



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

Proyecto de Investigación previo la Obtención del Título de Licenciada en
Ciencias de la Educación, Mención Inglés

TOPIC:

LEXICAL CHUNKS AND THE ORAL SKILL DEVELOPMENT OF THE
ENGLISH LANGUAGE IN STUDENTS OF NINTH YEAR OF BASIC
GENERAL EDUCATION OF THE “UNIDAD EDUCATIVA BAÑOS”, BAÑOS
CITY ,TUNGURAHUA PROVINCE.

Author: Diana Yajaira Ochoa Herrera.

Tutor: Lcda. Mg. Ximena Alexandra Calero Sánchez.

AMBATO – ECUADOR
2017-2018

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Ximena Alexandra Calero Sánchez, holder of the I.D No 180288406-2, in my capacity as supervisor of the Research dissertation on the topic:

“LEXICAL CHUNKS AND THE ORAL SKILL DEVELOPMENT OF THE ENGLISH LANGUAGE IN STUDENTS OF NINTH YEAR OF BASIC GENERAL EDUCATION OF THE “UNIDAD EDUCATIVA BAÑOS”, BAÑOS CITY, TUNGURAHUA PROVINCE” investigated by Miss Diana Yajaira Ochoa Herrera with I.D No. 180538738-6, 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 Board of Directors.



.....
Mg. Ximena Alexandra Calero Sánchez
180288406-2
SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled **“LEXICAL CHUNKS AND THE ORAL SKILL DEVELOPMENT OF THE ENGLISH LANGUAGE IN STUDENTS OF NINTH YEAR OF BASIC GENERAL EDUCATION OF THE “UNIDAD EDUCATIVA BAÑOS”, BAÑOS CITY, TUNGURAHUA PROVINCE”** is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

A handwritten signature in blue ink, consisting of stylized initials, is written over a horizontal dotted line.

Diana Yajaira Ochoa Herrera
180538738-6

AUTHOR

**TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN
SCIENCES AND EDUCATION**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **“LEXICAL CHUNKS AND THE ORAL SKILL DEVELOPMENT OF THE ENGLISH LANGUAGE IN STUDENTS OF NINTH YEAR OF BASIC GENERAL EDUCATION OF THE “UNIDAD EDUCATIVA BAÑOS”, BAÑOS CITY, TUNGURAHUA PROVINCE”** which is held by Diana Yajaira Ochoa Herrera undergraduated student from Carrera de Idiomas, promotion: 2017-2018, 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 2nd, 2018

REVISION COMMISSION



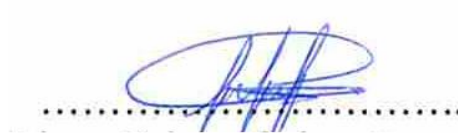
Lcdo. Mg. Edgar Guadia Encalada Trujillo
REVISER



Lcda. Mg. Sarah Iza Pazmiño
REVISER

COPYRIGHT REUSE

I, Diana Yajaira Ochoa Herrera with I.D. No. 180538738-6, confer the rights of this undergraduate dissertation **“LEXICAL CHUNKS AND THE ORAL SKILL DEVELOPMENT OF THE ENGLISH LANGUAGE IN STUDENTS OF NINTH YEAR OF BASIC GENERAL EDUCATION OF THE “UNIDAD EDUCATIVA BAÑOS”, BAÑOS CITY, TUNGURAHUA PROVINCE”**, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without profit.



Diana Yajaira Ochoa Herrera
180538738-6

AUTHOR

To

First of all, I want to dedicate this thesis to God who has been the one who has guided me during my life and has allowed me to fulfill all my academic, personal and spiritual goals that I have set for myself. Also, I want to dedicate my effort and perseverance to my parents, my brother, my boyfriend, my friends and the rest of my family since they have given me their unconditional support in all the decisions I have made thus far. Especially, my parents because they have been an example for me to follow; and I am proud to be their daughter since they have educated me with simplicity and humility. In addition, they have taught me that overcoming challenge is always achieved with effort and dedication.

Diana

Acknowledgements

I would like to thank God for giving me the opportunity to achieve my goals and gain wisdom throughout my life. I also would like to thank my parents because they have given me their financial support and a lot of advice when I encountered problems in order to help me overcome them and move on without any difficulty. On the other hand, I also would like to thank all my language studies teachers since they have contributed to my professional development by sharing their academic knowledge. Also, I would like to thank my tutor who has guided me with her experience for this thesis.

Diana

Table of Contents

Content	Pag.
Cover Page	i
Supervisor Approval	ii
Declaration Page	ii
To the Directive Council of the Faculty of Human Sciences and Education.....	iv
Copyright Reuse.....	v
To	vi
Acknowledgements	vii
Table of Contents	viii
Index of Tables.....	xii
Index of Graphics.....	xiii
Index of Charts.....	xiv
Abstract	xv
Resumen Ejecutivo.....	xvi
Introduction	1

CHAPTER I THE PROBLEM

1.1 Theme.....	3
1.2 Problem Statement	3
1.2.1 Contextualization	3
1.2.2 Critical analysis.....	5
1.2.3 Prognosis.....	7
1.2.4 Formulation of the problem	7
1.2.5 Research questions	7
1.2.6 Delimitation of The Research Object.....	7
1.2.6.1 Content delimitation:.....	7
1.2.6.2 Spatial delimitation:	8
1.2.6.3 Temporal delimitation:.....	8

1.3 Justification	8
1.4 Objectives.....	9
1.4.1 General Objective.....	9
1.4.2 Specific Objectives.....	9

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Investigative Background.....	10
2.2 Philosophical Foundations	11
2.3 Legal Basis	11
2.4 Key Categories	13
2.4.1 Theoretical Foundation of The Independent Variable:	14
2.4.1.1 Lexical Competence.....	14
2.4.1.2 Lexical Approach.....	15
2.4.1.3 Lexical Units	17
2.4.1.4. Lexical Chunks.....	19
2.4.2 Theoretical Basis of the Dependent Variable.....	23
2.4.2.1 Communication	23
2.4.2.2 Language Skills.....	25
2.4.2.3 Productive Skills	27
2.4.2.4 Oral Skill	28
2.5 Hypothesis.....	30

CHAPTER III

METHODOLOGY

3.1 Approach.....	31
3.2 Basic Method of Investigation	31
3.3 Level or Type of Research	32
3.4 Population and Sample.....	32
3.4.1 Sample.....	33
3.5 Operation of Variables.	34

3.5.1 Independent variable: Lexical Chunks.....	34
3.5.2 Dependent Variable: Oral Skill.....	37
3.6 Information Collection Plan.....	40
3.6.1 Validation of the instruments of data collection.	41
3.6.2 Reliability of items.....	41
3.7 Information Processing Plan	41

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of results	42
4.2 Interpretation of data	42
4.2.1 Survey directed to students	43
4.2.2 Survey directed to teachers	52
4.2.3 Interview directed to teachers	62
4.3 Verification of hypotheses	64
4.3.1. Logical model.....	64
4.3.2 Mathematical model.....	64
4.3.3 Statistical Model	65
4.3.4 Confidence level.....	65
4.3.5 Decision rule	65
4.3.6 Data collection and statistical calculations	66
4.3.6.1 Observed frequencies	66
4.3.6.2 Expected frequencies	67
4.3.6.3 Chi square calculation	68
4.3.6.4 Gauss Bell	69
4.3.7 Statistical Decision.....	70

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions	71
Recommendations	73

References	75
Bibliography.....	75
Annex 1: ACADEMIC ARTICLE.....	80
Annex 2: Survey directed to students	98
Annex 3: Survey directed to teachers.....	101
Annex 4: Urkund Analysis.....	107

Index of Tables

Table N° 1 STUDENT POPULATION CHART	32
Table N° 2 Headers and Oral Activities.....	43
Table N° 3 Short expressions and Communication	44
Table N° 4 Phrases	45
Table N° 5 Accuracy and Fluency	46
Table N° 6 Phrases and Oral Activities	47
Table N° 7 Pronunciation.....	48
Table N° 8 Pairs and Group Activities.....	49
Table N° 9 Activities.....	50
Table N° 10 Oral Activities	51
Table N° 11 Strategies and Oral Skill.....	52
Table N° 12 Headers and Oral Skill.....	53
Table N° 13 Short expressions and Communication	54
Table N° 14 Phrases	54
Table N° 15 Accuracy and Fluency	56
Table N° 16 Phrases and Oral Activities	57
Table N° 17 Pronunciation.....	57
Table N° 18 Pairs and Group Activities.....	59
Table N° 19 Activities.....	59
Table N° 20 Oral Activities	60
Table N° 21 Strategies and Oral Skill.....	61
Table N° 22 Observed frequencies	66
Table N° 23 Observed frequencies	67
Table N° 24 Chi square calculation	68

Index of Graphics

Graphic N° 1 Problem tree.	5
Graphic N° 2: Conceptual Framework.....	13
Graphic N° 3 Headers and Oral Activities	43
Graphic N° 4 Short expressions and Communication.....	44
Graphic N° 5 Phrases	45
Graphic N° 6 Accuracy and Fluency.....	46
Graphic N° 7 Phrases and Oral Activities	47
Graphic N° 8 Pronunciation	48
Graphic N° 9 Pairs and Group Activities	49
Graphic N° 10 Activities	50
Graphic N° 11 Oral Activities	51
Graphic N° 12 Strategies and Oral Skill	52
Graphic N° 13 Headers and Oral Skill	53
Graphic N° 14 Short expressions and Communication.....	54
Graphic N° 15 Phrases	55
Graphic N° 16 Accuracy and Fluency.....	56
Graphic N° 17 Phrases and Oral Activities	57
Graphic N° 18 Pronunciation	58
Graphic N° 19 Pairs and Group Activities	59
Graphic N° 20 Activities	60
Graphic N° 21 Oral Activities	61
Graphic N° 22 Strategies and Oral Skill	62
Graphic N° 23 Summary table of the Chi square distribution.....	66
Graphic N° 24 Gauss Bell	69

Index of Charts

Chart N° 1: Independent variable operationalization.....	34
Chart N° 2: Dependent variable operationalization.	37
Chart N° 3 Basic Questions	40

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

Theme: Lexical chunks in the oral skill development of the English language of the *Educación General Básica* at “*Unidad Educativa Baños*”.

Author: Diana Yajaira Ochoa Herrera.

Tutor: Mg. Ximena Alexandra Calero Sánchez.

Date: December 1st, 2017

ABSTRACT

The purpose of this research is to determine the use of lexical chunks in the oral skill development of the English language. This research has a qualitative approach since an interview with five questions and a survey consisting of ten questions were applied for both teachers and students. These techniques were applied among a group of 92 students of the ninth year of *Educación General Básica* and 2 English teachers. In addition, it is a field research because there was the author's presence in the study field during the investigative process. Finally, the institutionalized expressions; such as, sentences headers and short expressions influence in the oral skill development in a positive way.

Keywords: lexical chunks, institutionalized expressions, oral skill.

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

Tema: Fragmentos lexicales en el desarrollo de la destreza oral del idioma Inglés de *Educación General Básica* de la “Unidad Educativa Baños”.

Autor: Diana Yajaira Ochoa Herrera.

Tutor: Mg. Ximena Alexandra Calero Sánchez.

Fecha: 01 de Diciembre del 2017.

RESUMEN EJECUTIVO

El propósito de esta investigación es determinar el uso de fragmentos lexicales en el desarrollo de la destreza oral del idioma inglés. El enfoque que presenta esta investigación es cualitativo ya que se aplicó una entrevista con cinco preguntas y una encuesta que contenía diez preguntas tanto a los docentes como a los estudiantes. Estas técnicas fueron aplicadas entre un grupo de 92 estudiantes de noveno año de Educación General Básica y 2 maestros de inglés. Agregando a lo anterior, se considera que este proyecto es de campo ya que hubo la presencia del autor en el campo de estudio durante el proceso investigativo. Finalmente, las frases institucionalizadas; tales como, encabezados de oraciones y expresiones cortas influyen de manera positiva en el desarrollo de la destreza oral.

Palabras clave: fragmentos lexicales, expresiones institucionalizadas, destreza oral.

INTRODUCTION

The main objective of the current research was to determine the use of lexical chunks in the oral skill development of the English language. Given that lexical chunks are expressions that can help learners to produce the language more fluently, among the most important are institutionalized expressions. The same which are divided into sentences headers and short expressions.

The main reason why this investigation was developed was the limited use of sentences headers and short expressions for the oral activities development. In this way, one of the causes was the lack of teacher's knowledge about the importance of teaching lexical chunks; which consequently brings that students learn mechanically without critical thinking.

In addition, this research manifests arguments based on several authors that support the efficient use of lexical chunks for the oral skill development, which also mention different activities and strategies to facilitate the English language learning.

Considering the above, this research was developed with the participation of students and teachers of the ninth year from the high school "*Unidad Educativa Baños*", which is located in Baños city, who participated through a survey of ten questions that was validated with the Cronbach's Alpha and with the academic area of the institution. Besides this, there was an interview with five questions for teachers to support their answers on the survey.

This report is structured into five chapters which contains the following

information:

Chapter I: In this chapter is presented the problem of this research at the macro, meso and micro levels. In addition, it describes and justifies why the research was carried out and its importance. In the same way, it establishes the objectives to be fulfilled through this investigative study.

Chapter II: The theoretical framework mentions the investigative background made by other authors the same ones that are useful for the current investigation. Moreover, it presents the philosophical and legal foundation. Finally, it exposes the fundamental categories and the hypothesis of the theme.

Chapter III: The methodology includes the approach, the basic method and the level of research. Besides this, it points out the population, the operation of variables and the information collection plan.

Chapter IV: The analysis and interpretation of results covers the analysis of the obtained data collection through the surveys directed to students and teachers, and the interview directed to teachers from “Unidad Educativa Baños” and then presented in percentages. Likewise, the hypothesis is verified through the Chi square calculation, either to accept or reject the initial hypothesis.

Chapter V: In this chapter, there are established the conclusions and recommendations of this research based on the obtained results, objectives and research questions mentioned at the beginning of this project in order to provide some advice to solve the current problem.

CHAPTER I

THE PROBLEM

1.1 Theme

“Lexical chunks in the oral skill development of the English language of the *Educación General Básica* at “*Unidad Educativa Baños*”.

1.2 Problem Statement

1.2.1 Contextualization

As many people know, interest in learning different languages has come from a long time ago after the Second World War due to the accelerated increase in economic migration and technological advances in communication. That is why; today, English is one of the most important languages spanning the globe. Moreover, English is the most spoken because it has become the fundamental language of books, news media, airports and air traffic control, international business, academic conferences, science, technology, diplomacy, sports, international competitions, popular music and advertising (Pérez, Concepción, & Díaz, 2006).

However, the field in which it is the most prominent is the educational, since it benefits people in both the labor and personal field. That is the reason why nowadays English is included as subject in many international institutions in order to achieve good learning. So that, teachers have proposed to look for new ways of teaching and the most proper example could be a study in which there was applied lexical chunks in the “Unidad Educativa Central de Caracas” to increase the oral fluency and vocabulary accuracy. The same which gave as a result that the use of these chunks during the English classes influenced in a positive way in the foreign

language learning since these expressions allowed students to express their ideas coherently and fluently (Pereira, 2007).

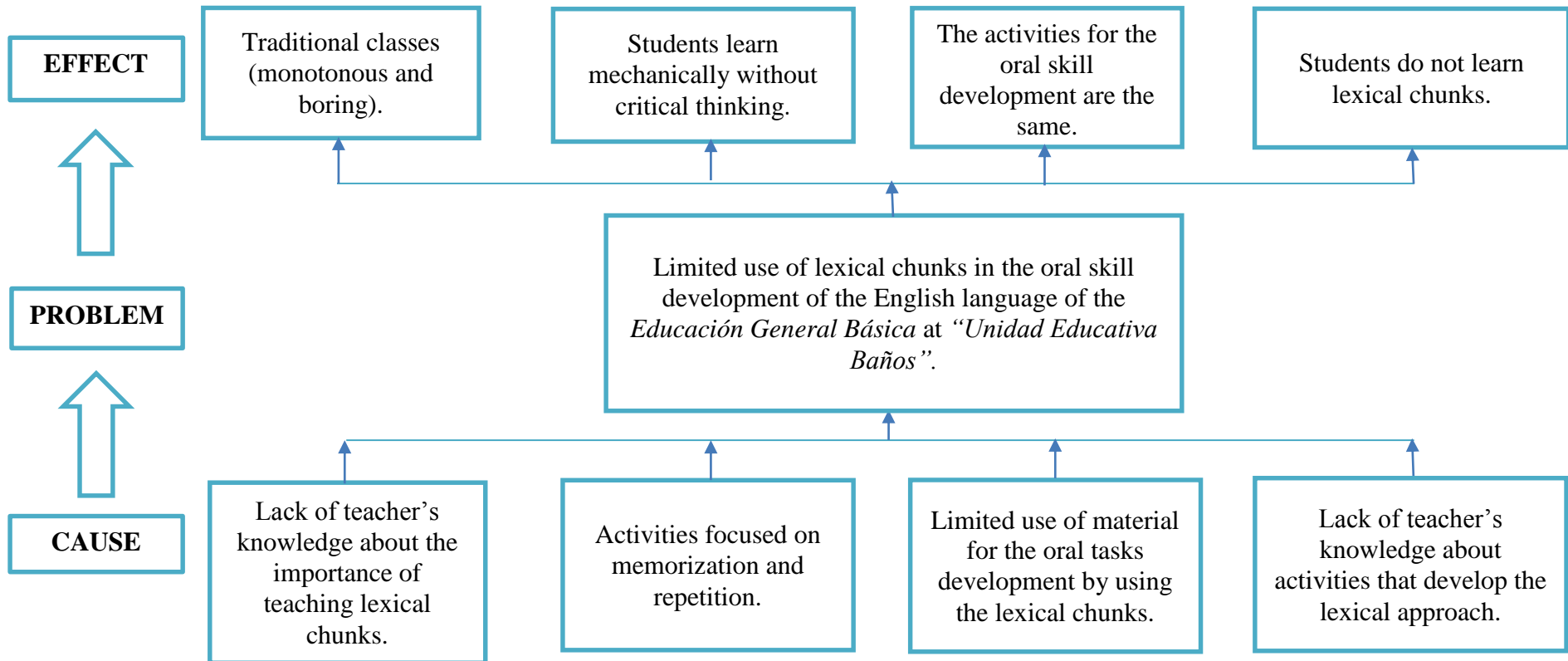
In addition, Ecuador being a Latin American country has had the need to include the English language in the curriculums of all institutions since it has been noticed that a lot of people do not have an efficient understanding of this language while others only have a basic level of it. That's why; people do not have the ability to exchange ideas, much less to hold a conversation in English because of their low level of speaking, reading and writing comprehension. Moreover, one of the main reasons why the Ecuadorian government wants people to learn this language is because Ecuador has become a tourist destination and it is visited annually by thousands of foreigners who communicate in this language (Delgado, 2014).

On the other hand, in "*Unidad Educativa Baños*", located on "*El Salado*" avenue it has been observed that the teaching of lexical chunks in the classroom is not very relevant and this is why the language has not been understood properly. This problem has occurred due to the lack of teacher's knowledge and preparation in the different methodologies that can be applied in teaching. However, it is important to mention that an excessive number of students may also be at a disadvantage for implementing new methodologies or strategies within the classroom.

