical activities that focuses on vocabulary enrichment appropriate to the level and cultural context of 10th grade students.
- To evaluate the progress of students' oral skills with the use of the system of lexical activities.

Regarding the variables, the independent variable is the system of lexical activities, this one includes the set of strategies and exercises specifically designed to enrich vocabulary and improve the use of English in communicative situations. It includes various techniques, such as vocabulary association tasks, directed conversation practices, and interactive games that seek to increase lexical knowledge and its practical application. A well-structured system of lexical activities can significantly facilitate the acquisition of a foreign language by providing a relevant and motivating context for learning.

The dependent factor refers to students' oral skills in English. This includes fluency, pronunciation, comprehension, and the capability to engage in conversations and speeches effectively. The measurement of oral skills allows evaluating the influence of lexical activities



on the communicative competence of students. Improving oral skills is a key indicator of success in learning a second language, especially in contexts where practical communication is essential.

The research work considers the following Hypothesis: introducing a system of lexical activities that enhances vocabulary will promote the advancement of oral skills in 10th grade students of middle education.

The research will be carried out with mixed methods that combines qualitative and quantitative elements. This will allow a comprehensive grasp of how lexical activities affect oral skills, evaluating not only statistical results but also individual perceptions and experiences.

The methods of investigations to be used are the following:

Theoretical methods

- Analysis – synthesis: this method serves to analyze the theoretical tenets that underpin the presence of the problem concerning oral skills, the causes and reasons. Additionally, it will also support the possible solutions to be applied for the problem detected.
- Inductive –deductive: this method is used to induce the general problem related to the difficulties of the students in oral skills and the specific reasons why they are produced.

Empirical methods

- Diagnostic evaluation: to evaluate oral skills through the use of Hutchinson and Waters needs analysis model, an oral presentation using tools including a survey, a pre-test along with a speaking rubric and the expertise of the researcher.

- Pre-test and post-test: to measure clarity and coherence of speech, pronunciation accuracy, vocabulary usage and fluency rate in oral skills prior to and following the introduction the system of lexical activities, this will make it possible to compare the results and determine statistically significant improvements quantitatively.

- Interview to teachers: this instrument will be conducted to gain a qualitative understanding of the perceptions about the elements that do not enable to students to increase their oral skills.

- Survey to students: this method will be applied to the students to know about the difficulties they have in vocabulary acquisition, lexical comprehension, lexical production and oral fluency.



- Oral testimony: this instrument will gather students' feedback on the effectiveness of the system of lexical activities applied and how its implementation helped them enhance their oral skills.

Statistical methods

Descriptive mathematical techniques will be employed to assess the central value of the data to develop and obtain a statistical analysis. It involves collecting, organizing, and analyzing data to pinpoint the current problem and possible solutions. Then, the T-Test will be utilized to confirm the present study.

The sample for this study includes one hundred sixty students from tenth grade of secondary education at "Ramón Barba Naranjo" Educative Unit, and the sample selected for this research are forty students from parallel "B". They will be the direct beneficiaries; students are usually between fifteen and possess an intermediate level of knowledge in English as a second language at level A2 according to the guidelines set by the Ministry of Education in Ecuador. Regarding the group of educators, it consists of eight English teachers, and the sample will include two teachers to conduct an interview designed to gather details on the possible reasons that affect the students' oral skills.

Educational Context: this study is situated within secondary education, targeting the tenth grade, where students are generally between 14 and 16 years old. This educational level is crucial, as it prepares students for subsequent stages, whether higher education or entry into the workforce. In this setting, proficiency in English as an additional language is increasingly acknowledged as a vital skill due to its global significance in communication, education, and business (Graddol, 2006).

Linguistic Context: English is taught as a second language, and students typically possess a basic to intermediate level of proficiency. The linguistic and cultural backgrounds of students can affect their learning and motivation to develop oral skills in English (Cummins, 2000).

Pedagogical Context: schools and teachers are looking for effective methodologies to improve the teaching of English, particularly with regard to the development of oral skills. The integration of lexical activities into the curriculum is considered a promising strategy to improve fluency and accuracy in speech.



The description of the practical contributions of the proposal of a system of lexical activities for the development of oral skills in tenth grade students of middle education is detailed below:

Improvement of oral skills: the implementation of lexical activities is designed to directly improve fluency and accuracy in the use of English. This translates into greater oral skills, allowing students to express themselves more effectively and with greater confidence in real situations.

Vocabulary enrichment: lexical activities expand students' vocabulary and expressions, which is essential for enhancing comprehensive language skills and engaging in more complex and meaningful discussions. This research is structured into three chapters. Chapter one provides the theoretical background on lexical activities and oral skills. Chapter two outlines the research framework, current status of participants, and the analysis of data collection. Chapter three details the methodological proposal and its validation.



CHAPTER 1: THEORETICAL FRAMEWORK

This chapter explores the theoretical foundations of oral skills and lexical activities emphasizing their importance in educational, linguistic, and intercultural settings. It highlights the significance of oral proficiency in facilitating effective communication, academic advancement, and success in professional activities. The chapter also presents a thorough examination of multiple theories and models aimed at illuminating the progression of oral skills

1.1. Theoretical foundation about oral skills

It is essential to carry out comprehensive investigation into the significance of oral skills and their importance in educational and linguistic settings to enhance comprehension of the concept. Firstly, oral skills encompass a range of abilities related to expressing oneself and understanding spoken language, including the capacity to produce speech that is coherent and easily comprehensible, in addition to understanding and responding appropriately to verbal interactions in different settings and communicative environments, covering aspects like the way each word is pronounced, the intonation used in speech, the rhythm of the delivery, and the fluency with which it is communicated (Thompson, 2020).

Within the educational domain, according to Ebanks (2020) it is essential to acknowledge the significance of oral skills, which are pivotal for the holistic development of students and their advancement in language learning, enhancing interpersonal communication. These skills are highly relevant in various contexts including social, academic, and professional interactions. This allows students to enhance their oral skills by practicing the articulation of their thoughts, feelings, and viewpoints in a clear and effective manner. Additionally, this practice will foster greater involvement in conversations, opinion exchanges, and verbal presentations, thereby not only refining their oral abilities but also promoting the growth of their cognitive, social, and emotional capacities (Costigan & Brink, 2020).

The relevance of skills related to oral skills can be observed in the importance they have both in everyday situations and in the work environment, which is why in a world in constant process of globalization and cultural diversity, it is increasingly essential to have the ability to communicate effectively in diverse environments and with individuals from different traditions



and customs, which means that oral skills in the field of intercultural and multilingual communication, as they are considered essential to establish meaningful personal and professional relationships, for which it is crucial to emphasize the instruction and enhancement of these skills, as they are fundamental components in the process of educating competent and skilled individuals to address the challenges and requirements presented by today's world. (Tripathy, 2020).

In short, according to Rodríguez (2021) oral skills are a vital aspect to consider when acquiring competence in a language, since they are essential to communicate effectively and achieve success in different areas and situations of life, especially to progress effectively. It is necessary to be persistent in exercising, constantly exposed to loud conversations, and using effective educational techniques that encourage active interaction and valuable assimilation of knowledge by students. Below, three investigations that demonstrate this statement:

1. González et al. (2024), conducted a study that investigated the impact of implementing instruction centered on deliberate practice to enhance oral skills among high school students in Mexico, with the research focusing on how applying deliberate practice, an educational method that stresses repetition and step-by-step progress of specific skills, and whether this impacted the progress of oral skills in secondary school students. Two sets of students were specifically chosen to take part in the research. The experimental group was made up of a total of 45 students, in contrast, the control group had 40 participants, all of them were between 14 and 16 years old. Data collection was carried out through the application of a before and after evaluation, using a quasi-experimental research design. Both sets of participants completed the assessment at the beginning and end of the study, however, only the experimental group was exposed to an instructional program specifically focused on deliberate practice over an eight-week period. At the conclusion of the research, a survey was conducted to assess the students' views on their perceived advancement in enhancing their oral abilities. The results showed that those who participated in the experimental condition saw significant gains in both fluency and precision of oral skills, compared to those in the comparison group.

2. Along the same lines, Penha (2020) concentrated on the use of simulation activities as a successful method to improve oral skills among Colombian students studying English as an



additional language. In this study, the research was carried out to analyze how simulation activities have affected the improvement of oral skills in secondary school students. Two sets of students were chosen to take part in the research. The experimental group was made up of a total of 50 students, in contrast, the control group was made up of 45 students, all within the age range of 15 to 17 years. Pre- and post-assessments were conducted to evaluate oral skills regarding fluency and accuracy across the two groups. During the time dedicated to the research, the experimental group engaged in simulation sessions twice a week, unlike the control group that was not exposed to this type of intervention. At the end of the study, a questionnaire was carried out with the objective of measuring how students perceived the effectiveness of the simulation activities in improving their oral skills. The findings from the research showed a significant improvement in verbal expression among members of the experimental group compared to those in the comparison group.

3. Roughly similar, Rodríguez et al. (2022) carefully analyzed the effects of debate activities on improving the speaking skills of secondary education students in Spain. In this analysis, it was examined how debate activities influenced the progress of oral skills in secondary school students. Two sets of participants were organized to study, one was designated as the experimental group and the other as the control group, and each consisted of a total of 30 students whose ages ranged from 13 to 16 years. Throughout the observation period, the group of individuals subject to experimentation took part in discussion meetings organized with a specific structure on two weekly occasions, while the control group did not experience such forms of engagement. Pre- and post-assessments were performed to evaluate the capacity for fluent, coherent, and accurate communication of oral skills across the two groups. After completing the research, a group interview was carried out with the objective of gathering opinions from the students about how their participation in the debate activities was. The results obtained indicated that there was notable progress in oral skills in the experimental group in contrast to the control group.

These three investigations point out that for effective communication, the development of oral skills such as fluency, accuracy, coherence and vocabulary are required. Overall,



improving effective communication will enable students in this study to boost their oral abilities and increase their confidence in performing speaking tasks.

1.2. Theories and models of development for oral skills

Studies on the development and enhancement of oral expression skills have been supported by various theories and frameworks aiming to understand how individuals cultivate and advance their oral abilities. Relevant within this area is the theory of language development proposed by Vygotsky in 1978, mentioned by Sarmiento et al. (2022) which emphasizes how social contexts and interaction are crucial in language acquisition. According to this theory, it is suggested that enhancing oral skills is facilitated when individuals engage in communication settings within significant and contextually relevant social and cultural contexts.

Along the same lines, Canale and Swain in 1980, according to Blanco (2023), propose in their approach to communicative competence that oral skills are based on a mixture of linguistic, sociolinguistic, discursive and strategic elements. They prove to be a relevant model for the study and understanding of communication, which means that individuals who speak a language proficiently not only possess a solid grasp of the grammar and vocabulary of that language, but also demonstrate the capability to adapt their speaking style based on the context and audience, as well as employing effective strategies to address communication challenges.

Long's (1981) interactive model of language acquisition, according to Namaziandost et al. (2020), highlights that the development of oral skills depends largely on comprehensible information and the negotiation of meaning, based on the provided statement. Additionally, he argues that students who are learning a language experience an improvement in their oral skills by engaging in meaningful and responsive interactions with speakers who are native or non-native of the language in question, meaning that learners are able to understand and craft messages clearly and effectively, which contributes to their progress in mastering the language.

Additionally, it's crucial to note that the communication skills model introduced by Hymes in 1972, as cited by Pérez (2021), includes the key notion of communicative competence, which covers not only language proficiency but also the capability to use it effectively and appropriately in real-world and practical communication scenarios. This model enhances oral



skills by gaining knowledge of grammar and vocabulary, and addressing the understanding of socio-cultural norms and practices that affect verbal interaction.

In conclusion, theories and models pertaining to the development of oral skills provide a conceptual basis for comprehending how individuals learn and advance their oral abilities across various environments and situations. These theories and approaches provide valuable insights that shed light on the complex cognitive, social, and linguistic processes involved in the progress of verbal competencies, which can guide and direct future research and pedagogical applications in this specific area.

1.3. Pedagogical strategies to foster oral skills

In the educational field, the process of solidification verbal expression skills is favored by the implementation of various pedagogical strategies specifically created with the purpose of increasing the ability of students to acquire and perfect their communication skills. An important strategy involves deliberate practice, which entails conducting activities designed to enhance oral expression skills, such as engaging in debates, delivering presentations, and simulating everyday scenarios, offering learners the chance to apply the language skills and grammatical principles they have acquired in actual communication contexts (Sua, 2021).

Additionally, Lo and Hsieh (2020), describe a successful technique known as modeling, where teachers demonstrate examples of clear and effective verbal communication, while also providing constructive feedback on students' performance. In this sense, they have the ability to improve their speaking by watching and following the example of people who communicate clearly and effectively, which helps them absorb linguistic structures and communication tactics that are beneficial for developing their oral skills.

The use of technology in the educational process can also play a fundamental role as an effective strategy to promote and improve oral expression skills, using instruments such as audio recorders. Also, online video calling systems and interactive digital tools provide students with the opportunity to exercise self-speaking skills and get immediate feedback on their speaking and fluent way of communicating (Zhang & Zou, 2022).

Likewise, encouraging students' participation in joint activities in the classroom, such as group discussions and research projects, is beneficial for the growth of their communication skills



by stimulating interaction between classmates and the joint creation of knowledge. They provide students with the opportunity to engage in oral expression practice within a setting that emphasizes mutual support and collaboration, which may lead to improvements in students' self-esteem and language abilities (Hernández, Hidalgo, & Escobar, 2021).

