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Guarded Vocabulary Technique to Develop Speaking Skills in Junior Students at Victor Manuel Guzmán School, Academic Year 2022-2023

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DEDICATION

I dedicate this thesis, first and foremost, to Damian, my faithful companion, every step of the way. Your unconditional support and inspiring presence have been the light that has guided my efforts and propelled me forward. Secondly, this thesis is dedicated to all those students who shared the inspiration for choosing this thesis topic and my desire to teach in a different, more effective, and understanding way towards their needs. You motivated me to approach this topic focused on vocabulary development to strengthen English as a fundamental tool in your lives. To Damian and all those seeking new horizons through English, I dedicate this work with deep gratitude and the hope that you will find an ally in your journey of learning and personal growth.

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Finally, I dedicate this achievement to myself for believing in my capabilities and showcasing resilience, courage, and unwavering determination to pursue and accomplish my aspirations.

ABSTRACT

This research aimed to determine the importance of Guarded Vocabulary Techniques in developing speaking skills. The low growth of oral production in the English language was one of the problems identified during the educational process. One strategy to combat this problem involves strengthening vocabulary through Guarded Vocabulary Techniques. The research theoretically described the variables Guarded Vocabulary Techniques and Speech Skills by gathering information from primary and secondary sources. The research design had a qualitative-quantitative approach; it is also a descriptive, non-experimental study. The population comprised seventy junior Victor Manuel Guzman school students and two teachers. The techniques used in the collection of information were observation and questionnaires. This research determined that students need vocabulary for communication and concluded that Guarded Vocabulary Techniques impact oral production, facilitating the consolidation of previously learned words.

Keywords: guarded vocabulary techniques - speaking skills communicative approach - vocabulary

RESUMEN

Esta investigación tuvo como objetivo determinar la importancia de las Técnicas de Vocabulario Vigilado en el desarrollo de la capacidad de expresión oral. El bajo crecimiento de la producción oral en lengua inglesa fue uno de los problemas identificados durante el proceso educativo. Una estrategia para combatir este problema es el fortalecimiento del vocabulario a través de las Técnicas de Vocabulario Guardado. La investigación describió teóricamente las variables Técnicas de Vocabulario Vigilado y Habilidades Orales mediante la recopilación de información de fuentes primarias y secundarias. El diseño de la investigación tuvo un enfoque cualitativo-cuantitativo; también es un estudio descriptivo, no experimental. La población estuvo conformada por setenta alumnos del colegio Víctor Manuel Guzmán y dos profesores. Las técnicas utilizadas en la recolección de información fueron la observación y los cuestionarios. Esta investigación determinó que los alumnos necesitan vocabulario para comunicarse y concluyó que las Técnicas de Vocabulario Guardado inciden en la producción oral, facilitando la consolidación de palabras previamente aprendidas.

Palabras clave: técnicas de vocabulario vigilado – habilidades del habla – enfoque comunicativo - vocabulario

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LIST OF ABBREVIATIONS

CEFR: Common Europe Language Reference

EFL: English as a Foreign Language

MINEDUC: Ministerio de Educación

EGB: Educación General Básica

BGU: Bachillerato General Unificado

GVT: Guarded Vocabulary Techniques

INTRODUCTION

In its pursuit of integration into the global community, Ecuador has experienced a significant rise in the importance of English as a Foreign language (EFL). These trends prompt an essential inquiry: How does this linguistic shift affect the development of speaking skills in elementary school students? This research work explores the significance of this matter, focusing specifically on the role of Guarded Vocabulary Techniques in augmenting speaking skills among young learners. Cultivating speaking skills in early learning English as a foreign language is pivotal in elementary education. Communicating effectively in English enables students to articulate their thoughts and emotions, nurtures their critical thinking, and encourages active social engagement (Barre & Villafuerte-Holguin, 2021). The groundwork for acquiring these indispensable communication proficiencies in Learning English as a foreign language (EFL) is established during this formative stage.

Purpose of the research

Teaching speaking skills to first-year high school students in Ecuador poses a common challenge: effectively acquiring an enriched vocabulary. To address this, guarded vocabulary techniques will be explored and gradually analyzed to be designed to improve students' lexicon. This strategy will enable them to develop their speaking skills in a progressive and accessible manner. This study is highly significant in a globalized context where oral communication competence is crucial for a student's future success in an interconnected world.

Guarded vocabulary techniques are essential in developing the speaking skills of junior students. These techniques represent an innovative pedagogical method designed to tackle the challenge of building a rich vocabulary in young learners. They are based on introducing carefully selected words in a structured way, allowing students to assimilate them gradually. This method helps prevent information overload, fosters adequate vocabulary comprehension, and enhances retention.

In Ecuador, having proficiency in English has become increasingly important. To prepare students for global communication, offering them a diverse and relevant vocabulary is essential. Utilizing techniques such as Guarded vocabulary can be a promising way to improve students' speaking skills. This way, they can acquire the necessary tools to succeed. Additionally, these techniques can help preserve Ecuadorian identity and culture, allowing students to maintain a strong command of their native language, Spanish, while developing proficiency in English or other languages.

Research setting

This section will delve into the research context of the Victor Manuel Guzman School in Ibarra, Imbabura, Ecuador. The target population for this research is 70 students who are in their first year of secondary education. It is worth noting that some students in this class may have difficulties with oral expression and communication skills. The research will be conducted during the 2022-2023 school year.

Research Context

The main objective of this study is to promote active learning among students while emphasizing the importance of oral communication in the classroom. Various studies have revealed that many students require more opportunities to engage in verbal communication. Unfortunately, this issue is sometimes overlooked by teachers, and students might receive poor grades, impeding their progress. The decline in verbal communication skills is a pervasive challenge in all educational settings. Educators often encounter students who hesitate to participate in discussions or deliver oral presentations, which can adversely affect their academic performance. This raises concerns regarding students' acquisition of critical communication skills essential for success in today's globalized world.

Research conducted by Estrada, M. in 2019 revealed a notable challenge facing secondary schools in Quito, where students need more oral communication skills, hindering their ability to engage in verbal interactions in the classroom. To address this issue, teachers should prioritize this aspect and consider employing alternative grading methods to encourage student development. Moreover, ineffective communication skills can significantly disadvantage students in a globalized world. Therefore, instructors should adopt practical approaches that promote verbal communication within the classroom.

The primary goal of the research is to address a critical concern while promoting the development of oral skills among first-year high school students. Supervised vocabulary techniques, which have proven effective in various educational contexts, offering an innovative pedagogical approach, will be employed. Through the implementation of these techniques, the aim is to enhance students' speaking abilities and stimulate active participation and engagement in learning. According to (Moody et al., 2018) study, these techniques introduce carefully selected and structured words into learners' vocabulary, facilitating gradual and appropriate comprehension and retention. Consequently, teachers will possess valuable tools to create enriched classroom environments supporting students' educational journey. In this manner, these techniques aim to enhance the oral communication skills of first-year high school students, ensuring their acquisition of essential skills needed to thrive in an increasingly globalized society.

Problem description

Currently, acquiring skills in the English language is considered a crucial requirement. According to (Jiang and Kalyuga, 2022), approximately one billion people worldwide use English as their primary or secondary language, and it has become the official language in 67 countries, in addition to being a secondary official language in 27 other countries. In this globalized context, those who possess English skills in developing countries enjoy more significant workplace and education opportunities.

In the Ecuadorian setting, the education system has included teaching English as a foreign language (EFL) within its curriculum. However, despite the growing awareness of the importance of mastering this language, Ecuador ranks 82 out of 111 in the EF English Proficiency Index (EF EPI), which ranks English proficiency levels by country and region (EF EPI, 2022). These figures indicate that Ecuadorian students have a group of English proficiency below what is desired. The Ministry of Education's curriculum strives to attain a minimum B1 proficiency level for its graduates on the Common European Framework of Reference for Languages (CEFR). (Ministry of Education of Ecuador, 2016). However, despite the early introduction of English into the school curriculum, the results have not been satisfactory.

Mastering oral expression in English is becoming increasingly essential for communication, playing a vital role in social, economic, and educational interactions by facilitating the exchange of ideas. Consequently, the interest in learning the English language has become necessary throughout Latin America, leading to the implementation of new English-language instruction methodologies. According to Cronquist & Fiszbein (2017), this is prominently evident in their research:

The results of conducted exams indicate that proficiency in English language skills could be much higher. The educational system does not produce students with the necessary levels of English language proficiency. Schools often need to provide the required English classes, and those that do often deliver low-quality instruction (p. 03).

As expressed by the author in the preceding paragraph, concerns about the quality of education within the educational system have led to the consideration of the necessity to introduce new strategies to foster the development of English language skills.

Effective communication and information exchange drive English language learning. Among the challenging skills to develop, productive skills, particularly oral expression, pose considerable difficulty. As a result of an analysis conducted by EF (English First) in Ecuador, evidence points to a low proficiency level in English usage, consequently hindering effective communication. According to the results, Ecuador is ranked 65th out of 88 countries assessed in ascending order. Additionally, within the 17 countries in Latin America, Ecuador ranks 13th, indicating a high level of difficulty in mastering the English language.

Despite the educational reforms implemented by the Ministry of Education in 2016, which aimed to provide students with 12 consecutive years of compulsory English language instruction, there is still room for improvement in the development of language skills. While the curriculum was revised in 2016 to encourage a love of language learning from an early age, implementing this concept faces obstacles related to classroom issues.

Moreover, enhancing English language oral expression skills presents a significant challenge, requiring addressing the issues above. Additionally, due to the limited scope of available activities for learning, teaching children can be a complex task. In the Victor Manuel Guzmán Educational Unit, first-year "A-B-C-D" high school students should ideally have a B1 level of proficiency. Still, there is a noticeable lack of oral ability. This deficiency is evident in the limited participation of students in class, mainly due to their limited vocabulary, which hampers effective communication. Therefore, this research aims to promote the development of oral proficiency in junior students.

Justification

The pressing need to address and resolve the challenges faced by secondary school students in Ecuador face regarding acquiring oral English language skills is the objective of this research work. This problem not only affects the quality of education in the country but also has implications for the academic and professional prospects of the students. Enhancing English language proficiency is becoming increasingly advantageous in our continuously evolving society. Hence, the present study seeks to contribute meaningfully to the educational processes associated with English vocabulary instruction and learning. Traditional methods, techniques, and strategies employed in educational settings have proven ineffective, particularly in developing English language skills, notably oral expression. Present-day educational practices necessitate exploring innovative teaching techniques, underscoring the significance of the present research. It advocates applying Guarded Vocabulary Techniques to enhance oral expression development in English and address the challenge of limited proficiency in this essential skill.

In the current educational system, English instruction has been implemented from early childhood education to high school, with three hours of classes per week. However, despite the growing awareness of the importance of English in Ecuador, the results in terms of oral proficiency could be better. The position in the ranking of the EF English Proficiency Index (EF EPI) reveals that Ecuadorian students face significant challenges in achieving satisfactory levels of English proficiency (EF EPI, 2022). The curriculum of the Ministry of Education exacerbates this problem, setting ambitious goals for English proficiency. Still, the results must be sufficient to meet these expectations (Ministry of Education of Ecuador, 2016).

Consequently, there is a pressing need to incorporate vocabulary instruction that allows students to connect words with the reality in which they live, facilitating the retention and reinforcement of meaningful learning. Additionally, memorizing words through

flashcards or cards will make it easier for students to recall previously acquired knowledge. These exercises and practices enhance communication, as their effectiveness is closely related to the extent of vocabulary a person possesses and the ability to retain previously learned words.

The direct beneficiaries of this research project are the first-year high school students at Victor Manuel Guzmán Educational Unit, specifically in groups "A-B-C-D," along with the teachers. Through the implementation of acquired vocabulary techniques in lesson planning, this research contributes to the student's educational development. It is essential to note that these students aim to achieve a B1 level upon completing their high school studies in English, which requires mastering oral proficiency and an extensive vocabulary for effective communication. Additionally, the scientific contribution of this research will enhance knowledge related to developing oral production through active and participative classroom activities, providing an alternative solution to the presented issue.

The research is feasible as it is supported and welcomed by the authorities of the educational institution, the students, and the tutor of the first year of the baccalaureate. In addition, the teachers are willing to contribute their time and resources to develop the checklist used to analyze oral competence. Moreover, the research author presents a detailed didactic guide with activities that promote oral expression.

Research questions

To provide a more precise understanding, it is essential to address the following research questions:

- How do Guarded Vocabulary techniques contribute to developing oral English language skills in Victor Manuel Guzman School junior students?
- What techniques are available in Guarded Vocabulary for developing oral skills in junior students?

Objectives

General objective

- Analyse guarded vocabulary to develop speaking skills in junior students at Victor Manuel Guzman School.

Specific objectives

- Specify the positive aspects of Guarded Vocabulary Techniques to develop speaking skills.
- Identify the Guarded Vocabulary Techniques to develop speaking skills.
- Develop a teaching guide of Guarded Vocabulary Techniques to improve speaking skills.

CHAPTER I: THEORETICAL FRAMEWORK

This section's theoretical framework displays the topics underpinning this research into developing oral expression skills in English within Ecuadorian education. This chapter addresses challenges encountered by Ecuadorian students and explores Guarded Vocabulary Techniques as a potentially innovative solution, emphasizing the importance of these skills in education and daily life.

Challenges in English language teaching in Ecuador

English education in Ecuador has experienced significant growth in recent years due to the increasing globalization and demand for English language skills in an interconnected world (Barre & Villafuerte-Holguin, 2021). However, despite the advancements, Ecuadorian students need help developing their oral English language skills, raising questions about the effectiveness of teaching programs and the quality of education.

- **Lack of Opportunities for English Conversation Practice**

One of the fundamental challenges Ecuadorian students encounter in oral English expression is limited exposure to English-speaking situations outside the classroom. (Coutinho dos Santos et al., 2020) It underscores that most Ecuadorian students have limited contact with native English speakers and lack opportunities to engage in English conversations in real-life contexts. This lack of practice in authentic situations significantly hinders the development of their oral English language skills.

- **Quality of English Teaching and Teacher Training**

The quality of English teaching and teacher training are critical areas requiring attention in the Ecuadorian context. (Jackie, 2023) highlights the shortage of highly qualified English teachers, which can negatively impact the quality of instruction and student's ability to develop practical oral English language skills. Teachers face challenges regarding resources and adequate training to teach pronunciation and conversation skills effectively.

- **Access to Updated Materials and Resources**

Another significant issue is the limited availability of contemporary English language teaching materials and resources. López (2021) observes that numerous students in Ecuador cannot access current course books and online sources that could aid their acquisition of English and enhance their oral language proficiency. The lack of access to high-quality materials curtails students' chances for practice and learning.

English language education in Ecuador has advanced, yet Ecuadorian students need help speaking English. These challenges stem from a shortage of opportunities for practice, inadequate instruction quality, and insufficient resources. The effectiveness of teaching

programs is questioned by these difficulties, underscoring the need to facilitate these issues to enhance the English proficiency of Ecuadorian students.

1.1. Guarded Vocabulary Techniques (GVT)

The acquisition of new words and promotion of oral production in B1-level English language students necessitates describing and detailing techniques, levels, and types of vocabulary. The vocabulary teaching and learning process requires active facilitation and cannot occur autonomously.

Acquired Vocabulary Techniques provide various definitions that offer an all-encompassing perspective on the benefits of this method for vocabulary instruction. Hence, Guarded Vocabulary Techniques are pivotal for achieving positive student academic results- (Barre & Villafuerte-Holguin, 2021) advocate for such advantages in this context. Developing subject-specific vocabulary is vital for student success, and educators need to recognize the importance of establishing two different language levels in lesson preparation (p. 1).

On the other hand, (Olson, 2021) argues that "improving comprehension of input data helps learners acquire content knowledge and language skills more easily." Educators who employ guarded vocabulary techniques reduce the linguistic load of instruction. Thus, it is vital to use simple language to ensure easy understanding by the learner.

As defined by various authors, Guarded Vocabulary Techniques are considered an approach that facilitates vocabulary acquisition in a Foreign Language. These techniques are crucial as they simplify vocabulary or repeat new terms, reinforcing content acquisition.

1.1. Techniques

A learning technique refers to the processes employed to acquire new knowledge in a particular domain. As per Rojas (2021), the scientific research method is an extensively validated procedure to obtain valuable information for resolving issues (p. 278). The author suggests that techniques are instrumental in mitigating multiple challenges confronting learners when acquiring knowledge. Therefore, it is essential to outline different methods employed in developing vocabulary. These techniques aid the memory of information concerning words, phrases, and sentences.