Additionally, not knowing how to use the lexical chunks properly in the development of the activities is also a sizable obstacle because it does not allow for producing the language in an appropriate way and causes more difficulties in the students' learning. Otherwise, it can be said that to carry out a variety of activities in the classroom not only the students' cooperation is required; but also, the teachers. Traditional teachers must begin to change their ideologies to achieve better education (Feo, 2015).

1.2.2 Critical analysis

Graphic N° 1 Problem tree.



Source: Direct Research.
 Elaborated by: Ochoa, D. (2017)

The problem that has been detected at “*Unidad Educativa Baños*” has been the limited use of lexical chunks, which does not allow the oral skill development. Some of the reasons why these types of chunks have not been applied in the classroom are the following:

Many teachers have lack of knowledge of the importance of lexical chunks, which does not allow them to know the benefits they can bring unto their students; that is why most teachers have not applied new ways of teaching. In this way, it is obtained as a result that students perform only traditional activities that are based on books; such as, activities of grammar and repetition. Thus, monotonous and boring classes are extended throughout the school year.

Another disadvantage is that teachers apply activities that are only focused on memorization and repetition; which lead students to learn mechanically without critical thinking. In other words, it would seem that learning is based only on traditional teaching, so students perform tasks or activities that prevent them from expressing their ideas, opinions or arguments about any topic.

The limited use of material is another cause for the limited use of lexical chunks, because it consequently brings that the activities for the oral skill development are the same. For instance; learners develop tasks like presentations, memorization of small dialogues and oral lessons which do not allow them to practice the foreign language nor to apply it in any real situations or conversations.

Emphasizing another factor, I can mention that there are not investigations about activities to teach lexical chunks in the classroom; which consequently brings that students don't learn these expressions and don't internalize how to use them. For this reason, it is important that teachers take into account the necessity to look for new activities to encourage students to learn the English language and feel involved in learning. Even in this way, the student would become the direct actor of the teaching - learning process.

1.2.3 Prognosis

If there is a solution to this problem that is going to be investigated, students could begin to create a more analytical thinking and thus could spontaneously express themselves in different situations. Another advantage that can be obtained by applying these types of chunks in teaching is the interaction that would occur among students and their teacher, which would allow everyone to learn something different from the other. However, the most important thing that would happen through these lexical chunks is that learning would become easier and fun; so that students would have a better knowledge of the language and would pass the year without any complications.

1.2.4 Formulation of the problem

How do lexical chunks influence in the oral skill development of the English language of the *Educación General Básica* at “*Unidad Educativa Baños*”?

1.2.5 Research questions

1. Are lexical chunks necessary for the foreign language learning?
2. What are the activities that develop the Lexical Approach?
3. What kinds of activities does the teacher use to develop the oral skill?
4. What is the relationship between the lexical chunks and the oral skill?

1.2.6 DELIMITATION OF THE RESEARCH OBJECT

1.2.6.1 Content delimitation:

Field: Educational

Area: English

Aspect: Chunks in the oral skill development.

1.2.6.2 Spatial delimitation:

This research was carried out at “*Unidad Educativa Baños*”, Baños city, Tungurahua province with ninth-year students of the *Educación General Básica* parallels "A", "B", and "C".

1.2.6.3 Temporal delimitation:

This research was developed during the first term of the 2017-2018 academic years.

1.3 Justification

This research about the use of lexical chunks is of high **interest** because there are still many teachers who continue the practice of traditional education techniques. This is to say, they only apply memorization and repetition within the classroom, which does not allow students to use this language in a communicative way.

In addition, it is considered that this project is of great **importance** because it will help teachers to identify the benefits that can be obtained by applying these types of chunks in the classroom. Thus, teachers will change their teaching method by encouraging students to acquire the foreign language in an easy and fun way, which would completely block the learner’s stress and enable them to achieve a meaningful learning experience.

On the other hand, it could also be said that this investigation is **feasible** because it has the approval of the authorities of the institution to carry out this research, which was very useful to get the necessary information in order to analyze it and thus look for solutions to the problems which have been detected.

Besides, it can also be said that this project is **relevant** because it has been identified

that today the foreign language classes in schools are monotonous which do not allow students from holding an interest in learning the English language. Thus, taking into account this prior knowledge, it could provide new techniques or activities that facilitate the learning development such as the application of these lexical chunks. Finally, it can be noticed that this project is **suitable** because these chunks can be applied according to the students' level and to the situation; the same that can be used in real situations (Pereira, 2016).

1.4 Objectives

1.4.1 General Objective.

Determine the use of lexical chunks in the oral skill development of the English language in students of ninth year of the *Educación General Básica* at “*Unidad Educativa Baños*”, Baños city, Tungurahua province.

1.4.2 Specific Objectives.

- Analyze the use of lexical chunks in the foreign language learning.
- Identify the activities to develop the Lexical Approach.
- Examine the activities that the teacher uses for the oral skill development.
- Identify the relationship between lexical chunks and the oral skill.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 INVESTIGATIVE BACKGROUND

In an investigation carried out by Murga (2016), “The influence of idiomatic expressions in the oral skill development in students from the tenth year from *“Unidad Educativa Luis A. Martínez”* a qualitative-quantitative methodology was applied and it counted with a population of 110 students and 3 teachers. Besides this, he concluded that the use of idiomatic expressions influences in the oral skill development because students were able to handle this type of lexicon and at the same time they produced the language in a communicative way through production and interaction activities.

Shoba (2016) in his investigation called "Teaching Vocabulary by Using Formula Expressions in the ESL Classroom" a methodology of group discussion was applied, which allowed the participation of each student. This is to say, everyone could analyze the topic of discussion and express their opinions and perspectives in a free way. Furthermore, this author concludes that it is possible to see how the lexical approach and its communicative style complements the fluency development.

In Dorkchandra’s investigation (2016), the topic of study was "The Knowledge and Utilization of the Lexical Approach by Thai EFL Teachers". The population involved was 140 English language teachers from nine different universities; which were located in different regions. In addition, this research was based on an exploratory study methodology because it is the most appropriate to investigate a problem and it was obtained as conclusions that the lexical approach influences in the English language development of this group of students.

2.2 PHILOSOPHICAL FOUNDATIONS

The philosophical foundations of education, understood as the philosophical analysis of education, and in particular the teaching-learning process that takes place there, offers a set of theoretical and practical tools which allow the development of educational activity in a more conscious, optimal, efficient, effective and relevant manner.

In other words, the improvement of education will be a positive act for human beings because the main purpose is that students learn something more than yesterday, in order to allow them to improve their quality of life (Ramos, 2003).

In this way, it could be said that this research have philosophical characteristics because it focuses on the formation and development of individuals. Besides, this research contributes in the educational field since learning lexical chunks facilitates the oral skill development and therefore the English language learning.

2.3 LEGAL BASIS

This investigation is based on the *Constitución de la República del Ecuador* and the *Código de la Niñez y la Adolescencia*.

According to the *Constitución de la República del Ecuador*:

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. (Derecho-Ambiental 2008)

This article is appropriate for my thesis due to it is mentioning that it is necessary to develop the student's abilities and potentialities to facilitate learning, which is completely connected with my theme. Moreover, it says that students should be the center of the learning process; so that a teacher must adapt to the students' needs to achieve the desired effect on them through the good use of resources.

According to the *Código de la niñez y la adolescencia*:

*“Art. 38.- Objetivos de los programas de educación. - La educación básica y media asegurarán los conocimientos, valores y actitudes indispensables para:
- Desarrollar un pensamiento autónomo, crítico y creativo” (Congreso Nacional, 2009).*

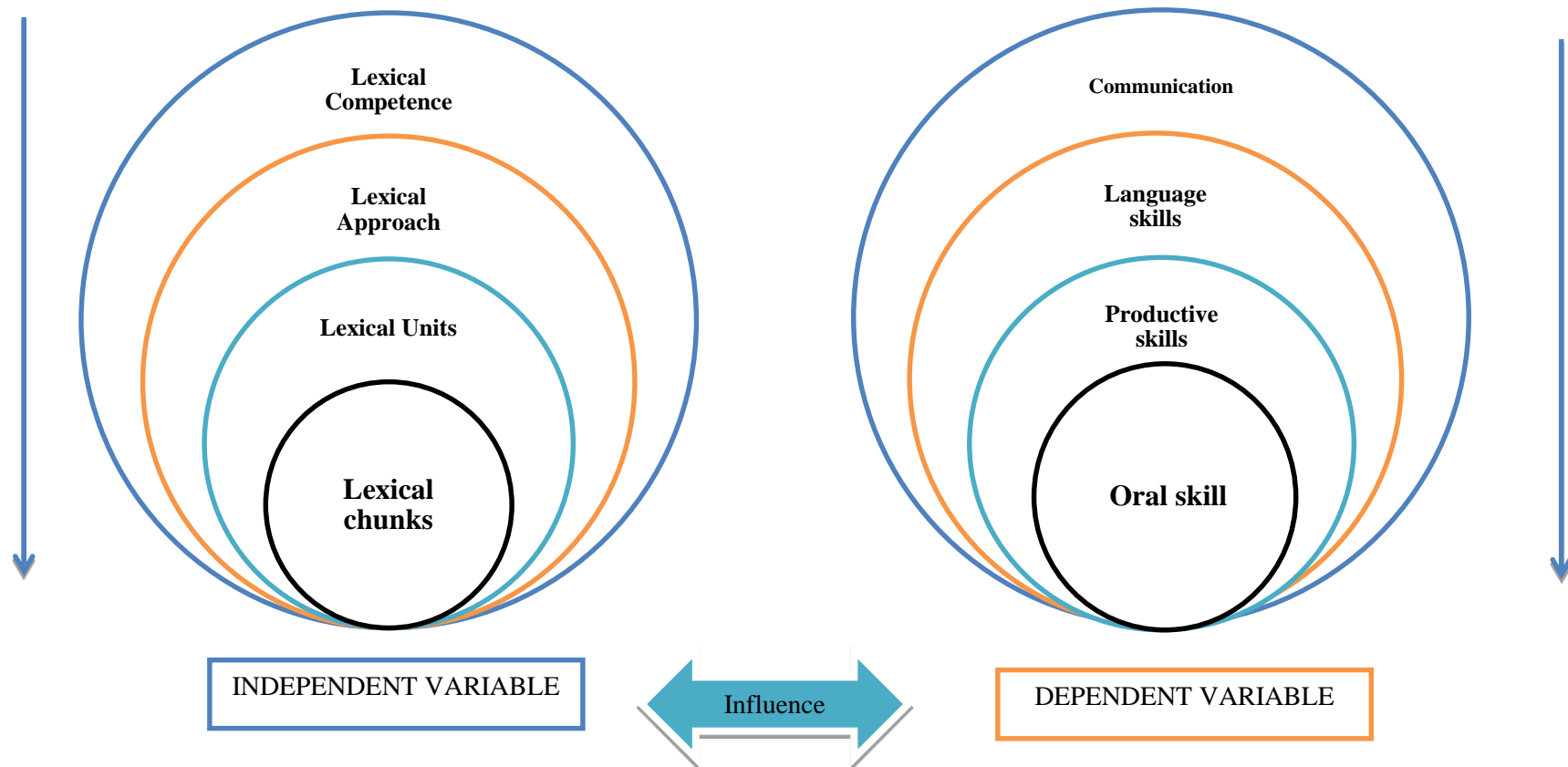
In this article, teachers can find that the main purpose in the teaching process is to make students develop their full potential in knowledge, values and attitudes with the objective of training them in the best way as human beings. Besides, this article was chosen due to the objective of this project which is about allowing students to become more independent in their learning and develop a critical thinking in order to solve real-life problems.

*Art. 37. Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:
-Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. (Congreso Nacional, 2009)*

This article was chosen because it mentions that education must be of quality. In other words, the teacher must try different methodologies, approaches and activities to promote a good learning for both children and adolescents. Furthermore, it is necessary that a teacher can choose the appropriate materials for the class, according to the students' level in order to create a suitable environment.

2.4 KEY CATEGORIES

Graphic N° 2: Conceptual Framework



Source: Direct Research.
Elaborated by: Ochoa, D. (2017)

2.4.1 THEORETICAL FOUNDATION OF THE INDEPENDENT VARIABLE:

2.4.1.1 LEXICAL COMPETENCE

Lexical competence can be defined as the capability to use words giving a coherent meaning. This means, this competence allows people to communicate through linguistic expressions; but considering the correct use of words to convey a meaningful message. Moreover, it is mentioned that the purpose of this competence is to use lexical items related with the real world (Marconi, 1997).

Núñez & Barrigüete, (2010) state that lexical competence can be referred as the richness of vocabulary from a basic set of words that belongs to the A1 level to a broader lexicon, which includes colloquial idiomatic expressions typical of the C2 level according to the Common European Framework of Reference for Languages. Besides, it is important to mention that this competence is also necessary to develop the communicative competence due to it does not involve a limited set of words but a set of lexical terms that an individual possesses.

Added to the above, it is found that there are two components of the lexical competence which are the receptive and productive vocabulary. Receptive vocabulary refers to the students' ability to recover the form of the word or recognize the form of a lexical unit. On the other hand, productive vocabulary is identified as the ability to recover the meaning of that word or unit. Nonetheless, there are two sub-abilities that can be developed with this type of component and; they are controlled and spontaneous. Controlled is when the teacher forces the use of the words while spontaneous is when the student themselves decide to use that word or lexical unit (Palapanidi, 2013).

According to López & Molina (2005), the lexical competence can be developed on students when they are exposed and acquire the different lexical units of the new

language through the use of different activities. In this way, the teacher can direct the students' attention to chunks more than isolated words; taking into account that some expressions are better acquired without analyzing their internal structure. However, it does not mean that grammar and vocabulary do not have a pedagogical value in the teaching - learning processes.

Additionally, it can be said that this competence has a big relationship with the language competence because it also uses language as a means of communication both in the oral and written way with the purpose of representing, interpreting and understanding situations related to reality. However, it is important to mention that language competence can also be defined as a set of rules that allow understanding the different language statements through grammatical rules. Hence, it allows an individual to express their opinions, emotions and thoughts through dialogue or a generation of ideas (Padilla, Martínez, Pérez, Rodríguez, & Miras, 2008).

2.4.1.2 LEXICAL APPROACH

As it is well known, today education continues being slightly traditionalist due to the use of old methods, strategies and techniques which do not help students to develop their full potential and demonstrate a high level of learning. Nevertheless, the lexical approach is one of the options that can be included in a classroom since this contains chunks that facilitate learning through a more complex lexicon; that is, with phrases and not just words. Besides, these chunks can be committed to memory because they consist of fixed idioms or combinations of words (Zimmer, 2010).

Carbó, García & Gómez (2017) point out that this approach counts with four principles that are the key for the teaching process and for the communication development.

- ❖ Predominance of the lexicon in teaching: It suggests that the grammar and

vocabulary is invalid for the language learning. The essential is to learn in chunks.

- ❖ Specific attention to the recognition and acquisition of lexical segments: This would bring us closer to the concept of effective language (it is with meaning) and not with the correct language (with grammatical correctness).
- ❖ Relevance of the syntagmatic organization (context and co-text): The primary interest is going to be the meaning of the situation, not the grammar. Co-text refers to the words around another word in order to provide context and help to determine meaning.
- ❖ Emphasize the importance of lexical learning: It is a component that activates the acquisition of the language.

Lexical Approach minimizes the role of grammar because it manifests more meaningful ideas through phrases. It means that this approach is focused on the use of multi-word prefabricated chunks; which involves not only phrases and structures but also lexical items; such as words and poly words, institutionalized expressions, phrasal verbs and collocations. However, this does not mean that grammar can not be included within this approach because it is necessary to express clear and meaningful ideas (Lewis, 1997).

Hayas (2009) mentions that this approach highlights some methodological orientations (ways to teach); which are listening, presentation, reformulation, and segmentation. First, listening is when students learn more of the foreign language through listening comprehension. Second, presentation is when the teacher promotes participation from all students by using the lexical units. Third, reformulation is about allowing students to give a natural response but the teacher must correct them if they make a mistake. Finally, segmentation refers to the skill of studying segments of the language through the identification of the different lexical items. The same ones that have advantages; such as, promoting the organization of the words and helping to achieve a verbal fluency through the combination of distinct segments.

According to Kirac, Ortigueira & Villarreal (2012), this approach has as perspective to develop and strengthen the eight multiple intelligences that all individuals have to personalize teaching. These intelligences are linguistic, logical-mathematical, musical, spatial, kinesthetic, interpersonal, intrapersonal and naturalistic. Therefore, it is mentioned that there are activities that can be applied with this approach and develop multiple intelligences at the same time.

- Play scrabble and do crosswords (Linguistic Intelligence): It is important to emphasize the use of lexical units.
- Identify sequences of events (Linguistic Intelligence): Ideal to practice some expressions like: first, after, then.
- Compare texts and give opinions about them (logical- mathematical, intrapersonal, interpersonal and linguistic intelligences).
- Analyze errors (Logical-mathematical intelligence)
- Watch videos, use maps and graphics (Space Intelligence)
- Do role-plays, discussions (kinesthetic, interpersonal intelligence)
- Find songs related to the content of the class (musical, linguistic intelligence)
- Use adjectives to describe themselves (intrapersonal intelligence)
- Associate letters or words to plants or animals (Naturalist Intelligence)

2.4.1.3 LEXICAL UNITS

First of all, it is necessary to establish that there is a wide difference between lexical units and vocabulary since lexical units refer to word combinations(phrases) while vocabulary is the group of isolated terms that a specific language has (words).In this way, limiting oneself to teaching words would be like maintaining the teaching of grammar to structures; such as, the noun, verb and complement without taking into account that there are larger units in the learning of a language (Higuera,1997).

Gómez (2004) declares that lexical units as its own name says are defined as a set of words which allow developing the interpersonal communication; since when individuals process information the linguistic signs are categorized and organized in different lexical segments. For instance; syntagmatic combinations, idiomatic expressions and institutionalized expressions. These kinds of chunks are relevant since they help teachers to provide an adequate teaching for the acquisition of the foreign language lexicon in the classroom.

In addition, it must be emphasized that each type of lexical unit that was mentioned has its own distinction. Firstly, syntagmatic combinations or collocations are the linguistic units formed by one or several words which give a new meaning through its own words. Secondly, idiomatic expressions are defined as fixed expressions of two or more words that share some stability's characteristics and they must be used alone or with other words in order to create a sentence. Besides, the meaning of the expression does not come from its components. Finally, institutionalized expressions are fixed phrases that can or not vary; the same ones that allow creating social interaction (García, 1997).

In like manner, it is important that students have an understanding of the lexical units; otherwise they as non-native speakers could use these expressions incorrectly. For this reason, it is necessary that they have information about the sound, the denotation, the spelling, the cultural content, the syntactic structures in which they appear, the syntagmatic combinations and the pragmatic purpose of the institutionalized expressions. In other words, students should know the pronunciation of the words, the relationship that these units have with the real world (meaning), the way in which they are written, the different meanings that they have according to the country, the use of the units in different contexts, the

combination between words (collocations) and the purpose of the use of the phrases (Higueras, 2009).

In addition, some activities proposed by Ramos (2004) can be applied with these types of lexical units. For instance; conventional, ludic, brainstorming and dramatization.

- Conventional activities are those which are traditional, for example, classify the lexical units according to their group, matching the words with their definition, indication of synonyms, write a phrase with each term, write words and search the different lexical entries.
- Otherwise, ludic activities are creative and promote cooperation among classmates. Some activities that the teacher could do are to make students select ten words in order to create word searches and make them to exchange it, inventing a crossword puzzle, describing the meaning, create an acrostic and represent the units with drawings.
- The third type of activities is about getting many words related with the main unit while the last one refers to use the chunks in role plays simulating real situations.