Finally, according to Mousa and Yahya (2022) suggest that focusing on metalinguistic awareness, which involves examining and reflecting on language structure and its practical application, can enhance comprehension and speaking skills. In this context, teachers can assist students by teaching them how to closely examine and judge their own speech, allowing them to recognize where they can improve and create effective methods for expressing themselves clearly and accurately.

To conclude, it can be observed that the pedagogical strategies aimed at fostering and developing students' oral skills include a variety of methods and techniques designed to enhance students' communicative competence. When educators implement tested teaching methods, incorporate technological resources, and promote student collaboration, they can create engaging and interactive learning environments that contribute to the comprehensive development of students' verbal skills.

1.4. Importance of the oral skills in the educative context

Within the educational field, according to Aziz and Kashinathan (2021) it is important to emphasize that oral expression skills are crucial for fostering comprehensive development in students and enhancing their academic and personal success. The significance of these skills lies in their ability to enable effective communication, articulate thoughts, and establish meaningful connections both within and beyond the school setting.

Mastering verbal expression skills is vital to be able to actively engage in educational activities that require cooperation, such as exchanges of opinions, group conversations and public presentations, contributing not only to stimulating the exchange of thoughts and critical ability. Furthermore, these skills support the development of attentive listening and understanding towards peers. This suggests that verbal communication in the school environment offers valuable opportunities for students to practice and enhance their language and communication abilities in a practical and significant context. (Bsharat & Barahmeh, 2020).



Similarly, it is essential to emphasize that oral skills are fundamental for fostering self-confidence and enhancing students' self-esteem, as they enable clear and persuasive communication of ideas and viewpoints. This can increase their self-confidence and abilities to face challenges both in the educational and social spheres, which suggest that the constant performance of oral expression exercises in the school environment could be beneficial in reducing anxiety levels related to with the use of language and strengthen the student's positive perception of himself in terms of his communication skills. (Aziz & Kashinathan, 2021).

In the educational environment, according to Nurakhir et al. (2020) verbal communication skills are appreciated in multiple situations, whether when sharing comments in classes, presenting research papers or arguing ideas during oral evaluations. This implies that the capacity to communicate verbally effectively is regarded as a key factor for success in both higher education and today's professional landscape, where interaction skills are highly valued by employers.

In a context where the influence and interconnection among various cultures and nations has grown significantly, the ability to communicate verbally becomes fundamentally important for effective cross-border communication and international collaboration. The students can improve their preparation to succeed in a diverse and globalized society by acquiring skills to communicate and reach agreements with individuals who come from different cultures and speak different languages. (Braslauskas, 2021).

To summarize, oral skills are crucial for both personal and academic development, as well as essential for students to be equipped to handle the challenges posed by the contemporary environment. Educators have the ability to help students acquire key skills by prioritizing their development in the educational environment, enabling them to become individuals capable of communicating effectively, analyzing critically, and assuming responsibilities as global citizens.

1.5. Evaluation of the development of oral abilities

It is of utmost importance to conduct a thorough assessment of students' oral expression progress within the educational setting, as this provides a clear view of their development and supports the creation of effective pedagogical strategies that enhance their learning. Various evaluation methods and techniques are employed to assess students' verbal expression



capabilities and provide pertinent feedback on their communication skills (Cruz, Saunders, & Groen, 2020).

A frequently used tactic is to conduct formative assessments, which involve constant observation and feedback during verbal activities, such as debates, presentations, and group dialogues, where teachers have the option of using detailed rubrics and checklists. These instruments permit verification in order to measure and rate the quality and competence in students' oral skills, evaluating aspects such as clarity, fluency, accuracy and cohesion, in addition to their ability to engage in relevant communicative interactions (Granberg, Palm, & Palmberg, 2021).

Alongside conducting formative assessments to review oral skills development, it is important to emphasize that summative assessment plays a significant role in evaluating this progress. Examples of summative assessment tools used to gauge oral competence at a specific point in time include structured oral tests, presentation exams, and recorded interviews. These evaluations provide a comprehensive view of the student's progress, enabling better-informed decisions in education, such as determining appropriate skill levels or assigning final grades (Ismail, Rahul, Patra, & Rezvani, 2022).

Additionally, according to Bozkurt (2020) self-assessment and peer assessment play crucial roles as key components in assessing the progress of oral skill development, where educators have the ability to foster responsibility for learning and the development of metacognitive skills by encouraging the sharing of ideas and comments among the students themselves. Evaluating their own verbal performance based on previously established standards and subsequently they can obtain positive comments from their peers about their strengths and aspects to improve.

Finally, it is crucial to consider the authenticity and relevance of assessment activities in order to ensure that they adequately represent real situations in which language is used. In other words, when aligning assessment activities with learning objectives and real-world demands, students are better able to accurately demonstrate their communication skills, while teachers can gain a more detailed understanding of their progress in improving oral expression (Ajjawi, y otros, 2020).



In conclusion, the author of this scientific project believes that it is essential to use a range of both formative and summative methods to evaluate progress in oral skills, emphasizing students' active involvement in their assessment. By applying various assessment techniques and offering timely, constructive feedback, teachers can effectively facilitate the continued development of students' speaking abilities.

1.6. Theoretical foundations about lexical activities

According to Adeyanju et al. (2021) various approaches and techniques have been explored and assessed to improve the process of language learning during the development of teaching methods. In this specific situation, the idea has emerged to emphasize activities related to vocabulary as a very useful alternative full of possibilities to help students improve their oral skills and lexical richness. Although the concept of lexical activities has not been extensively researched, a group of researchers has begun exploring its effectiveness within the educational field.

A current trend in language education involves using a series of tasks related to vocabulary to improve both students' linguistic skills and their oral abilities. These tasks and exercises are designed to provide students with opportunities to practice and acquire a broad range of new vocabulary, while also aiming to enhance their ability to communicate effectively in the target language (Yaprak & Kaya, 2020).

During recent years, multiple investigations have been carried out, that address the incorporation of a system of lexical activities in educational contexts. These studies have delved into various aspects of this methodology, such as analyzing how it influences students' vocabulary development, examining its effects on oral fluency, and evaluating its effectiveness in improving oral skills in the target language (Samifanni, 2020).

Below, three key studies are described that explore the implementation of lexical activity systems and their impact on enhancing students' oral skills across various educational settings. These studies offer valuable insights into the benefits and challenges associated with this educational approach, along with recommendations for its effective application within the school setting (Simamora, 2020):



1. Grácia et al. (2021) carried out a research that examined the effect that the implementation of a system of lexical activities has on the progress of oral skills of secondary school students in a school located in an urban environment in Spain, to analyze how successful, the introduction of a system of activities related to vocabulary resulted in the improvement of the oral expression skills of Spanish students.

During their investigation two Spanish classes were chosen, one of them designated as the experimental group and the other designated as the control group. The experimental group included 50 students, while the control group comprised 45 students, all of whom were aged between 15 and 17 years. The researchers employed a purposive sampling method to select the participants for the study. Both quantitative and qualitative data were gathered through assessments conducted before and after the intervention, employing a quasi-experimental design that involved groups that were not equivalent to each other.

Both groups of participants were assessed before and after the intervention. During a six-week period, participants in the experimental group took part in sessions centered on vocabulary activities, while the control group did not receive any specific intervention. Additionally, a brief questionnaire was distributed to evaluate student satisfaction and identify potential differences between the teaching methods.

The results indicated that, while the groups showed similar performance in the initial evaluation, the group that engaged in lexical activities demonstrated significant improvement in their oral skills.

2. Castañeda (2021) conducted a study to thoroughly explore and evaluate the effectiveness of lexical activities in enhancing oral skills among students learning Spanish as a second language at a university. The primary objective of this study was to examine how implementing a system of vocabulary exercises affects students' progress in oral skills. Two groups of students were selected, one as the experimental group and the other as the control group. The experimental group comprised 30 students, while the control group included 25 students, all within the age range of 18 to 20 years. A purposive sampling method was used to select the participants. The groups were not equivalent, and both quantitative and qualitative data



were collected through assessments conducted before and after the intervention using a quasi-experimental design.

Before carrying out the intervention, both groups were evaluated, and follow-up evaluations were subsequently carried out. Over a period of four weeks, participants assigned to the experimental group engaged in sessions designed to improve their lexical knowledge, unlike the control group who did not undergo any type of specific intervention. In addition, a brief questionnaire was used to assess student satisfaction and identify potential differences between the two instructional methods.

The results of the research indicated that, even though the two groups obtained similar results in the initial test, the experimental group experienced significant progress in their oral skills after participating in the lexical activities.

3. Hanafiah et al. (2022), studied was conducted to investigate the impact of a system of lexical activities on enhancing the oral skills of English students learning the language in an educational institution in Indonesia. The aim of this research was to evaluate how a system of vocabulary-related activities affects the development of oral skills in English as a non-native language.

Two English classes were chosen, one to act as the experimental group and the other as the control group in the study. The test group was made up of a total of 35 students, in contrast, the comparison group was made up of 28 students, all of them with ages ranging between 16 and 18 years. A participant selection process was carried out through purposive sampling, in which subjects were chosen deliberately and specifically. Information was collected both quantitatively and qualitatively through evaluations carried out before and after, using a quasi-experimental design that involved groups that were not equivalent to each other. The two groups underwent evaluation both before and after the implementation of the intervention." Over a period of eight weeks, participants in the experimental group engaged in sessions designed to work on vocabulary, unlike the control group who did not. It was subjected to any type of specific intervention. In addition, a short questionnaire was conducted to assess students' satisfaction and identify possible differences between the two instructional approaches used.



The study's findings indicated that although the two groups initially showed a similar performance level during the initial assessment, the experimental group experienced a significant improvement in their verbal expression skills after participating in the vocabulary-related activities. The described experiments highlight the effectiveness of lexical activities for practicing oral skills within the educational process. According to the author of this study, the findings from these investigations allow for the analysis of the impacts of employing specific methods and procedures, which could be enhanced with appropriate techniques, strategies, and activities suitable for tenth-grade students, aligning with the current requirements set by the classroom curriculum for teaching English at the 10th grade level.

1.7. Theories that emphasize the significance of lexical activities.

Lexical activities in language learning are grounded in theories that underscore the importance of vocabulary as a crucial component for achieving fluency in a second language. In other words, the theoretical principles discussed support the inclusion of specific activities designed to enhance and consolidate vocabulary within the language instruction process (Azim, Hussain, Bhatti, & Iqbal, 2020).

According to the information processing theory proposed by Rumelhart in 1980, and mentioned by Pellicer (2020) suggests that the vocabulary acquisition process benefits from frequent word exposure and detailed analysis in meaningful contexts, supporting the notion that vocabulary-focused activities, which foster both comprehension and practical application of language in authentic communication settings, are effective.

Furthermore, it is highlighted that the theory of meaningful learning proposed by Ausubel in 1963 and mentioned by Ramos et al. (2022) in which the relevance of establishing connections between the newly acquired information and the existing cognitive base in the student's mind is highlighted. Hence, within the scope of vocabulary-related activities, this perspective suggests that students show improved educational performance when they can make connections between new words and those they already know, which aids in enhancing their retention and comprehension.

Additionally, the theory of long-term memory processing developed by Craik and Lockhart in 1972 and mentioned by Ortiz et al. (2023) in which the fundamental relevance of



deep semantic processing in the prolonged and effective retention of vocabulary over time is emphasized. It supports the idea of carrying out vocabulary-related tasks that require careful examination and reflection on the meaning of words, as opposed to a simplistic learning approach that is based solely on repetition without going deeper.

1.8. Pedagogical strategies for the implementation of lexical activities

To ensure that lexical activities are carried out successfully in the classroom, it is essential to use appropriate pedagogical strategies that maximize the acquisition of knowledge by students and encourage their active involvement in educational development, this in order to achieve this goal. Hence, it is of utmost importance to place the words within relevant and genuine scenarios that represent how they are used in everyday life and in real situations.

This specific setting provides students with the chance to learn about the significance and effective usage of words across different communication contexts, incorporating authentic resources such as articles, videos, and audio recordings. These resources notably enhance the teaching-learning process by offering real-world examples of vocabulary in use (Kumi, Kim, Sallar, & Kiramba, 2020).

Another important factor is focusing on the meaning and use of words rather than just their form. In other words, students need to grasp the significance of words and develop the skill to use them correctly in various contexts and environments. Therefore, it's recommended to include engaging and enjoyable activities to make vocabulary learning more appealing and effective, such as participating in vocabulary games, solving crossword puzzles, or engaging in role-playing exercises. These activities help to enrich and solidify the vocabulary repertoire of individuals in a fun and practical manner (Navarro & Pita, 2021).

Offering frequent and varied opportunities for students to engage with vocabulary is crucial, and can be facilitated through review sessions, writing tasks, and group discussions. Providing constructive feedback on vocabulary usage is vital, as it helps students identify and correct errors, thereby enhancing both accuracy and fluency in their language use. Additionally, integrating lexical activities with other language skills, such as listening and speaking, promotes a well-rounded and flexible language learning experience (Khan, Radzuan, Farooqi, Shahbaz, & Khan, 2021).



The pedagogical approaches outlined by the aforementioned authors enable the current researcher to examine students' involvement in vocabulary-focused activities. These approaches are crucial for advancing students' language abilities, as they facilitate the integration and reinforcement of vocabulary and offer a range of benefits that positively influence the overall development of students' oral skills.

It is crucial to note that lexical activities provide students with the chance to enhance their vocabulary, which enables them to acquire additional words and expressions relevant to specific contexts. Expanding their word repertoire is vital for improving students' comprehension and speaking abilities, as well as their writing skills, thus contributing to their overall communication proficiency (Namaziandost, Hosseini, & Utomo, 2020).