- **Repetition**

The repetition technique is frequently employed in academic settings to acquire new vocabulary. The repetition technique is commonly used in educational settings to develop new vocabulary. Repetition is a valuable tool in the acquisition of new terms. This method entails the learner repeating the instructor's words verbatim. It relies on thinking aloud or writing as many times as necessary to commit the material to memory. As (Lewis, 2020) has stated, Repetition is an indispensable element of language; both written and spoken

communication rely on repetition to present a cohesive meaning to their audience (p. 3). repetition is integral as it enables individuals to communicate effectively by expanding their vocabulary.

According to (Schmitt, 2019), "Repetition is the capacity to retrieve information from memory and reproduce it through systematic imitation" (p. 23). This ongoing duplication of information includes words, phrases, or sentences, signifying its crucial role in language acquisition and retention. Repetition is pivotal in language learning, facilitating effective communication and aiding individuals in expressing themselves clearly and accurately.

- **Memorization**

Memory is essential in obtaining an extensive vocabulary as it establishes the link between learning and comprehending new words. Thus, according to recent research conducted by (Schmitt, 2019), "memory is not a single entity; instead, it encompasses various systems that share the common capacity to store the information acquired in everyday learning" (p. 17). Smith's research highlights that memory is a multifaceted component of human cognition where different systems cooperate to facilitate the acquisition of new vocabulary.

Similarly, (University of Helsinki, 2017) configures memory as a psychological process to store previously encoded information; this is retrieved voluntarily or involuntarily (p. 68). The author associates' memory with psychological aspects, which implies the ability to exercise control over the mind to discern relevant information from irrelevant, thereby separating it in the context of the learning process.

- **Groups**

Specific shared characteristics can group Vocabulary. When individuals learn a language, teachers often categorize words based on their teaching level. For instance, children learn words grouped into colors, numbers, animals, and school objects. According to (Savage, 2018), Vocabulary can be categorized based on grammatical criteria, semantic domains, functions, or any other similarities or contrasts, even if they are subjective (p. 26); this means that a categorization denotes a group of terms that share a common thread and can also be categorized depending on the personal perspective of the individual in the process of acquiring English as a foreign language.

Likewise, (Nordquist, 2009) suggests that grouping techniques aim to divide data into classes or homogeneous groups, ensuring grouping elements with similar characteristics. This process emphasizes objectivity and establishes a coherent structure with causal connections between statements. Using clear, precise language and avoiding biased or emotional terminology is crucial. Additionally, adhering to conventional design, formatting, and citation styles is essential while ensuring grammatical correctness. They propose, "Classes should resemble each other as closely as possible, while elements in different classes should display as much difference as possible" (p. 137).

The author highlights the shared features of a word cluster in their discussion of clustering. An example of effective clustering is grouping colors based on their specifications, such as primary, secondary, and tertiary colors; this allows for precisely identifying the group to which a particular color belongs.

- **Association**

The word association technique links the words that foreign language learners acquire with items in their surroundings. (Charles, 2022) this technique is commonly employed to investigate the lexicon's mental organization. Its application prioritizes learners' capacity to grasp vocabulary by connecting new words to their routine milieu.

(Fitzpatrick & Thwaites, 2020) Word association links novel vocabulary with pre-existing knowledge, forging significant and personal connections (p. 82). This methodology underscores the proactive part of learners in forming associations between newly acquired words and environmental elements.

Consequently, association results in recognition. Students applying this technique find it easier to recall previously learned words via visualizing or remembering a related object. For instance, students often associate yellow with the sun, blue with the sky, and red with the heart. When they recall these objects, they also remember the corresponding colors.

- **Activities**

To effectively teach vocabulary within the context of developing oral expression, it is essential to identify a specific set of tasks that facilitate the acquisition of new terms and, concurrently, promote the generation of innovative ideas. LMBLiteracy (2018) defines an activity as an action or task to achieve a shared good or desired outcome. In academic settings, this involves enabling students to practice and develop their skills through tasks.

- **Flashcards**

Flashcards or cards containing information on both sides are helpful tools for learning vocabulary in the English language. A valuable method for memorizing words, sentences, or any other crucial information you wish to remember later is information on both sides. Students benefit from learning a new language more quickly because they are learning English simultaneously. Are engaged in and inclined to engage in creative teaching and learning processes. Students are also at a stage of development where their brains can absorb new ideas and meanings. New ideas and interpretations. A flashcard is a natural or virtual card on which the English word is written, according to Maria (2023). It is preferable if the term is written on a genuine English card and accompanied by a picture.

To support this claim, a study published in Educational Psychology in 2019 suggests that flashcards are effective for vocabulary acquisition in juniors. The researchers found that using cards with pictures and words on both sides significantly improved children's vocabulary retention and facilitated the development of connections between words and

their meanings. For this, combining visual and verbal elements stimulates memory and learning in students.

In line with these findings, it is essential to harness the potential of flashcards in teaching and learning English, especially in an educational setting where students are at a stage of cognitive development that allows them to absorb new concepts quickly. Including pictures and words on the cards creates a link between the visual elements and the written comments, strengthening vocabulary comprehension and, in turn, developing relationships between terms. This technique supports the idea that using flashcards is an effective tool for teaching English vocabulary to foreign language learners.

1.1.1. The Origin of Guarded Vocabulary Techniques (GVT)

The concept of 'scaffolding,' first introduced by Jerome Bruner, forms the basis for developing Guarded Vocabulary Techniques (GVT). Scaffolding involves providing learners the necessary support and guidance to complete tasks or understand concepts that would otherwise be beyond their current abilities. In vocabulary development, GVTs apply this principle by carefully structuring the introduction and practice of new words (Main, 2023).

The renowned educational theorist Lev Vygotsky extended the concept of scaffolding in language learning. Vygotsky's sociocultural theory emphasizes the role of social interaction in cognitive development and proposes that learners can acquire new knowledge and skills through collaboration with more experienced peers or adults. Vocabulary development through GVTs may involve interactive activities encouraging conversation, discussion, and collaborative word-learning exercises among students, further enhancing their language skills. Research by scholars such as Wood, Bruner, and Ross (2015) has highlighted the importance of scaffolding in educational contexts. Their work suggests that learners benefit significantly from an appropriate level of support during the learning process, enabling them to progress from their current level of proficiency to a higher level.

Therefore, applying GVT in vocabulary teaching is based on these well-established principles of scaffolding and socio-cultural theory, aiming to create a favorable and effective learning environment that promotes gradual but tangible improvements in learners' language proficiency.

1.1.2. Key Principles of Guarded Vocabulary Techniques

Guarded Vocabulary techniques (GVT) is a teaching approach incorporating several critical principles inspired by scaffolding:

1. **Progressive Complexity:** GVT introduces vocabulary progressively, starting with simpler, high-frequency words and gradually advancing to more complex, context-specific terms.

2. **Guided Practice:** Interactive exercises and suggested activities encourage students to apply new vocabulary in context. Learners work on tasks with support from instructors or peers.
3. **Feedback and Adjustments:** GVT instructors monitor students' vocabulary development and adapt the pace and content to meet individual needs, providing continuous feedback based on learners' progress.
4. **Vocabulary Integration:** GVT promotes the integration of newly acquired vocabulary into students' speaking and writing, encouraging meaningful language use and incorporating new knowledge into existing understanding.
5. **Autonomy and Self-Regulation:** Students are encouraged to take ownership of their vocabulary learning, gradually relying less on external support. GVT aims to enable learners to become independent problem solvers.

1.1.3. Application of Guarded Vocabulary Techniques in English Language Education

Guided Vocabulary Techniques (GVT) in English language teaching offers various approaches to promoting vocabulary acquisition and developing speaking skills. Teachers use GVT to provide learners with carefully selected vocabulary lists, interactive exercises, and opportunities to use language in context. This approach is consistent with the principles of scaffolding, which originated in the theory of Jerome Bruner (Mcleod, 2022).

A common strategy used in applying GVT involves the creation of specific word lists related to a particular topic or unit of study. These vocabulary lists are carefully selected and planned, considering their relevance and usefulness to learners in their learning environment. Providing learners with a defined set of words related to the topic of study gives them a solid foundation on which to build their language knowledge. In addition to word lists, Guarded Vocabulary Techniques incorporate interactive exercises that actively engage learners in learning. These may include words, games, crossword puzzles, sentence completion exercises, and association activities. These techniques aim to make vocabulary learning more engaging and participatory, which can lead to more effective word retention.

On the other hand, the GVT application also promotes the contextual application of the words learned. Students can use the words in real-life situations, strengthening their comprehension and speaking skills; this can include tasks such as debates, oral presentations, group discussions, or creating projects related to the vocabulary studied. One fundamental aspect of GVT is the gradual expansion of vocabulary. Rather than overwhelming learners with a lengthy list of words, GVT (Guided Vocabulary Training) applies a controlled methodology where a specific group of words is introduced and practiced before moving on to new vocabulary items. This gradual approach enables

students to establish a strong foundation before advancing to more intricate language structures (Siegel, 2022).

Incorporating interactive learning activities is another hallmark of GVT. Students engage in conversations and exercises requiring newly acquired vocabulary in context. This hands-on approach fosters a deeper understanding of the words and promotes their practical use in real-world speaking situations (Siegel, 2022). Moreover, GVT (Guarded Vocabulary Techniques) can be customized to suit the requirements of students with different levels of language proficiency. (Bowen, 2006) states that Global Virtual Teams (GVT) offer versatility, allowing customization to meet the specific needs of novice and advanced learners and enabling instructors to personalize their teaching approach.

In short, the Guarded Vocabulary Techniques provide teachers with practical tools to enhance vocabulary acquisition and oral skills development in English language learning. Providing carefully selected vocabulary, interactive exercises, and contextual application opportunities, GVT contributes to an enriching and effective learning environment that benefits students on their journey to English language proficiency. Additionally, research has demonstrated the positive impact of GVT on speaking skills. Providing students with a strong vocabulary foundation and opportunities for controlled practice, GVT contributes to enhanced fluency, confidence, and accuracy in oral expression (Schmitt, 2019).

1.1.3 Challenges and Considerations

The use of Guarded Vocabulary Techniques shows promising potential in tackling the obstacles that Ecuadorian English learners encounter when developing their speaking skills, offering a systematic and gradual strategy for presenting pertinent vocabulary and implementing it in genuine contexts; such techniques can surmount the cultural and social hindrances that restrict the confidence of students in conversing in English. Furthermore, Guarded Vocabulary Techniques provide flexibility in their execution, adjusting to learners' proficiency and individual needs.

In Ecuador, where there may be disparities in educational resources and the expertise of teachers, employing the Guarded Vocabulary Techniques could be a reliable and consistent approach to improving spoken English abilities. Overcoming these challenges makes Guarded Vocabulary Techniques particularly relevant for improving English language teaching in Ecuador and preparing students for an increasingly globalized and competitive world (learning, 2023).

While Guarded Vocabulary Techniques are promising, it is essential to recognize the challenges associated with their implementation. Educators should meticulously choose vocabulary words, devise fitting learning activities, and ensure students' proficiency levels align with the progression. Furthermore, there is a need to establish monitoring and evaluation mechanisms to assess the efficacy of Guarded Vocabulary Techniques in enhancing oral communication capabilities (Lerner, 2023).

1.1.4. The Significance of Teaching Vocabulary with Guarded Techniques

Effective vocabulary teaching in language learning is crucial in developing students' English language skills, particularly in oral expression. The use of guarded vocabulary techniques like associating words with pictures or sounds enhances the construction of knowledge and fosters interaction in the educational process. Students demonstrate meaningful learning through applying the knowledge gained during academic training. When acquiring vocabulary, they employ various techniques to memorize and apply their studies in communication. Guarded Vocabulary Techniques are integral to acquiring English language skills and pivotal for the retention and subsequent application of knowledge during communicative interactions (learning, 2023).

These methods are proven effective in teaching and enhancing student vocabulary, facilitating retention, and promoting usage in authentic communicative scenarios. -They promote meaningful knowledge acquisition through linking vocabulary with tangible encounters and circumstances.

1.2. Speaking Skills

Speaking is a fundamental skill in English language learning that involves interactive activities to facilitate communication using verbal symbols and linguistic signs. It is crucial to thoroughly understand various perspectives on speaking, including the complexity of assessment, according to Ramirez (2022). Effective communication extends beyond the mere interpretation of sounds organized into linguistic signs regulated by grammar. It requires the capacity to use these signs adeptly to convey a message to another person. The significance of speaking proficiency in learning English lies in the ability of learners to interact competently in everyday and academic contexts. This skill is not limited to pronunciation and grammar but also comprises an appreciation of spoken language's nuances and the capacity to communicate concepts cogently and logically (Gómez, 2021).

In essence, acquiring proficiency in the English language necessitates more than just enunciating words and mastering grammatical rules. Mastery of language proficiency is crucial for effective communication and comprehension, emphasizing its significance in academics and daily interactions. To attain proficiency in speaking skills for English language teaching, to implement research-supported techniques. These techniques include:

- **Contextualization and Authenticity:** Contextualization and Authenticity suggest placing speaking instructions within genuine environments, including activities and tasks that simulate actual communication situations (Barre & Villafuerte-Holguin, 2021).
- **Focus on Effective Communication:** Another crucial technique involves emphasizing effective communication. While grammatical accuracy is essential, it

is equally imperative to communicate effectively. Students must be encouraged to convey their ideas without worrying about minor grammatical errors. Clarity and comprehensibility are pivotal components (Oljira, 2017).

- **Active Practice and Participation:** Active participation and consistent practice are crucial to developing oral skills. Educators may implement interactive classroom activities, debates, and discussions to encourage habitual practice (Sheridan & Markslag, n.d.).
- **helpful guidance:** Beneficial guidance is crucial for advancing speaking competencies. Educators should offer thorough observations and suggestions to enhance pronunciation, intonation, and vocabulary usage (Nortunes, 2018).

In English language teaching, the development of speaking skills revolves around contextualisation, effective communication, active practice, and feedback. These well-researched techniques form a robust framework for learning and teaching speaking skills.

1.2.1. Productive Language Skills

In language teaching and learning, productive language skills - chiefly speaking - are significant in crafting persuasive communication abilities. Such abilities involve grammatically and phonetically correct delivery of sentences and words and effective communication. Communicating ideas, thoughts, and emotions lucidly and intelligibly is crucial in ordinary circumstances and academic and vocational environments.

Eloquence entails grammatical accuracy and the competence to tailor language to varying contexts and recipients. Such skills demand an appreciation of linguistic norms and the social, cultural, and pragmatic context in which communication occurs. Effective communication relies on many elements, including word choice, tone of voice, intonation, and gestures.

When teaching and learning language, it is crucial to understand that productive language skills involve cognitive, social, and emotional aspects. It is not merely about transmitting information. When teaching and learning language, it is crucial to understand that productive language skills involve cognitive, social, and emotional aspects. To become effective communicators in different contexts, learners must acquire and hone grammatical and lexical knowledge through regular practice.

Consequently, teaching speaking goes beyond merely correcting pronunciation and grammatical errors and must instill self-confidence and proficiency in expressing oneself clearly and assuredly. Productive language skills are fundamental to language teaching and essential for success in everyday life. Therefore, a holistic approach to their development is necessary.

Pronunciation plays a fundamental role in teaching and learning a foreign language, especially regarding the development of oral expression. Proper pronunciation is not

simply the correct utterance of sounds but encompasses several elements that contribute to effective communication in a foreign language.

Pronunciation fluency is essential as it allows words to be articulated continuously and without interruption, thus facilitating understanding by the interlocutor. Fluency means the speaker can express their ideas without excessive pauses or hesitation, contributing to more effective and natural communication. Fluency is also closely related to rhythm and intonation in pronunciation.

Rhythm in pronunciation involves the speed of uttering words and the strategic pauses during the conversation- suitable rhythm guarantees clear and understandable communication, and speaking too quickly makes the speaker unintelligible. At the same time, a slow pace might make communication laborious.

Accent and intonation are important aspects of pronunciation, as they add meaning and nuance to words and sentences, according to Harris (2021). Correct stress involves emphasizing the right syllables in words, contributing to clear pronunciation and comprehension of the message. Intonation, on the other hand, refers to the variation in tone of voice when speaking, which can convey emotions, questions, or statements. Proper intonation is essential for bringing spoken communication to life and expressing the intention behind the words.