2.4.1.4. LEXICAL CHUNKS

It should be taken into account that these lexical chunks can help learners to produce the language more easily and with added coherence. Thus, it can be said that it is much better to use words like prompts rather than teaching words according to their functions. Like, for example, nouns, verbs, adverbs, prepositions, conjunctions, determinants, adverbs and pronouns. Nattinge & DeCarrico, (1992) establish that it is important to emphasize that these lexical chunks have three main functions which are social interactions; necessary topics and discourse devices.

- Social interactions: Lexical chunks can be used to express meaning that is related to the purpose of the conversation.
- Necessary topics: It is the use of chunks related to daily conversations which students are often asked.

- Discourse devices: It is about the use of chunks to create the connection between the meaning and structure of the discourse.

Nonetheless, it is important to emphasize that one of the classifications of the lexical units that best works with students are the institutionalized expressions. These types of expressions refer to short, medium or long sentences that can be completed or not in different ways. That is, these kinds of phrases allow students to vary their vocabulary to construct new ideas. For example, the word "good" can be added by "morning", "afternoon" or "evening". Another example may be the addition of an adjective; such as, "I was happy" "I was sad" or "I was amused". In this way, the learners can express their thoughts in a clearer way (Chao, 2016).

In addition, the purpose of these types of expressions is to teach the sounds, sentences' structure, meaning of the phrases and recognize the use of the foreign language in society. They also allow the speaker to manage aspects of interaction and can be categorized into three subtitles: Short expressions barely grammaticalized, sentences headers and complete sentences (Lewis, 1993).

- Short expressions barely grammaticalized are those expressions that expose a meaning through their own words; such as, certainly not, not yet; just a moment, please, at this moment, thank you, of course, at least, tell me, How do you do?, What is your name, How are you?, etc.
- Sentences headers are utterances that allow adding extra information towards completion of the idea. For instance, that's all very well, but.....; I see what you mean, but I wonder if it would not be better to; sorry to interrupt, but can I just say.....?; for example....., I am....., the world is, I live with my, my mother's name is
- Complete sentences are the expressions that have their own meaning and that can not be changed; in other words, it is an expression that contains a moral imperative. For example, what God has joined together, no human being must separate.

Czifra (2013) indicates that these institutionalized expressions can be taught in an easy and a fun way if teachers use appropriate teaching material; especially for the oral activities development. Thereby, some materials that the teacher can use are handouts with the translation of the phrases or definitions; videos, worksheets, flashcards and cards with words to develop games; such as, dice games.

According to Shoba (2016), these types of expressions can be classified according to the purpose of an individual.

Some examples are:

Greetings

Good(Morning/afternoon/night/evening/bye!) Hello! Hi!
How are you? Nice to (meet/see) you! Good to see you!

Introducing yourself

My name is..... I am.....years old I am from.....
I live with my I am My birthday is

Asking for personal information

What is your name? How old are you? Where are you from?
Who do you live with? What is your occupation? When is your birthday?

Indicating preferences

I like..... /I don't like..... I prefer...../I don't prefer..... I love.....
I like.....more than I likeless than I hate

Asking about preferences

What do you like (to do/more)? What is your favorite ... (class/job?)
What do you prefer? What do you hate more? Do you like

Introducing the family

My dad's name is.....This is my (Brother/sister/aunt/uncle)She/he is

a/an.....

My mom's name is..... She is..... Every day my.....wakes at....

Starting an opinion

In my opinion, Personally, I think that...

To agree partially with an opinion

I see what you mean, but...

There is certainly some truth in your words, but you fail to notice that ...

To disagree with an opinion

I'm afraid I can't accept ... I simply don't agree with you because....

Interruption Expressions

I'm sorry to interrupt here, but ... Excuse for breaking in here right now, but ...

To ask for an opinion

Could you tell me...? What do you think about/of...?

What's your opinion about...?

To ask for an explanation.

Could you explain to me....? Could someone please tell me....?

To give an explanation

What I mean is.... The reason for this is.... The main problem is....

Additional information

Besides, I would like to mention that In addition,.....

Also, Moreover,.....

To contrast

However, I believe that

Nevertheless,.....

Nonetheless,.....

On the other hand,.....

2.4.2 THEORETICAL BASIS OF THE DEPENDENT VARIABLE

2.4.2.1 COMMUNICATION

Communication refers to the exchange of ideas, thoughts or information between two or more individuals; in which people who are involved in taking the name of transmitter and receiver. In effect, the transmitter transmits a message through a channel to the receiver in order to allow the other to understand the content of the message (Thompson, 2012).

- Transmitter and Receiver. - There must be two people to communicate; so one plays the role of sender and the other of receiver. However, if one of the members of the conversation is not interested in giving or receiving the message, communication is totally interrupted.
- Connection. - This is responsible for connecting two or more people and can occur at any time and space, it is to say that it can be in a physical or virtual way. On the other hand, it should be emphasized that this act can be presented in different ways. For example, personally, at a distance through messages, emails and calls or impersonal through the radio or television programs where the presenter transmits his message to a large number of people.
- Transmit, exchange or share. - It is the process of producing a message to two or more people and this message can have an answer. In this way, communication becomes more complex.
- Understandable ideas, information or meanings. - It refers to the content that both the sender and receiver produce for the development of communication. In addition, this content should be clear so that the two individuals involved can easily

understand it.

In this way, the communication process consists of the use of two types of language skills: productive and receptive. Traditionally, productive skills are writing and speaking while the receptive skills are listening and reading. Thereby, all of these abilities come together in the general ability of the individual to express them correctly and comprehend any oral or written message. Finally, it is concluded that there is not an effective learning of the foreign language if all the skills that compose it are not integrated (Rodríguez, 2000).

Philipsen & Katriel, (2009) state that verbal communication is considered as a cultural term since it involves many things about society. In other words, communication refers to the speech that people use in order to define oneself and create a good relationship between all members of the society. Moreover, it is mentioned that communication is a structured process that allows speech to be flexible.

González (1995) points out that communication is closely linked to the ways of human interrelation. This allows people to interact and at the same time it is a way to interrelate. Human interrelations constitute the objective on which communication occurs and although the fundamental means of communication is spoken word, there is a part of the contents that is transmitted non-verbally. Nonverbal communication is a behavior through which meanings are transmitted without words. For example, the expressions of the face, gestures of affirmation or denial with the head and the gestures with hands. This way you can know if an idea is approved or not.

In addition, it is found that it can be used in different fields such as social, educational, labor and political. For example, communication can be used among friends, co-workers, and teacher-student or in campaigns. Besides, it is mentioned that there are many communication strategies that can help non-native English speakers to speak a foreign language without difficulties; such as, dialogues,

discussions, debates and games (Tarone, 2006).

2.4.2.2 LANGUAGE SKILLS

Learning a language doesn't mean replacing some words with others in the foreign language or creating short conversations between human beings; it means acquiring a cognitive skill that has micro -skills. For instance; learning a foreign language refers to learning the sounds, understanding of sentences' structure, to identify the meaning of phrases, to understand the accent of the words and to recognize the use of that language in society (Gonzalez, 2008).

According to Richards (2015), language skills refer to the way in which language is used. For example, it can be used for listening, speaking, reading and writing. Moreover, it is also necessary to emphasize that language skills can be divided into receptive and productive. Productive is when people produce something by using the language while receptive are those that allow the individual receives information.

Clemenz (2015) declares that there are five basic types of speaking. They are imitative, intensive, responsive, interactive and extensive.

- **Imitative:** Refers to students imitating what their teacher produces. In other words, this only leads to repeating what the teacher asks them to repeat; however, it must be emphasized that with this type of oral skill students are not able to produce the language since students only concentrate on listening to some details to repeat it.
- **Intensive:** Students produce small elements of oral language designed to demonstrate proficiency with a small amount of grammar, phrases and phonology. In other words, the interaction with another person is minimal. Some tasks of this type are to read aloud, complete sentences and dialogues, simple sequence production.

- Responsive: It refers to the interaction and understanding of the text; however it is limited because it involves small conversations, greetings, requests and simple comments.
- Interactive: This type of speaking has more complexity and takes more time, sometimes multiple conversations and even multiple participants. The interaction can be presented in two ways; transactional or interpersonal language.
- Extensive: This type of speaking includes speeches as descriptions, oral presentations about any topic and storytelling's.

The ability to listen is not the same as hearing because listening allows development of the language through the understanding of the content of the messages. Unlike hearing that it's just the ability to identify sounds. It is also necessary to mention that listening can be divided into active and effective. Active listening is to differentiate the feelings, or thoughts that the speaker is expressing. Effective listening refers to the subtlety with which the message is spoken. That is, it conveys understanding and affection to achieve a positive result (lenguaje, 2012).

The ability to read refers to what one understands through any writing such as: texts, letters, or invitations. Also, this allows developing a good learning in all fields of knowledge; it is to say in different subjects related to or without education. This ability also develops a critical analysis in order to generate a reflection or dialogue about what has been read.

However, a text must be fluent and well structured so that the reader can understand what the author is expressing through the language because if there is no understanding of the content, the person who is reading will not be able to reflect on it. For this reason, some strategies that a person can use to develop this ability are to count the words they read per minute, to self-evaluate with the content of the text and read aloud (Rodriguez & García, 1681).

2.4.2.3 PRODUCTIVE SKILLS

Within the productive skills you can find the skills of writing and speaking. According to Social Practices of Language (2012), written skill is the way to convey what an individual thinks or feels through words, for which it is important to teach the correct use of language, punctuation, spelling, grammar, vocabulary and the registration of the language.

Macarthur, Graham & Fitzgerald (2008) mentions that writing can be based on certain criteria:

Written expression can be described as part of social practice because it uses written language for different purposes. For example, there are writers who relate their writings focusing on a social situation or cultural context. On the other hand, we can also find that writing in the educational field can be evaluated in different ways depending on its type. For example, if they are essays, letters, arguments or summaries; they can't be evaluated in the same way because each of them has its own structure and register.

Speech is the ability that all abled bodied human beings possess since their childhood because from an early age we learn sounds, words and phrases allowing this skill to be developed in order to communicate with other people for a specific purpose. According to Luria (1977), it is exposed that language is a system of codes to designate objects of the outside world, its qualities, relations and actions. Additionally, this focuses on producing the language after having learned it through the ability to listen, read or write.

According to Luna (1994), oral activities are classified in the following way:

- According to the Technique. - Dialogues directed to practice the forms and functions of the language, theatrical games, and linguistic games. Thus,

riddles are taken as an example.

- Type of Answer. - These are exercises of mechanical repetition, brainstorming or acting; such as cooking recipes or problem-solving debates.
- According to Material Resources. - Written texts to complete a story, sounds in order to sing songs, pictures to order events of a story or comic and real objects to be guessed by touch or smell.
- Specific Communications. - Expose a topic that has been prepared previously, improvisations, such as for example to describe an object; reading aloud or conducting debates on current issues.

Moreover, it is also important to apply strategies for the oral activities development because they strengthen students' confidence to communicate through oral language, expand the vocabulary, syntax, different registers and develop higher levels of thinking. Some examples of these strategies are brainstorming, simplification of vocabulary, picture cues, speaking notes (Bio, 2011).

2.4.2.4 ORAL SKILL

Oral skill is a linguistic skill in which a person has the ability to communicate through the word with others in order to convey ideas, thoughts or messages. Nowadays, this skill is taken as the main objective in the institutions because teachers have always applied the same activities for the English language development. In the same way, this skill allows expression of ideas, opinions or feelings in an appropriate way and with an adequate fluency, intonation, vocalization, coherence and clarity in different situations (Grau, 2010).

According to Richards (2008), this skill has three main functions to use the language. They are transactional and interpersonal, interactive or non-interactive and planned or improvised. The first refers to the exchange of information for commercial purposes; such as, buying or selling. Interpersonal is about creating

social relationships within a society. Interactive focuses on developing a face-to-face conversation with another person while non-interactive function is used to leave a voice message, to give conferences or monologues. In other words, there is nobody who asks or answers something. On the other hand, a planned function is when we know beforehand that we should talk about any topic while improvised refers to the language use at an opportune moment.

Thereby, there are many activities that help to develop the oral skill which are divided into individual, pair and group. Individual activities are those that the students develop alone, but with the help of didactic material. For this reason, some examples of individual activities are speeches, descriptions, oral presentations. In another way, pair and group activities are those which produce interaction among people and have a main topic. Some examples of these activities are dialogues, discussions, debates, interviews and role-plays (González, 1982).

Luserena (2012) establishes that this skill has some characteristics that can be developed through the use of lexical chunks because they are composed of sentences and questions.

- Voice: Through voice feelings and attitudes can be transmitted.
- Diction: The speaker must have a good command of the language. That is, a good pronunciation of words and understanding of the messages.
- Fluency: Use of words on a continuous basis.
- Volume: Voice Intensity.
- Rhythm: Harmony, accentuation and cadence.
- Clarity: Expressing accurately.
- Coherence: Expressing itself logically.
- Emotivity: Project feelings according to the theme.

Likewise, it is necessary to mention that there are other types of activities that allow the development of the oral subskills; such as, riddles, repetition, tongue twisters,

songs, using sentences' headers to be completed, oral games, listening to storytelling and repeat them, listening to music, collages, completing a story, reading texts aloud and role plays. However, the use of the material is also important to support the development of each one of them (Troute, 2000).

Scrivener (2011) indicates that there are some teaching materials that can be used for oral activities development. For instance; flashcards, cards with words or drawings to develop games, drawings, photos, videos, realia and handouts with questions and information. All of them can be very useful to facilitate the achievement of the objectives of each activity. Besides, these materials allow consolidating the contents that are reviewed with the students and also to motivate them.

2.5 HYPOTHESIS

Lexical chunks influence in the oral skill development of the English language in students of ninth year of the *Educación General Básica* at “*Unidad Educativa Baños*”, Baños city, Tungurahua province.”

2.6 POINTING VARIABLES

2.6.1 INDEPENDENT VARIABLE: Lexical Chunks.

2.6.2 DEPENDENT VARIABLE: Oral skill

CHAPTER III

METHODOLOGY

3.1 APPROACH

The approach of this research is qualitative-quantitative. It is qualitative because it seeks an explanation to the existing problem related to the limited use of lexical chunks in the oral skill development. Likewise, it is qualitative because it allowed taking direct information through the application of a survey directed to students of 12, 13 and 14 years corresponding to the ninth year of Educación General Básica and an interview directed to the English teachers at “Unidad Educativa Baños”. Finally, it is quantitative because the obtained data were examined numerically through tabulations and statistical analyzes, which are presented with tables and graphs to verify the hypothesis (Sampieri & Collado, 2006).

3.2 BASIC METHOD OF INVESTIGATION

Field: It consists of collecting data directly from the investigated individuals or the place where the events occur without manipulating any variable. In this way, this is a field research because the collected information was not changed. Besides, this project counted with the “*Unidad Educativa Baños*”, Baños city, Tungurahua province which was the place of study for this investigation.

Documentary –Bibliography: This project is documentary –bibliography because it was consulted in: books, articles, magazines and Internet to get information about the theme of this investigation (Arias, 2012).

3.3 LEVEL OR TYPE OF RESEARCH

Descriptive: This research is descriptive because it allowed describing the current reality regarding the results obtained on the oral proficiency of the English language of the ninth year of the *Educación General Básica* at “*Unidad Educativa Baños*”, Baños city, Tungurahua province.

Association of variables: This project presents an association between the two variables because it was verified that the first variable influences in the second variable development. It is to say, the use of lexical chunks influence in the oral skill development.

3.4 POPULATION AND SAMPLE

The population was 2 teachers and 92 students between the ages of 12, 13 and 14 years old of ninth year of the *Educación General Básica* at “*Unidad Educativa Baños*”, Baños city, Tungurahua province.

Table N° 1 STUDENT POPULATION CHART

N°	NINTH YEAR PARALLELS	STUDENTS
1	A	40
2	B	40
3	C	40
TOTAL		120

Source: Unidad Educativa Baños.

Elaborated by: Ochoa, D. (2017)

3.4.1 Sample

Sample's size calculation

The following formula will be used for the sample's calculation.

$$N = \frac{Z^2 \cdot P \cdot Q \cdot N}{(N-1) e^2 + Z^2 \cdot P \cdot Q}$$

$$N = 120$$

$$e = 0.05$$

$$Z^2 = 95\% = 1.96$$

$$P = 0.5$$

$$Q = 1 - 0.5 = 0.5$$

$$1) \quad n = \frac{1.96^2 * 0.5 * 0.5 * 120}{(120-1) * 0.05^2 + 1.96^2 * 0.5 * 0.5}$$

$$2) \quad n = \frac{3.8416 * 0.5 * 0.5 * 120}{(119) * 0.0025 + 3.8416 * 0.5 * 0.5}$$

$$3) \quad n = \frac{115.248}{0.2975 + 0.9604}$$

$$4) \quad n = \frac{115.248}{1.2579}$$

$$5) \quad n = 91.61936561$$

$$6) \quad n = 92 \text{ Students} + 2 \text{ English Teachers}$$

3.5 OPERATION OF VARIABLES.

3.5.1 Independent variable: Lexical Chunks.

Chart N° 1: Independent variable operationalization.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Lexical chunks include <u>institutionalized expressions</u> which refer to short, medium or long phrases that can be completed or not with other words. This type of expressions is <u>categorized</u> into two groups, which include different <u>elements that structure language</u> to facilitate its production. Besides, they have specific <u>teaching purposes</u> and <u>functions</u> to use language in society. In addition, these expressions can be acquired</p>	<p style="text-align: center;">Institutionalized expressions</p> <p style="text-align: center;">Categorization</p>	<p>-Short, medium and long phrases.</p> <p>-Sentences Headers -Short Expressions barely grammaticalized.</p>	<p>Learning English in phrases facilitates more your learning than learning through words?</p> <p>Teaching English in phrases facilitates more your students' learning than teaching through words?</p> <p>In your English classes, does the teacher apply sentences headers (My name is.../I am ...years old/I am from .../I live with my...) to develop oral activities?</p> <p>In your English classes, do you apply sentences headers</p>	<p style="text-align: center;">Technique Survey for students and teachers.</p> <p style="text-align: center;">Technique Survey for students and teachers.</p>

<p>through the application of distinct <u>activities</u> which help to increase the foreign language knowledge.</p>	<p style="text-align: center;">Elements that structure language</p>	<ul style="list-style-type: none"> -Grammar -Vocabulary -Lexical Units 	<p>(My name is.../ I am ...years old/ I am from .../I live with my...) to develop oral activities with your students?</p>	<p style="text-align: center;">Technique Interview for teachers.</p>
	<p style="text-align: center;">Teaching Purposes</p>	<ul style="list-style-type: none"> - Teaching the sentences' structure -Teaching the meaning of the phrases -Teaching the sounds -Making students to recognize the use of the English language in society. 	<p>From the following elements that structure the language, which one do you apply in the class to promote communication among your students?</p> <p>What is the main purpose of your teaching process? Why? What is your opinion about that?</p>	<p style="text-align: center;">Technique Interview for teachers.</p>
	<p style="text-align: center;">Functions</p>	<ul style="list-style-type: none"> -Social -Necessary topics -Discourse devices 	<p>Do you think that learning short expressions in English (Good morning / Thank you/ What is your name? / Where are you from? / Good bye/ How are you? /How old are you?) allow you to develop the ability to communicate with other people?</p>	<p style="text-align: center;">Technique Survey for students and teachers.</p>

