UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de Licenciada en Ciencias de la Educación Mención: Inglés

Theme: "Chunks and Oral Communication"

Author: Michelle Sonalí Riofrío Mora

Tutor: Lcda. Ximena Alexandra Calero Sánchez M.Sc.

Ambato – Ecuador

2021

1

II.   Tutor's approval

SUPERVISOR APPROVAL

CERTIFY:

I, Ximena Alexandra Calero Sánchez, holder of the I.D. No. 180288406-2, in my capacity as supervisor of the Research dissertation on the topic: **"CHUNKS AND ORAL COMMUNICATION"** investigated by Ms. Michelle Sonalí Riofrío Mora with I.D No. 180413503-4, confirm that this research report meets the technical, scientific and regulatory requirements so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Direction Board.

Lcda. Ximena Alexandra Calero Sánchez M.Sc.
I.D. No. 180288406-2
TUTOR

III.   Declaration page

I declare this undergraduate dissertation entitled **"CHUNKS AND ORAL COMMUNICATION"** is the result of the author's investigation and has reached the conclusions and recommendations described in the current study. Comments expressed in this report are author's responsibility.

Michelle Sonalí Riofrío Mora

I.D. 180413503-4

AUTHOR

IV. Approval of The High Court

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"CHUNKS AND ORAL COMMUNICATION"** which is held by Michelle Sonalí Riofrío Mora, undergraduate student from Carrera de Idiomas, academic period 2020-2021, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific, and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, March 2021

REVISION COMMISSION

Lcda. Mg. Ruth Elizabeth Infante Paredes   **PhD. Verónica Elizabeth Chicaiza Redín**

Copyright Refuse

V.   Dedication

To:

This investigation is dedicated to the most important people in my life. My mother Katty, my father Eduardo, and my brother Oscar. Without your support, none of this would be possible. Thanks for giving me so much having so little. Thanks for teaching me that every sacrifice will have its reward. Thanks for not letting me give up even in the hardest times. I want to tell you that this dissertation is just the beginning of many more goals to achieve.

And for my angel in heaven, Maria, and my angel on earth, Manuel, here is it, as I promised, the first of many to come, I hope you are very proud of me.

Micha

VI.   Acknowledgments

VII.   Table of Content

VIII.   Index of Tables

IX.   Index of Figures

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

TOPIC: "CHUNKS AND ORAL COMMUNICATION"

Author: Michelle Sonalí Riofrío Mora

Tutor: Lcda. Mg. Ximena Alexandra Calero Sánchez

X.   Abstract

To develop and master oral communication skills, the most important aspect is to have a wide lexicon that allows expressing ideas, thoughts, and feelings besides starting and maintain a conversation proficiently. This research is aimed to establish the influence of lexical chunks in students' oral communication. This study was developed with 28 students from Fifth Semester "A" of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. This study has been labeled as experimental research with qualitative and quantitative approaches. First, an online survey was applied to students in order to diagnose the students' current use of Lexical Chunks. For data gathering, the researcher used Part 4 of the Speaking Section from the PET exam as a Pre-test and Post-test. The subjects were exposed to seven sessions of lexical chunks' classes and activities. After giving students the Post-test, the statistical tool SPSS and the T-test method were used to tabulate and analyze the collected data. In the end, the results showed that lexical chunks had a positive impact on students' oral communication. By providing students with useful words, phrases, and expressions, students will become orally competent. Consequently, they will be able to express and understand conversations content in an accurate way which is vital to have a good speaking performance.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 Investigative Background

The current research is aimed to investigate the influence of chunks in the oral communication of English learners. In this project, the researcher bases the fundamentalisms on previous investigations that have been used as background in this study.

Khalil (2018) developed some research entitled **"Using Lexical Chunks for Developing MUST English Majors' Oral Communication"**. The main objective of this research was to investigate the effect of the training on using the lexical chunks on developing oral communication. The researcher used a pre/post-quasi-experimental design for evaluating the oral communication skill of the 31 students from the 3rd year English majors at Misr University for Science and Technology (MUST). This study developed the data collection process by using a pre-lexical chunks' oral test, an oral communication test, and a reflection sheet. The results of this research revealed that this student group had never received any training on lexical chunks, consequently, they could not differentiate the different types and uses or lexical chunks. However, the results of the application of the pre/ post oral communication test proved that this students' group become able to apply lexical chunks effectively when speaking.

Mohammadi & Enayati (2018) conducted a study called **"The Effects of Lexical Chunks Teaching on EFL Intermediate Learners' Speaking Fluency"**. This research was aimed to investigate the effects of learning lexical chunks on the speaking fluency of EFL Iranian learners while analyzing the students' use and knowledge about them. The study had a quantitative-qualitative approach besides that theoretical and pedagogical implication in the field of second language teaching and learning. After applying the Quick Oxford Placement Test to 120 intermediate L2 learners between 13 and 17 years old, 60 were selected randomly to form two groups – control and experimental -. Both groups were assigned a test of lexical chunks and an interview of ten TOEFL questions as a pre-test. Then, the experimental group received lexical chunks' lessons – collocations and idioms - whereas the control only studied the book contents. After that, the same pre-test instruments were applied as a post-test to measure the proficiency of both groups. Finally, the result was that the experimental group's fluency and attitude towards the interview were much better than the control group.

Ochoa (2018) developed a research entitled **"Lexical chunks and the oral skill development of the English language"** which was aimed to determine the use of lexical chunks in the oral skill development of the English language in students of 9th EGB at "Unidad Educativa Baños". The study had a quantitative-qualitative focus since it was developed through a pre/post-test that included a five-question interview and a ten-questions survey given to both teachers and students. The results showed that the most used lexical chunks were mainly short expressions because they are easy to use and understand. Moreover, it was proved that the activities which are mostly used to develop the lexical approach are watching videos and listening to music in English.

Xian (2018) developed a study called **"Empirical Research on Influences of Lexical Chunks on Fluency, Accuracy, and Diversity of Oral English"** whose main objective was to find out if lexical chunk memory could improve oral fluency, accuracy, and diversity. This research also applied a quantitative-qualitative approach since it included a pre/post oral English test taken from the school oral question bank. For this study, 60 first-year students – 30 from two different universities - who did not speak English were selected. Each group was labeled as an experimental and control group. Both groups were exposed to 4-months-lexical-chunks classes. The difference resided in that the experimental group had to recite and repeat the content learned – the lexical chunks – to memorize it while the control group just attended classes missing this step. The results showed that lexical chunk memory does conduct the development of oral fluency, accuracy, and diversity. Also, the researcher suggested that teachers should manage lexical chunks as the basic unit of language and introduce them in their everyday classes.

Hongling (2017) conducted research called **"Oral Fluency Based on the Unity and Prosodic Features of Lexical Chunks"** to investigate the impact of the acquisition of lexical chunks on oral fluency. This was a corpus-based experimental study, and it establishes that lexical chunks make easier the process of storing and extracting information. Thus, their learning and use decrease the time for language organization and increase the efficiency of communication. The study was developed at the Beijing University of International Studies. The lexical chunks were divided into four groups: words and phrases, collocations, fixed expressions, and sentence starters. According to the author, these groups are enough for an English learner to develop an accurate language oral competency. The findings of this study showed that the 4-groups model is more effective in increasing learners' knowledge of lexical chunks and encouraging their use.

Kadhm (2018) developed a research entitled **"The Effect of Chunks Teaching on Iraqi EFL Students' Performance in Speaking"** which investigated the effect of teaching chunks on Iraqi EFL students' performance in speaking. This was an experimental study since it took 34 second-stage students from the Department of Information and Libraries of the College of Art – Iraq University. This project lasted 10 weeks which began with a speaking pre-test followed by lexical-chunks classes. At the end of the 10 weeks, a speaking post-test was applied to show that the communicative skills of the 34 subjects improved so teaching lexical chunks is more effective than the traditional one in speaking. Moreover, the research emphasized that teaching lexical chunks is a very important part of developing speaking skills, so teachers must try a variety of methods and approaches to encourage students to communicate with each other.

Dinh (2018) developed a study named **"Using lexical chunks to develop the speaking fluency of students in a continuing education center in Hanoi"** whose main aim was to investigate the empiric use of lexical chunks and look for changes in the spoken usage of them. This was action research since it was conducted by the teacher to realize students' problems when speaking in English and help them to overcome the difficulties. The subjects of the study were 45 non-English students from the University's languages center. These students took two pre-tests which included one multiple-choice chunk test and a speaking test before taking some lexical chunk classes. At the end of the study, only 20 of the 45 students were chosen randomly to take the post-test which were the same pre-test elements. The findings of the project showed that the teaching and learning of lexical chunks did improve the speaking skill of students. The researcher explains that the most common problem that students used to have was that when they did not know what to say, they had long pauses. After taking lexical chunks classes, the number of pauses decreased considerably. So, students' fluency improved.

Jones, Waller, & Golebiewska (2017) developed a research called **"Spoken lexical chunks used by successful learners at B2 level: Forms and Functions".** The aim of this project was to analyze the lexical chunks used in successful spoken language by students at the Common European Framework of References for Languages (CEFR) B2 level in the speaking component of a test. This was experimental research since the samples of the study were taken from 32 candidates - 12 males and 20 females - who passed the speaking section of the test. The test scores pronunciation, grammar, vocabulary, discourse management, and interactive ability on a scale of 0-5. The passing grade is 2.5 and all the 32 students obtained a score between 3.5 and 4.0. The results suggested that the most used chunks include the first thousand most used words in the British National Corpus (BNC). However, sampled learners made use of a small range

of multifunctional lexical chunks instead of a monofunctional wide range of chunks. Finally, the authors recommend teaching lexical chunks related to language functions since the first levels for students to get familiar with them and have a better development of the speaking skill.

Hou, Loerts, & Verspoor (2016) conducted a project called **"Chunk use and development in advanced Chinese L2 learners of English".** This research was aimed at establishing the correlation between lexical chunks use and writing proficiency scores of Chinese learners of English as a second language. This research applies a qualitative approach and was developed through 18 months of lexical chunks classes. The subjects of the study were 30 students with a B2 English level chosen randomly. Learners' use of lexical chunks was examined in the first text – pre-test – and the last two texts – post-test – written by them at the beginning and the end of the 18 months. It was found that at the end of the lexical chunks' classes, most of the more proficient writers used a lot of chunks in their paragraphs, specifically collocations. The texts were longer and fluent, thus it helped to increase students' scores. As a result, it was proved that writing proficiency is related to the use of lexical chunks.