In short, proper pronunciation involves the correct utterance of sounds, fluency, rhythm, stress, and intonation. These elements are essential in foreign language teaching and the development of effective speaking, as they contribute to mutual understanding and successful communication in everyday, academic, and professional situations.

1.2.2. Lexicon

An individual accumulates the lexicon, which comprises the vocabulary of a language and encompasses all the words acquired throughout their lifetime. Suresh Kumar and Sreehari (2009) clarify that lexical instruction aims to integrate lexical units into a person's communication repertoire, as speech has an integral role in shaping cognitive processes and is crucial for social engagement. The lexicon is vital in human communication, determining the vocabulary used in conversations.

As (Beibei, 2023) points out, the lexicon also indicates a speaker's proficiency in comprehending and utilizing a language in practical communication scenarios. Proficient speakers and effective communication greatly depend on a rich dictionary, underscoring its crucial significance.

The lexicon comprises the words of a language and is critical in enriching vocabulary, especially in the acquisition of a foreign language. A broad vocabulary facilitates clear communication, essential for practical oral expression in every day, educational, and professional settings.

CHAPTER II: METHODOLOGY

2.1. Type of research

This study utilized a blended approach to gather insights. This research style enabled the author to acquire data to address the areas of inquiry. Furthermore, it requires the gathering, examining, and understanding the gathered evidence. According to Tashakkori and Masrai (2023), the blended approach represents "inquiry where the investigator assembles and examines information, combines discoveries, and draws inferences using both qualitative and quantitative methods or styles in a single investigation or program of consideration" (p. 4).

In simpler terms, the integrated research method entails examining qualitative and quantitative data to grasp it thoroughly and systematically extract conclusions. This process helped gather fundamental knowledge about instructors' skills and learners' outcomes to gauge the impact of Guarded Vocabulary Techniques on improving speaking in junior students.

2.2. Research Method

The methodology utilized in this study was to build general conclusions from specific observations. As Tashakkori & Creswell (2007) explained, using induction aims to "summarize a large and varied collection of written content into a brief description, to directly link the research objectives and the shortened findings from the raw information, and to develop a theory or model of the underlying structure of an experience or process that is apparent in the basic information. Ultimately, the investigation evaluates the worth of GVT in improving young learners' speaking capabilities.

2.3. Techniques and Instruments

2.3.1. Techniques

The research utilized complementary methods to gather data for analyzing the effectiveness of Guarded Vocabulary Techniques (GVT) in enhancing the oral communication skills of first-year secondary school students. These methods included:

Direct Observation: Classroom observation was a pivotal method in comprehending the GVTs application and the learners' feedback towards them. The researcher attended class sessions, recorded teachers' use of the GVT, and observed students' responses. The study implemented guidelines to assess how well the group video calls were used and measure how involved the students were. They carried out a planned survey with set questions to achieve the research goals. The project used measurable and descriptive methods to determine how well the group video sessions helped improve the ability of first-year secondary students to communicate.

2.3.2. Instruments

Checklist: This checklist enabled the researchers to methodically document the teachers' utilization of the GTV, encompassing particulars such as the choice of crucial words, conducted activities, and the degree of pupils' engagement. Furthermore, the research evaluated the method's efficiency based on predetermined standards.

Questionnaire: The study conducted a structured questionnaire to gain insight into students' perceptions and experiences regarding GVT and its influence on developing their speaking skills. The questionnaire consisted of structured questions exclusively fashioned for this purpose. The combined use of these instruments procured quantitative and qualitative data to appraise the efficiency of the GVL in enhancing the second-year students' speaking skills.

2.4. Research Questions

- How do Guarded Vocabulary techniques contribute to developing oral English language skills in Victor Manuel Guzman School junior students?
- What techniques are available in Guarded Vocabulary for developing oral skills in junior students?

2.5. Participants

The study involved 70 participants, comprising junior students and an English teacher from Victor Manuel Guzman High School. The table below presents the list of participants engaged in this research endeavor.

Table 1

Research participants.

Population	Number
English teachers	2
Junior Students “A”, “B”	70
Total	72 ⁱ

Note: own elaboration. Source: Survey August 2023.

2.6. Population and Sample

The research involved two teachers and 150 5th-grade students at Victor Manuel Guzman High School. The decision to investigate the speaking skills of second-year students, in parallel with A and B, drove a non-probability sampling selection. Since the primary focus of the research was on these participants and their involvement in pre-professional placements, using a traditional statistical sampling method was deemed unnecessary. As a result, the study used a sample of 70 students to represent its objectives accurately.

2.7. Procedure

Before exploring the theoretical framework, the researcher meticulously selected appropriate tools to gather data that accurately addressed the research inquiries. These tools encompassed a questionnaire crafted to pinpoint students' knowledge deficiencies and a checklist for both teachers and students. To guarantee the tools' dependability, two UTN program lecturers were involved in the validation procedure. This process ensured that the equipment was suitable for its intended use.

The researcher obtained the consent of the director of the Victor Manuel Guzmán Educational Unit to use the equipment, establish ethical practices, and secure the institution's cooperation. After ensuring the appropriateness of the tools and obtaining consent, the researcher employed them in an educational environment to gather vital information to address the research questions and attain the study's objectives. The research systematically and effectively evaluated the collected data using Excel software. The text adhered to conventional academic sections and maintained consistent formatting and citation. The language was formal, objective, balanced, and precise. The structure was clear, with causal connections between statements. The grammar, spelling, and punctuation were correct. Following data analysis, the researcher concluded and offered recommendations for implementing vocabulary acquisition techniques to improve students' oral communication skills.

The study developed a specialized teaching guide designed to meet junior high school students' needs within the framework of Guarded Vocabulary Techniques (GVT). This guide aligns with the Ministry of Education's objectives to enhance spoken English skills. The program includes diverse techniques and exercises employing Guarded Vocabulary Teaching (GVT) tools to improve students' vocabulary and refine their speaking abilities concerning pronunciation and fluency. Additionally, the guide offers pedagogical advice to educators on implementing these techniques in the classroom, covering how to select essential terms, devise tasks, and evaluate student advancement. Ultimately, this teaching guide is a valuable pedagogical resource that aids in enhancing speaking skills within vocabulary acquisition and aligns with research objectives.

CHAPTER III: ANALYSIS AND DISCUSSION

This chapter thoroughly analyzes research data to assess the efficacy of Guarded Vocabulary Techniques (GVT). The data is gathered through instruments administered to teachers and junior students at Victor Manuel Guzmán High School to fulfill the project's objectives. Firstly, the tutors conducted three classroom observations in the four first-year high school classes. The observations aimed to determine the perspectives on using guarded vocabulary techniques to develop oral expression in junior students. Secondly, the researchers administered a questionnaire to understand the students' preferences, opinions, and knowledge for future class utilization.

Finally, the data collected were systematically recorded in an Excel spreadsheet, resulting in transparent and objective tables representing the frequencies and percentages for the exact answers obtained for each question. During the analysis, the research utilized the Likert scale to differentiate between positive and negative responses and translated them into written interpretations.

3.1. Results

3.1.1. Checklist Indicator 1: Everyday life topics are used to associate and group new words.

Table 2

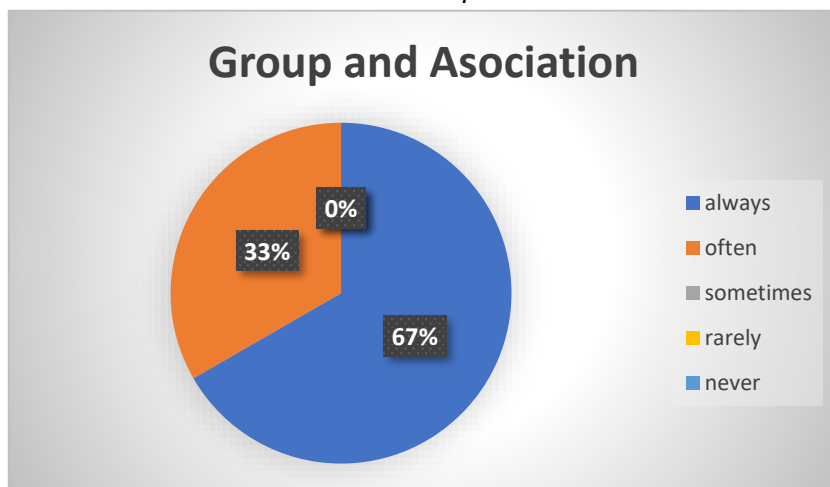
Group and association

OBSERVATIONS	SCALE	FREQUENCY	PERCENTAGE
6	Always	4	66%
	Often	2	33%
	Sometimes		
	Rarely		
	Never		
Total			100%

Source: Observation class June 2023.

Figure 1

Observation class: Checklist: Group and association



Note: Researcher elaboration. *Source:* Checklist.

Data analysis was acquired via the Likert scale, encompassing from "Always" to "Never." The survey revealed that 67% of students consistently employ this technique, while 33% frequently utilize it. Associating novel vocabulary with real-life contexts enhances comprehension and retention. Smith (2019) believes this technique facilitates their integration into conversational usage. Furthermore, the incorporation of real-life instances aids in bridging the chasm between abstract knowledge and language proficiency.

Therefore, associating new words with everyday situations is essential to vocabulary learning. It helps to make learning more effective and enjoyable as it is a motivational tool that helps learners maintain interest. Making learning more engaging and relevant crucially involves applying classroom learning to real-world situations. This strengthens the connection between classroom knowledge and using language skills in practical scenarios. It also improves understanding of cultural contexts, ultimately boosting the cultural proficiency of foreign language learners.

3.1.2. Indicator 2: Repetition activities facilitate learners' memorization of new vocabulary.

Table 3

Repetition

OBSERVATIONS	SCALE	FREQUENCY	PERCENTAGE
6	Always	1	17%
	Often	4	66%
	Sometimes	1	17%
	Rarely		

Never

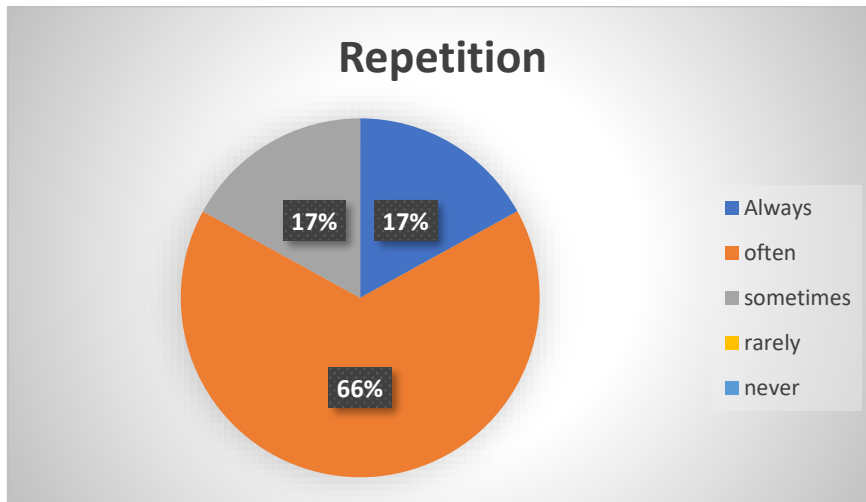
TOTAL

100%

Note: own elaboration Source: observation class June 2023.

Figure 2

Observation class: Checklist: Repetition



Note: Researcher elaboration. Source: Checklist.

Observation Indicator 2 refers to memorizing new vocabulary through repetition activities. This repetition technique is based on the recurrent practice of new words to reinforce learning. According to the data collected, 66% of teachers use these activities frequently, 17% use them systematically, and a similar percentage use them occasionally. The above statistics on teachers' use of these activities provide an exciting perspective on their prevalence in educational settings. A study by Smith and Jones (2021) shows that frequent repetition of new words facilitates long-term retention; this supports the efficacy of repetition activities in vocabulary learning, highlighting their role in developing speaking skills.

Repetition activities prove indispensable in the acquisition of new vocabulary. These exercises facilitate learners in comprehending and retaining novel words, offering an opportunity to review and augment their grasp of recently imparted terminology. Scholars advocate for varied word repetition at intervals to improve long-term memory (Cepeda et al., 2018). The research argues that engaging in repetition exercises encourages learners to incorporate new words into their spoken and written communication and promotes heightened proficiency and confidence. Consequently, vocabulary practice contributes systematically and strategically to language acquisition, enabling learners to effectively retain, comprehend, and confidently utilize new vocabulary.

3.1.3. Indicator 3: Activities activate previously known vocabulary and reinforce learning a new language.

Table 4

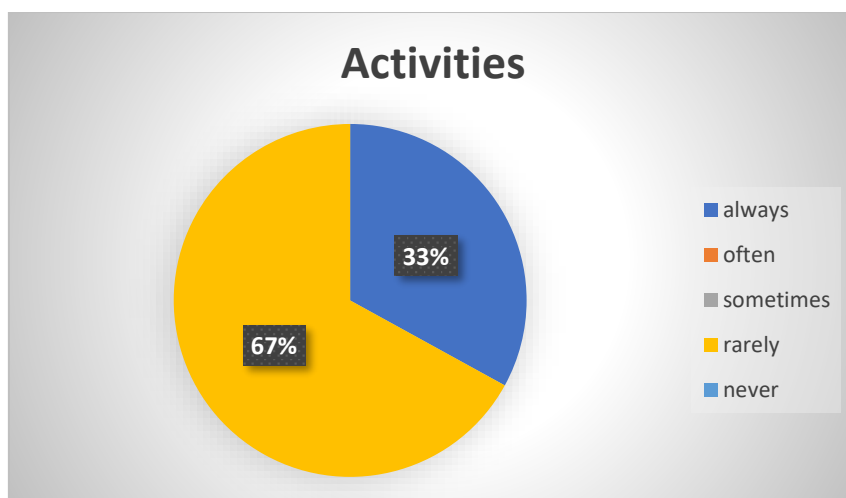
Activities

OBSERVATIONS	SCALE	FREQUENCY	PERCENTAGE
6	Always	2	33%
	Often		
	Sometimes	4	67%
	Rarely		
	Never		
Total			100%

Note: own elaboration Source: observation class June 2023.

Figure 3

Observation class: Checklist: Activities



Note: Researcher elaboration. Source: Checklist

In the data analysis from Indicator 3, 33% of the observations reported "Always" usage of these activities, while 67% indicated "Sometimes." The fact that a substantial proportion of comments indicated "Always" suggests that educators prioritize activating previously learned vocabulary before introducing new terms. According to (Nation, 2008), Starting existing vocabulary is crucial for establishing links between old and new concepts, aiding vocabulary retention and recall.

In summary, based on the examination of Indicator 3, the consistent use of activities to stimulate previously acquired vocabulary and reinforce the learning of new words emerges as a promising approach in language education. This improves the effective

retention of vocabulary and fosters a comprehensive understanding of word usage in diverse contexts. The evidence suggests that educators should adopt an educationally sound approach aligned with the most effective practices for developing oral proficiency.

3.1.4. Indicator 4: In the development of the class, a formal conversation is established with the students using previously learned words.

Table 5

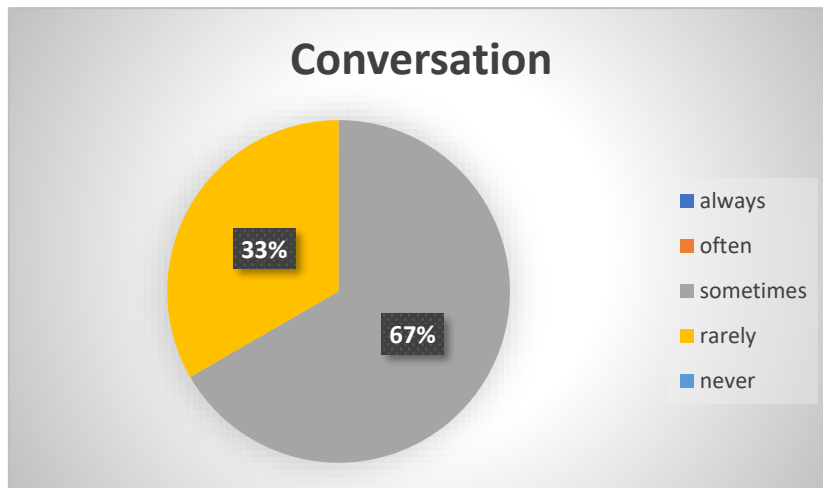
Conversation activities

OBSERVATIONS	SCALE	FREQUENCY	PERCENTAGE
6	Always		
	Often		
	Sometimes	4	67%
	Rarely	2	33%
	Never		
TOTAL			100%

Note: own elaboration Source: observation class June 2023.