	Activities	<ul style="list-style-type: none"> -Discussions -Watching videos -Singing songs -Listening to audios 	<p>Do you think that teaching short expressions in English (Good morning / Thank you/ What is your name? / Where are you from? / Good bye/ How are you? /How old are you?) allow your students to develop the ability to communicate with other people?</p> <p>Which of the following activities (Discussions, watch videos, sing songs, listen to audios) help you to develop a broader lexicon?</p> <p>Which of the following activities (Discussions, watch videos, sing songs, listen to audios) do you think that help your students to develop a broader lexicon?</p>	<p>Technique</p> <p>Survey for students and teachers.</p>
--	-------------------	--	---	---

Source: Direct Research.
Elaborated by: Ochoa, D. (2017)

3.5.2 Dependent Variable: Oral Skill

Chart N° 2: Dependent variable operationalization.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNIQUES AND INSTRUMENTS
<p>It is one of the four <u>linguistic skills</u> that has specific <u>subskills</u> and can be developed through the proper use of <u>strategies</u>. In addition, this skill can be put into practice according to a <u>classification of oral activities</u>; which contain <u>oral activities</u> that allow students to practice the form and functions of the language. For this skill developing, it is also important the use of <u>didactic material</u> since it allows facilitating the production of</p>	Linguistic skills	<ul style="list-style-type: none"> -Reading -Listening -Writing -Speaking 	<p>In which of the following language skills do you focus for the foreign language teaching? Why?</p>	<p>Technique</p> <p>Interview for teachers.</p>
	Subskills	<ul style="list-style-type: none"> -Voice. -Diction. -Fluency. -Volume. -Rhythm. -Clarity. -Coherence. -Emotivity. 	<p>Do you think that using headers as a guide (My dad’s name is../ I can) help you to express your ideas coherently and fluently?</p> <p>Do you think that using headers as a guide help your students to express their ideas coherently and fluently?</p> <p>Does the teacher help you to improve the pronunciation of the English language when you make mistakes in oral activities?</p>	<p>Technique</p> <p>Survey for students and teachers.</p> <p>Technique</p> <p>Survey for students and teachers.</p>

<p>the language giving the individual the opportunity to <u>communicate</u> through the word in order to convey ideas, thoughts or messages.</p>	<p style="text-align: center;">Strategies</p>	<p>-Simplification of vocabulary. -Use knowledge of the outside world and context to interpret information. -Brainstorming -Speaking Notes</p>	<p>Do you help to improve the pronunciation of the English language when your students make mistakes in oral activities? Which of the following oral activities (Riddles, repetition, tongue-twisters, songs) does your teacher apply to develop the oral subskills? Which of the following oral activities do you apply to develop the oral subskills?</p> <p>Which of the following strategies does the teacher use for the oral skill development? Which of the following strategies do you use for the oral skill development?</p>	<p style="text-align: center;">Technique Survey for students and teachers.</p>
	<p style="text-align: center;">Oral Activities Classification</p>	<p>- Specific Communication -Type of answer -According to the technique -According to material resources</p>	<p>Which of the following classification of the oral activities do you apply in your class to develop the oral subskills?</p>	<p style="text-align: center;">Technique Interview for teachers.</p>

	<p>Oral Activities</p>	<ul style="list-style-type: none"> -Comparing drawings -Conversations -Oral presentations -Descriptions 	<p>Do you think that writing phrases on the board help you to develop the oral activities easier?</p> <p>Do you think that writing phrases on the board help your students to develop the oral activities easier?</p>	<p>Technique Survey for students and teachers.</p>
	<p>Didactic Material</p>	<ul style="list-style-type: none"> -Book, Drawings -Worksheets -Flashcards -Cards with words or drawings. (Games) -Realia, Photos Videos 	<p>What kind of teaching material do you use for the oral activities development?</p>	<p>Technique Interview for teachers.</p>
	<p>Communication</p>	<ul style="list-style-type: none"> -Interactive activities 	<p>Which of the following pair and group activities (Dialogues, Discussions, Debates, Games) does your teacher apply to promote communication by using the English language?</p> <p>Which of the following pair and group activities do you apply to promote communication by using the English language?</p>	<p>Technique Survey for students and teachers.</p>

Source: Direct Research.

Elaborated by: Ochoa, D. (2017)

3.6 INFORMATION COLLECTION PLAN

In order to carry out the present investigation, a number of techniques were used such as a survey and an interview that will help to collect primary information and at the same time allowed understanding of the criteria that teachers have on this topic.

Chart N° 3 Basic Questions

Basic questions	Explanation
Why?	To determine the objectives of the research and propose alternative solutions.
What people or objects?	92 students of the ninth year of <i>Educación General Básica</i> and two English teachers.
What aspects?	Are lexical chunks necessary for the foreign language learning? /What are the activities that develop the Lexical Approach? /What kinds of activities does the teacher use to develop the oral skill? /What is the relationship between the lexical chunks and the oral skill?
Who?	The researcher: Diana Ochoa.
When?	During the first term of the 2017-2018 academic years.
Where?	At “ <i>Unidad Educativa Baños</i> ”, Baños city, Tungurahua province.
How many times?	1
With what?	A structured survey and an interview.
In what situation?	Obtain the support of the authorities of the institution.
Flexibility	It is not important if the student does not want to provide his / her name.

Source: Direct Research.

Elaborated by: Ochoa, D. (2017)

3.6.1 Validation of the instruments of data collection.

The techniques used for this project were surveys and interviews directed to students and teachers. Both instruments were validated by the Cronbach's alpha and the technique "Judgment of Experts" in which all the English teachers from "*Unidad Educativa Baños*" who belonged to the academic area verified that the questions were clear and had coherence with the topic that was going to be investigated.

3.6.2 Reliability of items.

The reliability process was done through the application of a pilot test of twenty students which had the same characteristics of the population that was going to be investigated. The obtained results were used for the application of the Cronbach's alpha which allowed knowing the reliability of the items of the survey which was used for this investigation. Its values are from 0 to 1 which represents a maximum reliability. Thus, the Cronbach's alpha value collected for this investigation was 0.702 which indicates that the alternative hypothesis is accepted.

3.7 INFORMATION PROCESSING PLAN

The obtained information was presented and analyzed through tables and statistical graphs to facilitate the analysis and interpretation of them.

- 1.-To visit the "Unidad Educativa Baños".
- 2.-To develop the surveys based on the students and teachers of the Institution.
- 3.-To review critically the information collected.
- 4.-To tabulate and order the information obtained in statistical graphs.

5.-To perform an analysis of the statistical study.

6.-To analyze and interpret the results related to the objectives and the hypothesis.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of results

The interpretation of the obtained data of the students and teachers from “Unidad Educativa Baños” is presented through the use of charts, which present the frequency and the percentage obtained in each question. Further the verification of the hypothesis is added through the results of the Chi square of Pearson. It starts with the obtained percentages through the survey addressed to students and then to teachers. In this way, it was verified if the hypothesis of the investigation is accepted or rejected according to the calculated value of the Chi square.

4.2 Interpretation of data

The interpretation of data was done through the graphics presented in each question of the surveys. Besides, it was identified the answers with higher and lower percentage in order to find the reasons why students have had difficulties in learning the foreign language. In this way, it was possible to find the main problem that learners have at the moment of learning the English language and likewise reach some conclusions about the teaching-learning process of that institution.

4.2.1 Survey directed to students

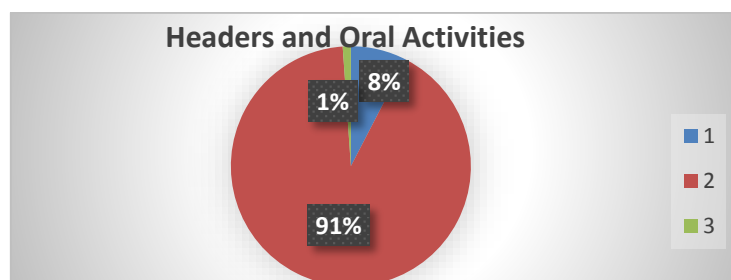
Question N° 1 In your English classes, does the teacher apply sentences headers (My name is.../ I am ...years old/ I am from .../ I live with my...) to develop oral activities?

Table N° 2 Headers and Oral Activities

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	7	8%
Neither agree nor disagree	84	91%
Totally disagree	1	1%
Total	92	100%

Source: Survey directed to students.
Elaborated by: Ochoa, D. (2017)

Graphic N° 3 Headers and Oral Activities



Source: Survey directed to students.
Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

From the gotten results, it is determined that 7 students that represent 8% stated that the teacher applies headers in his English classes to develop the oral activities, while 84 students that represent 91% indicated that the teacher sometimes uses these headers because they develop few oral activities and use these expressions unconsciously.

In this way, it is evident that students need the teacher's explanation to know how to use these headers and practice them with more oral activities in order to improve their speaking skill.

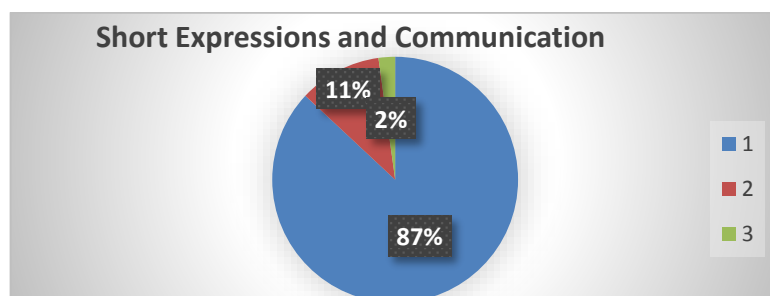
Question N° 2 Do you think that learning short expressions in English (Good morning / Thank you/ What is your name? / Where are you from? / Good bye/ How are you? /How old are you?) allow you to develop the ability to communicate with other people?

Table N° 3 Short expressions and Communication

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	80	87%
Neither agree nor disagree	10	11%
Totally disagree	2	2%
Total	92	100%

Source: Survey directed to students.
Elaborated by: Ochoa, D. (2017)

Graphic N° 4 Short expressions and Communication



Source: Survey directed to students.
Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

Once the data was analyzed, it is determined that 80 students that represent 87% assured that learning short expressions that are common in English help them to communicate with their classmates, the teacher; but not at all with foreign people. On the other hand, 10 students that represent the 11% stated that these expressions are useful to communicate occasionally because they need to know more words to understand what another person is saying.

Therefore, it is evident that learners not only need these expressions but also more vocabulary to promote communication with foreign people.

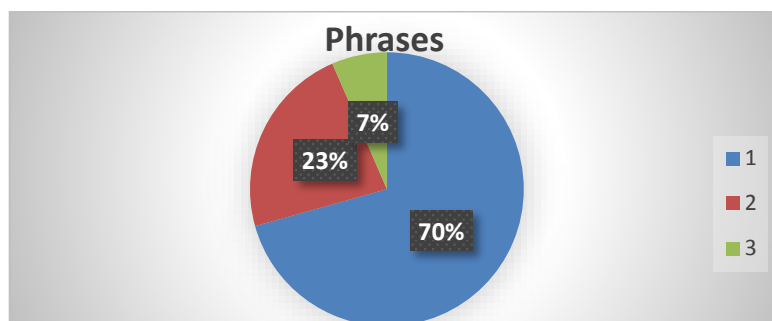
Question N° 3 Learning English in phrases facilitates more your learning than learning through words?

Table N° 4 Phrases

OPTIONS	FREQUENCY	PERCENT AGE
Totally agree	65	70%
Neither agree nor disagree	21	23%
Totally disagree	6	7%
Total	92	100%

Source: Survey directed to students.
Elaborated by: Ochoa, D. (2017)

Graphic N° 5 Phrases



Source: Survey directed to students.
Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

After getting the results, it is established that 65 learners that represent 70% asserted that it is better learning by phrases rather than words because they can learn faster and easier. However, 21 students that represent 23% established that learning phrases or words can bring the same results for their learning process. Finally, 6 students that represent 7% indicated that learning the foreign language by words is easier because they can know its meaning directly.

Therefore, it is necessary to include more the use of phrases for the foreign language learning, but without neglecting the teaching of vocabulary by isolated words since they are necessary to complete an idea.

Question N° 4 Do you think that using headers as a guide (I like to../ I love to../My dad's name is../My mom's name is../I can../In this picture people are../help you to express your ideas coherently and fluently?)

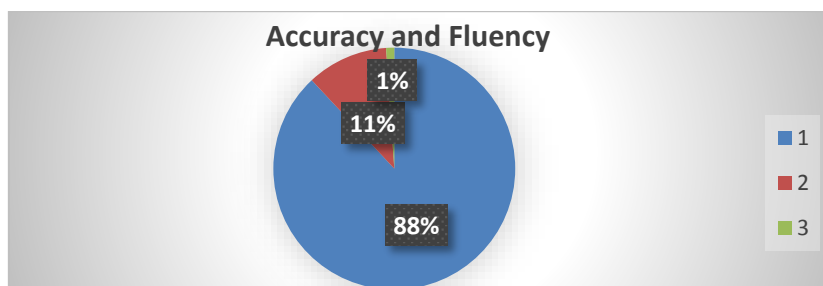
Table N° 5 Accuracy and Fluency

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	81	88%
Neither agree nor disagree	10	11%
Totally disagree	1	1%
Total	92	100%

Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

Graphic N° 6 Accuracy and Fluency



Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

In this question, 81 students which represent 88% assured that the use of headers help them to be more accurate and speak fluently at the moment of expressing their ideas. In contrast, 10 students that represent 11% expressed that these sentences' headers help them to construct their thoughts but not all the time because these expressions need extra words to be completed and learners need to know their meaning.

Thereby, it is necessary to teach headers but also other strategies to help students speak with meaning and without stuttering when having a conversation.

Question N° 5 Do you think that writing phrases on the board help you to develop the oral activities easier?

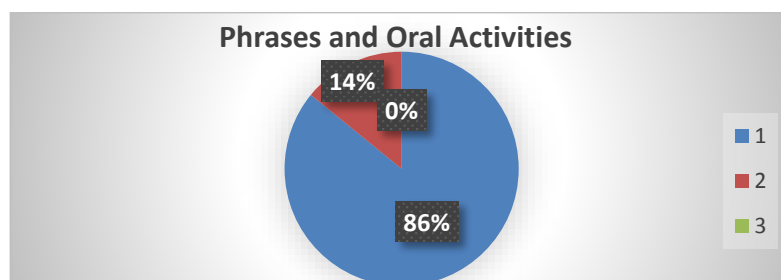
Table N° 6 Phrases and Oral Activities

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	79	86%
Neither agree nor disagree	13	14%
Totally disagree	0	0%
Total	92	100%

Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

Graphic N° 7 Phrases and Oral Activities



Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

According to the results, 79 students that represent 86% agreed that if the teacher writes more phrases on the board they could develop the oral activities; such as, compare drawings, conversations, oral presentations and descriptions with more facility because they have their ideas more organized. Nevertheless, 13 students that represent 14% assured that learning sentences headers and short expressions can sometimes be useful because they are difficult to learn since they have more words.

Thus, it is necessary that the teacher to write phrases on the board related to the topic that is going to be considered for the task and to teach these expressions by using different activities.

Question N° 6 Does the teacher help you to improve the pronunciation of the

English language when you make mistakes in oral activities?

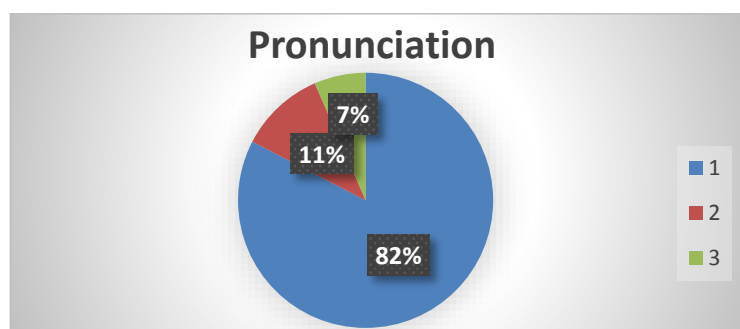
Table N° 7 Pronunciation

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	76	82%
Neither agree nor disagree	10	11%
Totally disagree	6	7%
Total	92	100%

Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

Graphic N° 8 Pronunciation



Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

From the gotten results, it is determined that 76 students that represent 82% stated that the teacher always helps them to improve their mistakes in pronunciation almost at the end of the class, while 10 students that represent 11% established that the teacher sometimes corrects them because of the time.

Therefore, it is necessary that the teacher organizes better his time to give students some advice to improve their pronunciation and considers the mistakes made in the oral lessons. In this way, learners can learn from them and don't repeat them again.

Question N° 7 Which of the following pair and group activities (Dialogues, Discussions, Debates, Games) does your teacher apply to promote communication

by using the English language?

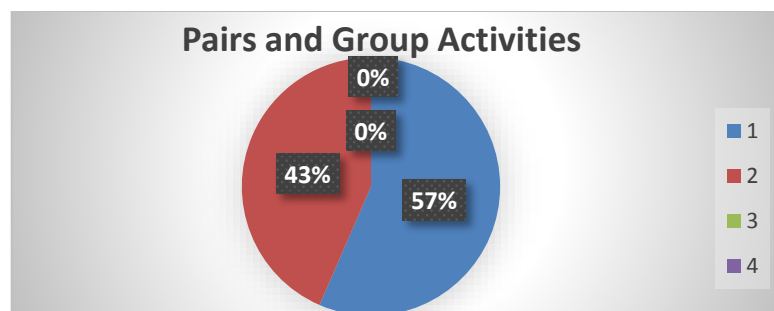
Table N° 8 Pairs and Group Activities

OPTIONS	FREQUENCY	PERCENTAGE
Dialogues	52	57%
Discussions	40	43%
Debates	0	0%
Games	0	0%
Total	92	100%

Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

Graphic N° 9 Pairs and Group Activities



Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

Once the data is analyzed, it is determined that 52 students that represent 57% assured that the most common pair and group activity that the teacher puts into practice to promote communication in the classroom is the dialogue because the book that they use have many of them. However, 40 students who represent the 43% stated that the pair and group activities that are sometimes applied in class are discussions.

In this way, it is evident that learners need to be exposed to different pair and group activities in order to help them to develop the communicate ability with more confidence and security within a comfortable environment.

Question N° 8 Which of the following activities (Discussions, watch videos, sing songs, listen to audios) help you to develop a broader lexicon?

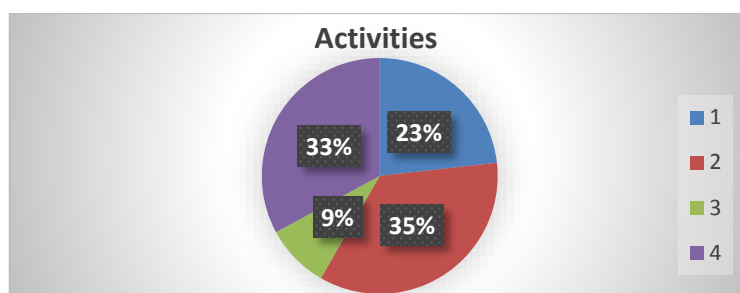
Table N° 9 Activities

OPTIONS	FREQUENCY	PERCENTAGE
Discussions	22	23%
Watch Videos	32	35%
Sing songs	8	9%
Listen to audios	30	33%
Total	92	100%

Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

Graphic N° 10 Activities



Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

In this question, 32 learners that represent 35% asserted that the activity that helps them the most to learn more lexicon is watching videos. Nonetheless, 30 students that represent 33% established that they could learn more by listening to audios. However, 22 students that represent 23% pointed out discussions. Finally, 8 students that represent 9% indicated that the most appropriate activity is to sing songs.