Chunling & Hong (2016) elaborated a research entitled **"A Case Study of Lexical Chunk Theory and Its Impact on Reading Fluency"** which was conducted to measure the impact of increased awareness of lexical chunks in the reading process. This was two-year action research since it included observation, application, data analysis, findings summarization, and solution proposal. The subject of study was a major student of engineering science. The reading part of the TOEFL exam was given to him as a pre-test. The results showed that his knowledge of lexical chunks was 45%. Moreover, his preliminary reading accuracy was 74%. After two-years of lexical-chunks classes, reading-comprehension tasks, and face-to-face interviews, another reading part of the TOEFL exam was given to him and the results were that awareness of lexical chunks jumped to 87% while his reading accuracy jumped to 86.7%. The findings revealed that the lexical chunk theory does have a positive impact on improving reading fluency. Furthermore, the factors that contribute to improving reading fluency are also considered with the aim of improving English reading courses in Chinese universities.

After analyzing the results of some research projects related to the topic, it can be concluded that including lexical chunks regularly in the language learning process helps learners to widen their lexicon, consequently, to improve their communicative skills. Moreover, it has been shown that the lexical chunks use can help students to improve not only their speaking skill, but also their listening, writing, and reading skills besides increasing their English level.

Theoretical Framework

Independent Variable

Language Teaching Method

The term Language Teaching Method is popularly defined as that which links theory and practice. Theoretical statements commonly include theories about what is language and how it is learned. As mentioned before, these theories are linked to some design features of language teaching. These features generally include aims, objectives, types of activities, roles of teachers, students, materials, among others. On the other hand, the characteristics of these features are constantly changing and updating according to current teaching and learning practices – use of technology, trending topics, students' needs and interests - and the environment in which the language is taught and learned. According to Rodgers (2016), the methodology is basically what links theory and practice. Some theories would include statements such as what language is, how it is learned, and how the process of second language acquisition is. These theories are commonly related to some features of language teaching and learning such as objectives, syllabus specifications, roles, tasks, materials, among others. Richards (2003) explains that all the Language Teaching Methods are based on the following six features:

1. **Language Theory:** The main components of L2 and what attaining its proficiency implies.
2. **Learning Theory:** The psycholinguistic, cognitive, and social processes implicated in L2 learning besides the conditions for these processes to begin.
3. **Learning objectives:** The goals that participants want to achieve by teaching and learning L2.
4. **The syllabus:** The primary unit of content organization and general guidelines for an L2 course.
5. **Roles:** The role that the participants – teachers and students – are expected to play in the process.
6. **Activities:** The type of tasks that will be assigned to students according to the syllabus and the objectives.

All these components are applied, when necessary, to current language learning practices. And all together – theories, features, and practice – give rise to what it is called language teaching **approaches and methods**.

Approaches and Methods

There is a difference between approach and method. While an approach is a way that is chosen for dealing with someone or something, the method is the process – steps - that are followed to deal with someone or something (Koren, 2015). Language teaching community defines approach as the way in which the teacher decides to teach a topic whereas a method is a process that the teacher follows to teach that topic. In other words, an approach is the teacher's philosophy and perception about language teaching. It can be developed in the classroom by using different methods which agree with the approach's principles. On the other hand, a method is the combination of techniques used by the professor to teach a topic. For example, if a teacher has a communicative approach, which means that language learning is better accomplished by focusing on speaking, meanings, and functions, it is likely that this teacher chooses The Direct Method, The Audio-lingual Method, The Task-based Method, or a combination of the most relevant aspects of each one to reach his goal. There are plenty of approaches and methods that can be applied when teaching English. However, Willis (1990) elaborated a list with some of the most popular and recommended ones for teachers to have more information and resources to manage their classes as better as possible:

Approaches:

1. **The Structural Approach:** Grammar structures are the most important aspects of language learning and it is a set order to teach each one.
2. **The Multi-skill Approach:** Reading, Listening, Speaking and Writing are the most important aspects of language learning. Individual and integrated skills development.
3. **The Functional Approach:** Language learning is a social process. It is focused on language functions: Instrumental, Regulatory, Interactional, Personal, Heuristic, etc.
4. **The Natural Approach:** Based on the idea that L2 must be learned as L1. Acquiring language through exposition and no correcting mistakes.
5. **The Communicative Approach:** Interaction is the most important aspects of language learning as well as authentic material and real-context situations.
6. **The Lexical Approach:** Lexicon is the most important aspect of language. Human brain better stores information into small and meaningful pieces called lexical chunks.

Methods:

1. **The Direct Method:** L1 is not allowed in the classroom. Aimed to communication using L2. Language skills must be developed from the very beginning.

2. **The Grammar-translation Method:** Translating words to L1 is a fundamental part. Grammar rules and vocabulary lists must be learned by heart.

3. **The Audio-lingual Method:** Language learning is a habit. Dialogues are an important part. Information is heard, drilled, and finally presented in its written form.

4. **Total Physical Response Method:** Learners respond to basic commands - stand up, sit down, etc. - Movement and physical activity are the basis of language learning.

5. **The Task-based Language Learning Method:** Based on task solving activities. Students must complete meaningful consecutive tasks using L2.

6. **Suggestopedia:** Based on music, art, and games. The teacher presents the content - Baroque music is commonly used – students pay attention and produce L2.

The Lexical Approach

This approach was first described in 1993 by Michael Lewis in his book called The Lexical Approach. It establishes that a very important part of the language learning process consists of understanding and producing lexical units, commonly called fixed expressions or **chunks**. By using this approach, learners can recognize, understand, and produce both grammar structures and meaningful set of words that together have a communicative purpose. These lexical units are mainly fixed expressions that occur naturally in oral interaction. Lewis (1993) also states that lexical units are a bigger part of discourse rather than isolated words, phrases, or sentences. The syllabus of the lexical approach basically emphasizes vocabulary learning over grammars and its main aim is that students learn what is essential and useful for fluent communication. The use of chunks for teaching English as a second language has become more popular and recommended in the last decade. Between 65% and 80% of English's native speakers use prefabricated phrases in their daily life to communicate with others. It means that if someone who is learning English does not use prefabricated chunks or expressions when speaking, then he could not be considered as a fluent user of the language.

Chunks

From the cognitive psychology point of view, Gobet (2001) defines chunks as a collection of elements that have a strong link with each other, but a weak link with other chunks' elements. Moreover, Thalmann, Souza, & Oberauer (2019) define chunking as the process by which

pieces of information – mainly sentences or statements - are broken down and then regrouped into smaller groups so that they become meaningful, understandable, and memorable for the brain. Lewis (1993) defines chunks as sets of words that can be naturally found together in language. They can be predetermined elements such as collocations, fixed expressions, formulaic utterances, phrasal verbs, sentence starters, verb patterns, idioms, catchphrases, and any other similar item that does not fit into a specific category such as traditional-grammar structures or single-word vocabulary.

Chunks facilitate communication because learners use their knowledge about chunks to process language and predict meaning in a real-time oral interaction so that having a better performance when communicating with others. Chunks have some characteristics. First, they are formed by more than one word. Also, chunks are easily found in daily communication. They show a variety of fixedness and idiomaticity levels. And finally, chunks are probably learned and processed in an isolated way (Wray, 2002). The use of chunks in the language learning process has demonstrated many benefits for students. The first benefit is related to fluency. Ellis & Simpson-Vlach (2008) state that having a memorized store of lexical chunks allows faster information processing, not only for the reception but also for production. This statement was easier to look for something in the long-term memory than computing it. The second benefit is related to idiomaticity. The use of chunks can help learners to be perceived as native-like proficiently language users. Pawley & Syder (1983) mention that this idiomaticity perception is due to chunks provides a relatively impressive lexical richness and syntactic complexity. Finally, the third benefit is related to language development. Chunks can facilitate the expansion of language knowledge. Lewis (1997) establishes that at the beginning of the language learning process, chunks are learned as unanalyzed wholes. Then, they are broken down into sentence frames that can contain slots for various fillers. In that way, chunks help students to increase their language knowledge and improve their language use.

Dependent Variable

Productive Skills

English has four skills, and they are divided into two categories: receptive skills – reading and listening - and productive skills – writing and **speaking** -. These two lasts are also called active skills because they allow the language users to transfer the information they produce in spoken or written form, and consequently, interaction and communication take place between human beings. According to Hossain (2015), productive skills are the most important forms of expression in society. They are mainly used to persuade others as well as to share information, thoughts, and emotions. Moreover, productive skills have a close relationship with Speaking and Writing subskills. Cohesion, coherence, fluency, and accuracy are very important parts of producing the language to reach success in communication. Into the Language Learning Process, active skills are also important because they are tangible evidence of language learning. The more the learner produces appropriate and coherent pieces of language, the more the learner's progress can be proved (Golkova & Hubackova, 2014). In this context, Speaking and Writing can be appreciated in class participation, oral presentations, essays, oral or written reports, dissertations, etc. Developing productive skills is vital for L2 learners because written and spoken communication are basic life abilities. In daily life, people need to interact with others in order to inform, convince, or share ideas and feelings and the only two ways of doing this are by speaking or writing.

Speaking Skill

According to Harmer (1978), speaking is the production of auditory signals using the articulatory organs of language – mouth, tongue, glottis, vocal cords, among others -. In other words, speaking is the articulation of sounds and words to communicate something. Each code uses vowel and consonant phonetic combinations to form the words' sounds. Then, those words are used in their own semantic character as part of a language's lexicon and according to the syntactic constraints of each lexical words' function in a sentence (Levelt, 1999). Regarding to teaching speaking as a skill, Brown (2004) emphasizes the importance of developing speaking micro and macro skills for having and complete and accurate development of the principal skill itself. Speaking micro-skills refer to skills at sentence level. They are focused on producing the smallest chunks of language such as phonemes, morphemes, words, collocations, fluency, and phrasal units. On the other hand, speaking macro-skills refer to skills at discourse level. They are focused on more complex elements such as accuracy, discourse, style, intonation, cohesion,

verbal communication, nonverbal communication, among others. The term verbal communication can be applied for both productive skills - writing and speaking -. When referring to speaking, this term is often managed as **oral communication**.