Figure 4

Observation class: Checklist: Conversation



Note: Researcher elaboration. Source: Checklist.

Analysis of Indicator 4 shows that educators initiate formal dialogues with learners using previously learned words 'Sometimes' in 67% of observations, while 'Rarely' in 33%. This pattern of responses suggests implementing specific pedagogical strategies that promote more profound and enriching interactions between teachers and students. Regularly incorporating previously learned vocabulary into these interactions can improve language proficiency and application in contextualized situations. This practice not only

strengthens comprehension and effective use of vocabulary but also prepares students to face real-world scenarios where practical language application is crucial.

According to Smith's (2019) findings, students who frequently engage in formal discussions develop more vital verbal skills and a deeper understanding of language's practical use. However, the lack of observations in the "Always" or "Often" categories may suggest an area where educators could focus on to improve teaching. Incorporating formal dialogues more frequently into the classroom could benefit students by providing additional opportunities to use their vocabulary in more refined settings, enhancing their communication skills and readiness to navigate more structured scenarios in their daily lives.

3.1.5. Indicator 5: Flashcards and pictures are used to teach vocabulary.

Table 6

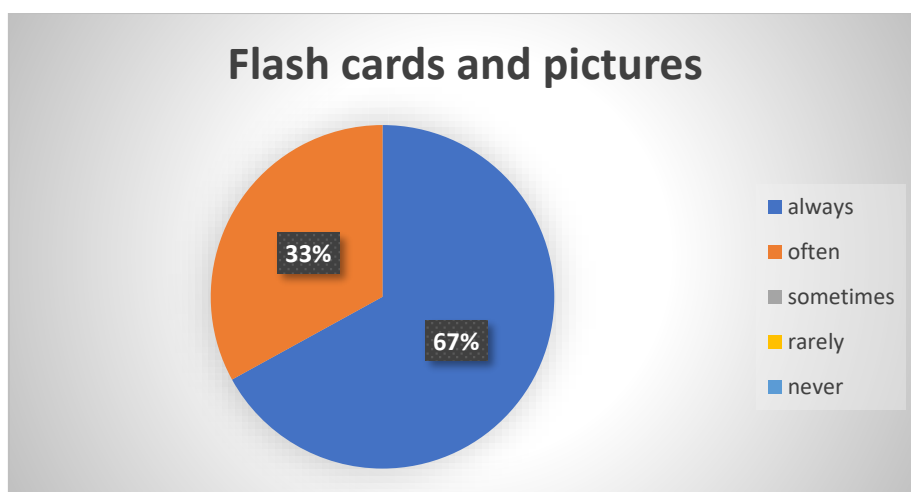
Flashcards and pictures

OBSERVATIONS	SCALE	FREQUENCY	PERCENTAGE
6	Always	4	67%
	Often	2	33%
	Sometimes		
	Rarely		
	Never		
Total			100%

Note: own elaboration Source: observation class June 2023.

Figure 5

Observation class: Checklist: Flashcards



Note: Researcher elaboration. Source: Checklist.

The analysis of Indicator 5, which focuses on using images and flashcards to teach vocabulary, has revealed significant results. According to the observations, pictures and flashcards are always used for vocabulary instruction in 67% of cases, indicating the high frequency of this practice. Additionally, 33% of observations highlight the regular use of this technique, which emphasizes its consistent application in the classroom.

This method frequently helps acquire and retain vocabulary, enhancing one's ability to use it in communication contexts. Previous studies validate the effectiveness of incorporating flashcards and imagery into language instruction, facilitating visual recall and establishing connections between concepts and their optical counterparts (Johnson, 2020). This teaching methodology aligns with cognitive and memory-based learning theories that emphasize the importance of visual aids in acquiring and retaining knowledge that positively impacts learning English as a foreign language.

3.1.6. Indicator 6: Fluency and rhythm activities are used to develop oral expression.

Table 7

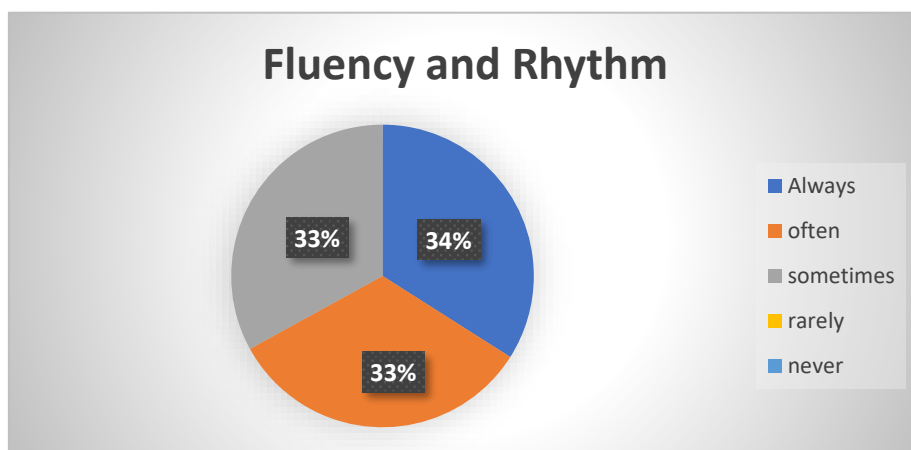
Fluency and rhythm

OBSERVATIONS	SCALE	FREQUENCY	PERCENTAGE
6	Always	2	34%
	often	2	33%
	sometimes	2	33%
	rarely		
	never		
TOTAL			100%

Note: own elaboration Source: observation class June 2023.

Figure 6

Observation class: Checklist: Fluency



Note: Researcher elaboration. Source: Checklist.

Indicator 6's analysis, which focuses on using activities to develop fluency and rhythm in speaking, provides relevant information. The collected data indicates that such activities occur 'Always' in 34% of cases, 'Often' in 33%, and 'Sometimes' in a further 33%. This equilibrium of responses indicates that teachers employ various tactics to enhance the fluency and rhythm of students' speech. Regularly and consistently utilizing these techniques can substantially improve students' communication abilities.

The routine implementation of these methods benefits students by grooming them for proficient communication in daily and professional scenarios (Johnson, 2020). Improvements in pronunciation and speech clarity will enable learners to express their ideas more efficiently. Furthermore, regular practice of these exercises enhances students' self-assurance in communicating in informal and professional settings, especially in instructing English as a foreign language.

3.1.7. Indicator 7: Body expressions such as movements and gestures produced orally are used to develop the exercises.

Table 8

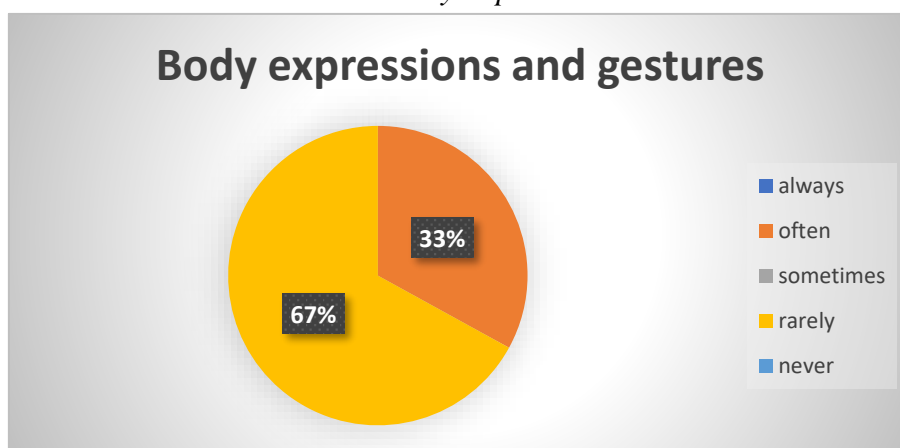
Body expressions

OBSERVATIONS	SCALE	FREQUENCY	PERCENTAGE
6	Always		
	often	2	33%
	sometimes		
	Rarely	4	67%
	never		
Total			100%

Note: own elaboration Source: observation class June 2023.

Figure 7

Observation class: Checklist: Body Expressions



Note: Researcher elaboration. Source: Checklist.

According to the analysis of Indicator 7, which focuses on integrating body expressions such as movements and gestures in speaking exercises, there are some significant findings. The data collected reveals that this approach is often used in only 34% of observations and rarely in 67%. While using body language in speaking exercises can improve communication and enhance comprehension, its infrequent use suggests that there is potential to explore and encourage this strategy in teaching English as a foreign language. Such inclusion can offer additional clarity and meaning to communication, which can benefit learners in terms of their vocabulary acquisition and development of oral skills (Rojas, 2022).

Overall, Indicator 7 suggests that bodily expressions, including movements and gestures, are not commonly used during speaking exercises in the context of Monitored Vocabulary Techniques. Observations indicate that educators rarely apply this strategy, which implies the need for further investigation and active promotion of incorporating physical gestures in the pedagogical approach. Such an approach could enhance communication and comprehension in English as a foreign language.

3.1.8. Indicator 8: Students use the vocabulary learned to formulate ideas to facilitate oral expression.

Table 9

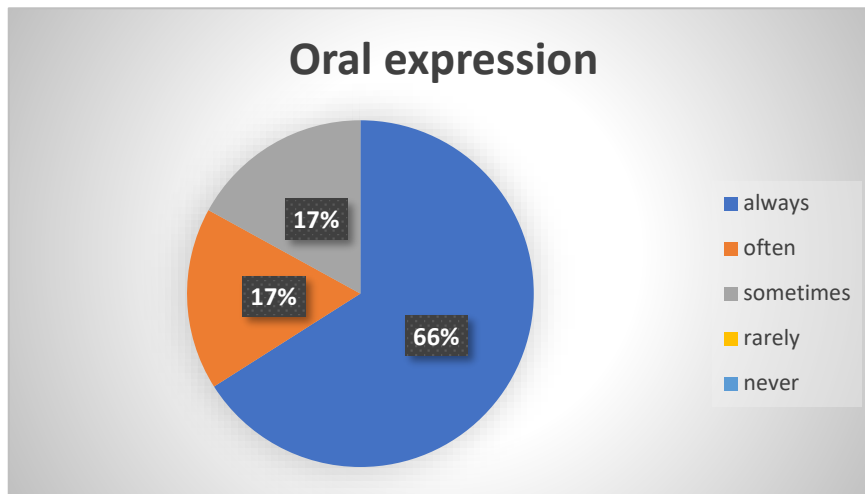
Oral expression

OBSERVATIONS	SCALE	FREQUENCY	PERCENTAGE
6	Always	4	,67%
	often	1	16%
	sometimes	1	17%
	rarely		
	never		
TOTAL			100%

Note: own elaboration Source: observation class June 2023.

Figure 8

Observation class: Checklist: Oral expressions



Note: Researcher elaboration. *Source:* Checklist.

The examination of Indicator 8 centers on the students' utilization of acquired language in constructing notions to ease oral communication. Statistics show that educators execute this practice 'Always' in 66% of observations, signifying that employing obtained terminology is a chronic process when framing thoughts. Additionally, 17% of the statements affirmed that this transpires "Often," bolstering the notion of consistent usage.

These findings emphasize the significance of actively using vocabulary when speaking. Students are putting their knowledge into practice by employing learned vocabulary to articulate their ideas; this not only enhances their lexicon and enables them to communicate more precisely but also presents a practical opportunity for internalizing and retaining new vocabulary. Therefore, implementing vocabulary in authentic communication scenarios is crucial to the progression of students' foreign language speaking abilities, which is fundamental in instructing English as a foreign language.

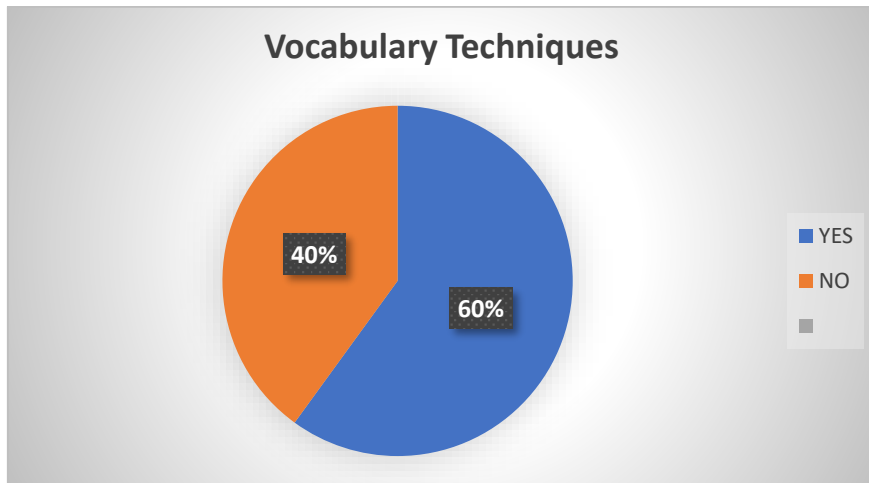
3.2. Student's Survey

The survey analyzed a 9-question questionnaire with various options. It involved 70 secondary school students from Victor Manuel Guzman Institute, aiming to identify the educators' strategies for improving the speech abilities of the institute's attendees.

Q1: Do you think the vocabulary helps you to understand English?

Figure 9

Questionnaires: Question 1



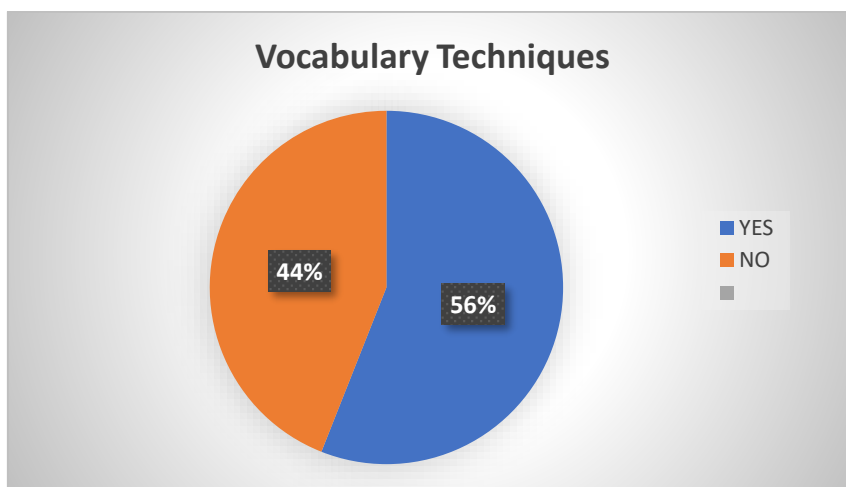
Note: Researcher elaboration. *Source:* Questionnaires.

On the one hand, 60% of responses indicate a clear tendency towards believing that a more expansive vocabulary leads to a better comprehension of the English language. This significant majority supports that vocabulary development is fundamental to improving language understanding. On the other hand, the remaining 40% of responses come from a minority who do not view expanding vocabulary as a crucial factor in enhancing English comprehension. Although a minority hold varied perspectives regarding the direct influence of vocabulary on language comprehension, most respondents supported the intrinsic link between expanding vocabulary and improved English comprehension. Language experts highly regard vocabulary as an essential element of language proficiency.

Q2: Does your teacher use visual materials such as flashcards and pictures?

Figure 10

Questionnaires: Question 2



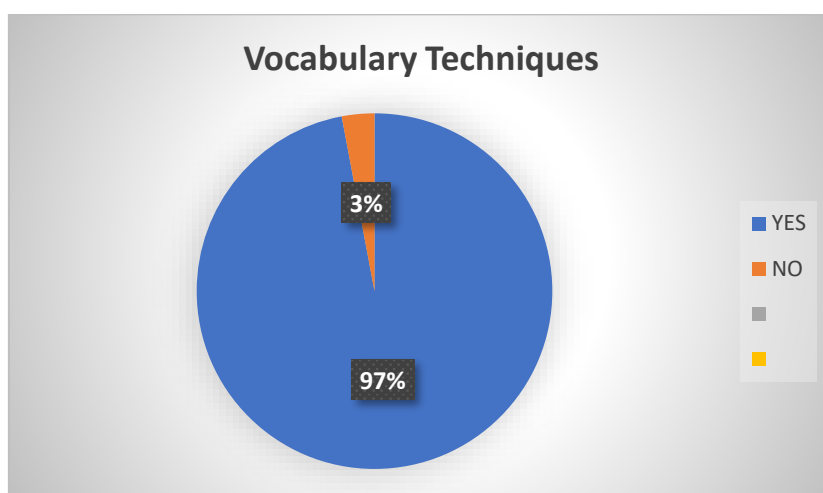
Note: Researcher elaboration. *Source:* Questionnaires.