So that, it is evident that all these activities are beneficial for students because they can see expressions and words in a written way, listen to the pronunciation of the words and practice new vocabulary about different topics in an oral way and learn expressions, words or other lexical units.

Question N° 9 Which of the following oral activities (Riddles, repetition of words and questions, tongue-twister, songs) does your teacher apply to develop the oral

subskills?

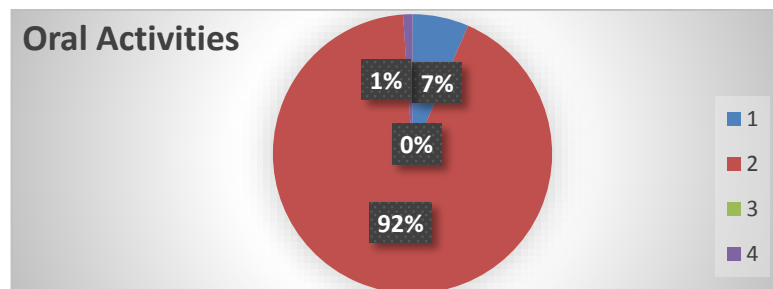
Table N° 10 Oral Activities

OPTIONS	FREQUENCY	PERCENTAGE
Riddles	6	7%
Repetition of words and questions	85	92%
Tongue- twister	0	0%
Songs	1	1%
Total	92	100%

Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

Graphic N° 11 Oral Activities



Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

In this question, 85 students which represent 92% assured that the oral activity that the teacher applies more frequently is repetition of words and questions. In contrast, 6 students that represent 7% established that guessing is also practiced. Finally, 1 student that represents 1% asserted that another oral activity that is done in the class is singing songs.

In this way, it is evident that the most practiced activity is repetition of words and questions because it helps learners to improve their diction, rhythm and clarity. On the other hand, the riddles make students to improve their coherence, emotivity and volume. However, singing songs is also important because they help to develop fluency, volume, diction and emotivity. Thus, it is necessary to practice all these activities to improve the different subskills of the oral skill.

Question N° 10 Which of the following strategies does the teacher use for the oral skill development?

Table N° 11 Strategies and Oral Skill

Options	FREQUENCY	PERCENTAGE
Simplification of vocabulary	15	16%
Use knowledge of the outside world and context to interpret information	56	61%
Brainstorming	21	23%
Speaking Notes	0	0%
Total	92	100%

Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

Graphic N° 12 Strategies and Oral Skill



Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

According to the results, 56 students that represent 61% agreed that the strategy which is mostly used by the teacher is the use knowledge of the outside world and context to interpret information. Nevertheless, 21 students that represent 23% assured that brainstorming is another strategy. Finally, 15 students that represent 16% asserted that simplification of vocabulary is also practiced during the English classes.

Thus, it is necessary that the teacher uses different strategies to develop this skill so students can feel more motivated at the moment of participating in classes, but it is also important to choose interesting topics to make them feel comfortable.

4.2.2 Survey directed to teachers

Question N° 1 In your English classes, do you apply sentences headers (My name is.../ I am ...years old/ I am from .../ I live with my...) to develop oral activities with your students?

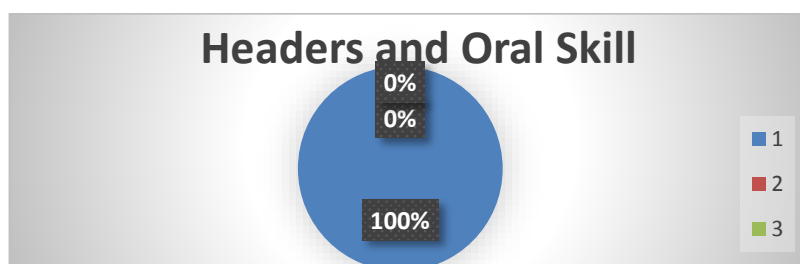
Table N° 12 Headers and Oral Skill

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	2	100%
Neither agree nor disagree	0	0%
Totally disagree	0	0%
Total	2	100%

Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

Graphic N° 13 Headers and Oral Skill



Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

In the question 1, it was asked about the use of sentences headers for the oral activities development, the surveyed teachers who represent the 100% manifested that they always consider these expressions to allow their students to express their thoughts.

In this way, headers are necessary at the moment of doing oral activities because the use of them allow transmitting an appropriate message.

Question N° 2 Do you think that teaching short expressions in English (Good morning / Thank you/ What is your name? / Where are you from? / Good bye/ How

are you? /How old are you?) allow your students to develop the ability to communicate with other people?

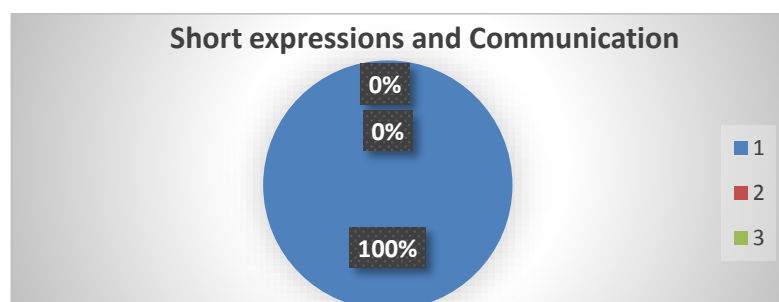
Table N° 13 Short expressions and Communication

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	2	100%
Neither agree nor disagree	0	0%
Totally disagree	0	0%
Total	2	100%

Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

Graphic N° 14 Short expressions and Communication



Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

In this question, the surveyed teachers who symbolized 100% agreed completely that teaching short expressions allow learners to develop the communicative ability.

Thus, teachers consider that teaching short expressions help students to develop the communication ability since they are common phrases that are used in the English language. So, learners can understand the meaning and function of each expression.

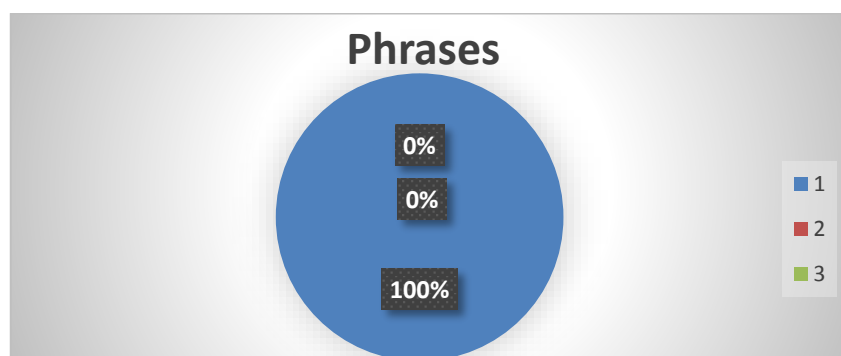
Question N° 3 Teaching English in phrases facilitates more your students' learning than teaching through words?

Table N° 14 Phrases

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	2	100%
Neither agree nor disagree	0	0%
Totally disagree	0	0%
Total	2	100%

Source: Survey directed to teachers.
Elaborated by: Ochoa, D. (2017)

Graphic N° 15 Phrases



Source: Survey directed to teachers.
Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

In the third question, both teachers who represent 100% mentioned that it is easier for students to learn English through phrases rather than through words because in that way they can explore more lexicon that can be useful for their tasks development.

According to the analysis, teachers considered that teaching phrases is essential to facilitate learning because they contain a more complete idea unlike teaching by isolated words that can be difficult to use in the tasks. Besides, teachers agreed that teaching phrases is relevant because they involve the grammatical structure.

Question N° 4 Do you think that using headers as a guide (I like to../ I love to../My dad's name is../My mom's name is../I can../In this picture people are../help your students to express their ideas coherently and fluently?

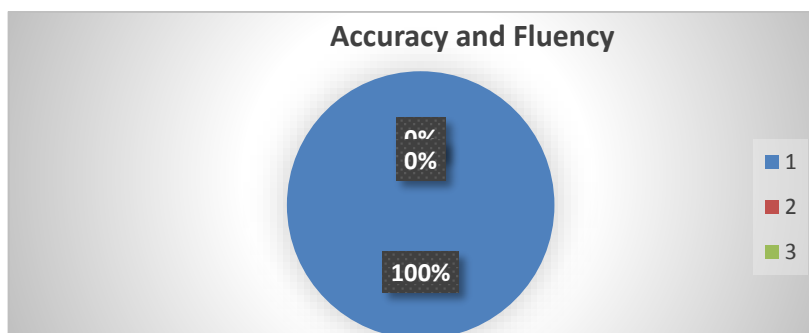
Table N° 15 Accuracy and Fluency

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	2	100%
Neither agree nor disagree	0	0%
Totally disagree	0	0%
Total	2	100%

Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

Graphic N° 16 Accuracy and Fluency



Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

In the question four, both surveyed teachers who represent 100% agreed that using sentence headers as a guide help students to express their ideas coherently and fluently since they make learners improve many of the oral subskills.

In this way, teachers think that the teaching of headers is relevant to learn the foreign language in an easier way since they can be used especially in oral activities in order to help students to improve their accuracy and fluency.

Question N° 5 Do you think that writing phrases on the board help your students to develop oral activities (compare drawings, conversations, oral presentations, descriptions) more easily?

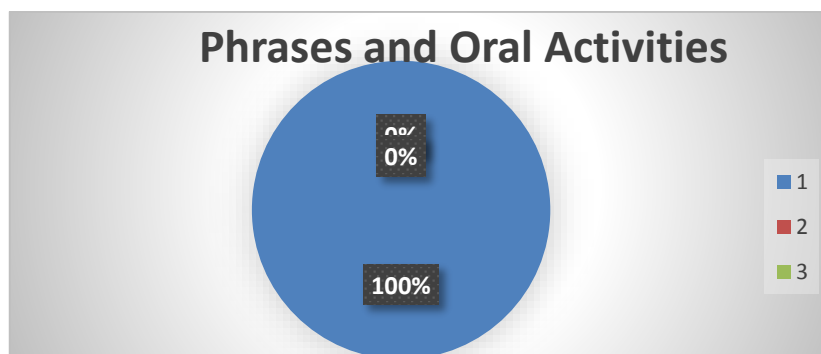
Table N° 16 Phrases and Oral Activities

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	2	100%
Neither agree nor disagree	0	0%
Totally disagree	0	0%
Total	2	100%

Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

Graphic N° 17 Phrases and Oral Activities



Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

After getting the results, 2 teachers who represent 100% assured that writing phrases on the board helps students to develop the oral activities with more facility. Some of these activities can be compare drawings, conversations, oral presentations and descriptions.

Therefore, these phrases should be considered in order to help learners to organize their ideas and express them easier and faster in a better way by using the correct grammar structure.

Question N° 6 Do you help to improve the pronunciation of the English language when your students make mistakes in oral activities?

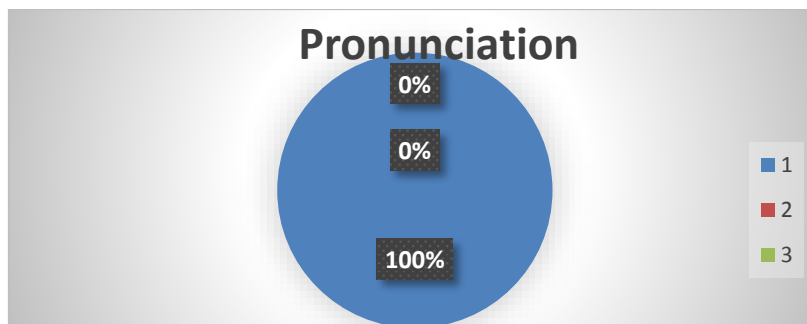
Table N° 17 Pronunciation

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	2	100%
Neither agree nor disagree	0	0%
Totally disagree	0	0%
Total	2	100%

Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

Graphic N° 18 Pronunciation



Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

From the gotten results, it is determined that 2 teachers that represent 100% stated that they always correct their students' mistakes in pronunciation in the oral activities at the end of the class to avoid making learners feel nervous or uncomfortable during the presentation of their tasks.

Therefore, it is evident that teachers prefer to correct the mistakes in a global way to avoid making learners to be ashamed. So, all learners can learn from their own mistakes and from their classmates.

Question N° 7 Which of the following pair and group activities (Dialogues, Discussions, Debates, Games) do you apply to promote communication by using the English language?

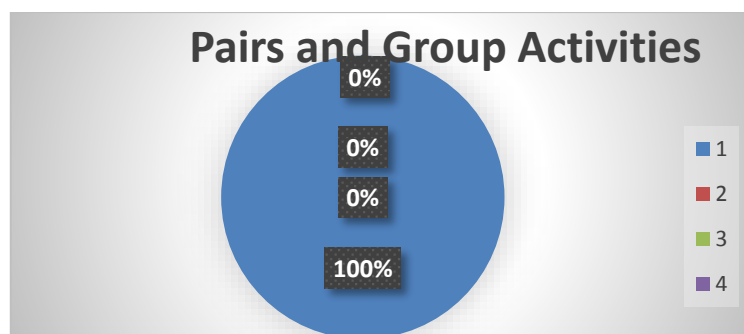
Table N° 18 Pairs and Group Activities

OPTIONS	FREQUENCY	PERCENTAGE
Dialogues	2	100%
Discussions	0	0%
Debates	0	0%
Games	0	0%
Total	2	100%

Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

Graphic N° 19 Pairs and Group Activities



Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

Once the data is analyzed, 2 teachers that represent 100% pointed out that the pair and group activity which is mostly put into practice to promote communication in the classroom is the dialogue because the book contains many of them and the time that they have for their classes is not enough to practice other activities.

In relation to these results, it is evident that teachers only applied dialogues to promote communication between students; thus teachers should look for other activities to promote communication but considering the time that they have to teach.

Question N° 8 Which of the following activities do you think that help your students to develop a broader lexicon?

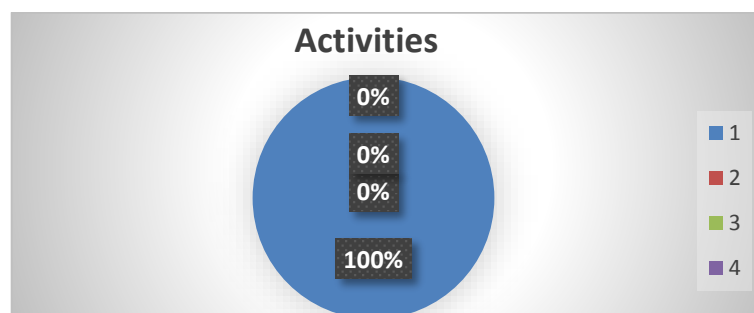
Table N° 19 Activities

OPTIONS	FREQUENCY	PERCENTAGE
Discussions	2	100%
Watch Videos	0	0%
Sing songs	0	0%
Listen to audios	0	0%
Total	2	100%

Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

Graphic N° 20 Activities



Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

After getting the results, it is established that 2 teachers who represent 100% asserted that the best activity to teach more lexicon is through discussions because students can practice new phrases or words about different topics and use them to express their thoughts in an oral way.

In this way, it can be noticed that discussions help a lot to learn the foreign language. However, it is important to mention that it is necessary first practice other activities to acquire vocabulary and thus be able to use them in real life.

Question N° 9 Which of the following oral activities (Riddles, repetition of words and questions, tongue-twister, songs) do you apply to develop the oral subskills?

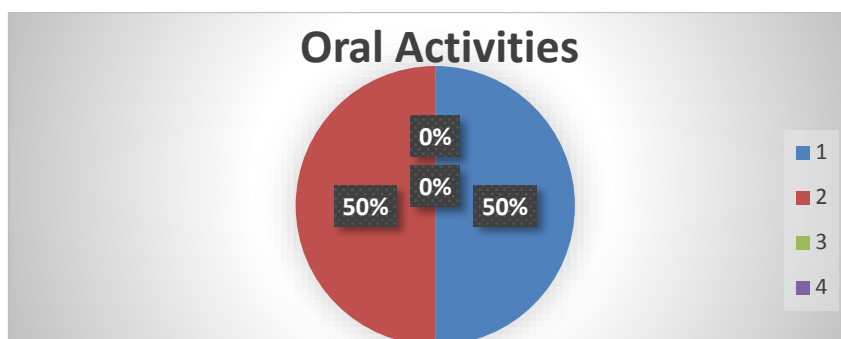
Table N° 20 Oral Activities

OPTIONS	FREQUENCY	PERCENTAGE
Riddles	1	50%
Repetition of words and questions	1	50%
Tongue - twister	0	0%
Songs	0	0%
Total	2	100%

Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

Graphic N° 21 Oral Activities



Source: Survey directed to teachers.

Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

In this question, 1 teacher who represents 50% assured that the oral activity which is mostly applied in the classroom is repetition of words and questions. In contrast, 1 teacher who represents 50% established that the oral activity more practiced is the riddle.

In this way, the activity which is mostly practiced is repetition of words and questions, and riddles; which are useful to improve the oral subskills. For instance, diction, rhythm, clarity, emotivity and volume. However, sing songs and tongue-twisters can help to develop fluency, volume, diction and emotivity.

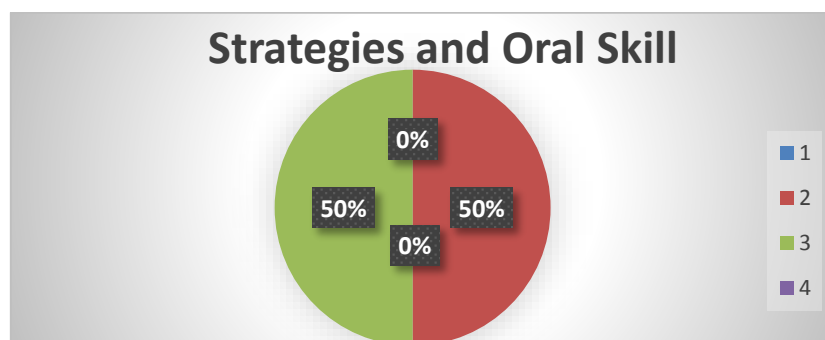
Question N° 10 Which of the following strategies do you use for the oral skill development?

Table N° 21 Strategies and Oral Skill

OPTIONS	FREQUENCY	PERCENTAGE
Simplification of vocabulary	0	0%
Use knowledge of the outside world and context to interpret information	1	50%
Brainstorming	1	50%
Speaking Notes	0	0%
Total	2	100%

Source: Survey directed to teachers.
Elaborated by: Ochoa, D. (2017)

Graphic N° 22 Strategies and Oral Skill



Source: Survey directed to teachers.
Elaborated by: Ochoa, D. (2017)

ANALYSIS AND INTERPRETATION

According to the results, one teacher who represents 50% asserted that the strategy that he uses to develop the oral skill is the use of knowledge of the outside world and context to interpret information. Nevertheless, one teacher who represents 50% assured that the activity which is mostly used is brainstorming.

From what has been indicated, it is necessary that the teacher uses different activities to develop the oral skill to avoid having a boring and monotonous class. So, students can be more motivated when participating in classes.

4.2.3 Interview directed to teachers

Through the interview as a tool for obtaining information, two English teachers of the “*Unidad Educativa Baños*” have been asked a variety of questions related to

the objectives of this project.