Likewise, according to Al-Khresheh and Al-Ruwaili (2020), indicate that vocabulary-focused activities positively influence students' development in listening and reading, as they allow students to engage with a diverse array of authentic texts and reading contexts. Real-world communication offers a valuable chance to apply vocabulary in practical situations and enhance their capability to effectively understand and use the language across various communicative scenarios.

Other advantages lie in the fact that they have the ability to stimulate motivation and generate interest among students when entering the process of learning a language. When students engage in hands-on, dynamic activities that focus on vocabulary, they are likely to experience increased engagement and motivation, which in turn prompts them to actively participate in the learning process. (Korkmaz, Cetin, & Oner, 2023).

Furthermore, according to Abbate (2023) lexical activities play a vital role in assisting the process of vocabulary internalization by offering numerous opportunities for the meaningful and repeated use of words in various contexts and communicative settings. This approach helps reinforce and engage vocabulary in long-term memory, ultimately resulting in students reaching a more advanced level of language proficiency.

When developing the English program for vocabulary acquisition for tenth-grade students, the researcher of this study aims to implement engaging vocabulary exercises such as creating a Pictionary to uncover word meanings or utilizing a list of expressions that students can



use to enhance communication in the classroom. These types of activities support students in understanding words while applying the learned vocabulary in story creation and oral presentations.

The potentialities of this program is that students can use what they have learning in real life communicative situations and comprehend the vocabulary in short talks. Regarding insufficiencies of this program, it is important to highlight the limited time exposure to the language and the lack of practice because of students receive only three hours per week which is not enough time to develop oral skills taking into account that this skill is not the only one that have to be reached.

In summary, it can be highlighted that activities related to vocabulary are extremely important in the growth of oral skills, since they allow students to acquire new words, practice them and consolidate them in a relevant and effective way during their learning process language.

1.9. Integration of lexical activities in the educative curriculum

According to Rahn et al. (2023), incorporating vocabulary-related activities into the curriculum is essential to ensure effective progress in students' language skills, since by including activities specifically designed to teach vocabulary in the academic program, students are given the opportunity to gradually acquire and perfect their lexical repertoire in a structured and continuous manner during their educational training period.

This indicates that vocabulary-related activities can be integrated into an educational institution's curriculum in various ways, influenced by the pedagogical approach adopted and the specific educational goals of each environment. For instance, it is possible to establish learning modules in language courses dedicated to vocabulary expansion, introducing students to new words and phrases related to relevant and interesting topics for their learning (Khan, Radzuan, Farooqi, Shahbaz, & Khan, 2021).

Likewise, according to Wang (2022) when vocabulary is incorporated into different academic subjects, such as literature, history and science, students have the opportunity to enrich their lexicon in a contextualized way, which helps them improve their understanding of different concepts in various areas of the know, improving their language skills, this action encourages the connection between different disciplines and contributes to a complete and holistic education.



Selecting vocabulary activities for the school curriculum should be grounded in educational and methodological principles that align with students' needs and characteristics. Therefore, it is crucial to design activities that are pertinent, engaging, and suitable for the students' level of verbal proficiency to encourage their active participation and commitment to vocabulary acquisition (Onishchuk, y otros, 2020).

In summary, the integration of vocabulary-focused exercises into the educational curriculum significantly impacts students' vocabulary development and enhances their oral skills. When educators carefully design and plan these activities, they can profoundly influence students' academic and personal success.



CHAPTER 2: RESEARCH METHODOLOGY AND DIAGNOSTIC STAGE.

This chapter sets forth the theoretical foundations of the methodology utilized in the research project. It starts by detailing the conceptualization and operationalization of the essential variables and categories relevant to the study. It then outlines the chosen research methodology and its relevance after defining the theoretical framework. Following this, the chapter describes the study design and methodology employed. Additionally, it addresses critical aspects, including definitions of population and sample. It also reviews the statistical methods applied for data processing and quantification. The chapter concludes with an explanation of the procedures followed in conducting the study.

2. Research stages

The research was structured into six phases: defining the problem, reviewing the literature, developing the instruments, implementing the instruments, analyzing the data, and drafting the conclusions and recommendations. During the initial phase, the researcher reviews previous studies by linguists and considers pedagogical experience, applies a needs analysis model, conducts interviews with teachers, administers surveys to students, performs a pre-test, and utilizes a speaking rubric. This helps to outline the study's focus and collect information about learners' issues, serving as a diagnostic phase to refine the study's objectives and select the suitable methodology.

During the second phase, the researcher reviewed previous research and studies related to the effects of lexical activities on the development of oral skills. In the third phase, instruments such as a pretest, posttest, and interview were developed. The fourth phase involved administering these tools to the students to gather data for subsequent analysis. The fifth phase focused on examining the data to evaluate enhancements in students' oral skills. Finally, in the sixth phase, the findings, conclusions, and recommendations were compiled into a comprehensive report. (See Annex 1)



2.1. Conceptualization and operationalization of variables

The study involves two variables: 'A System of Lexical Activities' as the independent variable and 'Oral Skills' as the dependent variable. (See Annex 2). Both variables have been evaluated under the parameters of pertinence, relevance and clarity by the expert PhD. Marisela Jimenez by means of a certificate of validation of the measurement instruments through expert judgment. (See Annex 3)

Independent variable

The system of lexical activities is based on the lexical approach which is characterized as an instructional approach for teaching second languages, emphasizing the importance of understanding and utilizing lexical phrases as cohesive units in the language acquisition process. When instructed in this manner, students are encouraged to recognize language patterns (grammar) and to have extensive vocabularies. This approach emphasizes the critical role of corpora in developing educational materials and highlights the importance of regularly revisiting and reusing the language content.

Dependent variable

Oral skills enhancement involves the progression of refining and augmenting an individual's capacity to communicate proficiently through verbal expression. It encompasses a range of elements including phonetics, fluency, lexicon, syntax, and the capacity to articulate concepts proficiently and logically in verbal communication. It includes various components such as phonetics, fluency, vocabulary, syntax, and the ability to express ideas clearly and coherently in speech. Developing speaking proficiency is essential for effective interpersonal communication, delivering clear public presentations, and achieving overall language mastery.

2.2. Research approach and design

The current study integrates both quantitative and qualitative approaches through a non-probabilistic, quasi-experimental framework. It assesses the effect of 'System of Lexical Activities' (independent variable) on 'Oral Skills' (dependent variable) within a single, non-equivalent cohort of 10th graders.



This research employs a mixed-methods approach to evaluate how a system of lexical activities influences the development of oral skills in English classes. The primary methods include a review of existing literature, a diagnostic phase involving literature analysis combined with the researcher's professional experience, the use of Hutchinson and Waters' needs analysis model, and the administration of a survey, pre-test, and interview. The aim is to quantify student progress via post-test results and to obtain qualitative feedback on the effectiveness of the lexical activities strategy.

2.2.1. Scope of the research

The present investigation was fulfilled by using explanatory research as it describes the research problem, the sample size, the criteria, the methodology and the geographical context.

A correlational study was conducted to explore the connection between the frequency and type of lexical activities and the extent of enhancement in learners' oral skills. Data were collected on various aspects of system of the lexical activities and correlated with measures of oral skill development, such clarity and coherence of speech, pronunciation accuracy, vocabulary usage and fluency rate in oral skills

2.2.2. Research purpose

The introduction of a set of lexical exercises for 10th-grade students aims to improve their oral proficiency. The objective of this project is to enhance outcomes in the acquisition of the designated language. A primary challenge facing the educational establishment is the insufficient English language fluency among students, owing to deficiencies in vocabulary acquisition, limited grasp of grammatical structures, insufficient opportunities for practice, and a lack of speaking and listening exercises. Hence, the main aim of this study is to examine the effectiveness of implementing a system of lexical activities in enhancing oral skills among 10th-grade students, utilizing a blend of quantitative and qualitative methodologies to achieve oral skill development.

2.3. Delimitation of population, sample, and sampling.

The selected population of students from 10th year of middle education in the educational institution "Ramón Barba Naranjo", located at Cotopaxi-Latacunga consisting of 160 students. The sample chosen for this research comprised 40 students, detailed in Table 1. The sampling



method used in this study is purposive. This non-probabilistic sampling was selected under the following considerations or criteria: 1) The students in this group have reached a basic user (A2.1) proficiency level in English as outlined by the Ecuadorian Ministry of Education's curriculum and (A2) proficiency level in English according to the CEFR (Common European Framework of reference for Languages). 2) All participants are enrolled in the same educational institution. 3) The students have identical class schedules. 4) English language learning is a mandatory part of their curriculum. 5) The age range of the students in the group is from 14 to 16 years. 6) The students are available and willing to engage in the research activities. 7) Parents of this group agreed and permitted their children to participate in this study.

In addition, from a total of eight English teachers, two of them are included in the present research, they have a fundamental role in the implementation of educational activities and in monitoring student progress. These teachers participated in interviews to provide information on the possible reasons affecting students' oral skills and evaluate the effectiveness of the implemented strategies.

The table below summarizes the composition of the sample of students and teachers:

Table 1. *Sample Population*

Participants	Sample Population	Percentage	Total
Female students	8	20%	100%
Male students	32	80%	
Female teachers	1	50%	100%
Male teachers	1	50%	

2.4. Overview of the tools, data handling, and findings

The instruments applied during the diagnostic stage in the study were the following:

- The application of Hutchinson And Waters (1987) Needs Analysis Model to determine the target and learning needs of the students of 10th year of middle education at Ramón Barba Naranjo Educative Unit. (See Annex 4).

- The survey conducted was aimed at understanding the frequency and extent to which students engaged in lexical activities to enhance their oral English skills. The objective was to collect data across various dimensions including vocabulary acquisition, lexical comprehension,



lexical production, and oral fluency. Students were asked about their participation in vocabulary-building games, quizzes, and how actively they engaged in speaking activities during English classes. Additionally, inquiries were made to determine how often they encountered unfamiliar vocabulary in texts or conversations and their efforts to understand these terms. The survey also evaluated the frequency of exercises that specifically focused on expanding vocabulary through diverse lexical activities and drills. Questions regarding the students' ability to use new words and expressions in spoken English and their fluency during oral presentations were included. (See Annex 5)

-The teacher's interview instrument for the research on vocabulary and oral skills among 10th-grade students at U.E. Ramón Barba Naranjo consisted of five open-ended questions. The aim was to collect qualitative data on the reasons behind students' insufficient vocabulary and its effect on their oral skills, and to investigate possible solutions. The questions were designed to assess the teachers' perceptions of students' current skill levels, identify the main causes of vocabulary deficiencies, suggest methods to enhance oral skills, and evaluate the importance of chunked expressions and the realization of lexical activities for improving oral proficiency. (See Annex 6).

- The Pre-test and Post-tests (see Annex 7) are applied before and after the implementation of the system of lexical activities to measure aspects such as clarity and coherence of speech, pronunciation accuracy, vocabulary usage, fluency rate through a speaking rubric (See Annex 8). The goal is to compare the results and determine statistically significant improvements quantitatively. The pre-test and post-test design aimed to assess students' oral English skills through a series of structured exercises that evaluated different dimensions of language proficiency. The first section focused on clarity and coherence of speech, where students were required to select pictures that narrated their typical Monday routine from morning to night, testing their ability to sequence events and articulate daily activities clearly. The second part assessed pronunciation accuracy, asking students to describe specific actions in a series of illustrations using predetermined vocabulary, thereby evaluating their pronunciation and contextual vocabulary usage. In the third section, students utilized pictures to answer questions about personal and familial weekend activities, testing their vocabulary knowledge and



contextual language usage. The final section measured fluency, as students were tasked with arranging pictures to tell a story, using language chunks, collocations, and fixed expressions to demonstrate fluency in narrative construction skills.

- The oral testimony (see Annex 9) is a qualitative investigation instrument applied after the lexical activities and the post-test to get the testimonies about their practicality and impact of its application in the improvement of the students' oral skills.

2.5. Data processing and statistical analysis

In this study, data were handled both quantitatively and qualitatively. The survey and pre-test and post-test data were coded in an Excel spreadsheet. Descriptive statistics provided a comprehensive view of the quantitatively gathered data. Additionally, T-test was applied to validate the research hypothesis. The Internal Consistency of this method assessed the degree to which all the items in a scale or questionnaire measure the same underlying construct. It is a measure of the interrelatedness of the items.

T-test

Mean Difference (d): The paired t-test assesses the mean difference between two related measurements, such as pre-test and post-test scores. It calculates the difference for each pair and then analyzes the mean of these differences.

Standard Error of the Difference (SED): The test also calculates the standard error of the mean difference, which is used to determine the confidence interval and the t-statistic.

T-statistic: The t-statistic is calculated by dividing the mean difference by the standard error of the difference. This value is then compared to a critical value from the t-distribution to determine statistical significance.

2.5.1. Analysis of the pre-test results

The evaluation carried out on 40 students reveals several key points that require detailed attention:

In the dimension of Clarity and Coherence, most students show significant difficulties in organizing their ideas clearly and coherently. Scores on this dimension are usually low, with many students getting a 1. This indicates an absence of coherence and serious problems in the



organization of ideas. The lack of clarity in the structure of the speech prevents students from communicating their thoughts effectively.

As for the Accuracy in Pronunciation, the results are also poor. Many students face problems with pronunciation, which makes it difficult to understand their words. Mistakes in pronunciation are common and most of the students scored 1 or 1.5. This score reflects poor pronunciation that affects the clarity of speech and the aptitude to be properly understood by your listeners.