Visual aids, including flashcards and photographs, are utilized by 56% of the surveyed students as a strategy for vocabulary learning; this demonstrates the significance of visual support in enhancing vocabulary retention and comprehension. Meanwhile, the notable percentage of negative responses suggests that visual aids are not universally used. However, current usage means a favorable leaning towards incorporating these tools, highlighting an opportunity for advancing their use in classrooms to enhance vocabulary acquisition.

Q3: If yes, do the pictures and flashcards help you understand and retain vocabulary better?

Figure 11

Questionaries: Question 3



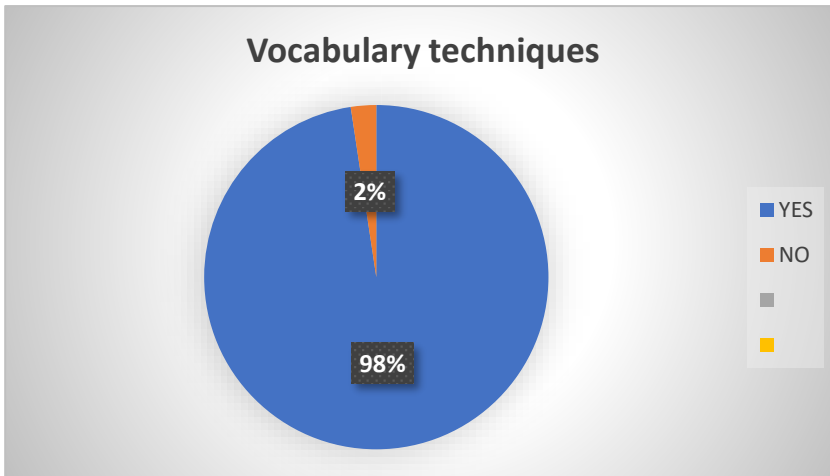
Note: Researcher elaboration. *Source:* Questionaries.

The significant proportion of positive responses (97%) suggests that the visual materials efficiently enhance the student's comprehension and retention of vocabulary. Implementing flashcards and pictures is perceived as advantageous and relevant vocabulary acquisition. Implementing visual materials has a strong positive correlation with vocabulary comprehension and retention, indicating that these materials could be highly effective in the learning environment. Further integration of visual aids could be highly beneficial for learners. The small proportion of negative feedback (3%) suggests potential areas of ineffectiveness or underutilization of the resources, indicating a potential for improvement or adaptation to cater to a broader range of learners.

Q4: Do you think that vocabulary repetition helps you retain information better?

Figure 12

Questionaries: Question 4



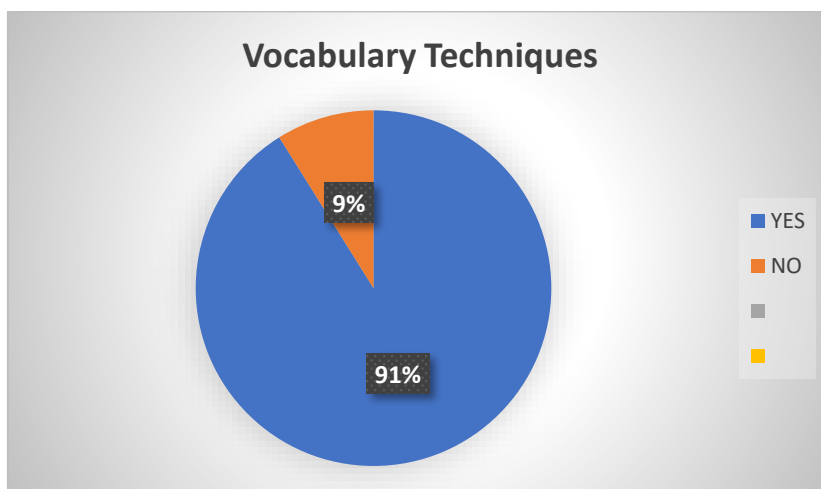
Note: Researcher elaboration. Source: Questionaries.

Based on the data analysis results, it is evident that 98% of the respondents prefer vocabulary repetition as it helps them retain information better. This outcome aligns with the Information Processing Theory (Atkinson & Shiffrin, 1968), suggesting that repetition effectively stores and retrieves data in long-term memory. The survey results indicate that the respondents perceive vocabulary repetition as beneficial for retaining information; this underscores its impact on the information retention process.

Q5: Do you feel the topics covered in your English classes are relevant to real-life situations?

Figure 13

Questionaries: Question 5



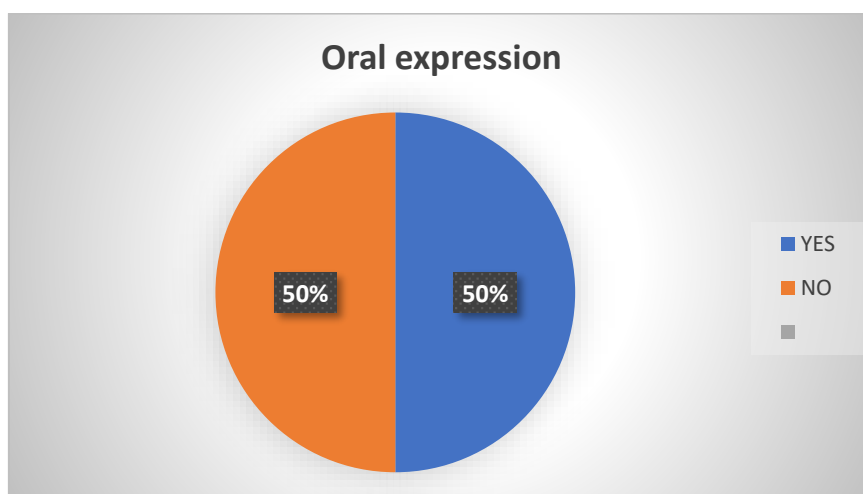
Note: Researcher elaboration. Source: Questionaries.

The content taught in a language class may only sometimes reflect real-life situations, which can negatively affect students' ability to communicate effectively. When the topics covered in class are impractical, students may lose motivation to engage in conversations outside of class, thus limiting their ability to apply what they have learned. On the other hand, when students find the material relevant, they are more likely to use the language in real-life situations, which can improve their speaking skills. Therefore, the connection between classroom instruction and its relevance to daily life is crucial in promoting oral expression.

Q6: Do you use the vocabulary you have learned to express yourself during the lessons?

Figure 14

Questionnaires: Question 6



Note: Researcher elaboration. *Source:* Questionnaires.

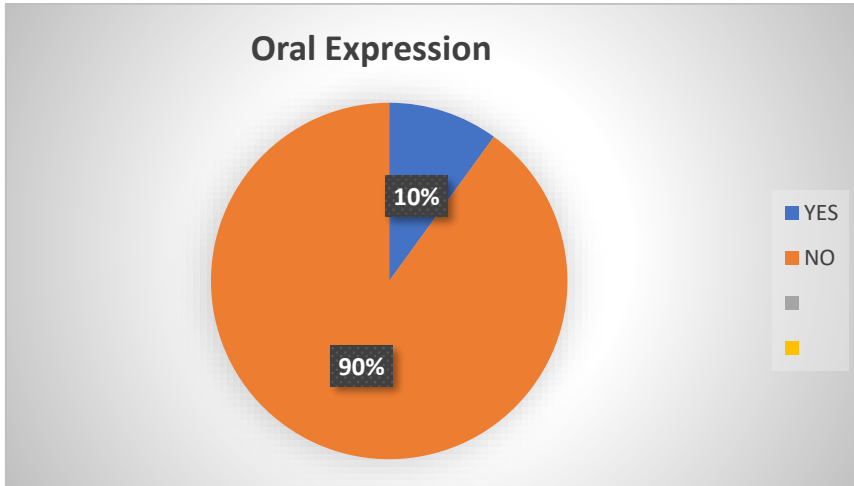
The survey responses indicate a difference in how classrooms utilize acquired vocabulary. Those who answered 'Yes' have a better grasp of the language and can use it more effectively in educational settings. However, those who answered 'No' may need help to use the vocabulary, indicating a need for more confidence in their ability to communicate or understand the words.

Using guarded vocabulary may help students communicate more effectively and increase their confidence in real-life situations. These responses suggest a need for adaptable teaching techniques that encourage the use of language in oral communication, leading to better language-speaking skills.

Q7: Do you use the vocabulary you have learned to express yourself in real-life contexts?

Figure 15

Questionnaires: Question 7



Note: Researcher elaboration. *Source:* Questionnaires.

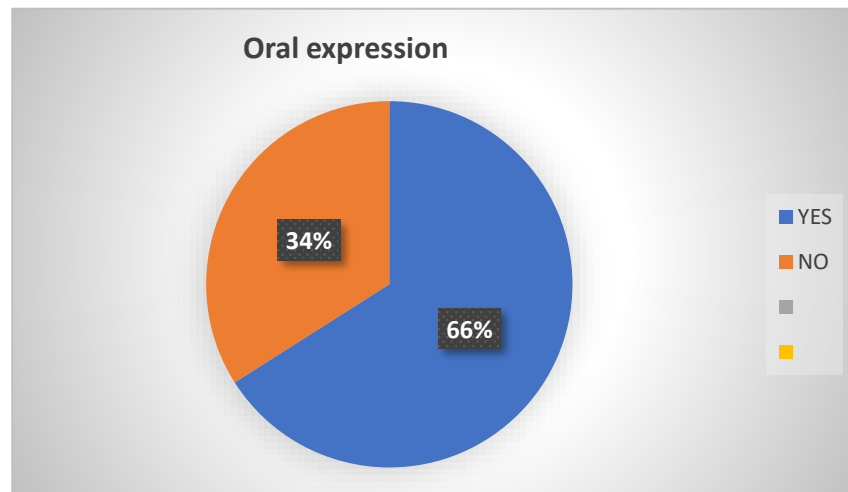
The study shows a significant difference between people who use the vocabulary they learn in real-life situations and those who do not. The low number of positive responses indicates that people often need to know how to use their newly discovered vocabulary in everyday situations outside school. Disconnection between classroom learning and using it in real-life conditions can negatively impact language proficiency. However, using new vocabulary regularly in real-life situations can improve language skills and help adapt to different settings.

Therefore, according to Alaraj (2023), the interrelated factors that enhance learners' ability to acquire unfamiliar words are interests and needs, motivation, memorization, self-confidence, and autonomy. Creating opportunities for people to use their newly learned vocabulary in everyday situations is essential. Implementing methods that encourage the practical application of language can help improve vocabulary retention and enhance communication skills in real-life situations beyond academic settings.

Q8: Has all the vocabulary you learned during the scholar year helped you increase or improve your speaking skills?

Figura 16

Questionnaires: Question 8



Note: Researcher elaboration. Source: Questionnaires.

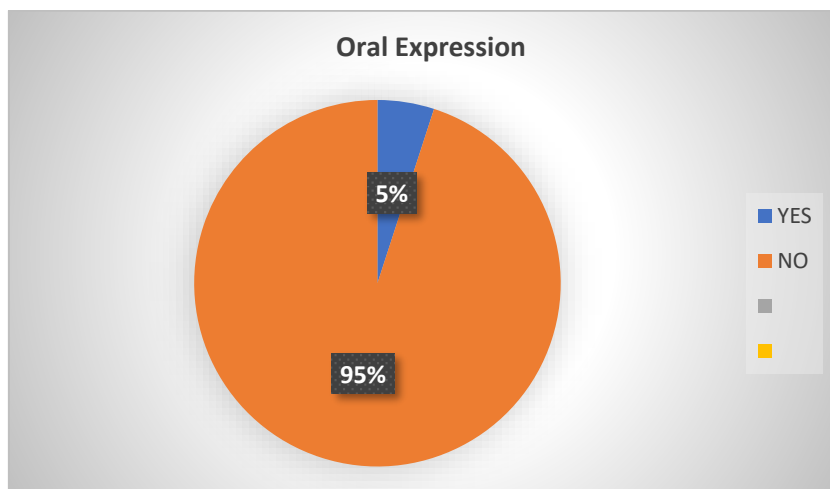
The analysis revealed that most respondents answered 'yes,' indicating that the vocabulary they learned during the school year has helped them improve their speaking skills. This correlation between vocabulary learning and improved speaking skills highlights the importance of building a solid foundation in vocabulary for language development. Furthermore, the fact that many students have experienced an improvement in their speaking skills due to the vocabulary they acquired highlights the relevance of effective vocabulary instruction. They were caught and developed for overall language development (Yang et al., 2021).

However, respondents replied negatively, signifying that a substantial number of student learners have not observed any improvement in their speaking skills despite acquiring new vocabulary. It is crucial to address this discrepancy to guarantee that the language learned effectively translates into measurable advancements in speaking abilities. This underscores the necessity for focused interventions or modifications in the teaching methodology to narrow this gap and ensure students' more rewarding learning experiences. This finding suggests that, although vocabulary learning is essential in language development, more is needed to improve speaking skills (Bryfonski, 2020). Students who did not experience improvement may need more opportunities to practice and actively use new vocabulary in real speaking contexts. In addition, it is helpful to explore other areas of language instruction, such as grammar and pronunciation, which also influence speaking skills.

Q9: Do you feel confident enough to answer short questions related to real life using vocabulary learned in the academic year?

Figure 17

Questionnaires: Question 9



Note: Researcher elaboration. *Source:* Questionnaires.

The analysis revealed that this question indicates that most respondents need more confidence to answer short-brief real-life questions using the vocabulary acquired during the academic year; this reflects students' hesitancy and suggests vocabulary language to apply learned vocabulary practically. Although learners may have acquired vocabulary knowledge, they may feel insecure and uncertain about applying it in real-life contexts, hindering language use's effectiveness in everyday situations (Alahmadi & Foltz, 2020).

This perception can arise from several factors, such as insufficient conversational practice, the need for more real-life-oriented exercises, or strategies for transferring classroom vocabulary into practical scenarios. Closing this gap is essential for boosting learners' confidence in proficiently applying acquired vocabulary in everyday situations. This involves instilling the assurance to use learned vocabulary effectively, especially in real-life scenarios. According to Zarfsaz and Yeganehpour (2021), the frequency of experiences with foreign words and the context in which these words appear facilitate word learning and retention. Therefore, providing learners with novel words in a high-content context can trigger vocabulary acquisition and retention.

3.5. Discussion

The results derived from the questionnaires and checklists applied to teachers and junior-level students contrasted with the proposed theoretical foundations, showing the fundamental importance of vocabulary as a critical tool in the communicative exchange and expression of ideas. However, applying the checklist to evaluate classroom performance has yet to generate positive impacts due to non-compliance with specific parameters. Despite this, the research proves feasible, supporting the suitability of the Guarded Vocabulary Technique for discovering new approaches to developing oral expression.

Direct classroom observation showed that, despite recognizing vocabulary as an essential building block for effective communication, applying it practically in everyday interactions poses a challenge. Students offer a range of proficiency levels in the active use of acquired vocabulary, suggesting the need for more dynamic and applicable strategies for smooth integration into real conversational situations. Furthermore, a detailed evaluation of both educators' and learners' performance revealed the discrepancy between planned objectives and classroom execution, highlighting the relevance of implementing more effective methods to facilitate vocabulary acquisition and application.

These findings support exploring and adopting more interactive and contextualized approaches to vocabulary learning and assimilation. The interrelationship between quantitative and qualitative data highlights the need for more dynamic pedagogical strategies that foster the internalization and practical use of acquired vocabulary. The feasibility of the Guarded Vocabulary Technique manifests itself as a promising avenue for bridging the gap between the acquisition and practical application of vocabulary in communicative settings, offering tangible opportunities for improving oral skills in the educational context.

The findings of this research take on particular importance in the Ecuadorian educational context, where the aspiration is for high school students to reach a B1 level in English. Despite the challenges identified in the implementation and practical use of the vocabulary learned, the data collected and the theory support using dynamic strategies, such as the Saved Vocabulary Technique, to enhance oral expression. This study provides a solid basis for reevaluating and applying more interactive and adaptive teaching methods to improve students' speaking skills.