Oral Communication

Ferguson & Terrion (2014) define oral communication as the act of conveying meanings from one entity or group to another using a mutually understood system of signs, symbols, and semiotic rules through speaking. In other words, oral communication is the process of exchanging information by word of mouth using a mutually understood language. Arroyo Cantón & Berlato Rodríguez (2012) establish that oral communication describes any type of interaction between individuals which makes use of words and involves speaking and listening. This process can be carried out in face-to-face discussions or through any technological device such as telephones, smartphones, computers, or VOIP systems – Skype, Zoom, Google Meets, among others -.

Gallardo (1993) says that the oral communication process is considered effective when it is clear, precise, relevant, tactful, considerate, concise, informative, and adapted to the needs of both speaker and listener. It requires the speaker to consider his vocal pitch, rate, and volume. It is important to incorporate changes in vocal pitch to add emphasis and avoid monotony. On the other hand, non-verbal elements such as posture, gestures, and facial expression are also important factors in developing good oral communication skills. Good verbal communicators make frequent eye contact to ensure understanding and to develop rapport with the listener.

Levis (2018) establishes five aspects that all the conversation participants must consider for having a successful oral interaction. The first one refers to *content* and says that the information shared through the speaking process must be meaningful, understandable, relevant, clear, and concise for all the members of the conversation. The second one is about *organization*, it means that the global message must have an introduction, development, and conclusion of ideas. The third aspect is *grammar,* and it states that the message must have as few mistakes as possible. The speaker must consider things such as word choice and order and grammar structures. The fourth is about *pronunciation* and it explains that even though there are a wide variety of accents, and all of them are accurate, it would be better understandable for all the conversation participants if they try to use a standard accent. And the last one refers to *fluency*. It is the speakers' ability of talking for a considerable period without many hesitations or interruptions. The ideal conversation must flow naturally and continuously for being understood by everyone.

According to Shannon (1948), there are seven main steps that humans must follow for having a successful oral communication. They are:

1. **Having a Reason:** The motivation that the speaker must enter a conversation.
2. **Message composition:** What is going to be expressed into the conversation.
3. **Message encoding:** The use of speech, gestures, movements, among other resources.
4. **Transmission:** Sharing the message as a sequence of signals using a specific channel.
5. **Reception:** Catching the information through listening carefully to the speaker.
6. **Decoding:** Reassembling the encoded message.
7. **Interpretation:** Understand and making sense of the presumed original message.

Oral communication can be divided into two forms: formal and informal oral communication. Berelson (1952) states that the speaker must choose to use formal and informal language according to different purposes. Formal language avoids using colloquialisms, contractions, and first-person expressions. It is commonly used in serious situations such as when the speaker has a conversation with someone new, in a job interview, or at lectures and oral presentations. In contrast, informal language is more casual and spontaneous. It is commonly used when communicating with family or friends and it does allow the use of colloquialisms, contractions, and first-person expressions.

1.2 Objectives

General Objective

To establish the influence of chunks in oral communication of students from Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato.

Specific Objectives

- To diagnose the students' current use of Lexical Chunks.

To achieve this objective, it was necessary to elaborate and validate a survey aimed to diagnose students' real knowledge about Lexical Chunks. This survey included three close questions and two multiple-choice questions all related with Chunks and Oral Communication. After that, Part 4 of the Speaking Paper from The Preliminary English Test (PET) was given to them as a Pre-test to evaluate their oral communication and lexical chunks' use.

- To apply Lexical Chunks in class.

To accomplish this objective, students were exposed to seven sessions of Lexical Chunks classes. During the experiment, students were taught about definitions, classification, and correct use besides that completing activities such as tasks, handouts, and roleplays, all related to Chunks and Oral Communication. Furthermore, they were provided with a list of the most useful lexical chunks for them to use in oral interactions.

- To analyze the effect of the Lexical Chunks in students' Oral Communication.

To attain this objective, students were given Part 4 of the Speaking Paper from The Preliminary English Test (PET) again, but as a Post-test to evaluate their oral communication and lexical chunks' knowledge after the exposure. Then, the results were analyzed and tabulated to see if Lexical Chunks had a positive, negative, or non-effect in students' oral communication. At the end, the result obtained showed that Lexical Chunks had a positive impact on it.

CHAPTER II

2. METHODOLOGY

2.1 Resources and Instruments

Resources

Humans

The human resources involved in this research project were the research tutor Lcda. Ximena Alexandra Calero Sánchez M.Sc. who guided the experiment and the dissertation, the researcher Michelle Sonalí Riofrío Mora, and the subjects of study, the 28 students from Fifth Semester "A" of Pedagogía de los Idiomas Nacionales y Extranjeros.

Institutional

All the people who participated in this research project belong to Universidad Técnica de Ambato. As the topic of this investigation is related to teaching, all the participants are part of Facultad de Ciencias Humanas y de la Educación, specifically to Languages Career and Pedagogía de los Idiomas Nacionales y Extranjeros Program.

Materials

The materials used in this research project were mobile phones, computers, internet connection, Part 4 of the Speaking Paper from The PET exam, Zoom Platform, and Google Forms. Moreover, the bibliography as source of information for developing the research including literature and exercises related to Lexical Chunks and Oral Communication.

Economics

Table 1 Economics

Expenses	Money
Design	$20
Development	$15
Delivery of the Research Project	$20
Total	**$55**

Developed by: Riofrío, M (2021)
Source: Michelle Riofrío

Instruments

Survey

According to Check & Schutt (2017), a survey is an instrument used to collect information from a sample of individuals through their responses to questions. In this project, a survey allowed the researcher to gather information, analyze it, and end up with a results chart. A google form survey was given to students with the aim of diagnosing their knowledge about lexical chunks and how often they use them when communicating in English. This survey presented 3 close questions and 2 multiple-choice questions where students had to answer things such as ratting their own oral communication, selecting the definition of lexical chunks, and choosing the chunks they commonly use from a list (Annex 3)

Preliminary English Test

The Preliminary English Test (PET) is an international English language examination delivered by Cambridge Assessment English. Its qualification shows if a learner has mastered the basics criteria of the language and has developed practical language skills for everyday use (Cambridge Assessment English, 2021). It is labeled as an intermediate level exam (B1 Level) according to the Common European Framework of Reference (CEFR). For this research, the Part 4 of the Speaking Paper was chosen to evaluate students' oral communication and use of lexical chunks. This part includes a conversation between two candidates who discuss their opinions, ideas, thoughts, and feelings about two pictures previously presented. It was applied as a pre/posttest and it was taken via Zoom sharing the task instruction and the two pictures simultaneously (Annex 4). The rubric for Part 4 provided by Cambridge Assessment English was also used to grade students in this research. The Interactive Communication Rubric consists of four aspects about how students keep going a conversation. It allows the researcher to grade de candidates over 4 with "Good" and "Not so Good" besides that writing notes about students' performance (Annex 5).

Worksheet

Cambridge Dictionary (2020), defines worksheet as a document given to students that contains information, exercises, and questions about a subject and must be completed, most of the time, to recall knowledge and obtain a grade. In this research, two worksheets were applied to measure students' knowledge about lexical chunks and their usage. The first one was purely based on lexical chunks. It included tasks such as completing sentences with chunks and classifying chunks into categories – expressing opinion, experiences, likes, and dislikes, and

conversational phrases -. The second one included authentical material – a scene of a conversation from the TV Show Friends -. Students were provided with the video and the script and the instruction was to identify and underline all the phrases they consider as useful expressions. Both worksheets were graded over 10 (Annex 6).

2.2 Basic Methods of Research

Qualitative and Quantitative Approach

This research has made use of a mixed approach - qualitative and quantitative -. Creswell & Creswell (2017) establish that the qualitative approach is directed to analyzing and understanding subjects' behavior, experiences, believes, attitudes, interactions, and reactions through the observation and use of senses. In this project, the progress of students' oral communication was analyzed by using this approach. Students' behavior, attitudes, interactions, and reactions when having a conversation were analyzed through the qualitative aspects of The Preliminary English Test's rubric – Pre/Posttest -. Moreover, the last activity, which involved developing a roleplay, was qualitatively analyzed regarding students' performance, fluency, and interaction. On the other hand, Creswell & Creswell (2017) also state that the quantitative approach is focused on obtaining numerical results from validated instruments of data collection. After that, the collected data must be registered on a database with accurate statistics and percentages for being tabulated and interpreted. In this study, the use of lexical chunks by students was measured through a survey that diagnosed the real knowledge that students had about lexical chunks before the experiment. Furthermore, students' lexical chunks knowledge was also graded during the process respecting the quantitative criteria of The Preliminary English Test's rubric – Pre/Posttest -.

Experimental Research

Tanner (2018) explains that this type of research is the process of developing an experiment where the researcher must identify the justification for applying the independent variable to the subjects of study, analyze what is happening during this process, and determining the effects that the subjects show after that. In this case, as communicating in L2 has always been a common problem between English learners, the experiment was focused on determining the effects that teaching lexical chunks would have on students' oral communication. The subjects of the study were the 28 students from Fifth Semester "A" of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. As the first step, a survey was applied to diagnose the reality of students regarding lexical chunks. After that, students were

given Part 4 of the Speaking Section from The Preliminary English Test as a Pretest. Then, the subjects were exposed to 7 sessions where they received 15 hours of classes about lexical chunks and developed 7 activities related to the topic. In the end, students took Part 4 of the Speaking Section from The Preliminary English Test as a Posttest so that all the data collected would be tabulated, analyzed, and interpreted. It's important to mention that for giving students the Pretest and the Posttest, the researcher received support from a colleague. So, the evaluation, tabulation, analysis, and interpretation has been based on both persons criteria.

Field Research

According to Burgess (2002), a study is categorized as field research when the data is collected from primary sources, which means from the subjects of study by using validated or free instruments. In this project, the information needed for developing the study was collected directly from the subjects of the study, the 28 students from Fifth Semester "A" of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The data was gathered by using a survey, a rubric from PET Exam, worksheets, and field logs. The collected information was analyzed for two reasons: diagnosing students' oral communication including the use of lexical chunks and monitor the progress of the subjects during the experiment. This field research was focused on observing students' oral interactions in English - start and keep going a conversation - for providing them with useful lexical chunks to improve their oral communication.

Bibliographical Research

Eaton (1964) defines bibliographic research as a study that needs to base its development on information from published materials. Most of the time, these materials are resources such as books, magazines, journals, newspapers, and reports, but electronic media such as audios, videos, films, websites, blogs, or another bibliographic database can also be considered as useful resources. This research project is classified as bibliographical since to have adequate sustenance, it collected, analyzed, and organized existent information of other research, books, scientific documents, and academic papers from specialized authors. It means that all the information that has been recovered for developing this research project came from authors, mainly linguists and pedagogues, who are experts on chunks and oral communication.

<div align="center">**CHAPTER III**</div>

3. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter is directed to develop and present a meticulous analysis and interpretation of the data collected during the experiment applied to the 28 students from Fifth Semester "A" of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. All the information presented here has been gathered, studied, and construed by using validated instruments and programs applied for investigative purposes. It is important to mention that the results of this experiment have been duly processed, filtered, and reviewed for being presented into charts and graphics so the reader can understand them easily.

Students Online Survey

This first part shows the answers from the 28 subjects who took the survey with a properly elaborated and validated questionnaire about chunks and oral communication. This survey had three close questions and two multiple-choice questions aimed to diagnose student's reality about their lexical chunks' knowledge and their oral communication abilities.

**Question 1:** How would you rate your oral communication?

Table 2 Oral Communication Perception

Oral Communication Perception			
	Frequency	Percentage	Percentage	Percentage Cumulative
1 - Appalling	0	0	0	0
2 - Deficient	2	7,1	7,1	7,1
3 - Acceptable	17	60,7	60,7	67,8
4 - Efficient	8	28,6	28,6	96,4
5 - Excellent	1	3,6	3,6	100,0
Total	28	100,0	100,0	

Developed by: Riofrío, M (2021)
Source: Students' Survey

Figure 1 Oral Communication Perception
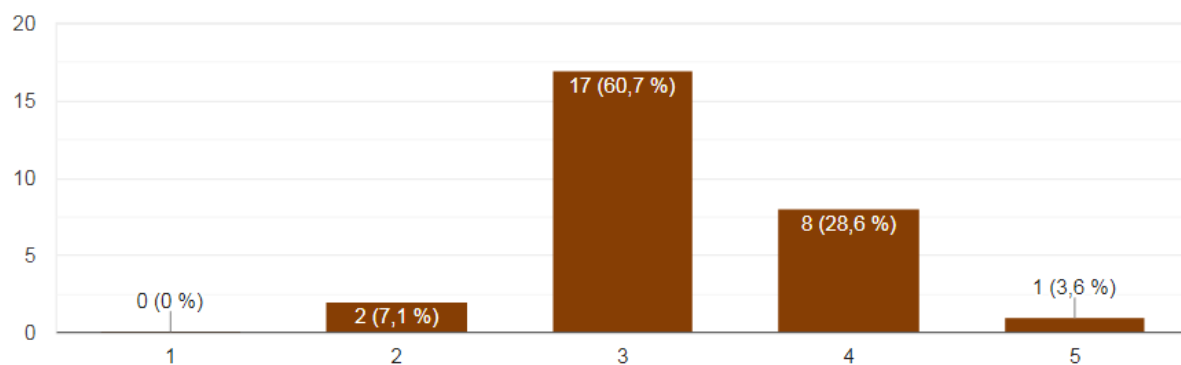
Developed by: Riofrío, M (2021)
Source: Students' Survey

Analysis and Interpretation

According to students' answers about how they would rate their oral communication, none of them rated it as appalling. Two students, who represent the 7,1%, rated it as deficient. Seventeen subjects, which means the 60,7%, rated their oral communication as acceptable. Eight other students, who depict the 28,6%, rated it as efficient, and only one student, who represents the 3,6% rated it as excellent. It can be said that these students have no major problems with oral communication. They can communicate using the English language at least at a pre-intermediate level that meets their oral interaction needs.

Question 2: Referring to your language learning process, you would say that it has been:

Table 3 Language Learning Process Approach

Language Learning Process Approach			
	Frequency	Percentage	Percentage	Percentage Cumulative
Grammar-based	2	7,1	7,1	7,1
Vocabulary-based	4	14,3	14,3	21,4
Both	22	78,6	78,6	100,0
Total	28	100,0	100,0	

Developed by: Riofrío, M (2021)
Source: Students' Survey

Figure 2 Language Learning Process Approach
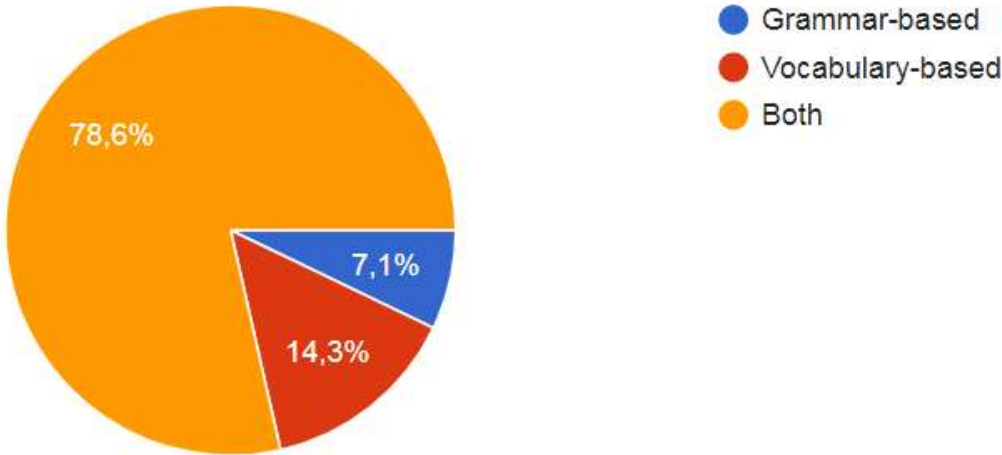
Developed by: Riofrío, M (2021)
Source: Students' Survey

Analysis and Interpretation

According to students' answers about their language learning process, two subjects, who depict the 7,1%, said that it has been only grammar-based. On the other hand, four students, which represent the 14, 3%, indicated that it has been only vocabulary-based. However, the other twenty-two students, who are the 78,6%, affirmed that their language learning process has been based on both grammar and vocabulary approaches. It can be stated that most of these students have experienced a mixed approach learning process so there is a big probability that their language knowledge and skills are well-balanced.

**Question 3:** Choose the correct definition of CHUNKS.

Table 4 Lexical Chunks Definition

Lexical Chunks Definition			
	Frequency	Percentage	Percentage	Percentage Cumulative
1. They are groups of grammar rules that every languages learner must know.	2	7,1	7,1	7,1
2. They are groups of words that can be found together in a language.	10	35,7	35,7	42,8
3. They are groups of methods and approaches that can be used to teach languages.	6	21,4	21,4	64,2
4. They are groups of assessing methods that can be used to measure languages knowledge.	10	35,7	35,7	100,0
Total	28	100,0	100,0	

Developed by: Riofrío, M (2021)
Source: Students' Survey

Figure 3 Lexical Chunks Definition
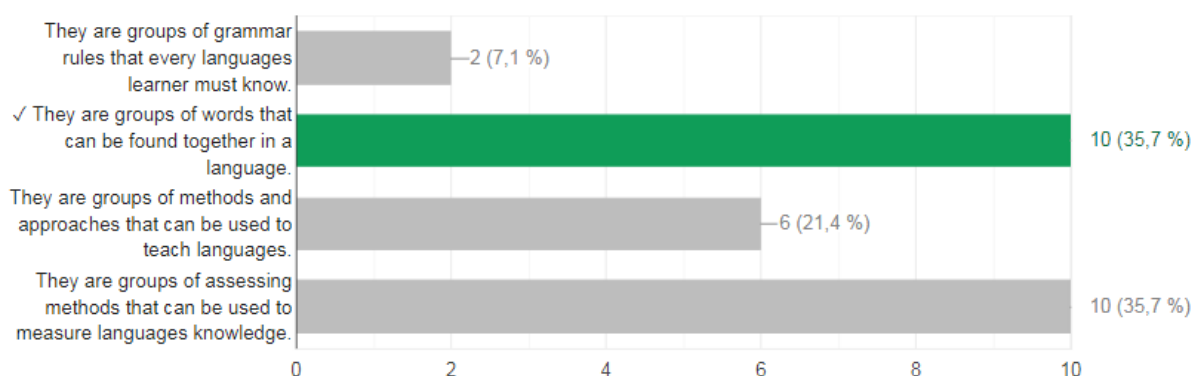
Developed by: Riofrío, M (2021)
Source: Students' Survey

Analysis and Interpretation

According to students' answers about the definition of the word CHUNKS, two of them, who represent the 7,1%, expressed that it is related to grammar rules. Ten subjects, which depict the 35,7%, agreed that chunks are words commonly found together in language. Six other students, who are the 21,4%, said that the term is related to methods and approaches. The last ten students, which mean the 35,7%, linked the word with assessing methods. Since only ten from twenty-eight students got it right – option 2 – it can be said that this group is not really familiarized with lexical chunks definition and what it comprises.