4.2.3.1 Main purpose of the teaching process.

The male teacher expressed that his main purpose of the teaching-learning process of the foreign language is to make students recognize the use of language in society which is determined by the book that is currently used and approved by the ministry of Education. However, the female teacher establishes that it is also important to consider other aspects of the language; such as, teach the sounds, the meaning of words, the grammar and the accent of words since they lead to the final goal that was mentioned previously, which has as objective to use the English language as a way of communication.

4.2.3.2 Importance of the language skills for the foreign language teaching.

For the foreign language teaching, both teachers put into practice the four skills; which are reading, listening, writing and speaking skill since all of them are necessary to develop an integral teaching within context. So, learners can practice all these skills at the same time and with the same activity in order to use the foreign language to communicate.

4.2.3.3 The teaching of the elements that structure language to promote communication.

To promote communication, the teachers' opinion was that it is essential to make students understand the importance of communicate by using the English language. In this way, both teachers agree that they teach grammar and vocabulary depending on the topic that is being taught since an individual must have knowledge about all these elements that structure language to communicate.

4.2.3.4 Didactic material to develop the oral activities.

The didactic material that both teachers use in the classroom for the oral activities development varies depending on the activity. Some of them are book, worksheets, flashcards to help students feel more motivated and learn more vocabulary; the same content that can be used in an oral way.

4.2.3.5 Classification of oral activities to develop the oral skill characteristics.

The classification of oral activities that the female teacher applies to develop the oral skill characteristics is according to material resources because not all activities to be developed are the same and the purpose is also different. Nonetheless, the male teacher assures that he applies the classification according to the technique to practice the form and function of the foreign language.

4.3 Verification of hypotheses

4.3.1. Logical model

H0: Lexical chunks do not influence in the oral skill development of the English language in students of ninth year of the *Educación General Básica* at “Unidad Educativa Baños”, Baños city, Tungurahua province.”

H1: Lexical chunks influence in the oral skill development of the English language in students of ninth year of the *Educación General Básica* at “Unidad Educativa Baños”, Baños city, Tungurahua province.”

4.3.2 Mathematical model

H0: $O = E$ H1: $O \neq E$

Where:

χ^2_c = Chi square \sum = Summation

O = Observed frequency

E = Expected frequency

4.3.3 Statistical Model

The formula of the Chi square that is applied for the verification of the hypothesis is the following one:

$$\chi^2_c = \sum (O - E)^2 / E$$

4.3.4 Confidence level

The research was conducted with a 95% confidence level; therefore, the error margin is $\alpha = 0.05$.

4.3.5 Decision rule

The degree of freedom is calculated based on the number of rows and columns of the frequency table.

Where:

Gl = Degree of freedom

f = Rows

c = Columns

Mathematical operation

$$gl = (f-1)(c-1)$$

$$gl = (4-1)(3-1)$$

$$gl = (3)(2)$$

$$gl = 6$$

Once 95% of the confidence level has been selected with 10 gl (degrees of freedom), it is possible to proceed to determine the tabular Chi-square value: χ^2_{10} is equal to 12,592.

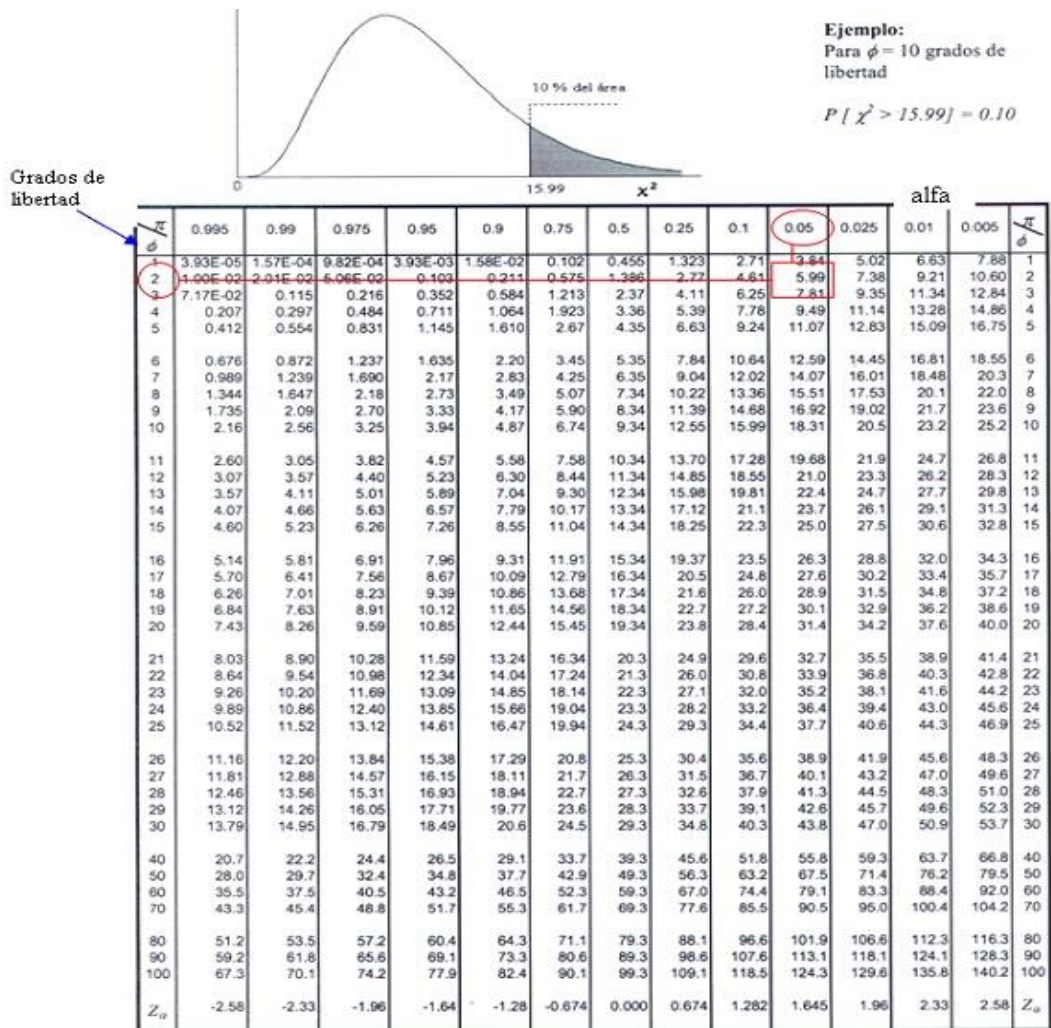
Therefore, the decision rule is established as follows:

The null hypothesis is accepted if, X^2_c is less than or equal to X^2_t

Mathematically: the H_0 is accepted, if X^2_c is \leq to 12.592 with α 0.05

Chi square value $X^2_c = 12.5916$

Graphic N° 23 Summary table of the Chi square distribution.



Source : <https://www.medwave.cl/link.cgi/Medwave/Series/MBE04/5266>

Elaborated by: Ochoa, D. (2017)

4.3.6 Data collection and statistical calculations

4.3.6.1 Observed frequencies

Table N° 22 Observed frequencies

		LIKERT SCALE		
QUESTIONS	Totally agree	Neither agree nor disagree	Totally disagree	Total
In your English classes, does the teacher apply sentences headers to develop oral activities?	7	84	1	92
Do you think that learning short expressions in English allow you to develop the ability to communicate with other people?	80	10	2	92
Do you think that using headers as a guide help you to express your ideas coherently and fluently?	81	10	1	92
Do you think that writing phrases on the board help you to develop the oral activities easier?	79	13	0	92
SUBTOTAL	247	117	4	368

Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

4.3.6.2 Expected frequencies

Table N° 23 Observed frequencies

		LIKERT SCALE		
--	--	--------------	--	--

QUESTIONS	Totally agree	Neither agree nor disagree	Totally disagree	Total
In your English classes, does the teacher apply sentences headers to develop oral activities?	61,75	29,25	1	92
Do you think that learning short expressions in English allow you to develop the ability to communicate with other people?	61,75	29,25	1	92
Do you think that using headers as a guide help you to express your ideas coherently and fluently?	61,75	29,25	1	92
Do you think that writing phrases on the board help you to develop the oral activities easier?	61,75	29,25	1	92
SUBTOTAL	247	117	4	368

Source: Survey directed to students.
Elaborated by: Ochoa, D. (2017)

4.3.6.3 Chi square calculation

Table N° 24 Chi square calculation

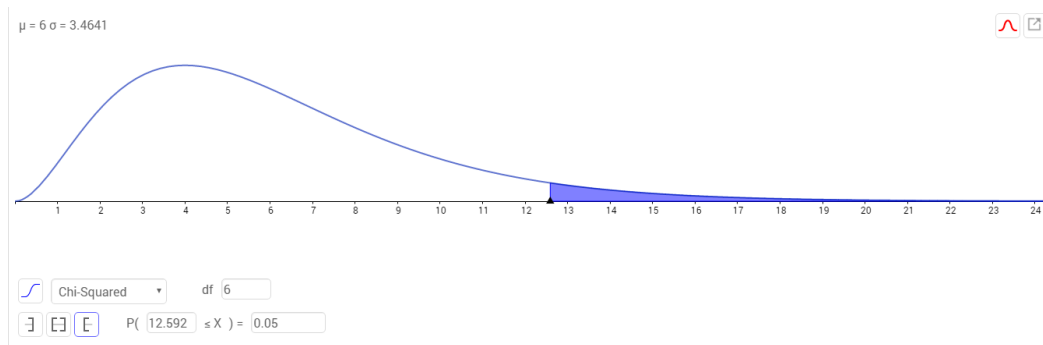
Observed frequencies	Expected frequencies	(FO - FE)/FE
7	61,75	48,54
80	61,75	5,39
81	61,75	6,00
79	61,75	4,82
84	29,25	102,48
10	29,25	12,67
10	29,25	12,67
13	29,25	9,03
1	1,00	0,00
2	1,00	1,00
1	1,00	0,00
0	1,00	1,00
	Chi square	203,60

Source: Survey directed to students.

Elaborated by: Ochoa, D. (2017)

4.3.6.4 Gauss Bell

Graphic N° 24 Gauss Bell



Source: Direct Research

Elaborated by: Ochoa, D. (2017)

4.3.7 Statistical Decision

According to the decision rule:

If $X^2_c > X^2_t \Rightarrow H_1$ is ACCEPTED and H_0 is REFUSED

If $X^2_c < X^2_t \Rightarrow H_0$ is ACCEPTED and H_1 is REFUSED

If (Chi calculation) 203, 60 > 12,592 (Chi distribution) **H_1 is accepted.**

Once the Chi-square value was calculated (203, 60) and it was identified that it was greater than its tabular value (12,592), thus the null hypotheses was rejected, and the alternative hypotheses was accepted, where it mentions that lexical chunks improve the oral skill development (speaking) of the English language in students of ninth year from the *Educación General Básica* at “Unidad Educativa Baños”.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

After carrying out the research at “Unidad Educativa Baños” through an interview with teachers and surveys for both teachers and students, it can be concluded that:

- After analyzing the use of the lexical chunks in the English language learning, it can be said that the chunks which are mostly used to develop speaking performance are short expressions, since they can be used to communicate with others either with their classmates, the teacher or foreign people allowing the students to recognize the use of the language within society facilitating the teaching-learning process through the use of sentence headers or short expressions.
- The results show that the activities which are mostly used to develop the lexical approach are watching videos and listening to audios since learners state that they learn phrases, vocabulary and grammatical structures unconsciously. Consequently, discussion is the activity that is used occasionally. Otherwise, singing songs is the activity that students use the least to develop a broader lexicon. However, it is important to mention that all these strategies allow the student to acquire and integrate new knowledge of the foreign language.
- Regarding the oral activities that are used in the classroom to develop the oral skill, the most relevant are dialogues and discussions unlike debates and games that are not applied. On the other hand, it was found that the activity which is mostly used to develop the oral subskills is the repetition

of words and questions while riddles and songs are occasionally used. Finally, the oral activity that is never used by the teacher are tongue twisters. Thus, it is necessary to establish that all oral activities are useful for its own development because each one of them always have a clear objective that helps to improve the English language learning.

- The use of lexical chunks has a direct correlation with the oral skill development since the sentences headers and short expressions allow students to express their ideas coherently and fluently improving their pronunciation by giving students the opportunity of combining those sentence headers with other words to form new sentences. Besides, these expressions help to develop oral activities; such as, compare drawings, discussions, oral presentations, descriptions and dialogues more easily since they allow organizing information and construct correct grammatical structures to create interaction.

RECOMMENDATIONS

After carrying out the research at “Unidad Educativa Baños” through an interview with teachers and surveys for both teachers and students, it is advisable to:

- Increase the use of institutionalized expressions for the foreign language learning in classrooms; specially sentences headers to allow students to learn the English language more easily and thus they are able to use it with confidence during any type of activity or in real life without being afraid of making mistakes. Nevertheless, it does not mean that teaching short expressions are not important because they are useful in developing interactive activities during the teaching-learning process.
- Make students try other kinds of activities in the classroom; such as, discussions, singing songs and listening to audios, besides watching videos to achieve a greater lexical learning, efficiency in their learning and autonomy in relation to the teacher. In this way, learners can enrich more their vocabulary which can be used to improve their academic performance in the institution.
- Put into practice other activities for the development of oral skills unlike dialogues and discussions since the only thing they achieve is that the activity becomes monotonous and boring in which students do not feel motivated to participate. In addition, it would also be feasible to look for other activities to develop its own characteristics, which could be tongue twisters or songs specifically to develop fluency. Thus, teachers should look for other oral activities that help learners to develop the oral subskills.
- Use institutionalized expressions for the oral activities development since these expressions are easier to memorize, pronounce and write. Moreover, they are useful to complete sentences identifying easier their meaning and

their use in order to use them to communicate. They also give learners the opportunity of getting more information to help organize their ideas, so they can learn quickly to combine these expressions with other words to form new sentences. Finally, these institutionalized phrases should include grammar which helps to construct correct grammatical structures in order to create interaction in an accurate and meaningful way.

REFERENCES

Bibliography

- Arias, F. G. (2012). *El Proyecto de Investigación*. Caracas: EPISTEME, C.A.
- Bio, B. (2011). *Strategies for Developing Oral Language*. Retrieved from <https://sites.educ.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/strat%20act%20oral.html>
- Carbó, C., García, J., & Gómez, R. (2017). *Metodología y evaluación de lenguas*. Retrieved from http://cefireelda.edu.gva.es/myel/descarga/LIBRO_METODOLOGIA%20Y%20EVALUACION.pdf#page=14
- Chao, L. (5 de April de 2016). *A Lexical-Chunk Based Study of Business English*. Retrieved from <http://www.davidpublisher.org/Public/uploads/Contribute/570f3c8ce46e8.pdf>
- Clemenz, E. (2015). *Assessing Speaking*. Retrieved from http://www.academia.edu/8821529/A_Brief_Summary_of_Speaking_Assessment_-_HD_Brown
- Congreso Nacional. (2009). *Código de la niñez y adolescencia*. Retrieved from https://educacion.gob.ec/wp-content/uploads/downloads/2014/01/TRANSP-CODIGO_DE_LA_NINEZ_Y_ADOLESCENCIA.pdf.
- Czifra, I. (2013). *Actividades que sirven para enseñar unidades léxicas*. Retrieved from https://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones centros/PDF/budapest_2013/12_czifra.pdf
- Delgado, P. (8 de 26 de 2014). *Repositorio Digital UCSG* . Retrieved from <http://repositorio.ucsg.edu.ec/handle/3317/1992?mode=full>
- Derecho-Ambiental. (2008). *Constitución de la República del Ecuador Asamblea Constituyente*. Retrieved from http://www.derecho-ambiental.org/Derecho/Legislacion/Constitucion_Asamblea_Ecuador_5.html.
- Dorkchandra, D. (2016). *The Lexical Approach as Known and Utilized by Thai EFL Teachers*. Retrieved

- from <http://www.macrothink.org/journal/index.php/ijele/article/view/9309>
- Feo, G. D. (9 de Noviembre de 2015). *Estrategias conceptuales para que la clase sea un momento de aprendizaje*. Retrieved from http://fido.palermo.edu/servicios_dyc/publicacionesdc/vista/detalle_articulo.php?id
- García, M. H. (1997). *Las Unidades Léxicas y la Enseñanza del Léxico*. Retrieved from https://dspace.uah.es/dspace/bitstream/handle/10017/7411/unidades_higueras_REALE_1997.pdf?sequence=1
- Gómez, J. (2004). *Las unidades léxicas en español*. Retrieved from [http://files.conectate-al-espanol.webnode.es/200000107cbd42ccce8/G%C3%B3mezMolinaUnidad esl%C3%A9xicas.pdf](http://files.conectate-al-espanol.webnode.es/200000107cbd42ccce8/G%C3%B3mezMolinaUnidad%20esl%C3%A9xicas.pdf)
- González, A. (1982). *Oral expression*. Retrieved from <http://www.eumed.net/libros-gratis/2011a/908/expresion%20oral%20objetivo%20e%20importancia.htm>
- González, L. (1995). *Communication and Education*. Retrieved from <http://es.calameo.com/read/000233168d0257eeb6385>
- González, P. (Abril de 2008). *Destrezas Receptivas y Productivas*. Retrieved from http://www.marcoele.com/descargas/pdominguez_destrezas.pdf
- Grajales, T. (27 de March de 2000). *Tipos de Investigación*. Retrieved from <http://tgrajales.net/investipos.pdf>
- Grau, P. (Thursday de November de 2010). *Oral Expression*. Retrieved from <http://yudithmamani.blogspot.com/2010/11/articulo-expresion-oral.html>
- Hayas, K. M. (2009). *Algunas propuestas didácticas actuales sobre la enseñanza del léxico*. Retrieved from https://cvc.cervantes.es/Ensenanza/biblioteca_ele/publicaciones_centros/pdf/manila_2009/23_aplicaciones_10.pdf
- Higueras, M. (1997). *Las Unidades Léxicas y la Enseñanza del Léxico*. Retrieved from

https://dspace.uah.es/dspace/bitstream/handle/10017/7411/unidades_higueras_REALE_1997.pdf?sequence=1

Higueras, M. (2009). *Aprender y Enseñar Léxico*. Retrieved from <http://marcoele.com/descargas/expolingua1996-higueras.pdf>

Kirac, M., Ortigueira, M. C., & Villarreal, O. A. (18 de Noviembre de 2012). *¿Siempre Estructuras y Vocabulario?* Retrieved from <http://www.revistacseducacion.unr.edu.ar/ojs/index.php/educacion/article/view/14/14>

lenguaje, P. s. (9 de Junio de 2012). *Habilidades lingüísticas. Escuchar, hablar, leer y escribir*. Retrieved from <https://irzsa.wordpress.com/2012/06/09/habilidades-linguisticas-escuchar-hablar-leer-y-escribir/>

Lewis, M. (1993). *The Lexical Approach*. Retrieved from <https://es.scribd.com/doc/256714548/Michael-Lewis-the-Lexical-Approach-the-State-of-BookSee-org>

Lewis, M. (Noviembre de 1997). *Implementing the Lexical Approach: Putting Theory into Practice*. Retrieved from <http://www.tesl-ej.org/wordpress/issues/volume3/ej09/ej09r10/?wscr>

López, M. T., & Molina, M. (2005). *La evaluación de la competencia léxica*. Retrieved from https://books.google.es/books?hl=es&lr=&id=F_BypNFqXeUC&oi=fnd&pg=PA13&dq=related:zqXEI4d7PVMJ:scholar.google.com/&ots=_uXOMt4Ef9&sig=RDkGY7O7N4JsGRJOPcZ2jSRSDsI#v=onepage&q&f=false