CHAPTER IV: PROPOSAL

This section introduces an academic proposal that centers on improving oral expression skills in English as a foreign language by applying supervised vocabulary enrichment techniques. Specifically designed for junior high school students at Victor Manuel Guzman High School, this proposal emphasizes incorporating supervised vocabulary enrichment techniques aligned with Ecuador's Ministry of Education curriculum topics. These topics correspond to level B1 of the Common European Framework.

The development of this proposal involved classroom observation with teachers and student surveys to analyze in detail their needs. In addition, through the study of the theoretical framework and its variables, it was possible to create a didactic guide based on three class lessons, each with its respective didactic guide with different activities based on the monitored vocabulary technique to improve both the vocabulary and the oral expression of the students.

4.1. Title

Let us learn English with guarded vocabulary techniques and a didactic guide.

4.2. Introduction

English proficiency is of great importance for adolescents, given its personal and professional relevance; this is especially crucial during the early stages of secondary school when vocabulary expansion is essential. Among the necessary communicative skills, verbal expression ranks high among first-year secondary school students. Despite the variety of techniques and strategies in teaching vocabulary, improving oral skills remains a challenge. In response, the research developed a guide of supervised vocabulary exercises explicitly designed to enhance students' communicative skills.

The correlation between vocabulary size and proficiency levels significantly influences learners' ability to effectively convey thoughts and ideas, ultimately improving their communicative competence (Johnson & Thompson, 2020). Therefore, a teaching guide focusing on guarded vocabulary techniques is a practical and dynamic approach to fostering learners' speaking.

This teaching guide was developed for educators who plan to organize various vocabulary-focused learning activities, encouraging the development of oral expression among learners. This resource complements various engaging activities with clearly defined objectives and thorough explanations. This guide contains three classroom lessons, each accompanied by a detailed teacher's guide that explores and demonstrates supervised vocabulary techniques. Each lesson is designed with specific activities to improve speaking and teaching materials at the end of the resource to extend learning and consolidate concepts covered in class.

4.3. Justification

The necessity to improve communication skills among junior students at the Victor Manuel Guzmán High School has been the driving force behind this activity guide, founded on the principles of Guarded Vocabulary Techniques. Acquiring English as a foreign language is crucial to adolescents' educational and professional growth. Thus, the significance of attaining and comprehending a broad vocabulary spectrum for effective communication in this language is recognized.

The current educational practice has identified a noticeable challenge in fostering oral expression while learning English. This guide seeks to alleviate this issue by providing dynamic activities and strategies founded on the Guarded Vocabulary Techniques. The aim is to encourage not only the learning of new vocabulary but also the development of student's controlled and meaningful oral expression.

These activities aim to narrow the gap between vocabulary acquisition and its practical application, empowering students to use English more confidently in everyday and academic scenarios. Additionally, the guide endeavors to harmonize the suggested activities with existing academic goals, thereby ensuring the accurate integration of Guarded Vocabulary Techniques into the educational curriculum, with the principal objective of enhancing students' communication abilities.

This document provides valuable resources for educators by offering three complete lesson plans. Detailed teaching guides containing various activities strategically designed for pre-, in, and post-teaching phases accompany each plan. These activities are based on Guarded Vocabulary Techniques and aim to improve teaching practices and strengthen the English-speaking skills of junior students.

4.4. Presentation of the instructional guide

The teaching guide, titled "LET'S LEARN ENGLISH WITH GUARDED VOCABULARY TECHNIQUES DIDACTIC GUIDE," provides a comprehensive and dynamic approach to enhancing communicative skills for English language learners. Tailored for first-year secondary school students at the Victor Manuel Guzmán High School, this guide is founded on carefully curated vocabulary techniques. It offers a range of interactive and enjoyable activities to facilitate learning new words and enhance oral communication skills. These techniques have been meticulously developed to address the specific needs of the students, providing a practical and effective tool to enrich their communicative competence in English. Comprising three detailed lesson plans, each accompanied by a well-explained teacher's guide with focused activities, this resource also includes additional didactic materials for further learning and reinforcement of concepts covered in class.

4.5. Proposal objectives

4.5.1. General objective

1. Designing a didactic guide on guarded vocabulary techniques aimed at enhancing the speaking skills of junior students.

4.5.2. Specific Objectives

1. Motivate the use of Guarded Vocabulary Techniques in the classroom.
2. Develop a range of activities utilizing guarded vocabulary techniques tailored to enhance speaking skills among junior learners.

4.6. Guide

The guide was developed on a website called Canva. The link to this guide is the following:

https://www.canva.com/design/DAF0XDm8WwY/tbKO1SJy3ACo3LmJ6lgQWQ/edit?utm_content=DAF0XDm8WwY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Let's 
LEARN
ENGLISH



WITH
GUARDED VOCABULARY TECHNIQUES

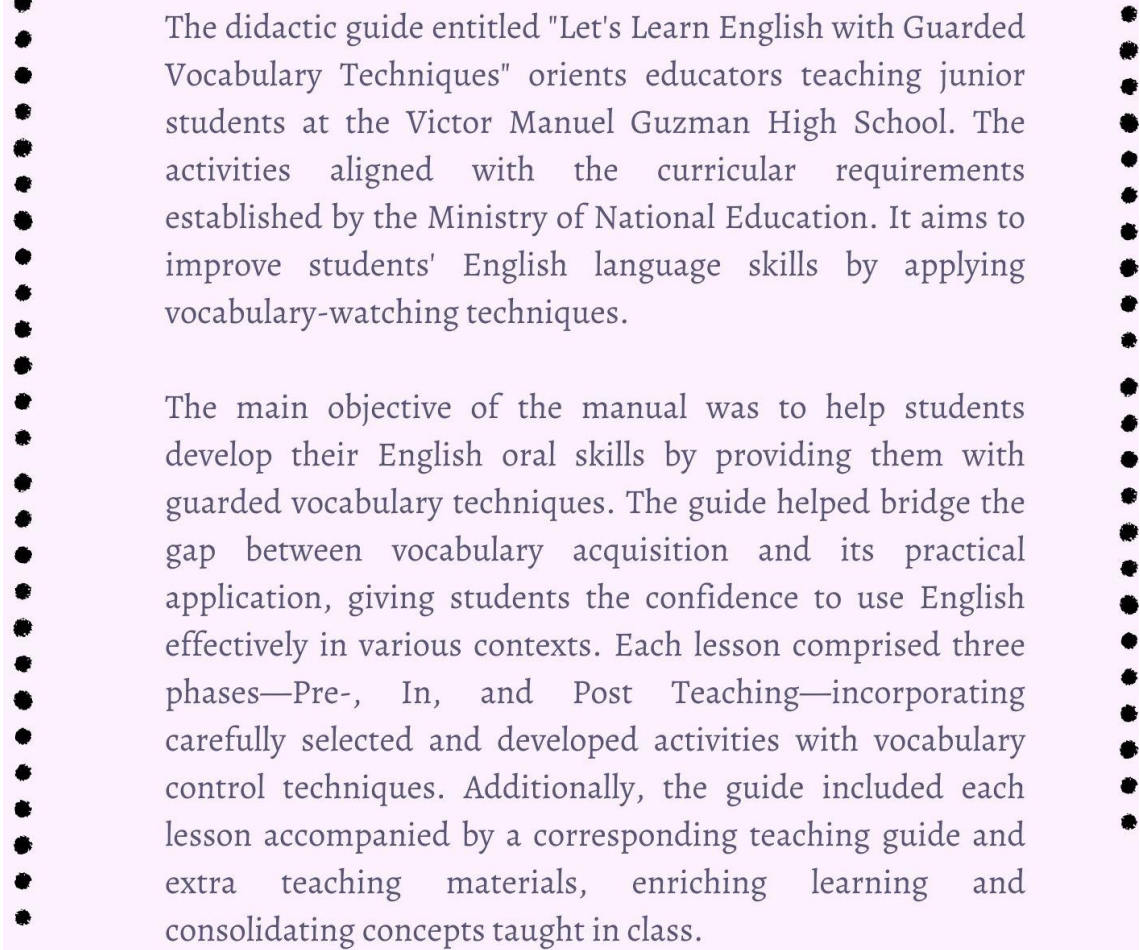


Author: Sofía Puma

For juniors

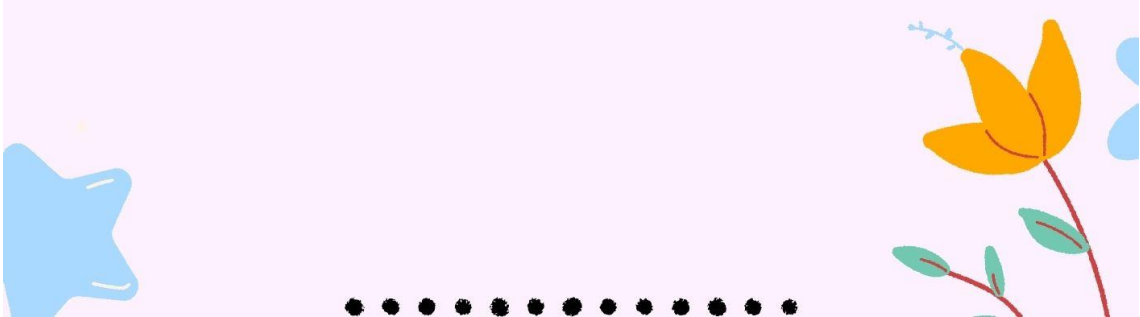


INTRODUCTION



The didactic guide entitled "Let's Learn English with Guarded Vocabulary Techniques" orients educators teaching junior students at the Victor Manuel Guzman High School. The activities aligned with the curricular requirements established by the Ministry of National Education. It aims to improve students' English language skills by applying vocabulary-watching techniques.

The main objective of the manual was to help students develop their English oral skills by providing them with guarded vocabulary techniques. The guide helped bridge the gap between vocabulary acquisition and its practical application, giving students the confidence to use English effectively in various contexts. Each lesson comprised three phases—Pre-, In, and Post Teaching—incorporating carefully selected and developed activities with vocabulary control techniques. Additionally, the guide included each lesson accompanied by a corresponding teaching guide and extra teaching materials, enriching learning and consolidating concepts taught in class.

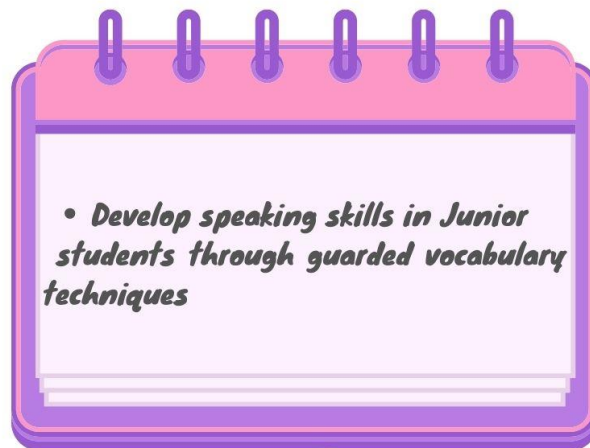




JUSTIFICATION

English has become a global language, connecting distant cultures and enabling communication. As a result, the Ministry of Education in Ecuador emphasizes the importance of English proficiency in its education system, following the guidelines of the Common European Framework. Each student has a unique learning style and pace, requiring educators to use different approaches, methods, and strategies to cater to individual needs. Guarded Vocabulary Techniques (GVTs) offer a flexible system that promotes oral expression by presenting information in various formats and accommodating diverse response styles among students. This guide uses GVTs to encourage verbal expression among first-year secondary school students. The intention is to supplement the educational modules the Ministry of Education provided and harmonize with established English teaching practices in academic units.

GENERAL OBJECTIVE





PRESENTATION OF THE GUIDE

The teaching guide, titled "LET'S LEARN ENGLISH WITH GUARDED VOCABULARY TECHNIQUES DIDACTIC GUIDE," offers a comprehensive and dynamic approach to enhancing communicative skills for English language learners. Designed explicitly for first-year secondary school students at the Victor Manuel Guzmán High School, this guide is rooted in meticulously curated vocabulary techniques. It presents an array of interactive and enjoyable activities to facilitate the acquisition of new words and improve oral communication abilities. These techniques were carefully developed to meet the specific needs of the students, serving as a practical and effective tool to enrich their communicative competence in English. Each lesson plan is structured into three phases — Pre, In, and Post Teaching — complemented by a well-explained teacher's guide featuring targeted activities. This resource includes supplementary didactic materials intended to deepen understanding and reinforce the concepts covered during the lessons.



Lesson plan 1

Physical Appearance and
Personal Traits



Comparatives and
Superlatives

LESSON PLAN N°1

INFORMATIVE DATA

TOPIC: Physical Appearance and Personal Traits (Comparatives and Superlatives)

OBJECTIVE: accurately and effectively describe physical appearance and personal traits using comparatives and superlatives.

COURSE: Junior students

TIME: 50 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	INDICATORS FOR THE PERFORMANCE CRITERIA
10 min	Pre-teaching	Introduction of Vocabulary and Grammar: 1. Present slides or visuals displaying	<ul style="list-style-type: none">Engage with the presented visuals and adjectives, noting down new vocabulary.	<ol style="list-style-type: none">Visuals or Slides with AdjectivesExamples of Comparatives	EFL 4.2.1. Understand phrases and related expressions to areas of most immediate priority within the personal

		<p>adjectives related to physical appearance and personality traits.</p> <p>2. Explain the usage of comparatives and superlatives through examples.</p>	<p>•Listen and take notes during the teacher's explanation about comparatives and superlatives.</p>	<p>and Superlatives</p> <p>3. Notebooks or Paper for Students</p>	<p>and educational domains, provided speech is clearly and slowly articulated. (Example: daily life, free time, school activities, etc.)</p> <p>EFL 4.2.6. Use other students' contributions in class as models for their own</p>
20 min	In-teaching	<p>Describing Pictures:</p> <p>1. Display images portraying various physical traits and personalities.</p> <p>2. Guide students in forming sentences</p>	<p>Describing and Comparing Pictures:</p> <p>1. Use the vocabulary and grammar learned to describe the images provided.</p>	<p>3. Image Cards Depicting Physical Traits</p> <p>4. Role-play Scenarios and Prompts</p>	

		<p>using comparatives and superlatives to describe these images.</p> <p>Role-play Comparisons:</p> <ol style="list-style-type: none"> 1. Organize pairs or groups for role-plays comparing physical appearances and personalities. 2. Offer prompts and feedback during the role-play activities. 	<ol style="list-style-type: none"> 2. Engage in role-plays, actively comparing traits with their peers. 		
20 min	Post-teaching	Reinforcement of Comparatives and Superlatives:	Practicing Comparatives and Superlatives:	3. Worksheets or Quizzes on Comparatives	

		<ol style="list-style-type: none"> 1. Conduct quizzes or exercises focusing on the use of comparatives and superlatives. 2. Provide feedback and clarification on common mistakes. 	<ol style="list-style-type: none"> 1. Complete worksheets or quizzes practicing the application of comparatives and superlatives. 2. Review and correct errors while receiving feedback from the teacher. 	<p>and</p> <ol style="list-style-type: none"> 4. Answer Keys for Self-Assessment 5. Whiteboard for Error Corrections 	
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In-teaching

Associating technique

The compliment game

Materials: Cards with an adjective written on the front.
one side, paper

Dynamic: Whole class

Time: 20 minutes

Procedure:

1. If needed, revisit the guidelines for superlatives. Provide each learner with a card and a sheet of paper. Instruct the learners to inscribe the excellent adjective variant on the front and back of their cards.
2. The learners are to envision themselves as affluent aristocrats attending a soiree. They should conduct themselves in a highly formal manner and compliment everyone they meet. They must approach other "attendees" and display the word on their card. Each "assistant" (Student B) that Student A approaches then praises Student A, using the correct superlative form of the shown word.

Example:

Student A's card: Pretty

Student B's compliment: You are the most
prettiest in the room.

Should Student B's compliment employ the accurate superlative form, Student A endorses Student B's sheet. If Student B's compliment fails to correctly utilize the superlative, Student A refrains from endorsing Student B's sheet. When the designated time concludes, the learner with the highest number of endorsements (the learner most frequently used the superlative correctly) emerges victorious.