The dimension of Vocabulary use shows a similar trend. Most students have a limited vocabulary range and a deficiency in the use of a wide and adequate vocabulary. This limitation in vocabulary negatively impacts their ability to communicate effectively. The scores in this dimension are usually low, usually around 1 or 1.5, indicating the need to enrich their lexical repertoire to improve their oral skills.

In the Fluency Rate, many students have difficulty maintaining a continuous flow in their speech. Fluency is poor, with incomplete ideas and frequent pauses that interrupt communication. The scores in this dimension are consistently low, reflecting the need to significantly improve speech fluency. Lack of fluency impacts students' ability to articulate their ideas smoothly and without breaks, which is essential for effective communication

Table 2. *Student ratings*

Total Score	Frequency
4.0	15
4.5	4
5.0	3
5.5	4
6.0	5
7.0	2
8.0	2
8.5	1
9.0	2
9.5	2

Table 3. *Analysis of dimensions*

Average	Dimension	Standard Deviation	Minimum	Maximum
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Clarity and consistency	1.58	0.55	1.0	2.5
Accuracy in pronunciation	1.41	0.49	1.0	2.5
Use of vocabulary	1.34	0.47	1.0	2.5
Fluency rate	1.19	0.40	1.0	2.5

Most of the students got total scores between 4 and 6, with a few achieving up to 9.5. The most common total score is 4, with 15 students getting this grade. This result proposes that many students face significant difficulties in the assessed areas.

The average score in the Clarity and Coherence dimension is 1.58. This indicates that although some students can organize their ideas to some extent, in general, there is a lack of coherence in their presentations. Low scores reflect that many students have difficulty structuring their thoughts clearly and logically, which affects their ability to communicate ideas effectively. This deficiency may be due to a lack of practice in writing and organizing speeches, as well as an insufficient understanding of the importance of coherence in communication.

The average score in Pronunciation Accuracy is 1.41. Pronunciation problems are evident among the students, with most having difficulty articulating words correctly. Low scores reflect that many words pronounced by students are difficult to understand due to errors in pronunciation. This may be related to lack of exposure to correct pronunciation and insufficient practice. This problem negatively impacts the intelligibility of speech and can cause significant misunderstandings in oral communication.

The average of 1.34 in the Vocabulary Use dimension reveals that students generally have a limited vocabulary range. This deficiency negatively impacts their ability to communicate effectively, as a limited vocabulary restricts the variety and accuracy of the expressions they can use. Students with a limited vocabulary may struggle to find the appropriate words for articulating their thoughts and concepts, which restricts their capacity to participate in more complex and advanced conversations.

The average score of 1.19 in the Fluency Rate shows that maintaining a continuous flow in speech is a significant challenge for most students. Low scores indicate that students often take frequent breaks and have incomplete ideas during their speech. This lack of fluency may be due to anxiety when speaking, lack of practice in continuous communication situations and



insufficient training in fluent speech techniques. Frequent pauses and incomplete ideas disrupt the coherence of the speech and make it difficult for the listener to understand the message.

2.5.2. Analysis of the results of the student's surveys

Frequency of Vocabulary Activities

Table 4. *Frequency of Vocabulary Activities*

Frequency of Vocabulary Activities	
Never	3
Rarely	14
Sometimes	15
Often	8
Always	0

Participation in vocabulary building activities shows a varied distribution. Most of the students (15) participate in these activities only sometimes, while a considerable amount (14) rarely does. A smaller number participate often (8) and very few never do (3). There are no students who always participate in these activities, which suggests an opportunity to increase the frequency and consistency of these practices in the classroom.

Depth of Lexical Understanding

Table 5. *Depth of Lexical Understanding*

Depth of Lexical Understanding	
Never	1
Rarely	22
Sometimes	7
Often	7
Always	3

Students' lexical comprehension indicates that most (22) rarely encounter unfamiliar words in texts or conversations, which could reflect a deficiency of exposure to more challenging materials. Some students (7) sometimes or often find new words, and only a few (3) always find unfamiliar vocabulary. This finding suggests the need to introduce more diversity and complexity in reading and conversation materials.



Variety of Lexical Exercises

Table 6. *Variety of Lexical Exercises*

Variety of Lexical Exercises	
Never	2
Rarely	22
Sometimes	10
Often	6
Always	0

Participation in varied vocabulary exercises shows that most students (22) rarely participate in these specific activities. A smaller number of students (10) participate sometimes, and only a few (6) do so often. There are no students who always participate in these exercises, which indicates a clear need to incorporate more vocabulary expansion activities into the curriculum.

Oral Fluency Rate

Table 7. *Oral Fluency Rate*

Oral Fluency Rate	
Never	15
Rarely	5
Sometimes	6
Often	4
Always	10

Oral fluency varies significantly between students. A considerable group (15) never speaks fluently, while a remarkable group (10) always does. The other students are distributed between rarely (5), sometimes (6) and often (4), suggesting a great variability in the capacity to speak English fluently. This indicates that differentiated strategies should be implemented to support students with difficulties and strengthen practice for those who already show a high level of fluency.



- The examination of the scholar's survey reveals several key areas for improvement, say: participation in vocabulary activities, which needs to increase the frequency and consistency of these practices; lexical understanding, as the variety of lexical exercises is also limited, and need to diversify the vocabulary activities in the curriculum; oral fluency which varies significantly, suggesting the application of differentiated strategies to support students with difficulties and strengthen practice for those with a high level of fluency.

In summary, a comprehensive improvement in the frequency, variety and complexity of vocabulary activities and differentiated strategies for oral fluency is needed to balance and enhance language learning.

2.5.3. Analysis of teachers' responses. See Annex 10

- Teacher #1

The teacher considers that the 10th grade students have an A1.2 level of English, which indicates that they have basic skills, and can understand and use everyday expressions and simple phrases. This basic level suggests a limited ability to communicate in English, which requires a more intensive focus on language teaching.

The main causes of the lack of vocabulary among students, according to the teacher, are the small number of class hours and the lack of laboratories equipped with specific technologies for teaching English. This highlights an urgent need to invest in educational infrastructure and reorganize class schedules to provide more time dedicated to teaching English.

To improve students' oral skills, the teacher suggests that methodological strategies should focus completely on the oral part of learning. This includes encouraging interactions, asking questions, rephrasing student responses, and providing prompts that encourage ongoing conversation. This communicative approach is designed to create an environment in which students actively practice their speaking skills through interactive activities.

The teacher emphasizes the value of students knowing and using vocabulary chunks, that is, common expressions in blocks. Learning to use these expressions in context is not useful but necessary to improve English fluency. This highlights the importance of the contextual use of vocabulary as an essential part of communicative competence.



Finally, the teacher strongly supports the implementation of lexical activities in the classroom. He believes that this approach will not only provide students with a lexicon to improve their oral production and contextual use of the language, but will also help increase their overall vocabulary. The implementation of lexical activities is seen as a key tool for the development of stronger language skills in students.

- Teacher #2

This teacher believes that 10th grade students should have an A1 or A1+ English level, which is suitable for managing all the tasks and activities presented in class. This basic level implies that students can handle simple tasks in English, but they still need strengthening to achieve more advanced competencies.

The main causes of the lack of vocabulary, according to this teacher, include the limited periods of classes (three periods of 40 minutes per week) and the inadequate belief of students about English, seeing it only as a subject that they must pass and not as a useful tool for real life. This suggests the need to reform the school schedule and change students' perception of the practical value of English.

To improve the oral skills of the students, the teacher proposes to rethink the way the general curriculum is applied. Due to limited class time and students' beliefs, she suggests that listening and speaking skills be prioritized over writing, reading, and grammar. In addition, it emphasizes the importance of making students aware of English for their future, providing more tools and opportunities for success.

The teacher emphasizes that students do not need strict grammar rules, but strategic content such as 'chunked' expressions, which can be learned effectively in a minimum time and fit perfectly into the school context. These common expressions in blocks can be more beneficial for students than formal grammar rules, helping them to communicate more effectively and quickly.

Finally, the teacher firmly believes that lexical activities can achieve the goal of improving students' fluency, allowing them to speak with a more specific vocabulary. These activities should be an integral fragment of the curriculum to develop effective oral skills and to see students speaking more fluently using specific expressions.



CHAPTER 3: METHODOLOGICAL PROPOSAL AND ITS VALIDATION

Chapter 3 of the document presents a detailed methodological proposal, centered on the implementation of a system of lexical activities aimed at developing oral skills in tenth grade students. The foundations, purposes, characteristics and methodological requirements necessary for the effective application of these activities are described. Furthermore, the structure and components of the proposed system are explained, allowing a comprehensive evaluation of the results and the enhancement of students' oral skills.

3.1. Fundamentals, Purposes, Characteristics and Methodological Requirements of System of Lexical Activities for the Developing Oral Skills in Tenth Grade Students of Middle Education.

3.1.1. Fundamentals of the Lexical Activities for Developing Oral Skills.

The foundations, purposes, characteristics and methodological requirements of the system of lexical activities for developing oral skills are based on a set of clear principles and objectives, designed to improve oral skills of students. This system not only increases vocabulary, but also improves fluency, precision, coherence and comprehension ability in oral communication.

Firstly, didactic activities include tasks specifically designed to promote verbal expression and hearing understanding in real communication contexts. These exercises include systematic and varied practices that allow students to interact effectively and fluently in the target language. Key concepts in these exercises include deliberate repetition, structured practice, meaningful interaction, and continuous feedback, each of which are critical to acquiring and improving speaking skills.

The main purpose of the system of lexical activities to develop oral skills is to provide students with opportunities for authentic and contextualized practice that allow them to apply and consolidate the linguistic knowledge acquired. This system seeks to create a dynamic and participatory learning environment, where students can develop their oral skills through activities that simulate real interaction situations. Furthermore, the aim is for students to develop confidence in their capacity to articulate their thoughts and recognize the significance of accuracy and coherence in verbal communication.



The cognitive and linguistic processes involved in oral skill development tasks are complex and multifaceted. In the cognitive field, these exercises stimulate working memory, selective attention and information processing capacity. Repeated and structured practice of these exercises facilitates the automation of language skills, allowing students to access and use vocabulary and grammatical structures more quickly and efficiently. In the linguistic field, the exercises focus on improving pronunciation, intonation, rhythm and fluency of speech, essential aspects for effective communication.

The system of lexical activities to develop oral skills also incorporates continuous feedback techniques, where students receive constructive feedback on their performance, allowing them to identify areas for improvement and adjust their communication strategies accordingly. This feedback may come from the teacher or through collaborative activities where classmates themselves offer observations and suggestions.

In conclusion, the foundations of the system of lexical activities for developing oral skills in 10th grade students of middle education is based on solid pedagogical principles that seek to improve students' communicative competence through systematic practice, meaningful interaction and continuous feedback. The purpose of this system is to create a rich and dynamic learning environment that fosters students' confidence and ability to communicate effectively. The cognitive and linguistic processes involved in these exercises are complex and require careful planning and effective implementation to achieve optimal results in developing students' oral skills.

3.1.2. Purposes of the System of Lexical Activities to grow oral skills.

The purposes of the system of lexical activities focus on addressing the lack of language proficiency and precision in students, along with the assimilation of vocabulary through specific tasks. The implementation of a system of activities is based on the need to improve the linguistic competence of students, especially at those educational levels where language proficiency is essential for their academic and professional development.

One of the main objectives of this system is to provide support to students who have deficiencies in their oral skills, helping them to achieve an adequate degree of accuracy in language usage. Linguistic accuracy not only refers to the correct use of grammatical structures,



but also to the ability of students to express themselves clearly and coherently, which is crucial in both academic and professional contexts. Students, by participating in activities specifically designed to improve these skills, can experience a significant increase in their overall language proficiency, allowing them to communicate more effectively and with greater confidence.

The assimilation of a group of words that are generally written together (chunks) through specific activities is also a central objective of this system. These activities are designed to be practical and applicable in real communication situations, making it easier for students to transfer the skills learned in the classroom to everyday contexts. Executing specific activities that address aspects such as fluency, pronunciation, vocabulary usage and listening comprehension, enables learners to comprehensively practice the various skills that constitute language proficiency.

A structured system of lexical activities aimed at teaching vocabulary and oral skills plays a crucial role in overcoming the language barriers that students encounter. This system features a range of techniques, such as word association exercises, guided conversation practice, and interactive games, which not only enhance students' lexical understanding but also advance their practical usage of the language. These techniques have proven to be effective in increasing students' motivation and interest in learning the language, which is crucial to their long-term success.

To summarize, the purposes of the system of lexical activities for developing oral skills are aimed at improving students' language proficiency and accuracy through the execution of specific and structured activities. This comprehensive system not only addresses students' current deficiencies but also equips them with tools to develop their oral skills effectively and meaningfully, preparing them to tackle communicative challenges in a progressively globalized and demanding environment.

3.1.3. Features of the System of Lexical Activities to develop oral skills

The characteristics of the system of lexical activities in the context of teaching English as a foreign language focus on several key aspects that seek to improve students' oral skills, so it is categorized by being:

- **Communicative.** It strengthens fluency and precision, and promotes creativity in techniques for developing oral skills. These aspects are essential to provide a comprehensive



learning experience adapted to the individual and contextual needs of students. The focus on improving communicative fluency and precision is another essential pillar. Speech fluency refers to the ability to produce speech continuously and without significant hesitation, while accuracy focuses on the correct use of grammar and vocabulary.