Luna, C. y. (1994). *El desarrollo de la competencia oral en la enseñanza-aprendizaje del español como lengua extranjera a través del uso de tecnologías de la información y la comunicación*. Retrieved from <http://digibug.ugr.es/bitstream/10481/24554/1/21613412.pdf>

Luria, A. (1997). *Functions of spoken language in the development of higher mental processes*. Retrieved from [https://books.google.com.ec/books?hl=es&lr=&id=h8J9Oq2_Jh8C&oi=fnd&pg=PR3&dq=Luria,+A.+\(1977\)+language+is+a+system+of+codes&ots=Vr90AvXFbb&sig=zW4huYfDw9NyxQ4-](https://books.google.com.ec/books?hl=es&lr=&id=h8J9Oq2_Jh8C&oi=fnd&pg=PR3&dq=Luria,+A.+(1977)+language+is+a+system+of+codes&ots=Vr90AvXFbb&sig=zW4huYfDw9NyxQ4-)

TKb8pAt2ToU#v=onpage&q=Luria%2C%20A.%20(1977)%20language%20is%20a%20system%20of%20codes&f=false

Luserena. (4 de Octubre de 2012). *Características De La Expresión Oral*. Retrieved from <http://www.buenastareas.com/ensayos/Caracteristicas-De-La-Expresion-Oral/5663761.html>

Macrathur, C., Graham, S., & Fitzgerald, J. (2008). *Writing Research*. Retrieved from https://books.google.es/books?hl=es&lr=&id=VT7YCz2G-iQC&oi=fnd&pg=PA187&dq=Harris+2003+what+is+writing&ots=Ra7KRq6Zlw&sig=79q0ZNIbexo4Z1nDzLg_2Yn620M#v=onpage&q=Harris%202003%20what%20is%20writing&f=false

Marconi, D. (1997). *Lexical Competence*. Retrieved from https://books.google.com.ec/books?hl=es&lr=&id=lcrEq_7o5m0C&oi=fnd&pg=PR11&dq=lexical+competence+definition&ots=5Ohz_UFl6D&sig=SJKIojkmJZB5NCe_4qvRxoWPcBQ#v=onpage&q=lexical%20competence%20definition&f=false

Murga, H. (2016). *Las Expresiones Idiomáticas y el Desarrollo de la Destreza Oral*. Retrieved from <http://repo.uta.edu.ec/bitstream/123456789/24453/1/Tesis%20Hector%20David%20Murga%20Santos.pdf>

Nattinge, J., & DeCarrico, J. (1992). *Lexical Phrases and Language Teaching*. Retrieved from <https://books.google.com.ec/books?id=VeBluu0Z1wMC&printsec=frontcover#v=onpage&q&f=false>

Núñez, M. ^{a.}, & Barrigüete, C. d. (2010). *Competencia Léxica y Competencia Comunicativa*. Retrieved from <http://webcache.googleusercontent.com/search?q=cache:http://digibug.ugr.es/bitstream/10481/24069/1/Articulo%2520competencia%2520lexica.pdf>

Padilla, D., Martínez, M. d., Pérez, M. T., Rodríguez, C., & Miras, F. (12 de Marzo de 2008). *LA COMPETENCIA LINGÜÍSTICA COMO BASE DEL APRENDIZAJE*. Retrieved from http://infad.eu/RevistaINFAD/2008/n1/volumen2/INFAD_010220_177-184.pdf

Palapanidi, K. (2013). *Conocimiento receptivo y productivo del vocabulario de LE*. Retrieved from <http://www.nebrija.com/revista->

linguistica/files/articulosPDF/articulo_526a6b6c2ca3e.pdf

Pereira, G. *La influencia del enfoque lexical en la fluidez y precisión oral y escrita en el idioma inglés*. January 2007. Retrieved from <http://biblioteca2.ucab.edu.ve/anexos/biblioteca/marc/texto/AAQ8192.pdf>.

Pereira, H. A. (2016). *Motivación y enseñanza*. Retrieved from <http://webcache.googleusercontent.com/search?q=cache:fhPI0Bcg9LUJ:www.monografias.com/trabajos50/motivacion-ensenanza/motivacion-ensenanza5.shtml+&cd=5&hl=es-419&ct=clnk&gl=ec 76>

Pérez, F., Concepción, J., & Díaz, E. (3 de Agosto de 2006). *La competencia comunicativa y su relación con la enseñanza del idioma inglés en las "Ciencias Biomédicas"*. Retrieved from [http://bvs.sld.cu/revistas/gme/pub/vol.8.\(3\)_07/p7.html](http://bvs.sld.cu/revistas/gme/pub/vol.8.(3)_07/p7.html)

Philipsen, G., & Katriel, T. (2 de Junio de 2009). *"What we need is communication": "Communication" as a cultural category in some American speech*. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/03637758109376064>

Ramos, G. (2003). Los fundamentos filosóficos de la educación como reconsideración crítica de la filosofía de la educación. *Revista Iberoamericana de Educación*, 1-7. Retrieved from <file:///C:/Users/Jhon/Downloads/1023Ramos.PDF>

Ramos, J. M. (2004). *Enseñar lengua desde un enfoque léxico*. Retrieved from <http://www.um.es/glosasdidacticas/doc-es/13moreno.pdf>

Richards, J. (2008). *Teaching Listening and Speaking*. Retrieved from https://s3.amazonaws.com/academia.edu.documents/31209080/NF259470.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1511839161&Signature=MRLJq5iPAQjAyPyN6nEXpDvutDs%3D&response-content-disposition=inline%3B%20filename%3DTeaching_listening_and_speaking.pdf

Richards, J. (2015). *Language Teaching*. Retrieved from file:///C:/Users/Jhon/Downloads/9781107456105_frontmatter.pdf

Rodriguez, M., & García, E. (1681). *Learning strategies*. Retrieved from

file:///C:/Users/Jhon/Downloads/965Rodriguez.PDF

Rodriguez, M. (2000). *Perspective of Communication and Communicative Competence*. Retrieved from

https://books.google.com.ec/books?id=SAwQn7--mcIC&pg=PA143&lpg=PA143&dq=Rodr%C3%ADques2000+Perspectivas+of+Communication+and+Communicative+Competence.&source=bl&ots=dmwz149mIK&sig=3_ijD6eH95coqOk9ha6XefTScI&hl=es-419&sa=X&ved=0ahUKEwiAz6fqpeTXAhVFSSYKHZ8

Sampieri, R. H., & Collado, C. F. (2006). *Metodología de la investigación*. McGraw-Hill.

Scrivener, J. (2011). *Learning Teaching*. Retrieved from http://www.tesol.brawnblog.com/HUFS-TE SOL/Methods/learning_teaching.pdf

Shoba.D.K. (2016). *Teaching Contextual Vocabulary for Group Discussion Skills Using Formulaic Expressions*. Retrieved from http://eltvoices.in/Volume6/Issue_4/EVI_64_2.pdf

Tarone, E. (27 de Octubre de 2006). *Communication Strategies, Foreigner Talk, and Repair in Interlanguage*. Retrieved from http://onlinelibrary.wiley.com/doi/10.1111/j.1467-1770.1980.tb00326.x/epdf?r3_referer=wol&tracking_action=preview_click&show_checkout=1&purchase_referrer=onlinelibrary.wiley.com&purchase_site_license=LICENSE_DENIED

Thompson, I. (2012). *Definición de Comunicación*. Retrieved from <https://www.promonegocios.net/comunicacion/definicion-comunicacion.html>

Troute, L. (2000). *Oral Language and Vocabulary Development Activities*. Retrieved from <https://www.palmbeachschools.org/wp-content/uploads/2016/04/OralLanguageDevelopmentActivities.pdf>

Zimmer, B. (16 de Septiembre de 2010). *Chunking*. Retrieved from <http://www.nytimes.com/2010/09/19/magazine/19FOB-OnLanguageZimmer.html>

Annex 1: ACADEMIC ARTICLE

Lexical chunks in the oral skill development of the English language.

Diana Yajaira Ochoa Herrera
Universidad técnica de Ambato
dochoa1994@gmail.com

Mg. Ximena Alexandra Calero Sánchez
Universidad técnica de Ambato
ximenacalero@gmail.com

ABSTRACT

The purpose of this research is to determine the use of lexical chunks in the oral skill development of the English language. This research has a qualitative approach since an interview with five questions and a survey consisting of ten questions were applied for both teachers and students. These techniques were applied among a group of 92 students of the ninth year of *Educación General Básica* and 2 English teachers. In addition, it is a field research because there was the author's presence in the study field during the investigative process. Finally, the institutionalized expressions; such as, sentences headers and short expressions influence in the oral skill development in a positive way.

Keywords: lexical chunks, institutionalized expressions, oral skill.

INTRODUCTION

Nowadays, the English language has been included in the curriculums of all institutions since it has been noticed that a lot of people do not have an efficient understanding of this language while others only have a basic level of it. That is the reason why the use of lexical chunks in the oral skill development has been selected as the topic of this research. The use of these chunks is a challenge for the English teachers due to their lack of knowledge and preparation in the different approaches that can be applied in teaching. Additionally, not knowing how to use the lexical chunks properly in the oral activities development is also a sizable obstacle because it does not allow producing the language in an appropriate way (Feo, 2015).

Another reason why students can not improve their speaking ability is because teachers apply activities that are only focused on memorization and repetitions; which lead to students learn mechanically without critical thinking. In other words, it would

seem that learning is based only on traditional teaching, thus students perform tasks or activities that do not allow them expressing their ideas, opinions or arguments about any topic. For this reason, it is important that teachers look for new activities to encourage students to learn the English language and make them feel involved in learning. Even in this way, the teacher would not be the only representative of the educational act, but also the student would become a direct part of the teaching - learning process.

In this way, the main reason for developing this project is because it was observed that students still have difficulty at the moment of communicating by using the English language. Thus, it was proceeded with this study with the aim of obtaining information about the issue previously mentioned and, so analyzes and interprets them to contribute to the education improvement. Besides, it was planned to use surveys for teachers and students, but also an interview directed to teachers in order to get

more relevant information that support their answers in the survey.

The analysis of the data showed that both teachers and students need to change some aspects to improve the teaching-learning process. Teachers need to include new approaches, activities and strategies to help learners to communicate by using the English language either inside or outside the classroom.

THEORETICAL FRAMEWORK

1. Lexical Chunks

Lexical chunks as its own name says are defined as a set of words which allow developing the interpersonal communication; since when individuals process information the linguistic signs are categorized and organized in different lexical segments. For instance; syntagmatic combinations, idiomatic expressions and institutionalized expressions. These kinds of chunks are relevant since they help teachers to provide a quality teaching to acquire foreign

language lexicon in the classroom (Gómez, 2004).

In addition, it must be emphasized that each type of lexical unit preciously mentioned has its own distinction. Firstly, syntagmatic combinations or collocations are the linguistic units formed by one or several words which give a new meaning through its own words. Secondly, idiomatic expressions are defined as fixed expressions of two or more words that share some stability's characteristics and they must be used alone or with other words in order to create a sentence. Besides, the meaning of those expressions does not come from its components. Finally, institutionalized expressions are fixed phrases that can or not vary; the same ones that allow creating social interaction (García, 1997).

These chunks can help learners to produce the language more easily and coherently. Thus, it can be said that it is much better to use phrases like prompts rather than using words according to their functions. Like, for

example, nouns, verbs, adverbs, prepositions, conjunctions, determinants, adverbs and pronouns.

2. Functions

According to Nattinge & DeCarrico (1992), these lexical chunks have three main functions; which are social interactions, necessary topics and discourse devices.

- Social interactions: Lexical chunks can be used to express meaning that is related to the purpose of the conversation.
- Necessary topics: It is the use of chunks related to daily conversations which students are often asked.
- Discourse devices: It is about the use of chunks to create the connection between the meaning and structure of the discourse.

Additionally, it is important to emphasize that one of the classifications of the lexical items that best works with students are the institutionalized expressions. They refer to short, medium or long

sentences that can be completed or not with other words in different ways. That is, these kinds of phrases allow students to vary their vocabulary to construct new ideas. For example, the word "good" can be added by "morning", "afternoon" or "evening". Another example may be the addition of an adjective; such as, "I was happy" "I was sad" or "I was amused". In this way, the learners can express their thoughts in a clearer way (Chao, 2016).

3. Classification

In addition, it is found that the purpose of these types of expressions is to teach the sounds, sentences' structure, meaning of the phrases and recognize the use of the foreign language in society. They also allow the speaker to manage aspects of interaction. Lewis (1993) states that they can be categorized into three subtitles: Short expressions barely grammaticalized, sentences headers and complete sentences.

- Short expressions barely grammaticalized are those expressions that expose meaning through their own

words; such as, certainly not, not yet; just a moment, of course, How do you do?, What is your name, How are you?, etc.

- Sentences headers are utterances that allow adding extra information towards completion of the idea. For instance, that's all very well, but.....; I see what you mean, for example....., I am....., the world is, I live with my, my mother's name is
- Complete sentences are the expressions that have their own meaning and that can not be changed; in other words, it is an expression that contains a moral imperative. For example, "What God has joined together, no human being must separate".

4. Teaching Material

In the same way, these institutionalized expressions can be taught in an easy and a fun way if teachers use appropriate teaching material; especially for the oral

activities development. Thereby, some materials that the teacher can use are handouts with the translation of the phrases or definitions; videos, .worksheets, flashcards and cards with words to develop games; such as, dice games (Czifra, 2013).

5. Institutionalized expressions according to the purpose.

Shoba (2016) indicates that these types of expressions can be classified according to the purpose of an individual. Some examples are:

Greetings

Good (Morning/afternoon/night/evening/bye!) Hi! Hello!

Introducing the family

My dad's name is.....

This is my (Brother/sister/aunt/uncle)

She/he is a/an.....

ORAL SKILL

1. Definition

Oral skill is a linguistic skill in which a person has the ability to communicate through the word with others in order to convey ideas,

thoughts or messages. Nowadays, this skill is taken as the main objective in the institutions because teachers have always applied the same activities for the English language teaching (Grau, 2010).

2. Functions

Richards (2008) mentions that this skill has three main functions to use the language. They are transactional and interpersonal, interactive or non-interactive and planned or improvised. The first refers to the exchange of information for commercial purposes; such as, buying or selling. Interpersonal is about creating social relationships within a society. Interactive focuses on developing a face-to-face conversation with another person while non-interactive function is used to leave a voice message, to give conferences or monologues. In other words, there is nobody who asks or answers something. On the other hand, a planned function is when we know beforehand that we should talk about any topic while improvised refers to the language use at an opportune moment.

3. Oral Activities

Thereby, there are many activities that help to develop the oral skill and they are divided into individual, pair and group. Some examples of individual activities are speeches, descriptions, oral presentations. In another way, some examples of pair and group activities are dialogues, discussions, debates, interviews and role-plays. The same which help learners practice the English language (González, 1982).

4. Subskills

According to Luserena (2012), this skill has some subskills that can be developed through the use of lexical chunks because they are composed of sentences and questions.

- Voice
- Diction
- Fluency
- Volume
- Rhythm
- Clarity
- Coherence
- Emotivity

Likewise, there are other activities that allow the oral subskills development; they are riddles, repetitions, tongue twisters, songs, oral games. However, it is also important the use of the material to support the development of each one

of them (Troute, 2000).

5. Teaching Materials

Scrivener (2011) establishes that there are some teaching materials that can be used for oral activities development. For instance; flashcards, cards with words or drawings to develop games, drawings, photos, videos, realia and handouts with questions and information. All of them can be very useful to facilitate the achievement of the objectives of each activity. Besides, these materials allow consolidating the contents that are reviewed with the students and also to motivate them.

METHODOLOGY

This current research is based on the principles of the critical paradigm since it focused on the obtained data collection through the surveys and the interview. In addition, the approach of this research is qualitative-quantitative. It is qualitative because it seeks an explanation to the existing problem related to the limited use of lexical chunks in the oral skill development. Likewise, it is

qualitative because it allowed taking direct information through the application of a survey directed to students corresponding to the ninth year of *Educación General Básica* and an interview directed to the English teachers at “*Unidad Educativa Baños*”. Furthermore, it is quantitative because the obtained data were examined numerically through tabulations and statistical analyzes, which are presented with tables and graphs to verify the hypothesis. Finally, this research is descriptive because it allowed describing the current reality regarding the results obtained on the oral proficiency of the English language of the students of this institution.

VERIFICATION OF HYPOTHESES

Through the Chi square statistical calculation, there were verified the hypotheses which were established at the beginning of this investigation. In this way, the Chi-square value calculated was (203, 60) which indicated that it was greater than its tabular value (12,592). Thus, the null hypotheses was rejected and the alternative hypothesis was accepted,

where it mentions that lexical chunks improve the oral skill development (speaking) of the English language in students of ninth year from the *Educación General Básica* at “Unidad Educativa Baños”.

POPULATION

This research was developed with students among 12, 13 and 14 years old and teachers of the ninth year from the high school “Unidad Educativa Baños”, which is located in Baños city, whom participated through a survey of ten questions that was validated with the Cronbach’s Alpha and with the academic area of the institution. Besides this, there was an interview with five questions for teachers to support their answers on the survey.

The total number of students was 120, but there was extracted a sample which give as a result that the survey must be applied to 92 students. Otherwise, this survey and the interview were applied to 2 English teachers in order to get more information about the theme of this research, which is: Lexical chunks in

the oral skill development of the English language of the *Educación General Básica* at “Unidad Educativa Baños”.

RESULTS

There was applied a survey with 10 questions in which students should value the utility of each question. The objective of the survey was “to determine the lexical chunks in the oral skill development of the English language in students of ninth year of the *Educación General Básica* at “Unidad Educativa Baños”.

The scale that was used for the answers is called “Likert Scale”, which contained the following expressions: Totally agree, neither agree nor disagree and totally disagree.

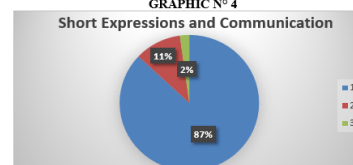
Question Nº 2 Do you think that learning short expressions in English (Good morning / Thank you/ What is your name? / Where are you from? / Good bye/ How are you? /How old are you?) allow you to develop the ability to communicate with other people?

Chart Nº 3. Short expressions and Communication

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	80	87%
Neither agree nor disagree	10	11%
Totally disagree	2	2%
Total	92	100%

Source: Survey directed to students.
Elaborated by: Ochoa, D. (2017)

GRAPHIC Nº 4



Analysis & Interpretation

In this way, the most important

questions which led to the verification of the hypothesis are:

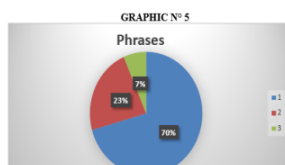
This question allowed determining that 80 students that represent 87% assure that learning short expressions that are common in English help them to communicate with their classmates, the teacher; but not at all with foreign people. On the other hand, 10 students that represent the 11% state that these expressions are useful to communicate occasionally because they need to know more words to understand what another person is saying. Finally, 2 students that represent 2% establish that learning short expressions don't help them to communicate.

Therefore, it is evident that learners not only need these expressions but also more vocabulary to promote communication with foreign people.

Question N° 3 Learning English in phrases facilitates more your learning than learning through words?