**Question 4:** Choose all the linguistic items that may be considered as CHUNKS.

Table 5 Linguistic Items considered Lexical Chunks

Linguistic Items considered Lexical Chunks				
	Frequency	Percentage	Percentage	Percentage Cumulative
1. Collocations	22	24,4	24,4	24,4
2. Total Physical Response	8	8,9	8,9	33,3
3. Simple Present	6	6,7	6,7	40,0
4. Idioms	11	12,2	12,2	52,2
5. Audio-lingual Method	8	8,9	8,9	61,1
6. Fixed Expressions	12	13,3	13,3	74,4
7. Past Perfect	5	5,6	5,6	80,0
8. Conditionals	9	10,0	10,0	90,0
9. Sentence Starters	9	10,0	10,0	100,0
Total	90	100,0	100,0	

Developed by: Riofrío, M (2021)
Source: Students' Survey

Figure 4 Linguistic Items considered Lexical Chunks
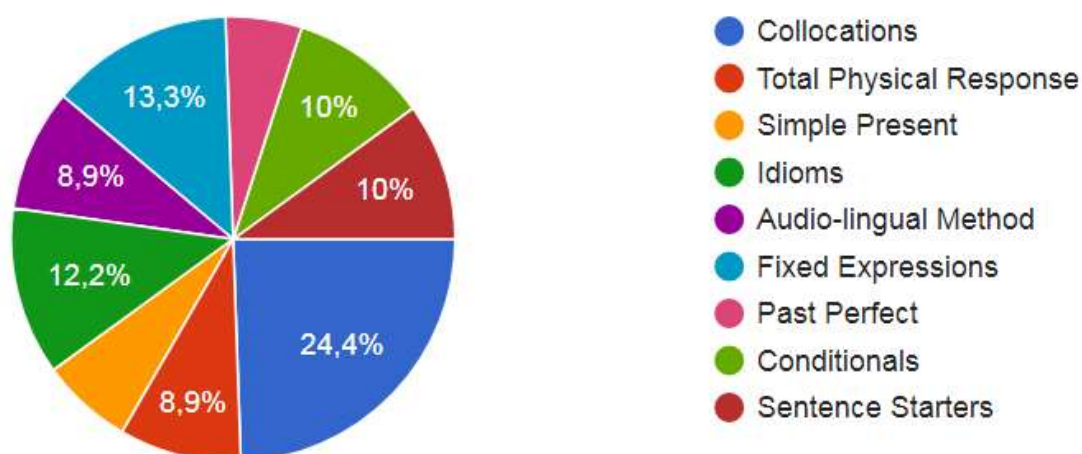
Developed by: Riofrío, M (2021)
Source: Students' Survey

Analysis and Interpretation

According to students' answers about the linguistic items that could be considered as CHUNKS, twenty-two students, which represent the 24,4% of the answers, expressed that Collocations may be part of them. Eight subjects, that means the 8,9% of the answers, related Total Physical Response to chunks. Six students, which depict the 6,7% of the answers, considered The Simple Present as part of them. Eleven subjects, that represent the 12,2% of the answers, said that Idioms may be considered as chunks. Eight students, which means the 8,9% of the answers, mentioned that The Audio-lingual Method belongs to them. Twelve subjects, that represent the 13,3% of the answers, expressed that Fixed Expressions may be part of chunks. Five students, that depict 5,6% of the answers, related The Past Perfect to them. Nine students, which represent the 10% of the answers, chose Conditionals as chunks. Finally, nine students more, that means the 10% of the answers, said that Sentence Starters can be part of them. Considering that only one of the options was selected by 22 students, which represents more than half of the group, but only 24,4% of the answers. It can be said that students' answers were dispersed, reinforcing the fact that this group does not have a clear idea of what linguistic items can be considered as chunks.

Question 5: Choose all the CHUNKS that you would commonly use to start and maintain a conversation.
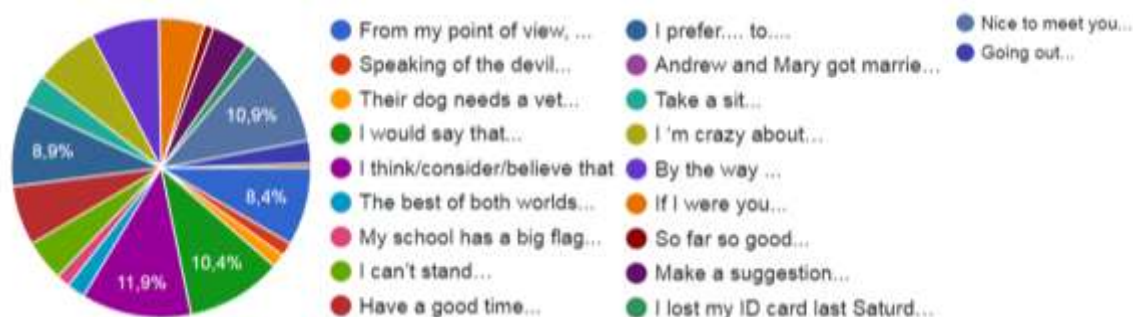
Table 6 Conversational Chunks

Conversational Chunks			
	Frequency	**Percentage**	**Percentage**	**Percentage Cumulative**
1. From my point of view	17	8,4	8,4	8,4
2. Speaking of the devil	3	1,5	1,5	9,9
3. Their dog needs a vet	3	1,5	1,5	11,4
4. I would say that	21	10,4	10,4	21,8
5. I think/consider/believe that	24	11,9	11,9	33,7
6. The best of both worlds	4	2,0	2,0	35,7
7. My school has a big flag	3	1,5	1,5	37,2
8. I can't stand	9	4,5	4,5	41,7
9. Have a good time	13	6,4	6,4	48,1
10. I prefer.... to....	18	8,9	8,9	57,0
11. Andrew and Mary got married.	1	0,5	0,5	57,5
12. Take a sit	7	3,5	3,5	61,0
13. I 'm crazy about	14	6,9	6,9	67,9
14. By the way	15	7,4	7,4	75,3
15. If I were you	10	5,0	5,0	80,3
16. So far so good	2	1,0	1,0	81,3
17. Make a suggestion	8	4,0	4,0	85,3
18. I lost my ID card last Saturday.	3	1,5	1,5	86,8
19. Nice to meet you	22	10,9	10,9	97,5
20. Going out	5	2,5	2,5	100,0
Total	202	100,0	100,0	

Developed by: Riofrío, M (2021)
Source: Students' Survey

35

Figure 5 Conversational Chunks

Developed by: Riofrío, M (2021)
Source: Students' Survey

Analysis and Interpretation

This question asked students to choose all chunks that they would use to start and maintain a conversation - sentence starters and fixed expressions specifically -. Options 1, 4, 5, 8, 10, 13, 14, 15, and 19 are considered as sentence starters and fixed expressions – chunks -, and they together represent 65,3% of the answers. However, only 4 of these 9 options were selected by more than 14 students each, which represents only 41,6% of the answers. After analyzing the data collected, the results showed that most students' answers were dispersed or even randomly. These results continue reinforcing the fact that this group of students is not really familiarized with Lexical Chunks, their types, and functions.

Test Results

This part of the chapter is aimed to analyze the results of the pretest and posttest given to the 28 participants of this experiment. This process makes it possible to compare the data collected in order to see if there are changes – positive or negative – in students' performance at the end of the study. The statistical tool SPSS was used to tabulate the data for obtaining central tendency measures such as variance, deviation, standard, degrees of freedom, and bilateral significance. All this information allows the researcher to contrast and analyze the results deeply and proceed with the verification of the research hypothesis.

Pre-test Results

Table 7 Pre-test Results

Student	Question 1	Question 2	Question 3	Question 4	Total/4	Total/10
1	0	1	0	1	2	5
2	1	0	1	1	3	7,5
3	0	1	0	1	2	5
4	1	1	0	0	2	5
5	1	1	1	1	4	10
6	1	1	1	1	4	10
7	0	1	0	0	1	2,5
8	1	1	1	1	4	10
9	1	1	0	1	3	7,5
10	0	1	0	1	2	5
11	0	0	1	0	1	2,5
12	1	0	0	0	1	2,5
13	1	1	0	0	2	5
14	0	1	0	0	1	2,5
15	0	1	1	1	3	7,5
16	1	1	0	1	3	7,5
17	1	0	0	0	1	2,5
18	1	0	1	1	3	7,5
19	1	1	1	0	3	7,5
20	0	1	0	0	1	2,5
21	1	1	1	1	4	10
22	0	1	0	1	2	5
23	1	1	1	1	4	10
24	1	1	1	1	4	10
25	1	1	0	0	2	5
26	1	1	1	0	3	7,5
27	1	1	1	1	4	10
28	1	0	0	1	2	5
X	0,67	0,78	0,46	0,60	2,53	6,33

Developed by: Riofrío, M (2021)
Source: Students' Grades

Analysis and Interpretation

According to the results obtained from the Pre-test aimed to evaluate students' oral communication skills - a Part 4 of the Speaking Section from the PET exam – the average of the course was 6,33 over 10. In accordance with the guidelines of the Ecuadorian Educational System, the minimum grade within what is considered acceptable is 7 over 10. As this group obtained a score below the acceptable limit, it means that they need intervention and reinforcement related to oral communication development.

Post-test Results

Table 8 Post-test Results

Student	Question 1	Question 2	Question 3	Question 4	Total/4	Total/10
1	1	1	1	1	4	10
2	1	0	1	1	3	7,5
3	1	1	1	1	4	10
4	1	1	1	1	4	10
5	1	1	1	1	4	10
6	1	1	1	1	4	10
7	1	1	0	1	3	7,5
8	1	1	1	1	4	10
9	0	1	1	1	3	7,5
10	0	1	1	0	2	5
11	1	1	1	1	4	10
12	1	1	0	0	2	5
13	0	1	1	1	3	7,5
14	1	1	0	1	3	7,5
15	1	1	1	0	3	7,5
16	1	1	1	1	4	10
17	1	0	0	0	1	2,5
18	1	1	1	1	4	10
19	1	1	1	1	4	10
20	0	0	1	0	1	2,5
21	1	1	1	1	4	10
22	0	1	0	1	2	5
23	1	1	1	1	4	10
24	1	1	1	1	4	10
25	1	1	1	1	4	10
26	1	1	1	1	4	10
27	1	1	1	1	4	10
28	1	1	1	1	4	10
X	**0,82**	**0,82**	**0,82**	**0,82**	**3,35**	**8,39**

Developed by: Riofrío, M (2021)
Source: Students' Grades

Analysis and Interpretation

After the intervention and reinforcement of students' oral communication by exposing them to lexical chunks, they took another Part 4 of the Speaking Section from the PET exam as a Post-test to determine if there was any improvement in their grades and oral interaction. The Post-test results showed that the average of the group after the experiment was 8,23 over 10, which is a grade over what is considered as good. Regarding the length of time that the intervention lasted, and the number of activities developed, this increment is significant.

Comparative Analysis (Pre-test and Post-Test)

The following chart exposes a results summary of the information gathered and processed from students' performance in the PET-based tests. It shows an easy-to-read comparison of the scores' variations before and after the lexical chunks' intervention. Moreover, statistical measures were applied to obtain central tendency data in order to have a wide view of the whole process and establish if there was an improvement of students' oral communication after the experiment or not.

Table 9 Comparative Analysis

Comparative Analysis (Pre-test and Post-Test)						
Tests	**Mean**	**Mode**	**Median**	**Standard Deviation**	**Variance**	**Max**	**Min**
Pre-test	6,33	5	6,25	2,76236	0,52204	10	2,5
Post-test	8,39	10	6,25	2,37797	0,44939	10	2,5

Developed by: Riofrío, M (2021)
Source: Students' Grades

According to the information presented in the previous chart, it is noticeable that it has been an improvement in students' oral communication. Before the study, the oral interaction average of the course was 6,33 over 10, which was below what is acceptable. After being exposed to lexical chunks classes, the oral interaction average of the course increased to 8,39, which it is considered an almost perfect grade. It also must be mentioned that after the intervention, 23 out of 28 students obtained a grade over 7. It means that the introduction, teaching, and constant use of lexical chunks in class help students to widen their lexicon, consequently, improving their oral communication skills. In addition, it is remarkable the changes on Standard Deviation and Variance figures. The fact that the final figures decreased regarding the initial ones, indicates that after the experiment students' knowledge accomplished a relative uniformity as well as their grades. The following graphic shows a visual explanation of what has been explained:

Figure 6 Comparative Analysis
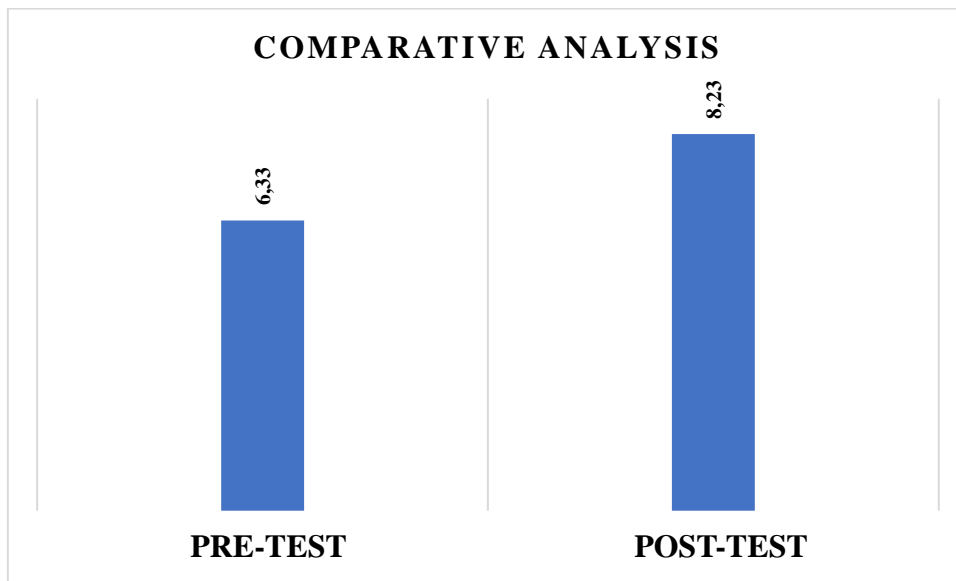
Developed by: Riofrío, M (2021)
Source: Students' Grades

3.2   Verification of Hypotheses

The purpose of this last part of the chapter is to collate the results of the two tests given in this study by using the T-test method. Kim (2015) defines it as a statistical resource used to compare the means of two data groups. It is commonly used to verify the hypothesis and to determine if the experiment had any influence on the subjects. In this research, the T-test was used to determine whether the teaching of lexical chunks improves students' oral communication or not.

Having this in mind, the study hypothesis is described below:

H0: Learning Lexical Chunks does not help students to improve Oral Communication.

H1: Learning Lexical Chunks help students to improve Oral Communication.

The results are exposed in the following chart:

Table 10 Verification of Hypotheses

	Pre-test		Post-test
Mean	6,33		8,39
Variance	0,52204		0,44939
Degrees of Freedom		27	
Bilateral Sig.		0,000	

Developed by: Riofrío, M (2021)
Source: Students' Grades

Analysis and Interpretation

The improvement and increasing tendency of students' scores is clearly shown in the table above. The bilateral significance is 0, 000 which is lower than Alpha's significance level 0,05. Consequently, the null hypothesis - H0: Learning Lexical Chunks does not help students to improve Oral Communication - is rejected, and the alternative - H1: Learning Lexical Chunks help students to improve Oral Communication - is accepted as valid. Therefore, it is determined that Lexical Chunks does influence the development of Oral Communication in Students.

CHAPTER IV

4.   CONCLUSIONS AND RECOMMENDATIONS

4.1   Conclusions

- Lexical Chunks influence students' oral communication in a positive way. By providing learners with useful chunks and expressions, students from 5th Level "A" of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato widened their lexicon and improved their oral interactions.

- It was found that most of these students were not very familiarized with some linguistic items such as Fixed Expressions, Collocations, Verb Patterns, Idioms, Catchphrases, and Sentence Starters, which made it difficult for them to start and maintain a fluent conversation for more than two minutes.

- Teaching Lexical Chunks is an excellent way of allowing students to develop their oral communication and achieve language proficiency. 5th Level "A" students learned some of the most popular Lexical Chunks which were useful for them when communicating with others in the class.

- Students' oral communication is positive affected by the influence of Lexical Chunks. The experiment's results showed that Lexical Chunks helped students to enhance their speaking performance. Afterward, students were able to start and maintain a fluent conversation for more than two minutes.

4.2   Recommendations

- It is suggested introducing Lexical Chunks gradually in English classes no matter the level. The earlier chunks are introduced in the language learning process, the faster students will increase their lexicon and become able to produce the language and interact with others proficiently.

- It is of vital importance for students to get familiar with the linguistic items that are into the category of Lexical Chunks. Things such as Idioms, Verb Patterns, and Collocations should be an active part of each English class. Teachers should include them in different activities through the sessions, mainly, in the practical ones.

- Teaching Lexical Chunks is extremely productive for both teachers and students. It is recommended the development and application of lexicon-communicative activities for teachers to diminish their TTT – teacher talking time – and to encourage students to actively participate in class.

- Teachers should focus their attention on meaningful and useful things for students' language learning process. Most of the time, teachers only focus their classes on grammar, when what students really need is to learn keywords, phrases, and expressions that help them to communicate understandably.

REFERENCES

Arroyo Cantón, C., & Berlato Rodríguez, P. (2012). *La comunicación oral y escrita.* España: Oxford University Press.

Berelson, B. (1952). *Content Analysis in Communications Research.*

Brown, D. (2004). *Language assessment principles and classroom practice.* New York City: Pearson Education.

Burgess, R. (2002). *In the field: An introduction to field research .* Routledge.

Cambridge Assessment English. (2021). *Cambridge Assessment English.* Obtenido de https://www.cambridgeenglish.org/exams-and-tests/preliminary/

Cambridge Dictionary. (2020). *Cambridge Dictionary.* Obtenido de https://dictionary.cambridge.org/es/diccionario/ingles/worksheet

Check, J., & Schutt, R. (2017). Research methods in education. (S. Publications, Ed.)

Chunling, L., & Hong, M. (2016). A Case Study of Lexical Chunk Theory and Its Impact on Reading Fluency. *Cross-Cultural Communication, 12*(3), 35-39.

Creswell, J., & Creswell, D. (2017). *Research design: Qualitative, Quantitative, and Mixed Methods.* Sage Publications.

Dinh, T. H. (2018). Using lexical chunks to develop the speaking fluency of students in a continuing education center in Hanoi= Sử dụng cụm từ vựng để phát triển khả năng nói của học sinh tại một trung tâm giáo dục thường xuyên ở Hà Nội.

Eaton, T. (1964). *Bibliographical Research.*

Ellis, N., & Simpson-Vlach, R. (2008). *Formulaic Language in Native and Second Language Speakers: Psycholinguistics, Corpus Linguistics, and TESOL.* TESOL Quarterly.

Ferguson, S. D., & Terrion, J. L. (2014). *Communication in everyday life: personal and professional contexts.* Toronto: Oxford University Press.

Gallardo, B. (1993). *Lingüística, perceptiva y conversación: Secuencias.* Lynx: Universitat de València.

Gobet, F. (2001). Chunking mechanisms in human learning. *Trends in cognitive sciences, 5*(6), 236-243.

Golkova, D., & Hubackova, S. (2014). Productive skills in second language learning. Hradec Kralove: University of Hradec Kralove.

Harmer, J. (1978). *Advanced speaking skills.*

Hongling, L. (2017). Oral Fluency Based on the Unity and Prosodic Features of Lexical Chunks. *Journal of Shenyang Normal University (Social Science Edition)*(4), 30.

Hossain, M. I. (2015). Teaching Productive Skills to the Students: A Secondary Level Scenario. *University Dhaka - Department of English and Humanities*.

Hou, J., Loerts, H., & Verspoor, M. (15 de August de 2016). Chunk use and development in advanced Chinese L2 learners of English. *Language Teaching Research, 22*(2), 148-168.

Jones, C., Waller, D., & Golebiewska, P. (2017). Spoken lexical chunks used by successful learners at B2 level: forms and functions.

Kadhm, H. (2018). The Effect of Chunks Teaching On Iraqi EFL Students' Performance in Speaking. *Journal of the college of basic education, 4*.

Khalil, H. A.-B. (2018). Using Lexical Chunks for Developing MUST English Majors' Oral Communication. *Journal of Research in Curriculum Instruction and Educational Technology, 4*(1), 175-195.

Kim, T. K. (2015). *T-test as a parametric statistic.*

Koren, M. (2015). *E-notes*. Retrieved from E-notes: https://www.enotes.com/homework-help/what-diffences-between-method-approach-some-139657#:~:text=There%20is%20a%20difference%20between,an%20issue%20or%20a%20person.

Levelt, W. (1999). *Models of word production.* Trends in cognitive sciences.

Levis, J. (2018). *Intelligibility, oral communication, and the teaching of pronunciation.* Cambridge University Press.

Lewis, M. (1993). *The Lexical Approach.* Hove, Englands: Language Teaching Publications.

Lewis, M. (1997). *Implementing the Lexical Approach.* Hove: Language Teaching Publications.

Mohammadi, M., & Enayati, B. (2018). The Effects of Lexical Chunks Teaching on EFL Intermediate Learners' Speaking Fluency. *International Journal of Instruction, 11*(3), 179-192.