- **Flexible.** The choice of environment and social and cultural relevance is essential for the effectiveness of the exercise system. This allows students to interact in contexts that reflect their everyday and cultural experiences, thus facilitating a more meaningful connection with the learning material. Adapting content to specific local and cultural contexts not only makes learning more relevant, but also motivates students by seeing the practical applicability of what they are learning. Including activities that are based on real, everyday situations, such as creating Pictionary or using role-playing, can make learning more dynamic and engaging.

- **Practical.** It is vital to implement activities that encourage consistent practice and repetition in a safe and supportive environment. For example, activities such as communicative crossword puzzles and group story telling not only help improve pronunciation and grammatical structure, but also promote collaboration and interaction among students. These activities allow students to practice and refine their oral skills in a structured environment that facilitates immediate and constructive feedback from the teacher.

-**Collaborative.** The integration of collaborative activities and group projects encourages more active and participatory learning, where students can learn from each other and develop social skills along with their language skills.

In summary, an effective system of lexical activities in teaching English as a foreign language should be flexible and culturally relevant, focus on improving communicative fluency and accuracy to develop oral skills. Implementing these features can lead to more meaningful and effective learning, better preparing students to communicate competently and confidently in English in various personal, academic, and professional contexts.

3.1.4. Methodological Requirements of the System of Lexical Activities to develop oral skills



The system of lexical activities to develop oral skills is structured in three fundamental phases: anticipation, construction and consolidation. Each phase has a specific purpose and contributes to the comprehensive development of students' linguistic and cognitive skills.

First, the anticipation phase focuses on preparing students for learning, creating expectations and activating prior knowledge. During this phase, various stimuli and activities are used that facilitate the connection between new content and the knowledge already acquired, fostering an environment conducive to active and meaningful learning.

The construction phase constitutes the core of the learning process, in which students interact directly with the new content. This phase includes practical and collaborative lexical activities that allow students to apply what they have learned in a contextualized way. The activities are designed to be appropriate to the cognitive and linguistic level of the students, ensuring that the topics and vocabulary are relevant and understandable. During this phase, the methodological procedures and the duration of the activities are carefully planned to maximize the effectiveness of learning and maintain the interest and motivation of students.

Finally, the consolidation phase aims to reinforce and consolidate the knowledge acquired through the development phase. At this phase, review and practical application activities are used that allow students to integrate and transfer what they have learned to different contexts. Consolidation is crucial to ensure that students retain and can use knowledge autonomously and effectively in the future.

Regarding the topics and vocabulary, it is essential that these are appropriate to the cognitive and linguistic level of the students. The selected topics must be relevant and stimulating, promoting curiosity and interest in learning. Vocabulary should be introduced gradually and contextualized, allowing students to understand and use new words and expressions in meaningful situations. This approach facilitates the development of solid and functional linguistic competence, in accordance with the needs and abilities of the students.

Methodological procedures are also an essential component of the system of lexical activities to develop oral skills. These must be clear, structured and adapted to the characteristics of the group of students. The duration of each activity must be adequate to allow a deep and reflective exploration of the contents, avoiding both overload and lack of challenge. Furthermore,



it is essential that the procedures promote active participation, collaborative work and critical reflection, aspects that are keys to effective and lasting learning.

In summary, the system of lexical activities to grow oral skills is organized into three interrelated phases: anticipation, construction and consolidation. Each phase is designed to meet specific objectives that contribute to the comprehensive development of students' skills. Topics and vocabulary are selected and presented in a way that is appropriate and accessible to students, while methodological procedures and duration of activities are carefully planned to maximize educational impact. This comprehensive and well-structured approach ensures that students not only acquire new knowledge, but also develop the skills necessary to apply it autonomously and effectively.

3.1.5. Proposed System of Lexical Activities to develops oral skill. (See annex 11)

Activity Detail: **In Activity 1**, entitled "Creating a Pictionary," the curricular goal is aligned with the fourth General English as Foreign Language area objective (OG.EFL4), according with the curriculum of the Ministry, it focuses on deploying a variety of learning strategies that increase students' willingness and ability to access independently to additional language learning and practice opportunities. Additionally, students are encouraged to respect themselves and others within the communication process, cultivating habits of honesty and integrity for responsible academic behavior. The teaching objectives of this activity are for scholars to realize clarity and coherence in oral presentations. The collaborative tools used will be a worksheet with Activity 1, pencil and paints.

The progress of the activity involves working individually, drawing images that represent the connotation of different vocabulary fragments and saying short sentences about themselves in the simple present tense, for example, "I do my chores." The timing of this activity is 80 minutes (2 hours of class). Content includes vocabulary fragments related to daily routines, hobbies and personal activities, the structure and use of the present simple, and the basic principles of clear and coherent oral presentations.

The activity competency focuses on oral skills, and evaluation criteria are based on students' ability to understand phrases and expressions related to areas of immediate priority within the personal and educational domains, provided that the speech is clearly and slowly



articulated (e.g. daily life, free time, school activities, etc.). The evaluation instruments do not include a formal qualification; instead, the teacher provides constant feedback on oral skills throughout the activity.

In Activity 2, entitled "Communicative Crossword," the curricular objectives follow the same line as OG.EFL4, emphasizing the development of learning strategies that allow students to independently access language learning and practice opportunities, while also fostering respect within the communication process. The specific teaching objectives are to improve pronunciation accuracy in oral presentations. Collaborative tools include the Activity 2 worksheet and pencils.

The expansion of this activity is carried out in groups of eight students, who will look at the images below the crossword puzzle and complete it together, formulating short sentences in the structure of the simple present tense using the third person and practicing their pronunciation, as in the example "She turns off the alarm " The duration of this activity is 40 minutes (1 hour of class). The contents address vocabulary related to daily routines, common activities and actions, the structure of the present simple focusing on third-person singular forms, and pronunciation practice to improve clarity and precision in oral presentations. In addition, collaboration and communication within groups is encouraged for solving the crossword puzzle.

The competence of the activity focuses on oral skills, and the evaluation criteria follow the EFL standard 4.2.1 of the Curriculum of Education, which involves understanding phrases and expressions related to areas of immediate priority as long as the speech is clear and slow. Students are not formally evaluated in this activity; the teacher provides constant feedback on oral skills during their development and at the end of the activity gives them a sheet with clues so they can check their answers.

The Activity 3, entitled "Matching chunks," has the same curricular objectives as OG.EFL4, seeking to develop learning strategies that increase students' willingness and ability to independently access additional language learning and practice opportunities, promoting respect in communication. The didactic objectives are to improve the fluency rate in oral presentations. The collaborative tools contain of a worksheet with Activity 3 and a pencil.

The development of this activity is individual, where students will look at the images, match the corresponding vocabulary fragments and describe the daily routine of a girl. The



duration of the activity is 80 minutes (2 hours of class). The contents include vocabulary related to daily routines and common activities, the construction of sentences using the present simple, the practice of fluency in oral presentations describing sequences of actions, and the use of visual aids to support language learning and the formation of sentences.

The competition focuses on oral skills, and the assessment criteria follow EFL of the Curriculum of Education, understanding phrases and expressions related to areas of immediate priority in the personal and educational domains as long as the speech is clear and slow. Students are not formally assessed in this activity; The teacher provides constant feedback on oral skills during their development.

In Activity 4, entitled "Understanding meanings," the curricular objectives of OG.EFL4 remain, emphasizing learning strategies to increase students' willingness and ability to independently access more language learning opportunities, respecting others in the communication process and cultivating habits of honesty and integrity. The teaching objectives are for students to understand the meaning of vocabulary fragments, understand their meaning in context and improve their oral fluency. The collaborative tools are a worksheet with Activity 4, dictionary and pencil.

The development of the activity is carried out in groups of eight students, who will find the meaning of the fragments provided, complete the sentences as appropriate and practice saying the completed sentences in turns. The activity lasts 40 minutes (1 hour of class). Contents include vocabulary chunks related to various contexts and common phrases, strategies for understanding meaning in context, constructing sentences using the chunks provided, practicing oral fluency through group collaboration and repetition, and techniques for improve pronunciation and intonation when speaking.

The competition focuses on oral skills, with assessment criteria following EFL 4.2.1 of the Curriculum of Education, comprising phrases and expressions related to areas of immediate priority within the personal and educational domains as long as the speech is clear and slow. Students are not formally evaluated; The teacher provides constant feedback during the development of the activity.



Activity 5, entitled "Vocabulary storytelling," has OG.EFL4 curricular objective, deploying learning strategies to increase students' willingness and ability to independently access more language learning and practice opportunities, while respecting themselves and others in the communication process, and promoting habits of honesty and integrity. The teaching objectives are to improve oral fluency and the use of vocabulary. The collaborative tools are a worksheet with Activity 5, dictionary and pencil.

The development of the activity is carried out in groups of eight students, where each member chooses a fragment from exercise 1 and one from exercise 4 to write a sentence in the simple present and then combine them to create a narrative. Each group will present the narrative to the class. The activity lasts 80 minutes (2 hours of class). The contents include vocabulary fragments from exercises 1 and 4, the structure and use of the present simple, collaborative narration, the practice of oral fluency through group collaboration and presentation, improving creativity and coherence in the construction of a narrative, and improvement of pronunciation and intonation when speaking.

The competition focuses on oral skills, with assessment criteria following EFL 4.2.1 of the Curriculum of Education, understanding phrases and expressions related to areas of immediate priority within the personal and educational domains as long as speech is clear and slow. Students are not formally evaluated; the teacher provides constant feedback on oral skills and corrects writing errors during the development of the activity.

Finally, **Activity 6**, entitled "Lexical challenge" activity follows the OG.EFL4 curricular objective, focusing on learning strategies to increase students' willingness and ability to independently access more language learning opportunities and foster respect in communication. The teaching objectives are to promote oral expressions and vocabulary retention. Collaborative tools include an Activity 6 worksheet, dictionary, and pencil.

The development is done individually, where students choose as many chunks as possible from exercises 1 and 4 to write a story in the simple present and present it to the class. The duration is 160 minutes (4 hours of class). The contents include vocabulary chunks from exercises 1 and 4, the structure and use of the present simple, the construction of coherent and attractive stories, the use of dictionaries to understand and apply the vocabulary correctly, the



improvement of oral fluency and expression, the practice of presenting stories to the class focusing on pronunciation, intonation and confidence, and feedback to help students improve their oral skills and vocabulary use.

The competition focuses on oral skills, with assessment criteria following EFL 4.2.1 of the Curriculum of Education, comprising phrases and expressions related to areas of immediate priority within the personal and educational domains as long as the speech is clear and slow. Students are not formally evaluated; the teacher provides constant feedback on oral skills and corrects writing errors during the development of the activity

3.2. Validation of the Methodological Proposal.

The validation of the methodological proposal was carried out through the results, analysis and comparison of pre and post-test results and the oral testimony of the students to know about the impact and usefulness these lexical activities had on the improvement of oral skills.

3.3. Post test results

Descriptive Analysis of Post-Test Results.

In this section, an exhaustive analysis of the results obtained by the students in the post-test will be carried out, using descriptive statistics to provide an overview of performance. The dimensions evaluated include clarity and coherence, precision in pronunciation, vocabulary use, and fluency rate. Additionally, a detailed interpretation of the information will be presented to gain a clearer understanding of the proficiency levels achieved by the students.

Table 8. *Descriptive statistics Post-test*

Descriptive statistics		N	Mínimo	Máximo	Media	Desv. Desviación	Varianz a
1.CLARITY AND COHERENCE		40	1,50	2,50	2,8875	,27474	,075
2.PRONUNCIATION ACCURACY		40	1,50	2,50	2,1875	,27003	,073
3.VOCABULARY USAGE		40	1,00	2,50	1,9500	,35446	,126
4.FLUENCY RATE		40	1,50	2,50	1,8000	,37210	,138



TOTAL SCORE	40	6,00	10,00	8,0125	1,08892	1,186
N válido (por lista)	40					

First, the clarity and coherence dimension measures students' ability to organize their ideas logically and coherently during their speech. The results show that the scores vary between 1.50 and 2.50, with a mean of 2.89. The standard deviation of 0.27 indicates that most students performed similarly, with little variation in their scores. The low variance of 0.075 reinforces this consistency, suggesting most students achieved an acceptable level on this dimension.

Second, pronunciation accuracy assesses students' ability to articulate words correctly. The results indicate that the scores vary between 1.50 and 2.50, with a mean of 2.19. As in the previous dimension, the standard deviation is 0.27, which suggests a similar dispersion of the scores. The variance of 0.073 suggesting most students performed consistently, although with a slight trend toward a medium level of accuracy.

Third, vocabulary use measures the range and accuracy of vocabulary used by students. The scores in this dimension vary between 1.00 and 2.50, with a mean of 1.95. The standard deviation of 0.35 is higher compared to the previous dimensions, indicating greater variability in students' scores. The variance of 0.126 suggests that some students managed to use a broader and more precise vocabulary, while others had difficulties in this aspect.

Additionally, the fluency rate evaluates students' ability to maintain continuous speech without interruptions. The results show that the scores vary between 1.50 and 2.50, with a mean of 1.80. The standard deviation of 0.37 and variance of 0.138 indicate considerable variability in students' fluency levels. These results suggest that, while some students managed to speak fluently, others found it difficult to maintain continuity in their speech.

Finally, the total score reflects a combination of all the dimensions evaluated. The results show that the total scores vary between 6.00 and 10.00, with a mean of 8.01. The standard deviation of 1.09 indicates moderate variability in students' total scores, suggesting that although most students performed similarly, there were notable differences in the levels of proficiency achieved.