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	65	70%
Neither agree nor disagree	21	23%
Totally disagree	6	7%
Total	92	100%

Source: Survey directed to students.
Elaborated by: Ochoa, D. (2017)



Analysis & Interpretation

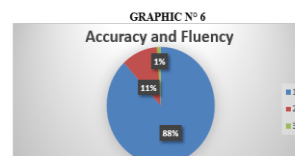
This question established that 65 learners that represent 70% assert that it is better learning by phrases rather than words because they can learn faster and easier. However, 21 students that represent 23% establish that learning phrases or words can bring the same results for their learning process. Finally, 6 students that represent 7% think that learning the foreign language by words is easier because they can know its meaning directly.

Therefore, it is necessary to include more the use of phrases for the foreign language learning, but without neglecting the teaching of vocabulary by isolated words since they are necessary to complete an idea.

Question N° 4 Do you think that using headers as a guide (I like to.../ I love to.../My dad's name is.../My mom's name is.../I can.../In this picture people are.../help you to express your ideas coherently and fluently?

OPTIONS	FREQUENCY	PERCENTAGE
Totally agree	81	88%
Neither agree nor disagree	10	11%
Totally disagree	1	1%
Total	92	100%

Source: Survey directed to students.
Elaborated by: Ochoa, D. (2017)



Analysis & Interpretation

In this question, 81 students which represent 88% assures that the use of headers help them to be more accurate

and speak fluently at the moment of expressing their ideas. In contrast, 10 students that represent 11% think that these sentences' headers help them to construct their thoughts but not all the time because these expressions need extra words to be completed and learners need to know their meaning. Finally, 1 student manifests that these expressions don't help them too much to develop accuracy and fluency because they need other strategies to develop the oral subskills.

DISCUSSION

This research allowed analyzing the activities that the English teachers from the "Unidad Educativa Baños" apply to develop the oral skill in students of ninth year of basic general education in order to prove if there is a correlation between the lexical chunks and the oral skill.

In this way, it was identified that the activities mostly put into practiced by teachers were dialogues, short discussions, repetition of words and questions. Otherwise, it also showed that the activities less used in the classroom were discussions, debates,

games, riddles, songs and tongue-twisters which are also relevant and necessary to the oral subskills development. These subskills, such as, voice, diction, fluency, volume, rhythm, clarity, coherence and emotivity are important to develop the oral skill since they allow students to convey a proper message.

Besides, through the surveys students considered that learning chunks, like sentences headers and short expressions are necessary to learn the foreign language in a communicative way. One of the reasons is because they can be used like prompts to develop an oral activity more easily. These chunks also allow learners to express meaning at the moment of having daily conversations and create connection with the structure of the discourse.

The findings in this research are similar to those found in the study "The influence of the lexical approach on oral and written fluency in the English language" developed by Pereira (2007). This research showed how the lexical approach influenced

both in writing and speaking of a group of students who attended conversational English classes from the “Universidad Central de Venezuela”.

This research conducted a quasi-experimental study. The same that lasted eight weeks, it consisted in the selection of two groups of students. One was selected as a control group and the other as an experimental group. The second group was provided with exercises of vocabulary to then apply them in different activities focused on the four skills of the English language.

In addition, both groups were submitted to a test at the beginning and at the end of the eight-week period. These tests were two oral presentations and eight short written tests. After the gotten results, it was evident that teaching lexical chunks in the classroom helps learners increase their knowledge and develop the four language skills.

To sum up, Pereira (2007) states that the use of these chunks influenced

positively in the oral and written skill development since their application was able to increase fluency and vocabulary accuracy.

CONCLUSIONS

- After analyzing the use of the lexical chunks in the English language learning, the chunks which are mostly used to develop speaking performance are short expressions, since they can be used to communicate with others either with their classmates, the teacher or foreign people allowing the students to recognize the use of the language within society facilitating the teaching-learning process through the use of sentence headers or short expressions.
- The results show that the activities which are mostly used to develop the lexical approach are watching videos and listening to audios since learners state that they learn phrases, vocabulary and

grammatical structures unconsciously. Consequently, discussion is the activity that is used occasionally. Otherwise, singing songs is the activity that students use the least to develop a broader lexicon. However, it is important to mention that all these strategies allow the student to acquire and integrate new knowledge of the foreign language.

- Regarding the oral activities that are used in the classroom to develop the oral skill, the most relevant are dialogues and discussions unlike debates and games that are not applied. On the other hand, it was found that the activity which is mostly used to develop the oral subskills is the repetition of words and questions while riddles and songs are occasionally used. Finally, the oral activity that is never used by the teacher is tongue twisters. Thus, it is necessary to establish that all oral activities are useful for its

own development because each one of them always have a clear objective that helps to improve the English language learning.

- By calculating the Chi square, it was determined that the use of lexical chunks has a direct correlation with the oral skill development since the sentences headers and short expressions allow students to express their ideas coherently and fluently improving their pronunciation by giving students the opportunity of combining those sentence headers with other words to form new sentences. Besides, these expressions help to develop oral activities; such as, compare drawings, discussions, oral presentations, descriptions and dialogues more easily since they allow organizing information and construct correct grammatical structures to create interaction.

RECOMMENDATIONS

- To increase the use of institutionalized expressions for the foreign language learning in classrooms; specially sentences headers to allow students to learn the English language more easily and thus they can use it with confidence during any type of activity or in real life without being afraid of making mistakes. Nevertheless, it does not mean that teaching short expressions are not important because they are useful in developing interactive activities during the teaching-learning process.
- It is necessary that students try other kinds of activities in the classroom; such as, discussions, singing songs and listening to audios besides watching videos to achieve a greater lexical learning, an efficiency in their learning and autonomy in relation to the teacher. In this way, learners can enrich more their vocabulary which can be used to improve their academic performance in the institution.
- To put into practice other activities for the development of oral skills unlike dialogues and discussions since the only thing they achieve is that the activity becomes monotonous and boring in which students do not feel motivated to participate. In addition, it would also be feasible to look for other activities to develop its own characteristics, which could be tongue twisters or songs specifically to develop fluency. Thus, teachers should look for other oral activities that help learners to develop the oral subskills.
- To use institutionalized expressions for the oral activities development since these expressions are easier to memorize, pronounce and write. Moreover, they are useful to complete sentences identifying easier their meaning and their use in order to use them to communicate. They also give learners the

opportunity of getting more information to help organize their ideas, so they can learn quickly to combine these expressions with other words to form new sentences. Finally, these phrases include grammar which helps to construct correct grammatical structures in order to create interaction in an accurate and meaningful way.

BIBLIOGRAPHY

- Chao, L. (5 de April de 2016). A *Lexical-Chunk Based Study of Business English*. Retrieved from <http://www.davidpublisher.org/Public/uploads/Contribute/570f3c8ce46e8.pdf>
- Czifra, I. (2013). *Actividades que sirven para enseñar unidades léxicas*. Retrieved from https://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones_centros/PDF/budapest_2013/12_czifra.pdf
- Delgado, P. (8 de 26 de 2014). *Repositorio Digital UCSG*. Retrieved from <http://repositorio.ucsg.edu.ec/handle/3317/1992?mode=full>
- Feo, G. D. (9 de Noviembre de 2015). *Estrategias conceptuales para que la clase sea un momento de aprendizaje*. Retrieved from http://fido.palermo.edu/servicios_dyc/publicacionesdc/vista/detalle_articulo.php?id
- García, M. H. (1997). *Las Unidades Léxicas y la Enseñanza del Léxico*. Retrieved from https://dspace.uah.es/dspace/bitstream/handle/10017/7411/unidades_higueras_REALE_1997.pdf?sequence=1
- Gómez, J. (2004). *Las unidades léxicas en español*. Retrieved from <http://files.conectate-al-espanol.webnode.es/200000107-cbd42ccce8/G%C3%B3mezMolinaUnidadesl%C3%A9xicas.pdf>
- González, A. (1982). *Oral expression*. Retrieved from <http://www.eumed.net/libros-gratis/2011a/908/expresion%20oral%20objetivo%20e%20importancia.htm>
- Grau, P. (Thursday de November de 2010). *Oral Expression*. Retrieved from <http://yudithmamani.blogspot.com/2010/11/articulo-expresion-oral.html>
- Lewis, M. (1993). *The Lexical Approach*. Retrieved from <https://es.scribd.com/doc/256714548/Michael-Lewis-the-Lexical-Approach-the-State-of-BookSee-org>
- Luserena. (4 de Octubre de 2012).

- Características De La Expresion Oral*. Retrieved from <http://www.buenastareas.com/ensayos/Caracteristicas-De-La-Expresion-Oral/5663761.html>
- Nattinge, J., & DeCarrico, J. (1992). *Lexical Phrases and Language Teaching*. Retrieved from <https://books.google.com.ec/books?id=VeBluuoZ1wMC&printsec=frontcover#v=onepage&q&f=false>
- Pérez, F., Concepción, J., & Díaz, E. (3 de Agosto de 2006). *La competencia comunicativa y su relación con la enseñanza del idioma inglés en las "Ciencias Biomédicas"*. Retrieved from [http://bvs.sld.cu/revistas/gme/pub/vol.8.\(3\)_07/p7.html](http://bvs.sld.cu/revistas/gme/pub/vol.8.(3)_07/p7.html)
- Richards, J. (2008). *Teaching Listening and Speaking*. Retrieved from https://s3.amazonaws.com/academia.edu.documents/31209080/NF259470.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1511839161&Signature=MRLJq5iPAQjAyPyN6nEXpDvutDs%3D&response-content-disposition=inline%3B%20filename%3DTeaching_listening_and_speaking.pdf
- Scrivener, J. (2011). *Learning Teaching*. Retrieved from http://www.tesol.brownbrownlog.com/HUFS-TE SOL/Methods/learning_teaching.pdf
- Shoba, D. K. (2016). *Teaching Contextual Vocabulary for Group Discussion Skills Using Formulaic Expressions in the ESL Classroom*. Retrieved from <http://www.eltvoices.in>
- Troute, L. (2000). *Oral Language and Vocabulary Development Activities*. Retrieved from <https://www.palmbeachschools.org/wp-content/uploads/2016/04/OralLanguageDevelopmentActivities.pdf>



Annex 2: Survey directed to students
UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA
EDUCACIÓN
CARRERA DE IDIOMAS



SURVEY DIRECTED TO STUDENTS OF THE *UNIDAD EDUCATIVA BAÑOS*
General Objective. –Determine the lexical chunks in the oral skill development of the English language in students of ninth year of the *Educación General Básica* at “Unidad Educativa Baños”.

Name (Optional):	
Age:	Date:
Sex:	Parallel:

a) In each of the following questions mark with an X the answer that best suits your opinion on the subject.

1) In your English classes, does the teacher apply sentences headers (My name is.../ I am ...years old/ I am from .../ I live with my...) to develop oral activities?

Totally agree Neither agree nor disagree Totally disagree

2) Do you think that learning short expressions in English (Good morning / Thank you/ What is your name? / Where are you from? / Good bye/ How are you? /How old are you?) allow you to develop the ability to communicate with other people?

Totally agree Neither agree nor disagree Totally disagree

3) Learning English in phrases facilitates more your learning than learning through words?

Totally agree Neither agree nor disagree Totally disagree

Why?.....

4) Do you think that using headers as a guide (I like to../ I love to../My dad's name is../My mom's name is../I can../In this picture people are../help you to express your ideas coherently and fluently?

Totally agree Neither agree nor disagree Totally disagree

5) Do you think that writing phrases on the board help you to develop the oral activities (compare drawings, conversations, oral presentations, descriptions) more easily?

Totally agree Neither agree nor disagree Totally disagree

6) Does the teacher help you to improve the pronunciation of the English language when you make mistakes in oral activities?

Totally agree Neither agree nor disagree Totally disagree

b) In the following questions mark with an X the alternative that you consider.

7) Which of the following pair and group activities (Dialogues, Discussions, Debates, Games) does your teacher apply to promote communication by using the English language?

Dialogues Discussions Debates Games

8) Which of the following activities (Discussions, watch videos, sing songs, listen to audios) help you to develop a broader lexicon?

Discussions Watching Videos Singing Songs Listening to Audios

9) Which of the following oral activities (Riddles, repetition of words and questions, tongue-twister, songs) does your teacher apply to develop the oral skill characteristics?

Riddles Repetition of words and questions Tongue-Twisters Songs

10) Which of the following strategies does the teacher use for the oral skill development?

Simplification Use knowledge of Brainstorming Speaking
of vocabulary the outside world and Notes
context to interpret information.

THANK YOU FOR YOUR COOPERATION!

Annex 3: Survey directed to teachers



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



SURVEY DIRECTED TO TEACHERS OF THE *UNIDAD EDUCATIVA BAÑOS*
General Objective. –Determine the lexical chunks in the oral skill development of the English language in students of ninth year of the *Educación General Básica* at “Unidad Educativa Baños”.

Name (Optional):	Date:
------------------	-------

a) In each of the following questions mark with an X the answer that best suits your opinion on the subject.

1) In your English classes, do you apply sentences headers (My name is.../ I am ...years old/ I am from .../ I live with my...) to develop oral activities with your students?

Totally agree Neither agree nor disagree Totally disagree

2) Do you think that teaching short expressions in English (Good morning / Thank you/ What is your name? / Where are you from? / Good bye/ How are you? /How old are you?) allow your students to develop the ability to communicate with other people?

Totally agree Neither agree nor disagree Totally disagree

3) Teaching English in phrases facilitates more your students' learning than teaching through words?

Totally agree Neither agree nor disagree Totally disagree

Why?.....

4) Do you think that using headers as a guide (I like to../ I love to../My dad's name is../My mom's name is../I can../In this picture people are../help your students to express their ideas coherently and fluently?

Totally agree Neither agree nor disagree Totally disagree

5) Do you think that writing phrases on the board help your students to develop oral activities (compare drawings, conversations, oral presentations, descriptions) more easily?

Totally agree Neither agree nor disagree Totally disagree

6) Do you help to improve the pronunciation of the English language when your students make mistakes in oral activities?

Totally agree Neither agree nor disagree Totally disagree

b) In the following questions mark with an X the alternative that you consider.

7) Which of the following pair and group activities (Dialogues, Discussions, Debates, Games) do you apply to promote communication by using the English language?

Dialogues Discussions Debates Games

8) Which of the following activities do you think that help your students to develop a broader lexicon?

Discussions Watching videos Singing Songs Listening to audios

9) Which of the following oral activities (Riddles, repetition of words and questions, tongue-twister, songs) do you apply to develop the oral subskills?

Riddles Repetition of words and questions Tongue-Twisters Songs

10) Which of the following strategies do you use for the oral skill development?

Simplification Use Knowledge of Brainstorming Speaking
of vocabulary the outside world and Notes
context to interpret information.

THANK YOU FOR YOUR COOPERATION!

INTERVIEW DIRECTED TO TEACHERS

General Objective. –Determine the lexical chunks in the oral skill development of the English language in students of ninth year of the *Educación General Básica* at “Unidad Educativa Baños”.

1. According to what you apply, what is the main purpose of your teaching process? Why? What do you think about that?

Learn the sounds	Know the sentences' structure	Identify the meaning of the phrases	Know the accent of the words	Recognize the use of that language in society
------------------	-------------------------------	-------------------------------------	------------------------------	---

2. In which of the following language skills do you focus for the foreign language teaching? Why...?

Writing	Reading	Listening	Speaking
---------	---------	-----------	----------

3. From the following elements that structure language, which one do you apply in class to promote communication among your students? Why...?

Grammar articles, sustantives, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections	Vocabulary	*Phrasal verbs *Idioms	Collocations *Sentences Headers *Short Expressions
--	------------	-------------------------------	---

4. What type of didactic material do you use to develop oral activities? Why?

*Drawings *Book *Worksheets	*Cards with words or drawings to develop games; such as, memory or dice games.	Crosswords	Word searches	*Flashcards
*Games with Handouts	Photos	Videos	Realia (Real objects)	Power point presentations

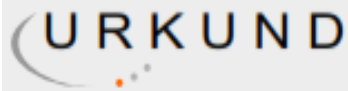
5. From the following classification of oral activities, what is the one that you apply in your class to develop the oral subskills (voice, diction, fluency, volume, rhythm, clarity, coherence, emotionality)? Why

Specific Communications	Type of Answer	According to the Technique	According to Material Resources
----------------------------	----------------	-------------------------------	---------------------------------------

Cronbach's Alpha

Surveys	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	TOTAL
1	1	1	1	1	1	1	6
2	1	1	1	1	1	2	7
3	2	1	2	1	2	3	11
4	1	1	1	1	2	3	9
5	2	1	1	1	2	1	8
6	1	2	2	2	2	3	12
7	1	1	1	1	2	1	7
8	1	1	1	1	1	1	6
9	1	2	3	1	2	1	10
10	1	2	2	1	2	2	10
11	1	1	3	1	2	3	11
12	1	1	2	2	1	1	8
13	2	3	3	2	2	2	14
14	2	1	2	1	2	2	10
15	2	1	1	1	1	1	7
16	2	2	1	1	1	2	9
17	3	3	2	3	2	2	15
18	1	1	1	2	2	1	8
19	2	1	1	1	1	2	8
20	1	2	2	2	2	3	12
VARIANCE	0,37	0,47	0,56	0,34	0,24	0,66	6,36
K	6	Section 1	1,2	α	0,702		
Σvi	2,637	Section2	0,59				
Vt	6,358	Absolute Value	0,59				

Annex 4: Urkund Analysis



Urkund Analysis Result

Analysed Document: Tesis 1_Diana Ochoa.docx (D33648773)
Submitted: 12/11/2017 9:16:00 PM
Submitted By: xcalero@uta.edu.ec
Significance: 2 %

Sources included in the report:

Ochoa.docx (D29989734)
Thesis Diana Revision.docx (D29685742)
Tesis Alex Flores.docx (D33641874)
<http://www.eajournals.org/wp-content/uploads/An-Empirical-Research-on-the-Corpus-driven-Lexical-Chunks-Instruction.pdf>
[http://clok.uclan.ac.uk/12059/1/Volume%205%20\(2014\)%20Issue%201%20-%20Article%20Golebiewska%20%2526%20Jones%20-%20Journal%20of%20Linguistics%20a.pdf](http://clok.uclan.ac.uk/12059/1/Volume%205%20(2014)%20Issue%201%20-%20Article%20Golebiewska%20%2526%20Jones%20-%20Journal%20of%20Linguistics%20a.pdf)
http://www.academia.edu/8821529/A_Brief_Summary_of_Speaking_Assessment_-_HD_Brown
https://cvc.cervantes.es/ensenanza/biblioteca_ele/publicaciones_centros/PDF/budapest_2013/12_czifra.pdf
<http://www.macrothink.org/journal/index.php/ijele/article/view/9309>
https://cvc.cervantes.es/Ensenanza/biblioteca_ele/publicaciones_centros/pdf/manila_2009/23_aplicaciones_10.pdf
<https://es.scribd.com/doc/256714548/Michael-Lewis-the-Lexical-Approach-the-State-of-BookSee-org>
<http://www.buenastareas.com/ensayos/Caracteristicas-De-La-Expresion-Oral/5663761.html>
https://books.google.com.ec/books?hl=es&lr=&id=lcrEq_7o5m0C&oi=fnd&pg=PR11&dq=lexical+competence+definition&ots=5Ohz_UFI6D&sig=SJKIojkmJZB5NCe_4qvRxoWPcBQ#v=onepage&q=lexical%20competence%20definition&f=false
<http://repo.uta.edu.ec/bitstream/123456789/24453/1/Tesis%20Hector%20David%20Murga%20Santos.pdf>
http://eltvoices.in/Volume6/Issue_4/EVI_64_2.pdf

Instances where selected sources appear: