



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS
Y TECNOLOGÍAS**

TITLE OF THE PROJECT

“THE USE OF SLANGS AND IDIOMS AS A METHODOLOGICAL STRATEGY TO IMPROVE THE SPEAKING SKILL OF ENGLISH LANGUAGE WITH THE STUDENTS OF TERCER AÑO DE BACHILLERATO ‘B’ OF APLICACIONES INFORMÁTICAS SPECIALTY AT UNIDAD EDUCATIVA “ISABEL DE GODÍN” DURING THE ACADEMIC YEAR 2014-2015”

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADO (A) INGLÉS.

**AUTHORS: TATIANA ELIZABETH MARTÍNEZ ZAPATA,
GABRIELA SUSANA LLUGUIN MERINO**

THESIS DIRECTOR: ING. LUIS ALBERTO MACHADO CEVALLOS

RIOBAMBA- ECUADOR

THESIS TUTOR CERTIFICATE



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

ESCUELA DE IDIOMAS

Riobamba, 29 de Abril de 2015

Máster

Carlos Loza Cevallos

DECANO DE LA FACULTAD

Presente

De mi consideración:

En mi calidad de tutor de trabajos de grado, tengo a bien informarle que la egresada de la Carrera de Idiomas de la Facultad que usted dirige, Señorita **TATIANA ELIZABETH MARTÍNEZ ZAPATA**, autora de la tesis cuyo título es "THE USE OF SLANGS AND IDIOMS AS A METHODOLOGICAL STRATEGY TO IMPROVE THE SPEAKING SKILL OF ENGLISH LANGUAGE WITH THE STUDENTS OF TERCER AÑO DE BACHILLERATO 'B' OF APLICACIONES INFORMÁTICAS SPECIALTY AT UNIDAD EDUCATIVA "ISABEL DE GODÍN" DURING THE ACADEMIC YEAR 2014-2015", ha cumplido con los cambios sugeridos por el tribunal de predefensa y los ha incorporado en el informe final escrito del trabajo de graduación; en tal virtud, la graduanda puede presentar su informe y continuar, de ser el caso, con los trámites previo a la defensa respectiva de acuerdo a las normas vigentes para el efecto.

Particular que informo para los fines legales pertinentes.

Atentamente,


Luis Machado C.
TUTOR



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

ESCUELA DE IDIOMAS

Riobamba, 29 de Abril de 2015

Máster

Carlos Loza Cevallos

DECANO DE LA FACULTAD

Presente

De mi consideración:

En mi calidad de tutor de trabajos de grado, tengo a bien informarle que la egresada de la Carrera de Idiomas de la Facultad que usted dirige, Señorita **GABRIELA SUSANA LLUGUIN MERINO**, autora de la tesis cuyo título es "THE USE OF SLANGS AND IDIOMS AS A METHODOLOGICAL STRATEGY TO IMPROVE THE SPEAKING SKILL OF ENGLISH LANGUAGE WITH THE STUDENTS OF TERCER AÑO DE BACHILLERATO 'B' OF APLICACIONES INFORMÁTICAS SPECIALTY AT UNIDAD EDUCATIVA "ISABEL DE GODÍN" DURING THE ACADEMIC YEAR 2014-2015", ha cumplido con los cambios sugeridos por el tribunal de predefensa y los ha incorporado en el informe final escrito del trabajo de graduación; en tal virtud, la graduanda puede presentar su informe y continuar, de ser el caso, con los trámites previo a la defensa respectiva de acuerdo a las normas vigentes para el efecto.

Particular que informo para los fines legales pertinentes.

Atentamente,

A handwritten signature in black ink, appearing to read "Luis Machado C.", is written over a horizontal line.

Luis Machado C.

TUTOR

COMMITTEE MEMBERS CERTIFICATE

COMMITTEE MEMBERS CERTIFICATE

"THE USE OF SLANGS AND IDIOMS AS A METHODOLOGICAL STRATEGY TO IMPROVE THE SPEAKING SKILL OF ENGLISH LANGUAGE WITH THE STUDENTS OF TERCER AÑO DE BACHILLERATO 'B' OF APLICACIONES INFORMÁTICAS SPECIALTY AT UNIDAD EDUCATIVA "ISABEL DE GODÍN" DURING THE ACADEMIC YEAR 2014-2015" written work for English Teaching Bachelor's degree. It has been approved by the following committee members in representation of Universidad Nacional de Chimborazo in the month of April 2015.