In summary, post-test results offer a clear picture of students' performance across various evaluated dimensions. Overall, students demonstrated an acceptable degree of clarity and coherence, with minimal variability in their scores. Pronunciation accuracy was also relatively stable, though with a slight trend toward average performance. The use of vocabulary and fluency rates showed greater variability, indicating that some students require additional support in these aspects. The average score of 8.01 suggests that students generally reached a proficient level on the post-test. However, the variability in scores shows there is still room for improvement, particularly in vocabulary use and fluency.

3.4. Comparison of Pre and Post-Test Results

Comparing pre- and post-test results is a crucial step in determining the effectiveness of any educational intervention. In this case, we seek to evaluate whether the implemented exercise system has generated a significant improvement in the oral skills of the tenth-grade students of the Ramón Barba Naranjo Educational Unit. To do this, a t-test for related samples has been used, a statistical tool that allows us to compare two means of dependent samples, that is, those in which the same subjects have been evaluated at two different times: before and after the intervention.

Initially, a pre-test was given to the students to assess their oral skills in English, considering aspects such as clarity and coherence of speech, precision in pronunciation, use of vocabulary, and fluency. This initial assessment served as a baseline against which subsequent results were compared. After implementing the exercise system for a certain period, a post-test was carried out with the same students using the same evaluation rubric.

The table below shows a summary of the findings from the pre-test and post-test, including the means and standard deviations for the scores in all evaluated aspects:

Table 9. *Aspect evaluated and mean pre – post test*

Aspect Evaluated	Mean Pre-test	Standard Deviation Pre-test	Mean Post-test	Standard Deviation Post-test
Clarity and Coherence	1.58	0.8	2.88	0.5
Pronunciation	1.41	0.7	2.19	0.6



Vocabulary Usage	1.34	0.9	1.95	0.4
Fluency	1.19	0.8	1.8	0.5

The results of the t-test for related samples showed that the differences between the means of the pre-test and the post-test in all the aspects evaluated were varied. This indicates that there was a notable improvement in the students' oral skills after the implementation of the system of lexical activities.

Clarity and Coherence

In the pre-test, the mean obtained for clarity and coherence was 1.58 with a standard deviation of 0.8. This result indicates that, before the intervention, the students presented significant difficulties in expressing their ideas in a clear and coherent manner, with considerable variability in their individual abilities. After the intervention, the mean on the post-test increased to 2.88, with a standard deviation reduced to 0.5. This 1.3 point increase in the mean represents an 82.28% improvement in clarity and coherence. The reduction in the standard deviation indicates performances became more uniform, showing a significant improvement among students in this aspect.

Pronunciation

For pronunciation, the pre-test mean was 1.41 with a standard deviation of 0.7. This suggests that students had low pronunciation accuracy at baseline, with notable variations among them. After the intervention, the mean on the post-test rose to 2.19, with a standard deviation of 0.6. This increase of 0.78 points in the mean represents a 55.32% improvement in pronunciation accuracy. The slight reduction in standard deviation indicates an overall improvement in pronunciation accuracy across students, although some individual differences remain.

Use of Vocabulary

In the use of vocabulary, students achieved a mean of 1.34 in the pre-test, with a standard deviation of 0.9. These results show that, initially, the students had a basic command of vocabulary, with high variability among them. In the post-test, the mean increased to 1.95, and the standard deviation decreased to 0.4. The increase of 0.61 points in the mean represents an improvement of 45.52% in the use of vocabulary. The significant reduction in standard deviation



indicates that the intervention not only improved vocabulary use among students, but also homogenized their skills, reducing individual differences.

Fluency

Regarding fluency, the initial mean of the pre-test was 1.19 with a standard deviation of 0.8. This result reflects significant fluency problems before the intervention. After the application of the exercise system, the mean in the post-test rose to 1.80, with a standard deviation of 0.5. The increase of 0.61 points in the mean corresponds to an improvement of 51.26% in fluency. The decrease in standard deviation shows that students made more uniform improvements in their fluency, suggesting that most benefited similarly from the intervention.

3.5. General Interpretations

The analysis of the pre-test and post-test data demonstrates that the educational intervention had a positive impact on the students' oral skills in all aspects evaluated.

Clarity and Coherence: The 82.28% development in the average suggests that the exercises significantly helped students structure their thoughts and express them more clearly and coherently.

Pronunciation: The 55.32% improvement in the mean indicates notable progress in pronunciation accuracy, signifying that the exercises focused on articulation practice were effective.

Vocabulary Use: The 45.52% development in the average shows that students expanded their vocabulary repertoire and applied it more effectively.

Fluency: The 51.26% improvement in the mean suggests that students developed a greater ability to speak continuously and with fewer interruptions.

These results not only reflect an increase in individual student abilities, but also a reduction in performance variability, indicating that the intervention was equally beneficial for all participants. The decrease in standard deviations in all aspects evaluated underlines that students, regardless of their initial levels, were able to reach more uniform levels of competence after the intervention.

In short, the analysis of the pre-test and post-test results demonstrates that the activities designed and implemented were highly effective in improving the students' oral skills.



Significant improvements in clarity and coherence, pronunciation, vocabulary use and fluency highlight the importance of using specific and structured pedagogical strategies for the development of linguistic competencies in learning a foreign language.

3.6. Fulfillment of Proposed System of Lexical Activities.

The fulfillment of each task proposed in the system of lexical activities to develop oral skills (see Table 10) allows a detailed analysis of how they paid to the consequences got in the post-test. Below is an analysis of the effectiveness of each exercise in improving students' specific oral skills:

Activity 1: Creating a Pictionary. The goal of this exercise was for students to improve clarity and coherence through oral presentations. Working individually, students had to draw pictures that represented the connotation of certain phrases and then use those pictures to form simple sentences in the structure of the present tense. This exercise encouraged vocabulary practice and sentence formation, crucial aspects for developing coherence and clarity in communication. The students showed a notable improvement in the clarity of their speeches, using images as visual support to structure their ideas logically.

Activity 2: Communicative Crossword. This exercise aimed to improve pronunciation accuracy through oral communication in groups. By completing a crossword puzzle with simple present tense phrases, students practiced correct sentence formation and proper pronunciation. The group activity promoted collaboration and information sharing, which increased exposure to the spoken language and allowed for real-time corrections. The students' pronunciation accuracy improved significantly, as evidenced in the post-test, where they demonstrated better articulation and correct use of sounds.

Activity 3: Matching Chunks. The goal of this exercise was to improve fluency through oral presentations. Students had to associate phrases with images to describe a girl's daily routine. This individual activity required students to organize their thoughts and sequentially describe everyday activities, promoting speaking fluency at the moment of talk about another person, in this case the third person of singular. In the post-test, students showed greater fluency in describing events and activities done by the person of singular, being able to speak with fewer pauses and more continuously about other's daily routines.



Activity 4: Understanding Meanings. In groups, students had to find the connotation of certain phrases and complete sentences appropriately. This exercise aimed to improve understanding of meaning in context and oral fluency. Group practice allowed students to internalize the meanings of the phrases and use them correctly in different contexts. Repetition and use in various examples helped students solidify their grasp and enhance fluency, demonstrated by their correct application of these phrases during the post-test.

Activity 5: Vocabulary Storytelling. This exercise sought to improve fluency and use of vocabulary through storytelling. In groups, students created a story using phrases learned in previous exercises. The storytelling activity allowed students to apply vocabulary in a meaningful context and practice structuring ideas coherently. During the post-test, students demonstrated a broader and more precise use of vocabulary, as well as a better ability to tell stories fluently and coherently.

Activity 6: Lexical Challenge. The goal of this exercise was to encourage oral expression and vocabulary retention through story presentations. Working individually, students created and presented a story using as many sentences as possible from the previous activities. This activity integrated writing practice and oral presentation, helping students reinforce the vocabulary learned and improve their **skill** to speak in a continuous and structured way. In the post-test, students showed greater confidence and ability to use vocabulary in diverse contexts, evidencing a significant improvement in their general oral skills.

The students managed to use chunks to create stories and discuss their own and others' daily routines without focusing on grammar, instead utilizing the vocabulary acquired naturally.

The blend of individual and group activities, along with the incorporation of vocabulary, pronunciation, and narration activities, enabled a thorough development of linguistic skills, as reflected in the positive results achieved in the post-test.

3.7. Comparative Analysis.

The comparative analysis and interpretation of pre- and post-test results constitutes a fundamental tool to validate the effectiveness of an educational intervention. This document



presents a detailed table with descriptive statistics that compare the results in the pre- and post-tests conducted. This comparison reveals significant differences in several key aspects that characterize the distribution and variability of the data collected.

Table 10. *Pre and post descriptive statistics*

Variable	TOTAL SCORE.Pre	TOTAL SCORE.Post
N	40	40
Range	4-9.50	6-10
Minimum	4.00	6.00
Maximum	9.50	10.00
Sum	220.50	320.50
Mean	5.5125	8.0125
Standard Deviation	0.27993	0.17217
Variance	1.77044	1.08892
Skewness	3.134	1.186
Kurtosis	1.069	0.672
Std. Error	0.374	0.374

Firstly, it is observed that the average score in the pre-test is 5.5125, while in the post-test it is notably higher, reaching 8.0125. This difference suggests a considerable average improvement in scores after the intervention studied. Furthermore, the standard deviation of the pretest (0.27993) indicates a moderate dispersion of the data around the mean, with scores varying more widely. In contrast, the standard deviation of the post test (0.17217) is lower, indicating a greater concentration of the scores around the mean and a reduction in the observed variability.



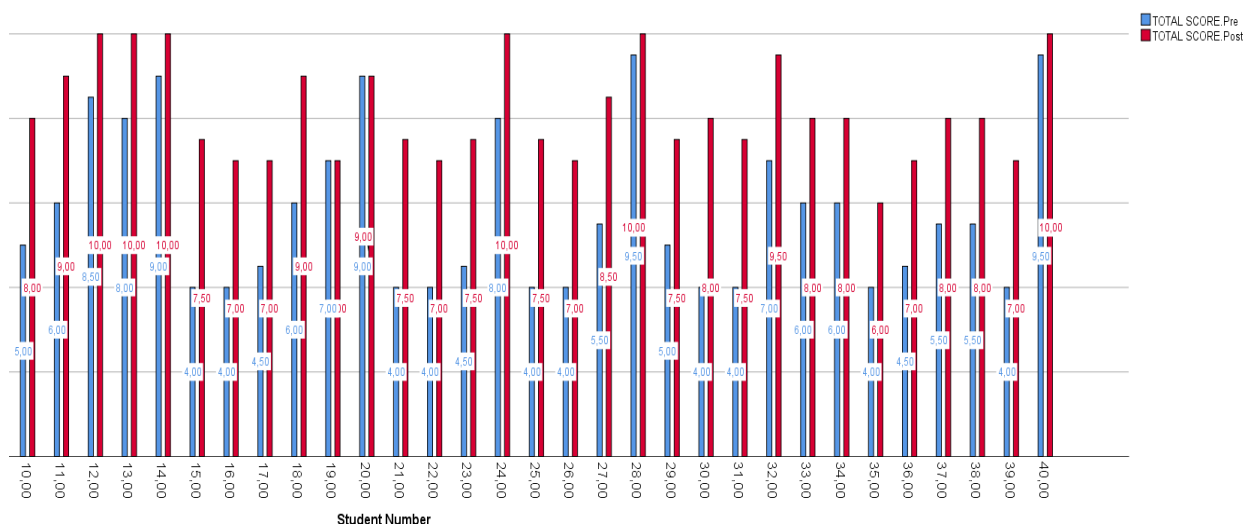
The range of the scores also shows significant differences: in the pre-test, the range goes from 4.00 to 9.50, while in the post-test, it is reduced to a narrower range from 6.00 to 10.00. This reflects a reduction in the amplitude of the scores after the intervention, suggesting greater consistency in the participants' performance.

Skewness and kurtosis analysis reveals additional characteristics of the data distribution. The positive skew in both the pre (3.134) and post (1.186) tests indicates that the distributions are skewed to the right, with a higher concentration of scores towards the highest values of the scale. Kurtosis, which measures the shape and concentration of the data around the mean, shows slightly leptokurtic values in both tests (1.069 for the pre and 0.672 for the post), indicating a more pronounced concentration around the mean compared to a normal distribution. standard.

These differences and similarities between the results of the pre- and post-test are essential to understand the impact of the intervention studied. The significant improvement in average scores, accompanied by a reduction in variability and a higher concentration around the mean in the post-test, indicates that the intervention may have contributed positively to the outcomes of the participants.

This detailed analysis provides a solid foundation for the study's conclusions, highlighting the improvements observed and the consistency in the findings obtained before and after the intervention. These findings are essential to evaluate the effectiveness and potential impact of the intervention in the specific context of the study, providing a robust empirical basis for recommendations derived from the observed results.

Graph No. 1 Pre test and post test



3.8. Interpretation

Regarding the satisfaction analysis, a comprehensive evaluation of academic performance in oral skills has been carried out, using both pre-tests and post-tests to assess the variation and improvement in these skills among students. The application of the system of lexical activities has been based on methodologies that incorporate lexical exercises and practical tasks, allowing both quantitative and qualitative measurement of the progress achieved.

Firstly, an initial evaluation (pre-test) was carried out to establish a baseline of the students' oral skills. This evaluation included key aspects such as clarity and coherence of speech, precision in pronunciation, appropriate use of vocabulary, and verbal fluency. Throughout the intervention period, students participated in various activities designed to improve these skills, receiving constant feedback and adjusting pedagogical strategies rendering to the needs detected.

Subsequently, a final evaluation (post-test) was carried out to compare the results obtained before and after the implementation of the system of lexical activities. The data collected showed a significant improvement in the students' oral skills, evidenced by an increase in fluency and accuracy of the language used, as well as greater confidence in verbal expression. The analysis of these results allowed us identifying the areas of greatest progress and those that still require reinforcement, providing a solid basis for future improvements in the methodological approach.



In summary, the analysis of the satisfaction questionnaire, complemented with the results of the pre-tests and post-tests, has demonstrated a positive variation in the students' oral skills, validating the effectiveness of the implemented system of lexical activities and offering a clear guide to continue optimizing educational practices in the development of communicative skills.

3.9. Impact of Lexical Activities on Oral Skills.

The impact of lexical activities on students' oral skills is evident from the results obtained in the post-test. These activities focused on enriching students' vocabulary, allowing them to use new expressions and phrases effectively in their oral communication. The implementation of activities focused on the lexicon not only improved knowledge of words and phrases, but also facilitated their practical use in meaningful contexts, thus contributing to the comprehensive development of oral skills.

Improvement in Oral Skills through Lexical Activities

The lexical activities included a variety of activities designed to improve different aspects of oral skills. For example, the “Creating a Pictionary” activity allowed students to visualize and verbalize common English phrases, which improved their skill to form clear and coherent sentences. Students used these images as visual aids during their oral presentations, which helped them structure their ideas more logically and speak more clearly and coherently.

In the "Communicative Crossword" activity, students worked in groups to complete a crossword puzzle using simple present tense phrases. This activity not only improved their pronunciation accuracy, but also encouraged collaboration and sharing of ideas among peers. By practicing the sentences in a group, students managed to correct pronunciation errors and improve their articulation, which was reflected in greater accuracy during the post-test.

The “Matching Chunks” activity focused on fluency, allowing students to describe daily routines using key phrases. Working individually, students had to organize their thoughts and describe everyday activities sequentially. This practice helped improve speaking fluency, reducing pauses and increasing continuity in their speeches. During the post-test, it was observed that the students could speak more fluently and with fewer interruptions, using the learned phrases effectively.

Examples of Using Learned Expressions and Phrases



During the post-test, it was noted that the students applied the expressions and phrases learned in the lexical activities in their oral responses. For example, in a story-telling activity, a student described his daily routine using phrases such as "I wake up at 6 AM and do my chores before school" and "I get dressed and have breakfast with my family." These phrases, learned and practiced during the exercises, were used fluently and coherently, demonstrating solid understanding and practical application of the vocabulary.

Another instance is the use of sophisticated phrases learned in the "Understanding Meanings" exercise. One student used the expression "As far as I know" in a group discussion about her extracurricular activities, saying "As far as I know, the school choir practices every Wednesday." This appropriate use of expression in context showed not only retention of vocabulary, but also the capacity to use it relevantly in conversation.

Student Testimonials about the Usefulness of the Activities.

The students' testimonies also reflect the positive impact of lexical activities on their oral skills. Here some of the most relevant comments of students about the activities, their impact and usefulness in the improvement of their skills to communicate their ideas clearly, coherently and fluently:

"The vocabulary activities helped me learn new words and use them correctly in my sentences. I feel more confident speaking in English now."

"The communicative crossword puzzle was fun and helped me improve my pronunciation. Now I can say complete sentences without hesitation."

"The activities helped me to express my ideas and be more confident. The activity I liked the most was Creating a Pictionary because I didn't have to memorize the meaning, I just remembered the pictures."

"The Lexical challenge activity helped me to create sentences and express them without focusing my attention on grammatical structures."

"The 'Understanding meanings' activity was the activity I consider helped me to improve my fluency, the advantage of this activity is that I can adapt these expressions in any conversation."



These testimonies underline the positive perception of the students regarding lexical activities. Repetition and practice in varied contexts not only increased their confidence in speaking, but also improved their ability to remember and use vocabulary effectively. Students appreciated the structure and practical approach of the activities, which made them easy to learn and apply in real situations.



CONCLUSIONS

The study highlighted the relevance of searching about oral skills for improving oral skills in students, essential not only for academic success but also for professional opportunities in an increasingly interconnected world. It allowed the review of important theoretical elements regarding the main categories and variables of this research.

The adoption of a mixed-methods approach, which included quantitative and qualitative tools, allowed for a comprehensive evaluation of the effectiveness of the intervention, facilitating a deep understanding of the students' main difficulties and later their progress and challenges in the development of oral skills.

A notable advance was observed in the fluency, pronunciation accuracy, use of vocabulary and coherence in the students' spoken English. The proposed lexical activities allowed an increase in the students' ability to communicate effectively and with greater confidence. Furthermore, the inclusion of pedagogical strategies such as interactive games, specific practice exercises, and contextual language were crucial for enriching the students' vocabulary and enhancing their communicative competence. These strategies proved to be attractive and motivating for the students, facilitating more dynamic and meaningful learning.

On the other hand, the research provides valuable evidence on the effectiveness of lexical activities in teaching English as a foreign language. The results of this research can guide future research and pedagogical practices regarding similar strategies across various educational contexts. Likewise, the surveys and questionnaires conducted at the end of the study revealed a high level of satisfaction among students regarding the lexical activities implemented. Students perceived a significant improvement in their oral skills and showed a positive attitude towards the pedagogical practices employed.

The research confirms that a systematic and well-structured approach to lexical activities can have a significant positive impact on the development of middle school students' English oral skills. This study emphasizes the significance of educational practices that foster



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robust communicative competence, essential for success in both academic and professional settings in a globalized environment.



RECOMMENDATIONS

It is crucial to continue implementing and expanding similar programs of lexical activities in the English curriculum as they proved to be effective in improving students' fluency, pronunciation accuracy, vocabulary use, and coherence in spoken English. It is recommended that these activities be systematically and continuously integrated into the curriculum to ensure sustainable development of oral skills.

It is advisable to increase the hours of practice and exposure to the language. Despite the observed progress, students need more opportunities to practice the language in real contexts. The incorporation of additional conversation sessions, linguistic exchanges with native speakers, and the use of technologies that allow interaction in English outside the classroom is suggested.

The use of varied and engaging pedagogical strategies should be encouraged. Playful activities, specific practice exercises, and the use of contextual language were highlighted as effective tools to enrich vocabulary and improve communicative competence. These strategies should remain an integral part of the pedagogical approach.

It is important to continually assess student progress using a mixed methods approach. Quantitative and qualitative tools will provide a comprehensive assessment of the effectiveness of the intervention. Continuing the use of these tools to assess the effectiveness of lexical activities and make adjustments as needed to maximize benefits is advised.



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ANNEXES:

Annex 1 Stages of the research project

Phase	Overview	Procedures	Agents
Problem Identification	Determine the research focus and methods.	Assess prior studies and relevant literature.	Researcher Tutor
Theoretical framework	Outline the conceptual framework for the study.	Seek scholarly sources for theoretical grounding.	Researcher
Development of Measurement Tools	Set criteria for data collection.	Create and validate a diagnostic test, a questionnaire, and an interview.	Researcher
Application of Instruments	Execute data collection methods.	Conduct the diagnostic stage, survey, pre-test and interviews.	Researcher
Interpretation of Collected Data	Compile findings to understand the students' current state.	Perform statistical evaluations to draw inferences from the collected data.	Researcher
Compilation and synthesis of findings, conclusions and recommendations.	Consolidate study findings and formulate implications.	Draft the comprehensive report detailing findings, conclusions, and recommendations.	Researcher



Annex 2 Matrix of variables

Variables	Conceptual Definition	Dimensions	Indicators	Scales
Dependent Variable: Oral Skills Development	Oral Skills Development refers to the comprehensive improvement of an individual's ability to communicate effectively through spoken language, encompassing aspects such as clarity and coherence of speech, pronunciation accuracy, appropriate and varied vocabulary usage, and fluency rate, all aimed at achieving more effective and expressive oral communication (Ebanks, 2020).	Clarity and coherence of speech Pronunciation accuracy Vocabulary usage Fluency rate	Performance in oral presentations Pronunciation assessment Participation in oral discussions Fluency measurement	Pre-test Post-test SPEAKING RUBRIC: Excellent Good Adequate Poor
Independent Variable: A System of Lexical Activities	A System of Lexical Activities is a structured approach designed to enhance vocabulary acquisition, improve lexical comprehension, facilitate lexical production, and promote oral fluency through a series of interconnected activities and exercises that target the development and mastery of language skills (Abbate, 2023).	Vocabulary acquisition Lexical comprehension Lexical production Oral fluency	Frequency of vocabulary Depth of lexical understanding Variety of lexical exercises Oral fluency rate	Survey rated from 1 to 5. Never Rarely Sometimes Often Always



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Annex 3 Instrument Validation



CERTIFICADO DE VALIDACIÓN DE LOS INSTRUMENTOS DE MEDICIÓN A TRAVÉS DE JUICIO DE EXPERTOS

TITULO DE LA INVESTIGACION: “A System of Lexical Activities to Develop Oral Skills in Students of 10th Grade in Middle Education”

AUTOR (ES): Eva Malena López Santacruz

CERTIFICADO DE VALIDEZ DE CONTENIDO DEL INSTRUMENTO QUE MIDE LA VARIABLE INDEPENDIENTE:
“A System of Lexical Activities”

Nº	DIMENSIONES / ítems	Pertinencia ¹		Relevancia ²		Claridad ³		Sugerencias
		Si	No	Si	No	Si	No	
1	Vocabulary acquisition	x		x		x		
2	Lexical comprehension	x		x		x		
3	Lexical production	x		x		x		
4	Oral fluency	x		x		x		



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Observaciones (precisar si hay suficiencia): Hay suficiencia

Opinión de aplicabilidad: Aplicable [☒] Aplicable después de corregir [☐] No aplicable [☐]

Apellidos y nombres del juez validador: Dr. C Marisela Jimenez Alvarez ID M156742 Abril 23, 2023

Especialidad del validador: Lengua Inglesa

¹**Pertinencia:** El ítem corresponde al concepto teórico formulado.

²**Relevancia:** El ítem es apropiado para representar al componente o dimensión específica del constructo



CERTIFICADO DE VALIDACIÓN DE LOS INSTRUMENTOS DE MEDICIÓN A TRAVÉS DE JUICIO DE EXPERTOS

TITULO DE LA INVESTIGACION: “A System of Lexical Activities to Develop Oral Skills in Students of 10th Grade in Middle Education”

AUTOR (ES): Eva Malena López Santacruz

CERTIFICADO DE VALIDEZ DE CONTENIDO DEL INSTRUMENTO QUE MIDE LA VARIABLE DEPENDIENTE “Oral Skills “

Nº	DIMENSIONES / ítems	Pertinencia ¹		Relevancia ²		Claridad ³		Sugerencias
		Si	No	Si	No	Si	No	
1	Clarity and coherence of speech	x		x		x		
2	Pronunciation accuracy	x		x		x		
3	Vocabulary usage	x		x		x		
4	Fluency rate	x		x		x		

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Observaciones (precisar si hay suficiencia): _ Hay suficiencia

Opinión de aplicabilidad: **Aplicable** [x] **Aplicable después de corregir** [] **No aplicable** []

Apellidos y nombres del juez validador. Dr. C Marisela Jiménez Álvarez **ID** M156742 **Abril 23, 2023**

Especialidad del validador: Lengua Inglesa

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Annex 4 Hutchinson and Waters (1987) Needs Analysis Model

(Learning-Centred Approach)

The needs analysis (NA) process often involves gathering information to have the necessary foundation to develop a course that meets the needs of a particular group of learners. Richards and Platt (1992) stated that NA is "the process of determining the needs by which a group of students acquires a language and ordering those needs according to their priorities." Hutchinson and Waters (1987) identifies two types of needs: Target needs and Learning needs.

TARGET NEEDS		
According to Hutchinson and Waters (1987) target needs are mainly related to ' <i>what the learner needs to do in the target situation</i> '. To answer this statement, practitioners should gather information about the learners' necessities, lacks and wants.		
Necessities	Lacks	Wants
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).
GENERAL QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
		Observation guides, interviews,



		questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why is the English language needed here?	English language is needed to fulfill the curriculum of the Ministry of Education for teaching-learning of General English as a foreign language with academic purposes.	Curriculum /Ministry of Education
How will the English language be used?	English will be used in educative context in order that students are able to communicate in class and improve their oral skills.	Diagnostic test about speaking (low scores)
What will the content areas be?	The content area will be General English according to the topics stated by the Ministry of Education.	Curriculum of the Ministry of Education
Who will the learner use the language with?	Tenth-grade students will use General English with their classmates and teacher into the classroom.	Short talks
Where will the English language be used?	General English will be used at Ramón Barba Naranjo Educational Unit to improve their oral skills	Short conversations.
When will the English language be used?	General English will be used during English classes three hours per week with the purpose of enhance oral skills of students.	Communicative activities using chunks



LEARNING NEEDS

Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:

GENERAL QUESTIONS	SPECIFIC QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
			Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why are the learners taking the course?	Compulsory or optional? Apparent need or not? Are status, money, and promotion involved?	For the learners of this research, English is compulsory to accomplish with the curriculum established by the Ministry of Education and reach the target goals of according to their level. Students will be able to express ideas using	Diagnostic test Pre-test Post-test



	What do students think they will be able to do when they acquire the knowledge? What would be the attitude of the students towards the course? Do they really want to improve their English?	chunks in sentences without the necessity of think about grammar structures. The attitude of the students toward the course is positive because they want to improve their oral skills.	
How do the learners learn?	What is their learning background? What is their concept of learning and teaching? What methodology will be attractive to them?	Students used to receive five hours per week, however according to some changes in the curriculum, they have just three hour per week, which means that the hours to practice the language is limited. Because of the limited exposure to the target language, students think that the teaching-learning process is very poor. According to the age of students they need an active methodology where they do not need to think about grammar structures and can use the language with fluency.	Survey Conversation



What resources are available?	Number of teachers with an international certification? The attitude of teachers towards this group? Knowledge and attitude of teachers towards the content of the subject? Knowledge and attitude of teachers towards the resources for the subject? Opportunities for activities outside of class?	Most of the teachers have B2 certification and they are willing to work with these students. Teachers agree that to foster oral skills students have not focus on grammar but in chunks to learn the language naturally. Students have the opportunity to do activities outside the classroom freely.	Observation
Who are the learners?	Age/Sex/Nationality? What do they already know about English? What knowledge do they have of the matter? What are their interests? What teaching styles are they used to? What is their attitude towards English?	The group of learners are Ecuadorian teenagers (men and women) from 14 to 15 years old. Students know basic vocabulary and simple structures. They have elementary comprehension of the target language; students are interested in topics such as music, technology and issues related to their age. Generally, students receive classes focused on grammar lessons and limited activities, unfortunately, they do not have positive interest	Surveys



	What is their attitude towards the cultures of the English-speaking world?	on English-speaking classes because they do not have enough vocabulary to be able to transmit ideas fluently.	
Where will the course take place?	Are the surroundings pleasant, dull, noisy, cold?	The environment of the Educative Unit is pleasant, their surroundings are quiet and they have enough physical space to carry out their learning activities.	Observation
When will the course take place?	Time of day? Every day once a week? Full-time, part-time? Concurrent with need or pre-need?	Learners go to the Educative Unit from 7h00 to 12h20 in the morning. The schedule consists of three hours divided into two days per week. Each hour class lasts 40 minutes. The Educative Unit has some resources such as a data show in the audiovisual room, however more technological resources need to be implemented.	Observation



Annex 5 Survey to Students

Student's name: _____

Grade: 10th EGB

Date: _____

Objective: To know about the frequency the students use lexical activities to enhance oral skills.