Post teaching

Memorization technique

Word search

Materials: Worksheet 1

Dynamic: Pairs/Small groups

Time: 20 minutes

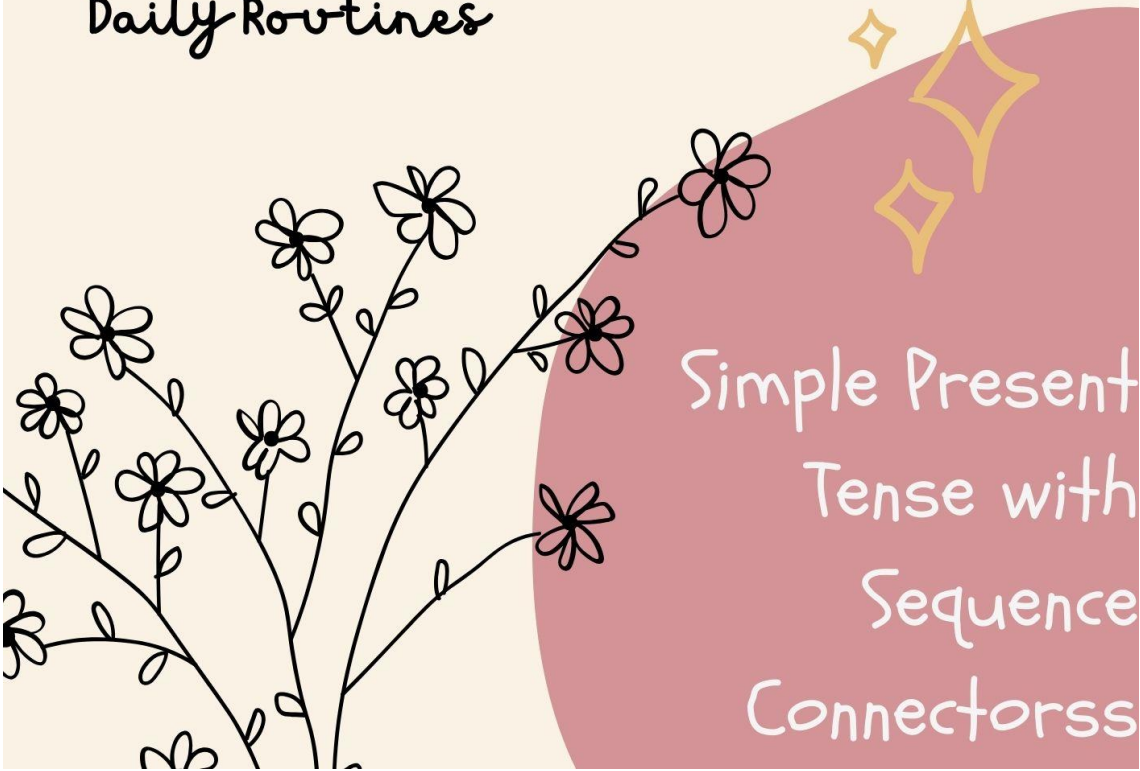
Procedure:

1. Organize learners into duos or trios. Distribute one copy of the activity sheet to each group. Learners collaborate to identify all the comparative and superlative forms.
2. You can find the forms in any direction: up, down, forward, backward, or diagonally. You can also leave out the activity sheet's word list.
3. You could establish a time constraint or declare that the winner is the first group to locate all the forms.



Lesson plan 2

Daily Routines



Simple Present
Tense with
Sequence
Connectorss

LESSON PLAN N°2

INFORMATIVE DATA:

DATE:

TEACHER:

TOPIC: Daily Routines (Simple et al. with Sequence Connectors)

OBJECTIVE: narrating and describing their daily routines using simple sequence connectors, facilitating fluent communication about their daily activities.

COURSE: Junior Student

TIME:

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	INDICATORS FOR THE PERFORMANCE CRITERIA
10 min	Pre-teaching	1. Introduce vocabulary related to daily routines.	1. Listen and repeat the introduced vocabulary.	1. Flashcards with daily	EFL 4.2.1. Understand phrases and related expressions.

		<p>2. Explain the structure of the simple present tense with sequence connectors.</p> <p>3. Provide examples of sentences using sequence connectors.</p>	<p>2. Discuss their daily routines in pairs or small groups.</p> <p>3. Practice forming sentences using the simple present tense and sequence connectors.</p>	<p>routine vocabulary.</p> <p>2. Whiteboard or visual aids for illustrating sentence structures.</p> <p>3. Worksheets with sentence completion exercises</p>	<p>Provided speech is clearly and slowly articulated to areas of most immediate priority within the personal and educational domains(Example: daily life, free time, school activities, etc.)</p>
20 min	In-teaching	<p>4. Conduct group activities where students narrate their daily routines using the simple present tense.</p> <p>5. Provide scenarios for students to</p>	<p>7. Engage in role-plays and enact daily routines using the language learned.</p> <p>8. Collaborate in creating and presenting sequences of daily</p>	<p>10.</p> <p>11. Role-play cards with daily routine scenarios.</p> <p>12. Visual aids or pictures depicting daily activities.</p>	

		<p>create and act out sequences of daily activities.</p> <p>6. Facilitate discussions focusing on the series of events using the target vocabulary and grammar.</p>	<p>activities in small groups.</p> <p>9. Participate actively in discussions and share their daily routines using the newly acquired grammar and vocabulary.</p>	<p>13. Handouts with conversation prompts for group discussions.</p>	
20 min	Post-teaching	<p>1. Review and reinforce the simple present tense with sequence connectors through exercises.</p> <p>2. Provide feedback on students' use of</p>	<p>4. Complete worksheets or exercises on simple present tense and sequence connectors.</p> <p>5. Incorporate feedback received to improve their</p>	<p>7. Worksheets or handouts with grammar exercises.</p> <p>8. Visual art supplies are used to create</p>	

		<p>grammar and vocabulary in written and spoken exercises.</p> <p>3. Organize a group activity where students create a visual representation of their daily routines using sequence connectors.</p>	<p>use of grammar and vocabulary.</p> <p>6. Collaborate in visual displays showcasing their daily routines using the learned structures.</p>	<p>visual representations.</p> <p>9. Classroom board or space for displaying students' work.</p>	
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Teacher's guide N°2

Pre-teaching

Repetition Technique

Warm Up – sequencing activity

Materials: Flashcard 2

Dynamic: whole class

Time: 10 min

Vocabulary: get up, make the bed, brush teeth, take a shower, get dressed, have breakfast, go to school, have lunch, have dinner, do homework, go to bed.

Procedure:

1. Introduce the concept of sequence connectors.
2. Present pictures depicting the daily routines of different people. Ask students to arrange the pictures in sequence and use sequence connectors (first, then, then, finally) to describe each activity.



In-teaching

Memorization technique

Memory round (Sequence Connectors)

Materials: 3 "x 5" cards with Sequence Connectors and a daily routine picture.

Dynamics: Whole class

Time: 20 minutes

Procedure:

1. Arrange one card for every learner. The text should be bold and dark, ensuring readability for all learners. You may need to duplicate the cards or play in two rounds, depending on the class size. (For example, divide the class in half and have the first group come to the front of the class. The first group is at the front of the class. When they have finished, have the second group come to the front).

SEQUENCE CONNECTORS: First, Second, Third, Next, Then, Finally, Afterward, later.

2. Students form a circle, sitting or standing. Ask who has the best memory. Please start with the person next to the volunteer so that the person who said they have the best memory is last. (If you know the weakest or shyest student, start with them.)

3. Students make sentences using their sequence connector and daily routine, but no writing is allowed.



Examples:

First, I get up at 6 am.

Then, I make breakfast.

Finally, I leave for school.

1. Holding the card with the sequence connector toward the circle, the first student says their sentence. The second student says their sentence and repeats the first student's sentence. The third student says their sentence, recounts the first two, and so on around the circle until the last student says their sentence and repeats the sentences of everyone in the group.

Please do not allow them to write, but will enable them to gesture and even say a helpful word or two from the other students.

Example:

Student 1: First, I wake up at 6 am.

Student 2: Then I get ready for school. First, I wake up at 6 am.

Student 3: Third, I come home from school. Then, get ready for school. First, I wake up at 6 am.

Student 4: Finally, I do my homework. Third, I come home from school. Then, get ready for school. First, I wake up at 6 am.





Post-teaching

Association technique

Image search

Materials: Magazines or catalogs

Dynamics: Small groups or individual

Time: 20 minutes

Procedure:

1. Divide the class into groups of three or four or individually. Give each group several catalogs or magazines (you can ask each student the day before to bring in a magazine or catalog).
2. Ask each group to make ten sentences using present simple and frequency connectors.

Examples:

First, I do my homework.

Then, I eat lunch.



Lesson plan 3

Free Time Activities/Hobby



Simple Present,
verbs love, like,
prefer

LESSON PLAN N°3

TOPIC: Free Time Activities/Hobby (Simple Present, verbs love, like, prefer)

OBJECTIVE: To express their likes, preferences, and leisure activities using the present simple and the verbs love, like, and prefer in a coherent and structured manner.

COURSE: Junior Students

TIME: 50

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	INDICATORS FOR THE PERFORMANCE CRITERIA
10 min	Pre-teaching	1. Introduce vocabulary related to free time activities and hobbies.	1. Engage in vocabulary exercises to familiarize themselves with free time activity-related words.	1. Visual aids with images representing various hobbies and free time activities.	EFL 4.2.1. Understand phrases and related expressions. Provided speech is clearly and slowly articulated to areas of

		<p>2. Explain the concept of regular and irregular verbs in English.</p> <p>3. Provide examples and usage of regular and irregular verbs in the context of hobbies and free time activities.</p>	<p>2. Using the newly introduced vocabulary, they participate in discussions to share their hobbies and interests.</p> <p>3. Practice forming sentences using regular and irregular verbs associated with hobbies.</p>	<p>2. Worksheets or handouts with verb conjugation exercises.</p> <p>3. Interactive online activities related to hobbies and verb usage.</p>	<p>most immediate priority within the personal and educational domains(Example: daily life, free time, school activities, etc.)</p> <p>4.2.5. Understand most changes in the topic of discussion if people speak slowly.</p>
20 min	In-teaching	<p>4. Conduct interactive exercises where students practice using regular and irregular verbs in</p>	<p>7. Engage in verb-based exercises and games to reinforce understanding and usage of regular and irregular verbs.</p>	<p>10. Role-play cards or prompts depicting hobby-related scenarios.</p>	

		<p>sentences related to hobbies.</p> <p>5. Organize group discussions or pair work focusing on describing their hobbies using the learned vocabulary and grammar.</p> <p>6. Offer guidance and feedback while students engage in role-plays or dialogues about hobbies.</p>	<p>8. Participate actively in group discussions, sharing and explaining their hobbies using the newly learned language structures.</p> <p>9. Practice conversational skills through role-plays, using the vocabulary and grammar introduced.</p>	<p>11. Verb usage worksheets or exercises with varying difficulty levels.</p> <p>12. Multimedia resources showcasing different hobbies and activities.</p>	
20 min	Post-teaching	<p>13. Review and reinforce the correct usage of regular and</p>	<p>15. Complete written exercises or quizzes on accurately applying</p>	<p>18. Assessment rubrics or guidelines for evaluating</p>	

		<p>irregular verbs through written exercises and quizzes.</p> <p>Offer individual or group-based assessments that incorporate learned grammar into hobbies-related sentences.</p> <p>14. Provide constructive feedback on students' written and oral expression of their hobbies using the taught language structures.</p>	<p>regular and irregular verbs in hobby-related sentences.</p> <p>16. Engage in assessments where they independently use the grammar and learn to express their hobbies.</p> <p>17. Reflect on and use the feedback you receive to improve your language skills when discussing hobbies.</p>	<p>written and oral proficiency.</p> <p>19. Worksheets or assessment sheets for verb usage and sentence construction.</p> <p>20. Access to language learning platforms for further practice and reinforcement.</p>	
--	--	--	--	--	--



Teacher guide N°3

Pre-teaching

Association technique

Warm-Up- Vocabulary Game

Materials: markers and whiteboard.

Dynamic: whole class

Time: 10 min

Vocabulary: Playing sports, Drawing, Playing musical instruments, Reading books, Watching movies, Dancing, Playing video games, Riding bicycles, Cooking, Volunteering.

Vocabulary verbs: love, like, prefer

Procedure:

1. Introduce vocabulary related to leisure activities (sports, hobbies, artistic activities, etc.) through flash cards.
2. Review and give examples of sentences in the present simple about free time activities with the verbs love, like, and prefer.
3. Divide students into teams. Dictate a verb; each team should run to a board, write a sentence, and return for another member to continue.



In-teaching

Aggrupation technique

Dice shoot

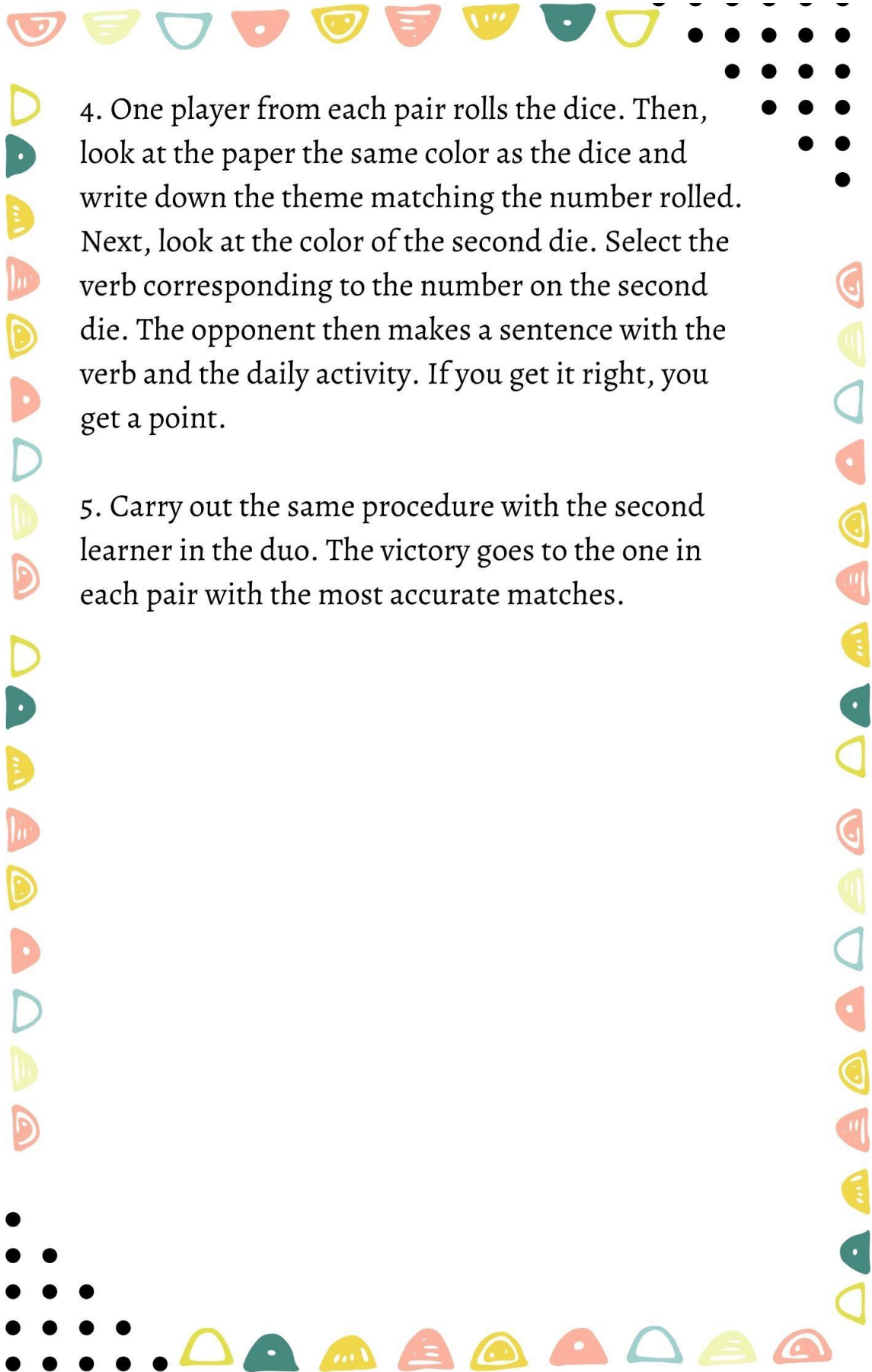
Materials: Dice of various colors (two colors per pair), Pencils, cards

Dynamics: Pairs

Duration: 15 minutes

Procedure:

1. Ensure there are as many cards and dice as students. Label each card with the color name of one of the dice. Beneath the color heading, inscribe a number ranging from one to six. Adjacent to each of these numbers, jot down a recreational activity. On a separate card, record a distinct color and a number from one to six, and mention the verbs 'love,' 'like,' and 'prefer' twice. (You have the option to include additional verbs as diversions).
2. Divide the class into pairs. Give each pair two dice (of two different colors) and the corresponding color cards.
3. Set a timer for three minutes.