Ochoa, D. (2018). *Lexical chunks and the oral skill development of the English language.* Retrieved from Repositorio Universidad Técnica de Ambato: https://repositorio.uta.edu.ec/bitstream/123456789/27369/1/1805387386%20OCHOA%20HERRERA%20DIANA%20YAJAIRA.pdf

Pawley, A., & Syder, F. H. (1983). *Two puzzles for linguistic theory: Nativelike selection and nativelike fluency.* Language and communication.

Richards, J. (2003). *Enfoques y métodos en la enseñanza de idiomas.*

Rilstone, A. (1994). *Role-Playing Games: An Overview.*

Rodgers, T. (2016, September). *ERIC.* Retrieved from ERIC: https://files.eric.ed.gov/fulltext/ED459628.pdf

Shannon, C. (1948). *A mathematical theory of communication.* The Bell system technical journal.

Tanner, K. (2018). *Survey designs: Research Methods.* Chandos Publishing.

Thalmann, M., Souza, A., & Oberauer, K. (2019). How does chunking help working memory? *Journal of Experimental Psychology: Learning, Memory, and Cognition, 45*(1), 37.

Willis, D. (1990). *The Lexical Syllabus.* Collins Cobuild.

Wray, A. (2002). *Formulaic Language and the Lexicon.* Cambridge: Cambridge University Press.

Xian, L. (2018). Empirical Research on Influences of Lexical Chunks on Fluency, Accuracy and Diversity of Oral English.

ANNEXES

Annex 1 Letter of Engagement

CARTA DE COMPROMISO

Ambato, 02 de Octubre del 2020

Doctor

Marcelo Nuñez

Presidente de la Unidad de Titulación Carrera de Idiomas

Facultad de Ciencias Humanas y de la Educación Presente

Yo, Dra. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas y Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Chunks and Oral Communication" propuesto por la estudiante Michelle Sonalí Riofrío Mora, portadora de la Cédula de Ciudadania No 1804135034, estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

SARAH
JACQUELINE
IZA PAZMIÑO
Dra. Sarah Iza Pazmiño
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 2 Expert Judgement Validation

ANEXO 5
✓ **GUÍA PARA LA REVISIÒN Y EVALUACIÓN DE LA PROPUESTA DE ENCUESTA PARA EL TRABAJO DE TITULACIÓN.**

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

NOMBRE DEL ESTUDIANTE: Michelle Sonali Riofrio Mora

TEMA: "Chunks and Oral Communication"

Students' Online Survey

COMPONENTES	APROBADO	REPROBADO
1. How would you rate your oral communication? Deficient 1 2 3 4 5 Efficient	✓	
2. Referring to your language learning process, you would say that it has been: • Grammar-based • Vocabulary-based • Both • Other:	✓	
3. Choose the correct definition of CHUNKS: • They are groups of grammar rules that every languages learner must know. • They are groups of words that can be found together in a language. • They are groups of methods and approaches that can be used to teach languages. • They are groups of assessing methods that can be used to measure languages knowledge.	✓	
4. Choose all the linguistic items that may be considered as CHUNKS: • Collocations • Total Physical Response • Simple Present • Idioms • Audio-lingual Method • Fixed Expressions • Past Perfect • Conditionals • Sentence Starters	✓	

5. Choose all the expressions/phrases that you would commonly use to start and maintain a conversation: • From my point of view, ... • Speaking of the devil... • Their dog needs a vet... • I would say that... • I think/consider/believe that... • The best of both worlds... • My school has a big flag... • I can't stand... • Have a good time... • I prefer.... to.... • Andrew and Mary got married... • Take a sit... • I 'm crazy about.... • By the way ... • If I were you... • So far so good... • Make a suggestion... • I lost my ID card last Saturday... • Nice to meet you... • Going out...	•

CORRECCIONES SUGERIDAS
Ninguna

FECHA 12/10/2020	FIRMA
PROFESOR EVALUADOR Dra. Elsa Mayorie Chimbo Cáceres, Mg	

Developed by: Riofrío, M (2021)
Source: Languages Career

SURVEY

Objective: To diagnose the use of Lexical Chunks.
Answer the questions honestly. This won't count as a grade

*Obligatorio

Dirección de correo electrónico *

Tu dirección de correo electrónico

How would you rate your oral communication? *

	1	2	3	4	5	
Deficient	○	○	○	○	○	Efficient

Referring to your language learning process, you would say that it has been: *

○ Grammar-based

○ Vocabulary-based

○ Both

○ Otro:

Choose the correct definition of CHUNKS *

○ They are groups of grammar rules that every languages learner must know.

○ They are groups of words that can be found together in a language.

○ They are groups of methods and approaches that can be used to teach languages.

○ They are groups of assessing methods that can be used to measure languages knowledge.

Choose all the linguistic items that may be considered as CHUNKS

- [ ] Collocations
- [ ] Total Physical Response
- [ ] Simple Present
- [ ] Idioms
- [ ] Audio-lingual Method
- [ ] Fixed Expressions
- [ ] Past Perfect
- [ ] Conditionals
- [ ] Sentence Starters

Choose all the CHUNKS that you would commonly use to start and maintain a conversation

- [ ] From my point of view, ...
- [ ] Speaking of the devil...
- [ ] Their dog needs a vet...
- [ ] I would say that...
- [ ] I think/consider/believe that...
- [ ] The best of both worlds...
- [ ] My school has a big flag...
- [ ] I can't stand...
- [ ] Have a good time...
- [ ] I prefer.... to....
- [ ] Andrew and Mary got married...
- [ ] Take a sit...
- [ ] I 'm crazy about...
- [ ] By the way ...
- [ ] If I were you...
- [ ] So far so good...
- [ ] Make a suggestion...
- [ ] I lost my ID card last Saturday...
- [ ] Nice to meet you...
- [ ] Going out...

Developed by: Riofrío, M (2021)
Source: Lexical Chunks Research
Link: https://forms.gle/rxviab788CecPHLr9

These photographs show different people working. Now I'd like you to talk together about the kind of job you want to have in the future and why you would enjoy it.

3-minutes conversation

Developed by: Riofrío, M (2021)
Source: Cambridge Assessment English

These photographs show different people cooking. Now you are required to talk to each other about the kind of things you liked to eat when you were younger, and what you like now.

3-minutes conversation

Developed by: Riofrío, M (2021)
Source: Cambridge Assessment English

Annex 5 Pre-test and Post-test Rubric

Cambridge
English Qualifications

B1 Preliminary (LEVEL B1) SPEAKING INTERACTIVE COMMUNICATION	
Name of student	
Does the speaker start discussions? Does the speaker introduce new ideas?	
Good	Not so good
Does the speaker react appropriately to what the interlocutor or other candidate says?	
Good	Not so good
Does the speaker keep the interaction going? Does the speaker say more than the minimum? Does the speaker involve the other candidate?	
Good	Not so good
Does the speaker try to move the interaction in an appropriate direction? ('develop the interaction and negotiate towards an outcome') Does the speaker need support?	
Good	Not so good
Comments	

https://www.cambridgeenglish.org/images/168618-assessing-speaking-performance-at-level-b1-preliminary.pdf

Developed by: Riofrío, M (2021)
Source: Cambridge Assessment English

Annex 6 Experiment Application Material

EXPERIMENT APPLICATION SCHEDULE

SESSION	DATE	MODALITY	ACTIVITIES
1	04/11/2020	ONLINE	1. **Survey (Chunks) (15 minutes)**
2	11/11/2020	ONLINE	2. **PET (Speaking-Part 4) PRE-TEST** Students get in pairs and have a 3-minutes conversation based on their opinions about two photographs **(40 minutes to 1 hour)**
3	18/11/2020	ONLINE	3. **Chunks Class** Explanation about chunks (Types and Uses) **(15 minutes approx.)**
4	19/11/2020	OFFLINE	4. **Chunks Handout** Students fill a handout about chunks **(Homework)**
5	25/11/2020	ONLINE	5. **Chunks Practice** A conversation (Authentic Material) is presented. Then students complete a handout. **(15 minutes approx.)**
6	26/11/2020	OFFLINE	6. **Oral Communication Practice** Students get in pairs and present a roleplay using the chunks previously presented (Recorded) **(Homework)**
7	02/12/2020	ONLINE	1. **PET (Speaking-Part 4) POST-TEST** Students get in pairs and have a 3-minutes conversation based on their opinions about two photographs **(40 minutes to 1 hour)**

Developed by: Riofrío, M (2021)
Source: Lcda. Ximena Calero M.Sc.

LEXICAL CHUNKS - FIRST SESSION

LESSON PLAN

COURSE: PINE 5TH "A"	DATE: 04/11/2020	TIME: 15 Minutes	N° OF STUDENTS: 28

Aim: To diagnose students' knowledge about Lexical Chunks.			
Objective: To fill out a survey.			
Assessment: Controlled Activity			
Anticipated Problems: Students can have internet problems.			
Solution: Allow them to fill it until 20H00.			

TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY	MATERIALS
5 Minutes	• The teacher introduces herself to the class. • The teacher gives students a brief explanation of what they have to do.	• Students pay attention.	• Zoom Platform (Videocall and Chat)
10 Minutes	• The teacher sends students the Google Forms Link to complete the survey. • The teacher solve students doubts if necessary.	• Students fill out the survey.	• Zoom Platform (Videocall and Chat) • Google Forms: https://forms.gle/rxviab788CecPHLr9

Developed by: Riofrío, M (2021)
Source: Lexical Chunks Research

LEXICAL CHUNKS – SECOND SESSION

LESSON PLAN

COURSE: PINE 5TH "A"	DATE: 11/11/2020	TIME: 1 Hour	N° OF STUDENTS: 28

Aim: To evaluate students' oral communication and current use of lexical chunks (PRE-TEST)			
Objective: To take Part 4 of the Speaking Paper from The PET exam.			
Assessment: Controlled and Guided Activity			
Anticipated Problems: Students can have internet problems.			
Solution: Reschedule the activity.			

TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY	MATERIALS
1 Hour	• The teacher previously divided the class in pairs and designed a schedule. • The teacher receives each pair into de Zoom Session. • The teacher gives students the instructions and read the prompt. • The teacher listens, takes notes, and grades students' performance.	• Students already know who his/her pair and the schedule. • Students enter the Zoom Session. • Students pay attention. • Students have a conversation.	• Zoom Platform (Videocall and Chat) • Part 4 of the Speaking Paper from The PET exam. • Cambridge's Part 4 - Speaking Paper PET exam Rubric.

Developed by: Riofrío, M (2021)
Source: Lexical Chunks Research

LEXICAL CHUNKS – THIRD AND FOURTH SESSION

LESSON PLAN

COURSE: PINE 5TH "A"	DATE: 18/11/2020	TIME: 15 Minutes Approx.	N° OF STUDENTS: 28

Aim: To teach lexical chunks definition, types, and uses.

Objective: To identify the types of lexical chunks and their use.

Assessment: Controlled Activity

Anticipated Problems: Students can have internet problems.

Solution: Provide them with the PPT.

TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY	MATERIALS
15 Minutes	• The teacher gives a PPT presentation about lexical chunks: 1. Definition 2. Types 3. Uses	• Students pay attention. • Students asks questions if necessary.	• Zoom Platform (Videocall and Chat) • Power Point Presentation

Homework: Offline - FOURTH SESSION 19/11/2020 - Students complete WORKSHEET 1 - Homework

Developed by: Riofrío, M (2021)
Source: Lexical Chunks Research

Lexical Chunks Presentation

Developed by: Riofrío, M (2021)
Source: Lexical Chunks Research

WORKSHEET

NAME: _____ DATE: _____

1. **Complete the conversation with the phrases on the box.**

| No way – all right - go for it – Oh my God – Forget about it – got a haircut |

Jack: _____ ! I can't believe it.

Monica: I'm telling you, Nancy went to the airport, and she's going to _____ with Mark!

Sasha: _____ . This is huge. This is bigger than huge.

Monica: _____ . Shhh, Andrew is here! Hey Andrew, you _____ .

Andrew: Yes, yes, I did, thanks to Jonathan Ross. The best hairdresser in the city.

2. **Choose the answer that best completes the sentence.**

Please _____ to take a seat and enjoy the show.

a) feel free   b) be ready   c) save time

We're _____ on the project at work. It's amazing!

a) giving up   b) making progress   c) regret about

I'd like to _____ for $100 in my bank.

a) deposit a check   b) do homework   c) find a replacement

I had to return home because I _____ . My salary wasn't enough to survive.

a) burst into tears   b) richly decorated   c) run out of money

The bus was full. We couldn't _____ .

a) get on   b) run off   c) talk about

When we visited Paris, we loved _____ in the sidewalk cafes.

a) sleeping at   b) eating out   c) turning on

The filling station is _____ free gas. You should go now!

a) giving away   b) holding up   c) running into

60

3. Classify the following expressions.

I 'm crazy about…

Speaking personally, …

Sorry, I disagree with you…

That reminds me…

You may be right, but…

I totally agree with you…

I can't stand…

What do you think about it?

I'd like to hear your thoughts on that…

I would say that …

It seems to me that …

I'm mad about…

OPINION	EXPERIENCES	CONVERSATIONAL PHRASES	LIKES AND DISLIKES

Developed by: Riofrío, M (2021)
Source: Lexical Chunks Research

61

LEXICAL CHUNKS – FIFTH AND SIXTH SESSION

LESSON PLAN

COURSE: PINE 5TH "A"	DATE: 25/11/2020	TIME: 15 Minutes Approx.	N° OF STUDENTS: 28

Aim: To present lexical chunks in real-context situations (Authentic Material).

Objective: To identify lexical chunks in real conversations.

Assessment: Controlled and Guided Activity

Anticipated Problems: Students can have internet problems.

Solution: Allow them to complete it until 20H00

TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY	MATERIALS
15 Minutes	• The teacher presents a video. • The teacher reads the prompt and ask students to fill the worksheet. • The teacher solves students doubts if necessary. • The teacher provides students with a list of the most useful chunks to use in a conversation.	• Students pay attention. • Students fill the Worksheet. • Students asks questions if necessary. • Students pay attention.	• Zoom Platform (Videocall and Chat) • Video: https://www.youtube.com/watch?v=8Sy1_Pv pgwQ • Worksheet • Chunks List

Homework: Offline – **SIXTH SESSION** 26/11/2020 – Students get in pairs to develop and record a 3- minute conversation including at least 10 of the chunks previously presented – Homework.

Developed by: Riofrío, M (2021)
Source: Lexical Chunks Research

NAME: _____   DATE: _____

LISTEN TO A CONVERSATION AND UNDERLINE ALL THE PRHASES YOU CONSIDER AS USEFULL EXPRESSIONS.

https://www.youtube.com/watch?v=8SvI_PvpgwQ

Monica: Look at us all dressed up for the big office party! By the way, what are we celebrating?

Chandler: Oh, we had a lot of liquor left over from the Christmas party.

Monica: I think this is so cool because none of our friends are here and we can be a real couple. We don't have to hide.

Chandler: I know, I can do this.

Monica: Ooh, and I can do this.

Both: We can't do that.

Doug: Hey Bing! Wo-ho-ho, who's the pretty lady and what the hell is she doing with you?

Chandler: I asked myself that very question, sir. Uh, this is Monica. This is my boss, Doug. Doug this is Monica.

Monica: Hi, nice to meet you!

Doug: Hi! And this is my wife Kara.

Kara: Nice to meet you Monica. Bing!

Doug: Say uh, Bing, did you hear about the new law firm we got working for us?

Chandler: No, sir.

Doug: Yeah, Dewey, Cheatum, and Howe.

Doug: Come on honey, let's go drink our body weight.

Monica: What was that?

Chandler: What?

Monica: That noise you just made?

Chandler: Oh, that was my work laugh.

Monica: Really? Your work laughs?

Chandler: Oh, believe me, to survive this party, you're going to have to come up with one too.

Monica: All right, check me out.

Chandler: Okay.

Doug: ...says $30 Father; same as in town.

Monica: Hahahaha

Developed by: Riofrío, M (2021)
Source: Lexical Chunks Research

USEFUL CHUNKS TO USE IN A CONVERSATION

OPINION

1. In my opinion, ...
2. Speaking personally, ...
3. From my point of view, ...
4. My view / opinion / belief / impression / conviction is that ...
5. I hold the view that ...
6. I would say that ...
7. It seems to me that ...
8. I have no doubt that ...
9. I am sure / I am certain that ...
10. I think / consider / find / feel / believe / suppose that ...

LIKES

1. I like...
2. I love...
3. I 'm crazy about...
4. I'm mad about...
5. I enjoy...

DISLIKES

1. I don't like...
2. I dislike...
3. I hate...
4. I can't bear...
5. I can't stand...

PREFERENCES

1. I tend to prefer _____ to _____ .
2. I'm more interested in _____ than _____ .
3. I much prefer _____ to _____ .
4. I: I like _____ better than _____ .
5. I: I prefer _____ to _____ .

HABITS

1. I am inclined to...
2. I tend to...
3. I'll spend hours...
4. As a rule, I....
5. Nine times out of ten, I...

FEELINGS

1. I feel a little sad / happy / angry / ....
2. I am a little sad / happy / angry / ....
3. To be honest, I'm a little bit sad / happy / angry / ....
4. The thing is that, I am angry / sad / ...
5. I am mad at him / her...

EXPERIENCES

1. That reminds me ...
2. I heard that a lot of people had the same experience
3. I remember when...
4. That happened to me once. It was really_____.
5. The same thing happened to me too.

CONVERSATIONAL PHRASES

1. What do you think about it?
2. What about you?
3. What's your opinion?
4. Do you agree with me?
5. What do you mean?
6. I understand what you mean...
7. Well, I think/ consider / find / feel / believe / suppose that ...
8. Sorry, I disagree with you...
9. You may be right, but...
10. I totally agree with you...

OTHER EXPRESSIONS

1. I'd like to hear your thoughts on that...
2. I'm interested to hear your opinion about this...
3. Would you like to add anything?
4. Do you mind if I add to that?
5. Can I jump in here?
6. Sorry to interrupt but I have something to say...
7. So anyway, getting back to my story...
8. As I was saying...
9. Where was I? Ah yes...
10. I couldn't agree more
11. I understand your point of view but...
12. I can see where you're coming from but...
13. I don't feel the same way.
14. Respectfully, I must disagree.
15. Well, I'd best be off!

Developed by: Riofrío, M (2021)
Source: Lexical Chunks Research

LEXICAL CHUNKS – SEVENTH SESSION

LESSON PLAN

COURSE: PINE 5TH "A"	DATE: 02/12/2020	TIME: 1 Hour	N° OF STUDENTS: 28

Aim: To evaluate students' oral communication and current use of lexical chunks (POST-TEST)			
Objective: To take Part 4 of the Speaking Paper from The PET exam.			
Assessment: Controlled and Guided Activity			
Anticipated Problems: Students can have internet problems.			
Solution: Reschedule the activity.			

TIME	TEACHER ACTIVITY	STUDENTS ACTIVITY	MATERIALS
1 Hour	• The teacher previously divided the class in pairs and designed a schedule. • The teacher receives each pair into de Zoom Session. • The teacher gives students the instructions and read the prompt. • The teacher listens, takes notes, and grades students' performance.	• Students already know who his/her pair and the schedule. • Students enter the Zoom Session. • Students pay attention. • Students have a conversation.	• Zoom Platform (Videocall and Chat) • Part 4 of the Speaking Paper from The PET exam. • Cambridge's Part 4 - Speaking Paper PET exam Rubric.

Developed by: Riofrío, M (2021)
Source: Lexical Chunks Research

Annex 7 Evidence

Developed by: Riofrío, M (2021)
Source: 5th "A" PINE Career

Developed by: Riofrío, M (2021)
Source: 5th "A" PINE Career

USEFUL CHUNKS TO USE IN A CONVERSATION

OPINION

1. In my opinion, ...
2. Speaking personally, ...
3. From my point of view, ...
4. My view / opinion / belief / impression / conviction is that ...
5. I hold the view that ...
6. I would say that ...
7. It seems to me that ...
8. I have no doubt that ...
9. I am sure / I am certain that ...
10. I think / consider / find / feel / believe / suppose that ...

LIKES

1. I like...
2. I love...
3. I 'm crazy about...
4. I'm mad about...
5. I enjoy...

DISLIKES

1. I don't like...
2. I dislike...

Developed by: Riofrío, M (2021)
Source: 5th "A" PINE Career

Annex 8 URKUND Analysis Results

Developed by: Riofrío, M (2021)
Source: URKUND