Instructions:

- Dear students, the present survey is very important for determining the frequency you use lexical activities in the classroom to improve oral skills. Your collaboration is appreciated by this researcher who is looking for solutions that will benefit you.
- Please, check (✓) Never (1), Rarely (2), Sometimes (3), Often (4), Always (5)

DIMENSION S	INDICATOR S	QUESTION S	Never r (1)	Rarely y (2)	Sometimes s (3)	Often n (4)	Always s (5)
Vocabulary acquisition	Frequency of vocabulary activities	How often do you participate in vocabulary- building activities such as word games, quizzes, or pictionaries?					
		How often do you actively participate in speaking activities during English					



		class, such as group discussions or presentations ?					
Lexical comprehension	Depth of lexical understanding	How often do you find unfamiliar vocabulary words in English texts or conversations?					
		How often do you take the time to look up the meanings of unfamiliar words encountered during reading or listening activities?					
Lexical production	Variety of lexical exercises	How often do you participate in exercises that focus specifically on expanding your vocabulary through vocabulary-building					



		activities, or lexical drills?					
		How often do you attempt to practice your spoken English using words and expressions that you know?					
Oral fluency	Oral fluency rate	How often do you speak English fluently without hesitating or pausing during oral presentations ?					
		How often do you maintain a steady pace without interruptions or breaks in speech?					

Thank you for your participation!



Annex 6 Teachers' Interview

Interview to the English Teachers

Objective: To determine the causes and possible solutions about how the lack of vocabulary affects students' oral skills in students from 10th grade of middle education at U.E. Ramón Barba Naranjo.

Dear teacher:

The present interview is very important for determining some causes of the students' lack of vocabulary that affects oral skills in 10th grade. Your collaboration is appreciated by this researcher who is looking for solutions that will benefit our students.

Thank you

Questions
1. What level do you consider students in 10th grade of middle education at U.E. Ramón Barba Naranjo have?
2. What do you think is the main cause for the lack of vocabulary of students?
3. How do you think students can enhance their oral skills?
4. Do you think that it is important that students know chunked expression to improve their oral skills? Why or why not?
5. Do you consider that the implementation of lexical activities will help students to enhance their oral skills? Give reasons

Thank you for your participation!



Annex 8 Speaking Rubric

Pre-test /Post-test Speaking Rubric

Student's name: _____

Date: _____

Teacher: Eva Malena López Santacruz

Course: 10th EGB "B": _____

SPEAKING RUBRIC										
DIMENSIONS	SCALE	SCORE	2.50		2.00		1.50		1.00	SCORE
1.CLARITY AND COHERENCE	Excellent (All ideas are well organized)			Good (Most of the ideas are well organized)			Adequate (Some ideas are well organized)		Poor (Coherence is lacking)	
2.PRONUNCIATION ACCURACY	Excellent (There is no mistakes in pronunciation)			Good (Few mistakes in pronunciation)			Adequate (Some mistakes in pronunciation)		Poor (Words are difficult to understand)	
3.VOCABULARY USAGE	Excellent (Wide range of vocabulary)			Good (Satisfactory range of vocabulary)			Adequate (Acceptable range of vocabulary)		Poor (Range of vocabulary is lacking)	
4.FLUENCY RATE	Excellent (Fluent speech)			Good (Few hesitations)			Adequate (Some hesitations)		Poor (Incomplete ideas)	
TOTAL SCORE										



Annex 9 Oral Testimony

Oral Testimony

Objective. To collect students' testimonies about the usefulness of the system of lexical activities applied to develop oral skills.

Questions:

1. How did the vocabulary activities help you?
2. How do you feel about speaking English now?
3. Which activity did you like the most?
4. How did this activity help you?
5. What was the advantage of this activity?



Annex 10 Teachers' Responses

Transcription of teachers' survey

TEACHER #1	
Questions	Answer
1. What level do you consider students in 10th grade of middle education at U.E. Ramón Barba Naranjo have?	A1.2
2. What do you think is the main cause for the lack of vocabulary of students.	I consider that the main causes are: the reduced number of class hours and the lack of laboratories with technologies within the educational institution specifically for teaching the English language
3. How do you think students can enhance their oral skills?	I consider that in school, teaching English up to level A2, the teaching-learning methodological strategies should be focused 100% on oral part, such as spark interactions, ask questions, rephrase the student's answers and give prompts that encourage oral conversation to continue.
4. Do you think that it is important that students know chunked expression to improve their oral skills? Why or why not?	It is very important, because all students need to know the meaning of a word is useful, but knowing how to use it in context is necessary. Being able to call on these 'chunks' of vocabulary will help you to improve English fluency skills.
5. Do you consider that the implementation of lexical activities will help students to enhance their oral skills? Give reasons	As a teacher, there's a lot you can do during your everyday lessons to support the development of strong oral language skills in your students. Furthermore, I consider that the implementation of lexical approach cannot only provide students with a lexicon to improve their oral production and use it in context, also can help students increase their vocabulary

TEACHER #2	
Questions	Answer



1. What level do you consider students in 10th grade of middle education at U.E. Ramón Barba Naranjo have?	I consider that students who belong to the 10th grade should have a A1 o A1+ level of English in order to manage appropriately all the tasks and activities presented by the instructor.
2. What do you think is the main cause for the lack of vocabulary of students.	Actually, I think that are some causes that have caused a lack of vocabulary and other aspects of English development such as the limited periods of classes because we only have 3 periods of 40 minutes each week. A short time to cover and develop the different English main skills. Another cause of this problem maybe the inadequate belief students have about English because they see English just as a subject that has to be approved but not as a tool that could be used in their real lives in a future.
3. How do you think students can enhance their oral skills?	To enhance students' oral skills is necessary to rethink the way we apply the general curriculum. Taking in consideration the short time of classes and students' beliefs, skills like listening and speaking must be developed over writing, reading and even grammar. Additionally, I think that constantly we must help our students to be cognizant about the importance of learning English to have more tools and opportunities of success for their future.
4. Do you think that it is important that students know chunked expression to improve their oral skills? Why or why not?	I do. Because students don't need grammar rules, but they need strategic content like chunked expressions to be learned effectively in the minimum of time. These chunked expressions could fit perfectly to the context we face in our school.
5. Do you consider that the implementation of lexical activities will help students to enhance their oral skills? Give reasons	Yes, Absolutely I think lexical activities can reach the goal of seeing our students speaking more fluently with specific vocabulary in this case using chunked expressions.



Annex 11 System of Lexical Activities to develop oral skill

ACTIVITY #1

Topic: Creating a Pictionary	Student N°:
Objective: Students should be able to gain clarity and coherence through oral presentations.	
Task: Work individually.	
Anticipation phase. Ask students about their daily routine. Construction phase. Make drawings that represent the meaning of the following fragments spoken orally.	
Do my chores	Do my bed
Fall asleep	Take a shower
Get ready for	Get dressed



Put on	Put off
Come back	Go to bed
Turn on	Turn off
Tidy up	Stay up late



Have breakfast	Go home
Wake up	Make up
Get up	Do the laundry
Consolidation phase. Say short sentences about you in simple present tense according to the pictures. Example: I do my chores.	



ACTIVITY #2

Topic: Communicative Crossword	Group N°:
Objective: Students should be able to improve pronunciation accuracy through oral communication.	
Task: Work in groups of eight students.	
Anticipation phase. Ask students about their family daily routine.	
Construction phase. Look at the pictures bellow the crossword and complete it.	



She brushes teeth	school at 6 am.
She works out	after a long day.
She gets ready for	every day.
She does her homework	at 8 pm.
She comes back home	before going to school.
She takes a shower	early in the morning.
She falls asleep	from school at midday.

Consolidation phase. Describe the girl's daily routine.

ACTIVITY #4

Topic: Understanding meanings.	Group N°:										
Objective: Students should be able to understand meaning of chunks, understand meaning in context and improve oral fluency.											
Task: Work in groups of eight students.											
Anticipation phase. Play Tic-Tac-Toe. Divide the class in two groups, group one uses X and group two will use O, each group choose nine students to play. Write on the board a grid with nine chunks, write the possible meanings aside in order that students of both groups guess the meanings. The first group to get 3 of their marks in a row wins the competition.											
Construction phase. Find the meaning of the provided chunks and complete the sentences as appropriate.											
➤ Find the meaning of the chunks. <table><tbody><tr><td>1. By the way</td><td>1. Example: Por cierto</td></tr><tr><td>2. As far as I know</td><td>2.</td></tr><tr><td>3. I have a feeling</td><td>3.</td></tr><tr><td>4. To be honest</td><td>4.</td></tr><tr><td>5. No way</td><td>5.</td></tr></tbody></table>		1. By the way	1. Example: Por cierto	2. As far as I know	2.	3. I have a feeling	3.	4. To be honest	4.	5. No way	5.
1. By the way	1. Example: Por cierto										
2. As far as I know	2.										
3. I have a feeling	3.										
4. To be honest	4.										
5. No way	5.										



6. I can't wait	6.
7. All of a sudden	7.
8. Last but not least	8.
9. To cut to the chase	9.
10. Save time	10.
11. Go on a date	11.
12. Have a break	12.
13. Waste time	13.
14. Spend time	14.
15. First of all	15.
16. At the end	16.

➤ **Sentence Completion Exercise: Daily Routines**

1. _____, Peter wakes up at 6:30 AM every day.
2. He always _____ by working out before going to work.
3. She gets ready for working out at 8 in the morning _____.
4. I usually _____ with my family at dinner time.
5. She does her homework on time, but _____, she forgets to take it to school.
6. _____, I do my chores every Saturday.
7. _____, I tidy my room before going to bed.
8. _____, I can't believe you get up at 5:00 AM every day!
9. She usually _____ after school by playing videogames with her friends.
10. _____, I don't always finish my homework.
11. _____, I always brush my teeth before going to bed.
12. After a long day, I like to _____ and watch some TV.
13. _____, we're going to have a great day.
14. _____, let's talk about the most important task for today.
15. _____ for the weekend to come so I can relax.



16. I come back home to _____ at 3pm.

Consolidation phase. In your groups, take turns and practice saying the sentences you have completed.

Answer Key:

1. First of all
2. saves time
3. As far as I know
4. spend time
5. all of a sudden
6. By the way
7. In the end
8. No way
9. wastes time
10. To be honest
11. Last but not least
12. have a break
13. I have a feeling
14. To cut to the chase
15. I can't wait
16. Go on a date



ACTIVITY #5

Topic: Vocabulary storytelling	Group N°:
Objective: Students should be able to improve oral fluency and vocabulary usage through storytelling.	
Task: Work in your groups of eight students.	
Anticipation phase. Divide the class in two groups. Each group will choose 5 chunks to write 5 sentences on the board. Example: She saves time every morning. The group that has less mistakes is the winner. Construction phase. Each member of the group will choose a lexical phrase from activity #1 and a lexical phrase from activity #4 to write a sentence in simple present tense in order to put them together and create a storytelling.	
➤ Write the group storytelling and highlight the chunks learned.	
Consolidation phase. Each group presents orally the storytelling to the class.	



ACTIVITY #6

Topic: Lexical challenge	Student N°:
Objective: Students should be able to encourage oral expressions and vocabulary retention through story presentations.	
Task: Work individually.	
Anticipation phase. Divide the class in two groups. Each group will choose 5 chunks from activity 1 and 5 chunks from activity 2 to write 5 sentences on the board. Example: First of all , I turn off the alarm. The group that has less mistakes is the winner. Construction phase. Choose as many chunks as possible from activity #1 and #4 to write a story in simple present.	
➤ Write a storytelling and highlight the chunks learned.	
Consolidation phase. Present orally your story to the class.	