4. One player from each pair rolls the dice. Then, look at the paper the same color as the dice and write down the theme matching the number rolled. Next, look at the color of the second die. Select the verb corresponding to the number on the second die. The opponent then makes a sentence with the verb and the daily activity. If you get it right, you get a point.

5. Carry out the same procedure with the second learner in the duo. The victory goes to the one in each pair with the most accurate matches.



Post-teaching

Repetition technique

Time chart

Materials: Worksheet 4

Dynamic: Pairs

Time: 20 minutes

Procedure:

1. Split the class into duos and distribute a copy of the activity sheet. The students make sentences as directed, using the information in the chart.
2. Once all pairs have completed their tasks, summon a few students to write their sentences on the board. The class decides whether they are correct. If not, correct the sentences.



materials

Flashcards 1

Physical Appearance

Adjectives

Teacher guide N°1.
Pre-teaching

Tall



Short



Ugly



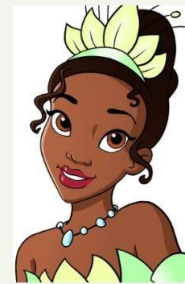
Fat



Thin



Pretty



MATERIALS

Worksheet 1

Find the comparative and superlative forms of the words on the list. The forms may be listed up, down, forward, backward, or diagonally.

HJKUYTYRTBNHKJH N HA
TALLERTALLESTML
SHORTERSHORTE
STFATTERFATTEIT
THINNERTHINNEILI
STRONGERSTRONL
SMARTERSMARTEJ
PRETTIERPRETTIT
JZXCFRHNMVAQRYOPAS
UGLIERUGLIERUJKS
YOUNGERYOUNGES
OLDEROLDESTOLIN

1. Taller, Tallest
2. Shorter, Shortest
3. Fatter, Fattest
4. Thinner, Thinnest
5. Stronger, Strongest
6. Smarter, Smartest
7. Prettier, Prettiest
8. Uglier, Ugliest
9. Younger, Youngest
10. Older, Oldest

NAME: _____ DATE: _____ CLASS: _____

FLASHCARDS 2

Daily Routines

VOCABULARY

Teacher guide N°2
Pre, post-teaching

Get up



Make the bed



brush teeth



take a shower



Get dressed



Have breakfast



go to school



have lunch



have dinner



do homework



go to bed.



Study the cards.

Repetition technique

·Introduce vocabulary related to daily routines.

·Explain the structure of the simple present tense with sequence connectors.



FLASHCARDS 3
Free Time Activities
Vocabulary
Teacher Guide N°3
Pre-teaching

Playing sports




Drawing



Playing musical instruments,



Reading books,

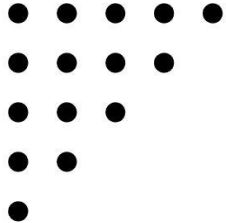


Watching movies



Dancing







Study the cards.

Provide examples and usage of regular and irregular verbs in the context of hobbies and free time activities

Playing video games



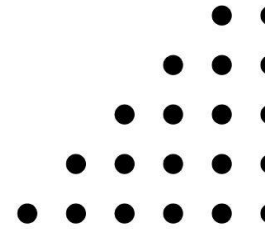
Riding bicycles

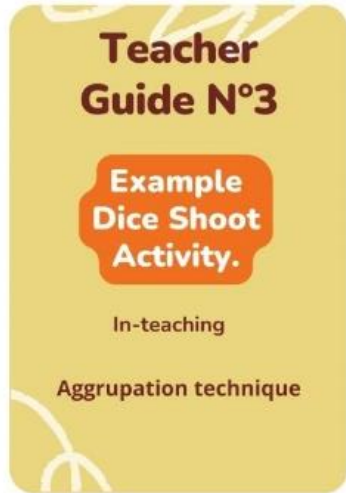


Volunteering



Cooking





**Teacher
Guide N°3**

**Example
Dice Shoot
Activity.**

In-teaching
Aggrupation technique



Red
5
Reading
books



Green
6
Love

Example of student response:

I love reading books in my free time.



Worksheet 2

Activity 1 Word Scramble

Unscramble the following words related to free time activities.



- sstpor glnay
- _____



- rgawind
- _____
- mntnusiretsi lmsacui glnayip
- _____



- bokos gndaire
- _____
- vmeosi wtcgnahi
- _____



- gcnidna
- _____
- gmaes oedvi glnayip
- _____



- ycceslib gndiri
- _____
- gkocoin
- _____
- nte vulnoeirg
- _____



NAME: _____ DATE: _____ CLASS _____



Worksheet 2

Activity 2: Writing Sentences



Construct sentences using the free time activities provided and the verbs love, like, or prefer.



1. Create a sentence using "love" with one of the free time activities.
2. Write a sentence using "like" and a different free time activity.
3. Formulate a sentence using "prefer" and another free time activity.



1. _____



2. _____



3. _____

NAME: _____ DATE: _____ CLASS _____





CONCLUSION

The proposed teaching guide, "LET'S LEARN ENGLISH WITH GUARDED VOCABULARY TECHNIQUES," stands as a strategic framework developed to increase the mastery of English language speaking skills among junior students at the Victor Manuel Guzman Educational Unit. Created through a meticulous amalgamation of ideas gleaned from teacher interviews and classroom observations, student surveys, and established theoretical foundations on vocabulary acquisition, this proposal embodies a concerted effort to strengthen speaking skills in the classroom.

In addition, this guide aims to strengthen the communicative skills of first-year students, acknowledging the pivotal role that proficiency in English has in their academic and career paths. Recognizing the challenge of fostering oral expression in English language learning, this guide presents dynamic activities based on the Vocabulary Watch Techniques. Its purpose is twofold: to foster a nuanced understanding of new vocabulary and to cultivate controlled and meaningful speaking.

Overall, the teaching guide represents a dynamic and holistic approach to strengthening English language learners' communicative skills. This guide advocates careful vocabulary selection, engaging activities, and a strong focus on improving oral communication. It emerges as a practical and effective tool meticulously designed to enrich students' communicative competence in English language acquisition.

INSTRUCTIONAL GUIDE 2023

Let's 
LEARN
ENGLISH

WITH
GUARDED VOCABULARY TECHNIQUES

Author: Sofía Puma

For juniors

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- The analysis of the collected data and detailed consideration of the involved variables lead to the conclusion that the Guarded Vocabulary Techniques positively influence the development of oral expression in English as a foreign language. These strategies present an innovative tactic for acquiring vocabulary in junior-level students while fostering a solid foundation in the language.
- Additionally, using different methods related to Guarded Vocabulary provides diverse options for teaching new terms to junior students, strengthening their speaking skills. This diversification also enables teachers to offer more dynamic classes, thus stimulating more effective vocabulary learning.
- In the same way, these methods make it possible to carry out multiple activities that facilitate the understanding of new words, which positively impacts the development of the students' productive capacity, allowing them to express ideas, thoughts, and phrases more fluently.
- Finally, developing an educational manual based on the "Guarded Vocabulary Techniques, focused on developing oral expression, is beneficial for vocabulary learning in junior-level students. This guide is also valuable for teachers when planning and executing their classes.

5.2. Recommendations

- The research proposes activating Guarded Vocabulary Techniques to stimulate oral development in young learners, fostering a dynamic and varied word acquisition process.
- Moreover, one recommended integrating techniques based on saved vocabulary into the classroom environment. This approach reinforces prior knowledge and facilitates the incorporation of new terms, enhancing oral practice and creating a more interactive learning environment.
- Planning dynamic and motivating activities centered on Guarded Vocabulary Techniques is advisable, allowing students to apply the vocabulary learned in everyday situations for more relevant learning.
- Finally, one proposes using the activities outlined in the suggested guide to promote the acquisition of new vocabulary and foster the development of oral expression in English entertainingly and diversely, thereby creating a stimulating learning environment.

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ANEXXES

ANNEXES

Annexes 1. Approbation of Instruments.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 15 de junio de 2023
Magister
MSc. Congo Maldonado Rubén Agapito
Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las encuestas y fichas de observación de Investigación del Proyecto "Guarded Vocabulary Techniques To Develop Speaking Skills In Junior Students at Victor Manuel Guzman School". Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Puma Tuquerres Sofia Lizeth
C.C.: 1003422977

Recibido
15-06-2023
4:30 pm



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 15 de junio de 2023
Magister
MSc. Franklin Fernando Narvaez Vega
Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las encuestas y fichas de observación de Investigación del Proyecto "Guarded Vocabulary Techniques To Develop Speaking Skills In Junior Students at Victor Manuel Guzman School". Previo a la obtención del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Puma Tuquerres Sofia Lizeth
C.C.: 1003422977

Received
15-06-2023

Annexes 2. Instruments – Observation Class, checklist.



**UNIVERSIDAD TECNICA DEL NORTE
FACULTAD DE EDUCACION CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Name: _____

Date: _____ **Time:** _____

The topic of research: Guarded Vocabulary Technique to Develop Speaking Skills in Junior Students at Victor Manuel Guzmán School, Academic Year 2023-2024

This questionnaire aims to gather insights into the application of Guarded Vocabulary Techniques at Victor Manuel Guzman School, specifically targeting junior students. All the information collected through this questionnaire will be utilized solely for research purposes. We kindly request your honest responses, ensuring your input is confidential and anonymous.

1. Do you believe expanding your vocabulary helps you better understand English?
 - a) Yes
 - b) No

2. Does your teacher use visual materials such as flashcards and pictures?
 - a) Yes
 - b) No

3. If yes, do the pictures and flashcards help you understand and retain vocabulary better?
 - a) Yes
 - b) No

4. Do you think that vocabulary repetition helps you retain information better?
 - a) Yes
 - b) No

5. Do you feel the topics covered in your English classes are relevant to real-life situations?
 - a) Yes
 - b) No

6. Do you use the vocabulary you have learnt to express yourself during the lessons?
 - a) Yes
 - b) No

7. Do you use the vocabulary you have learned in real-life situations outside of class?
 - a) Yes
 - b) No

8. Does all the vocabulary that you have learn during the scholar year have helped you to increase or improve your speaking skills?

-
- a) **Yes**
 - b) **No**

9. Do you feel confident enough to answer short questions related to real life using vocabulary learnt in the academic year?

- a) **Yes**
- b) **No**

THANKS FOR YOUR COLLABORATION



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACION CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Checklist for Guarded Vocabulary Techniques (GVT) Implementation

A checklist has been formulated to assess the deployment of Guarded Vocabulary Techniques (GVT) in the classroom. This checklist aims to evaluate various indicators pertinent to implementing GVTs in English vocabulary teaching. The indicators address factors including the choice of appropriate keywords, clear and concise introduction of keywords, use of visual aids, learner engagement, repetition of keywords, learner interaction, real-life applications, and the range of GV techniques utilized throughout the lesson. The checklist is a valuable instrument for assessing the efficacy of GVT in enhancing pupils' acquisition of terminology and spoken language capabilities. Observations are captured through a Likert scale, yielding crucial insights for the research project.

Teacher's Name _____

Observation Date: _____

Course/Grade: _____

Guarded Vocabulary Techniques Implementation Indicators

Evaluation Criteria	Always	Often	Sometimes	Rarely	Never
Everyday life topics are used to associate and group new words.					
Repetition activities are used to facilitate learners' memorization of new vocabulary.					
Activities are used to activate previously known vocabulary and reinforce learning new vocabulary.					
In the development of the class, a formal conversation is established with the students using previously learned words.					

Flashcards and pictures are used to teach vocabulary.					
Fluency and rhythm activities are used to develop oral expression.					
Body expressions such as movements and gestures produced orally are used to develop the exercises.					
Students use the vocabulary learned to formulate ideas to facilitate oral expression.					

THANKS FOR YOUR COLLABORATION

Annexes 4. Checklist



UNIVERSIDAD TÉCNICA DEL NORTE
 Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



FICHA DE OBSERVACIÓN

PROYECTO: Guarded Vocabulary Techniques to Develop Speaking Skills in Junior Students at Victor Manuel Guzman School

Objetivo: Analyze the use of guarded vocabulary to develop speaking skills in junior students at Victor Manuel Guzman School.

Fecha de envío para la evaluación del experto:	15/06/2023
Fecha de revisión del experto	16/06/2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

.....



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A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Firma del Evaluador
Congo Maldonado Rubén Agapito
C.C.: 1001417235

Apellidos y nombres completos	CONGO MALDONADO RUBEN AGAPITO
Título académico	MAGISTER EN GERENCIA DE PROYECTOS EDUCATIVOS Y SOCIALES
Institución de Educación Superior	UNIVERSIDAD TECNICA DEL NORTE
Correo electrónico	rcongo63@hotmail.com
Teléfono	062539004 - 0998693662

REPÚBLICA DEL ECUADOR



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FICHA DE OBSERVACIÓN

PROYECTO: Guarded Vocabulary Techniques to Develop Speaking Skills in Junior Students at Victor Manuel Guzman School

Objetivo: Analyze the use of guarded vocabulary to develop speaking skills in junior students at Victor Manuel Guzman School.

Fecha de envío para la evaluación del experto:	15/06/2023
Fecha de revisión del experto	16/06/2023

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo	✓		

Observaciones:

.....

.....

.....

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

.....
 Firma del Evaluador
 MSc. Fernando Narváez
 C.C.: 1001758026

Apellidos y nombres completos	FRANKLIN FERNANDO NARVAEZ VEGA
Título académico	LICENCIADO EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZADA EN IDIOMAS
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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



Oficio nro. UTN-FECYT-D-2023-0147-O
Ibarra, 13 de noviembre de 2023

ASUNTO: Trabajo de Integración Curricular Srta. Sofía Lizeth Puma Tuquerres

Magíster
Geovany Garzón
RECTOR DE LA UNIDAD EDUCATIVA VÍCTOR MANUEL GUZMÁN

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita SOFÍA LIZATH PUMA TUQUERRES, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "Guarded Vocabulary Techniques To Develop Speaking Skills In Junior Students at Victor Manuel Guzmán School".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE REVELO
Firmado digitalmente por JOSE REVELO
Fecha: 2023.11.13 15:06:36 -05'00'

MSc. José Revelo
DECANO
CC: 100207217-9
Correo electrónico: jirevelo@utn.edu.ec
Celular: 099344457



JRR/M. Báez



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FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Oficio nro. UTN-FECYT-INE-2024-0001-O
Ibarra, 16 de enero de 2024

Magíster
Geovany Garzón
RECTOR DE LA UNIDAD EDUCATIVA VICTOR MANUEL GUZMÁN
Presente

De mi consideración:

Por medio del presente me permito solicitar muy comedidamente que, se conceda la respectiva autorización a la señorita Puma Tuquerres Sofía Lizeth estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, para que realice la socialización de su propuesta académica que ha sido desarrollada en base a un trabajo de investigación, misma que está dirigida a los docentes que imparten la cátedra de inglés, y se llevará acabo el día miércoles 17 de enero 2024 a las 12h00pm de forma virtual a través de TEAMS.

THESIS 'S TOPIC:	Guarded Vocabulary Technique to Develop Speaking Skills in Junior Students at Victor Manuel Guzman High School
PROPUESTA:	Let's learn English with guarded vocabulary techniques didactic guide

Por la atención agradezco.

Atentamente,
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"

SANDRA
MARIANA
GUEVARA
BETANCOURT
Firmado digitalmente por
Sandra Mariana
Guevara Betancourt
Fecha: 2024.01.16
10:45:17 -0500

Dra. Sandra Guevara-Betancourt
COORDINADORA CARRERA PEDAGOGÍA DE LOS IDIOMAS



SGB/v.guerrero

Universidad Tecnica del Norte

Facultad De Educación, Ciencia Y Tecnología (Fecyt)

Carrera: Pedagogía De Los Idiomas Nacionales Y Extranjeros

"Let's Learn English with Guarded Vocabulary Techniques"

Author: Sofía Puma

genially

1:15 / 11:05

FA Fanny Lu... PV Patricio... EN Evelyn S... ME Monika...

Link: [Socialización Propuesta - Guarded Vocabulary Techniques-20240117_120937-Grabación de la reunión.mp4 \(sharepoint.com\)](#)