Mg. Mónica Cadena
COMMITTEE PRESIDENT



Mg. Magdalena Ullauri
COMMITTEE MEMBER



Ing. Luis Machado
THESIS TUTOR



AUTHORSHIP

AUTHORSHIP

We, Tatiana Elizabeth Martinez Zapata and Gabriela Susana Lluquin Merino, students of the languages career, declare that we are the only one authors of the research work named "THE USE OF SLANGS AND IDIOMS AS A METHODOLOGICAL STRATEGY TO IMPROVE THE SPEAKING SKILL OF ENGLISH LANGUAGE WITH THE STUDENTS OF TERCER AÑO DE BACHILLERATO 'B' OF APLICACIONES INFORMÁTICAS SPECIALTY AT UNIDAD EDUCATIVA "ISABEL DE GODÍN" DURING THE ACADEMIC YEAR 2014-2015" The ideas, opinions and commends specifiedd in this document are the responsibility of its authors.

Riobamba, April 30, 2015.



Tatiana Elizabeth Martinez Zapata
0605777192


Gabriela Susana Lluquin Merino
0605773589

SUMMARY

SUMMARY

Idiomatic expressions are a significant part of English language, even though they are not commonly used by teachers in the English as a second language (L2) classroom. One of the consequences of this problem is that students do not feel motivated; they get bored and do not like to practice and participate in the lessons and in consequence they do not develop one of the most important skills of the language: Speaking. This research was carried out with the help of students and the teacher of Tercer Año of Bachillerato "B" of Computing Applications Specialty at Unidad Educativa "Isabel de Godin" of Riobamba city, and it was denominated: "The use of slangs and idioms as a methodological strategy to improve the speaking skill of English language" and its main goal is to show how the use of idiomatic expression, slangs and idioms, in the L2 lesson can help to students to have a better speaking skill, with more naturalness and fluency, improving interaction and participation and increasing students' interest and motivation during the lesson. The scientific method was used along the research and after applying and sharing the contend of this study with students, we could realize that learners improved their speaking skill, they were more motivated, they participate actively in the lessons, their fluency and naturalness also enhanced. So based on the results we got, we can say that the use of this expressions and generally this study can help both students and teachers to improve their productive skill and the relation they have in the classroom.


Dra. Myriam Trujillo B. Mgs.

COORDINADORA DEL CENTRO DE IDIOMAS



DEDICATION

To God and with all the love and respect I want to dedicate this work to my parents who have done everything for me. Thanks for your constant support, love and patience and for always being there helping me to reach my dreams.

To all my professors who have taught me to love my profession and also the importance of being ready for all the challenges that a teacher has to face day by day. Thanks for your confidence and help.

Tatiana Martínez. Z

I want to dedicate this work to my parents and siblings who have motivated me to achieve my objectives. Thanks for your unconditional support.

To my professors who have thought me to struggle for that I want. Thanks for all your advices and support.

Gabriella Lluquin M.

GRATEFULNESS

First of all, we want to express our gratitude to the Alma Mater Universidad Nacional de Chimborazo, to the Faculty of Education and especially to the languages career for the opportunity they have given us to reach our goals and dreams.

Our deepest gratitude to all the professors who have shared their knowledge, advices and experiences with us along these four years, and specially to our thesis director Ing. Luis Machado C. who have guided and supported us in all this researching process.

Tatiana Martínez. Z
Gabriela Lluquin. M

GENERAL INDEX

THESIS TUTOR CERTIFICATE.....	ii
COMMITTEE MEMBERS CERTIFICATE	iv
AUTHORSHIP	v
SUMMARY	vi
DEDICATION	vii
GRATEFULNESS	viii
GENERAL INDEX.....	ix
TABLE'S INDEX.....	xi
GRAPHIC'S INDEX	xii
INTRODUCTION	1
CHAPTER ONE	3
1. REFERENCE FRAMEWORK	3
1.1. OUTLINING OF THE PROBLEM.....	3
1.2. FORMULATION OF THE PROBLEM.....	5
1.3. OBJECTIVES	6
1.3.1. GENERAL OBJECTIVE	6
1.3.2. SPECIFIC OBJECTIVES.....	6
1.4. JUSTIFICATION AND IMPORTANCE OF THE PROBLEM.....	6
CHAPTER TWO	8
2. THEORETICAL FRAMEWORK.....	8
2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED.....	8
2.2. THEORETICAL FOUNDATIONS	9
2.2.1. IDIOMATIC EXPRESSIONS.....	9
2.2.2. SLANG	9
2.2.3. HISTORY OF THE STUDY OF ENGLISH SLANG	10
2.2.4. SOURCES OF AMERICAN SLANG.....	11

2.2.6.	IDIOM CLASSIFICATION.....	12
2.2.7.	ADVANTAGES OF TEACHING SLANGS AND IDIOMS	13
2.2.8.	HOW TO TEACH SLANGS AND IDIOMS	14
2.2.9.	DIFFERENCES BETWEEN SLANGS AND IDIOMS	15
2.2.10.	DESADVANTAGES OF TEACHING SLANGS AND IDIOMS	15
2.2.11.	METHODOLOGICAL STRATEGY	16
2.2.12.	SLANGS AND IDIOMS AS A METHODOLOGICAL STRATEGY.....	16
2.2.13.	SPEAKING	17
2.2.14.	IMPORTANCE.....	18
2.2.15.	SPEAKING AS A LANGUAGE SKILL	20
2.2.16.	STUDENTS' MOTIVATION TO PARTICIPATE IN A SPEAKING LESSON 23	
2.2.17.	ACCURACY VERSUS FLUENCY	25
2.2.18.	FOREIGN LANGUAGE SPEAKING ANXIETY.....	27
2.2.19.	CHARACTERISTICS OF SUCCESSFUL SPEAKING ACTIVITIES	27
2.2.20.	COMPONENTS OF SPEAKING SKILL	29
2.2.21.	ADVANTAGES AND DISADVANTAGES OF ORAL COMMUNICATION 31	
2.2.22.	SOME SUGGESTIONS IN TEACHING SPEAKING	32
2.3.	DEFINITION OF KEY TERMS	34
2.4.	HYPOTHESIS SYSTEM.....	35
2.5.	VARIABLES	35
2.5.1.	DEPENDENT VARIABLE	35
2.5.2.	INDEPENDENT VARIABLE	35
2.6.	OPERATIONALIZATION OF THE VARIABLES	36
2.6.1.	DEPENDENT VARIABLE:	36
2.6.2.	INDEPENDENT VARIABLE:	37
CHAPTER III	38
3.	METHODOLOGICAL FRAMEWORK.....	38
3.1.	SCIENTIFIC METHOD	38
3.2.	TYPE OF INVESTIGATION	38
3.3.	DESIGN OF THE INVESTIGATION	38
3.4.	POPULATION AND SAMPLE.....	40

3.4.1. POPULATION	40
3.4.2. SAMPLE	40
3.5. TECHNIQUES AND INSTRUMENTS FOR DATA RECOLECTION	40
3.5.1. TECHNIQUES	40
3.5.2. INSTRUMENTS	41
3.6. TECHNIQUES FOR PROCESS AND DATA ANALYSIS	41
CHAPTER IV	42
4. ANALYSIS AND INTERPRETATION OF RESULTS	42
4.1. DATA PROCESSING OF THE DIAGNOSIS TEST APPLIED TO STUDENTS. 42	
4.2. DATA PROCESSING OF THE FIRST AND SECOND OBSERVATION GUIDE	43
4.3. HYPOTHESIS PROOF	49
CHAPTER V	56
5. CONCLUSIONS AND RECOMMENDATIONS	56
5.1. CONCLUSIONS	56
5.2. RECOMMENDATIONS	57
BIBLIOGRAPHY	58

TABLE'S INDEX

TABLE N° 1	40
TABLE N° 2	42
TABLE N° 3	43
TABLE N° 4	43
TABLE N° 5	44
TABLE N° 6	44
TABLE N° 7	45
TABLE N° 8	45
TABLE N° 9	46

TABLE N° 10.....	46
TABLE N° 11.....	47
TABLE N° 12.....	47
TABLE N° 13.....	48
TABLE N° 14.....	48

GRAPHIC'S INDEX

GRAPHIC N° 1.....	42
GRAPHIC N° 2.....	43
GRAPHIC N° 3.....	44
GRAPHIC N° 4.....	45
GRAPHIC N° 5.....	46
GRAPHIC N° 6.....	47
GRAPHIC N° 7.....	48
GRAPHIC N° 8.....	49
GRAPHIC N° 9.....	50
GRAPHIC N° 10.....	51
GRAPHIC N° 11.....	52
GRAPHIC N° 12.....	53
GRAPHIC N° 13.....	54

INTRODUCTION

English has always been seen as one of the most important languages. Our world is connected by English and nowadays it is really relevant for all people to learn and use English correctly. In Ecuador, the teaching-learning process of English as a second language has a huge importance in the new educative guidelines, even though students are still not able to communicate themselves in a fluent, real and natural manner and in this way SPEAKING, that is one of the most important skills of the language, is not being developed completely.

There are many reasons for which students can get confused and cannot develop their speaking skill correctly, one of these reasons is that every language of the world is composed by a huge number of idiomatic expressions that facilitate the interaction of a real conversation among native speakers. English is not the exception, and it has a big variety of expressions that include slangs and idioms; even when they are part of the language and their use is vital because they appear everywhere, teachers have forgotten them and they are not used in the English as a second language lesson.

Along two periods of pre-professional internships at Unidad Educativa “Isabel de Godín” it could be noticed that students of Tercer Año of Bachillerato “B” of Computing Applications Specialty were not familiarized with idiomatic expressions of English language (slangs and idioms) because their teachers have never used the expressions in the classes. For this reason students did not have developed their speaking skill in a fluent and natural manner, they were bored and did not want to practice and participate in the lessons.

This research work was denominated as “The use of slangs and idioms as a methodological strategy to improve the speaking skill of English language with the students of Tercer Año de Bachillerato ‘B’ of Aplicaciones Informáticas specialty at Unidad Educativa “Isabel de Godín” during the academic year 2014-2015”, and its main goal is to show how the use of slangs and idioms as a methodological strategy can help to students to develop their speaking skill in a fluent, natural, funny and real manner; improving in this way their participation and interaction in the classroom.

To reach this goal we have look for relevant information about slang and idioms: their definitions, history, use, classification, advantages and disadvantages of using them in the English lesson; we have also looked for information about speaking skill: what is speaking, its importance, and advices to improve and develop this skill in the classroom.

The research has been designed under the established norms of Facultad de Ciencias de la Educación, Humanas y Tecnologías, and it follows the research schema given by the research equipment of the faculty.

The research has been organized in five chapters as follows:

Chapter I; antecedents of the research are exposed; we can also find the outlining of the problem which tries to improve the speaking skill of English language by using slangs and idioms as a methodological strategy. In this chapter, the formulation of the problem, objectives and justification are also included.

Chapter II; it is composed by the theoretical framework, which includes the basic and historical theory of each one of the variables of the problem; taken into account different fundamentals, concepts and views of various authors, allowing us to understand the problem in a best way.

Chapter III; it is formed by the methodology and design of the research. In this chapter the techniques and instruments that were used along the research process, the population and source are also included. As well as the process of the research explained step by step.

Chapter IV; all the getting results from the diagnosis and the observation guides are analyzed. They are represented in charts, statistics graphics and written interpretations of the results.

Chapter V; suggestions and recommendations are written in detail.

CHAPTER ONE

1. REFERENCE FRAMEWORK

1.1. OUTLINING OF THE PROBLEM

English language is recognized as one of the most important languages of the world, and this is because of the technological, scientific and academic advances that the two bigger world potencies, The British Empire and The United States of America, have had along these years. These two countries use English as their native language (L1), and this is why English has spread and now it is the official language of international and politic organizations, international contests and events; it is the language that connects business and academics in all over the world.

At present, English is unquestionably the world's lingua franca (Saavedra & Villalba, 2012, pag. 5) and its teaching and learning is really important for people and countries who want to progress and have more opportunities in the future. Ecuador is not the exception, and now learning English as a second language (L2) has taken a huge importance in the new curricular guidelines of 2012.

The main purpose of this research is to show if the use of slangs and idioms as a methodological strategy influences positively in the development of the speaking skill of English language. To aboard this topic, first it is really important to point out that one essential skill that students should develop when they are learning English is speaking because this skill allows learners to express themselves and interact with other people. The development of speaking has become a challenge for both students and teachers; in the other hand it is also relevant to say that English, as any other language of the world, is composed for a wide set of phrases and expressions (slangs and idioms) that are used daily by native speakers; this expressions are tools that can help us take the command of any

conversation or understand any publication. (La Couvée, 2012; pag. 1). They can make easier the communication among native speakers but at the same time they can confuse to people who use English as a second language, even more if they have never studied these expressions.

At Unidad Educativa “Isabel de Godin”, the teaching of English has always had a great importance; and students of Tercer Año of Bachillerato ‘B’ of Aplicaciones Informáticas specialty, feel a big interest for learning this language and this can be evidenced in the enthusiasm they show, the attention they pay in the lessons, and in the participation they have along the class.

The problem was detected through observation during the last two periods of pre-professional internships, it could be detected that students were not familiarized with idiomatic expressions of English language (slangs and idioms); because their teachers have never paid attention to this topic and they do not use slangs and idioms in the L2 lessons, and for this cause learners had problems when speaking, their speech was not being developed in a natural manner, their fluency was not satisfactory and their vocabulary was limited. All these difficulties were evidenced at the moment of applying a diagnosis test to all the students.

Also through observation it could be evidenced that students showed a big interest in learning these expressions because they felt motivated and asked about the meaning and use of this phrases. The expressions were assimilated meaningfully because students used them in and outside of the classroom.

After applying a speaking diagnosis questionnaire to all students, their speaking problem was confirmed. In this questionnaire (Attached 1, pag. 65), each student was asked to answer 10 questions about their lives, likes and opinions of different topics. Using a qualitative scale, students speaking development was classified into three categories: Satisfactory, Little Satisfactory and Not Satisfactory. The results that the researcher got were the following:

- Three of the 34 students, who represent a 9% of the class; got a SATISFACTORY speaking skill.
- Twelve of the 34 students, who represent a 35% of the class; got a LITTLE SATISFACTORY speaking skill.
- Nineteen of the 34 students, who represent a 56% of the class; got a NOT SATISFACTORY speaking skill.

Based on the getting results in this diagnosis questionnaire, the research group could conclude that most of the students of Tercer Año “B” of Aplicaciones Informáticas Specialty at Unidad Educativa “Isabel de Godín” had a NOT SATISFACTORY speaking skill before starting the research. All this information was written in detail for its review in the data processing; chapter IV page 44.

Behold the importance of this research, which has as a main goal to show how useful and necessary is the presentation of idiomatic expressions (slangs and idioms) in the English second language classroom for a best interactive development of students.

For all the reasons exposed before, the research group considers important to propose this study: “The use of slangs and idioms as a methodological strategy to improve the speaking skill of English language with the students of Tercer Año de Bachillerato ‘B’ of Aplicaciones Informáticas specialty at Unidad Educativa “Isabel de Godín”, during the academic year 2014-2015”

1.2. FORMULATION OF THE PROBLEM

How does the use of slangs and idioms as a methodological strategy help to improve the speaking skill of English language with the students of Tercer Año de Bachillerato ‘B’ of Aplicaciones Informáticas specialty at Unidad Educativa “Isabel de Godín”, during the academic year 2014-2015”?

1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE

To determine if the use of slangs and idioms as a methodological strategy improves the speaking skill of English language with the students of Tercer Año de Bachillerato ‘B’ of Aplicaciones Informáticas specialty at Unidad Educativa “Isabel de Godín”, during the academic year 2014-2015”

1.3.2. SPECIFIC OBJECTIVES

- To diagnose the students’ performance in the speaking skill of English language.
- To select slangs and idioms according to students’ needs.
- To apply slangs and idioms as a methodological strategy.
- To evaluate students’ performance after using slangs and idioms as a methodological strategy.

1.4. JUSTIFICATION AND IMPORTANCE OF THE PROBLEM

Based on the parameters of the new Ecuadorian Education Law and in the curricular redesign, it could be noticed that learning English plays an important role in the educational process of every student of the country; being so, one of the most important points that teachers have to think about is how to develop new methodological strategies in order to improve the skills (specially the output) that students have of the language.

This research is really relevant for the pedagogical process of teaching English as a second language because the use of Idiomatic expressions (slangs and idioms) in the classroom is a field not at all studied. Other point that is relevant is how these expressions can facilitate the speaking skill in the classroom, and also improves the understanding that students have about the language; promoting at the same time the development of the other skills. The importance

of the research is based on how useful is to know different kinds of idiomatic expression in order to apply them in a real context and avoid misunderstanding when speaking with native people or they appear in any other context where English is required. When teaching slangs and idioms, we also help students to increase their vocabulary. All the activities that will be carried out are designed thinking about students' needs and interests, in order to create a meaningful and useful learning.

The pertinence of this research is based on the challenge that teachers face nowadays at the moment to seek and implement new strategies to help learners to communicate themselves in a clear, accurate, fluent and real manner in a second language. Another goal is to promote confidence among students because if they learn and use this expression they will be able to express their thoughts and opinions in a natural way.

This research is opportune because students and teachers, could be directly benefited; students may be able to improve their speaking skill and will know more about English language, and the teacher will recognize how useful and beneficial is the use of slang and idioms for his English lessons, which bit by bit will be easier, more comprehensible and with better outcomes.

The research is feasible because students have the enough knowledge of the language in order to understand and internalize the use of slang and idioms, facilitating in this way the research, and it is also relevant to mention that the researchers have all the necessary resources (economic and human) and the authorization and approval of authorities and the teacher of the institution.

CHAPTER TWO

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS REGARDING THE PROBLEM TO BE INVESTIGATED.

At Universidad Nacional de Chimborazo, and specially at Ciencias de la Educación, Humanas y Tecnologías Faculty; a previous investigation about THE USE OF SLANGS AND IDIOMS AS A METHODOLOGICAL STRATEGY TO IMPROVE THE SPEAKING SKILL OF ENGLISH LANGUAGE, **HAS NOT BEEN FOUND**. Additionally at the educative institution where this investigation will be carry out there is not a similar work concerning with the topic that is being proposed, so its execution is possible.

Even though it is good to mention that there are some similar works that will be used as a reference in this research:

- VILLALBA Y. 2012, *“Enseñanza de las expresiones idiomáticas en inglés como lengua extranjera”*

Which refers to how useful is the use of all idiomatic expressions in the teaching and learning process of English as a second language.

- ROBERTO DE CARO E. 2009. *“The advantages and importance of learning and using idioms in English”*

The author establish the importance and advantages that the use of idioms have, and how they beneficiate students to develop their speaking skill.

- CRESPO LOJA M. 2013. **“Fostering the speaking skills through the use of cartoons to teach idiomatic expressions applied in the EFL classroom with students of ninth level of basic education at ‘ Isabel Moscoso’ high school”**

This research was carried out with the porpoise of showing the importance of teaching idiomatic expressions in the L2 lessons, using cartoons as their main tool to create a meaningful learning.

2.2. THEORETICAL FOUNDATIONS

2.2.1. IDIOMATIC EXPRESSIONS

Alberto Bustos (Bustos; 2007 s/p) in his blog Lengua, points that “The idiomatic expressions are sequences of words which meaning is not composite, so the meaning of the expression does not derivate from the one that their components have”. These expressions are part of the vocabulary of any language and even when their knowledge is fundamental to express with naturalness in the media, they are the last in being taught.

The idiomatic expressions change from one place to another, from one country to other, they change even from one region to other inside one territory, this is why it is important to have into account what expressions are going to be taught because all of them should follow the same idiomatic sequence to avoid confusions and misunderstandings in the moment to be applied.

Idiomatic expression are usually used in an informal environment (with friend, family, workmates), what means in most of the daily situations where a language is applied, there lies the importance of knowing and learning them to improve the understanding and the interaction in a language. Inside this set of idiomatic expressions, we can quote three groups and they are: colloquialism, idioms and slangs. All these expressions are part of the culture of a region, and they are used day by day by the native speakers in diverse situations, they can also be found when reading a book or magazine, when listening the radio or a song, watching a TV program or cartoons. This is why we can say that learning idiomatic expressions is not only useful to improve the speaking skill, but also other skills as listening and reading will be beneficiated.

2.2.2. SLANG

According to the dictionary of Random House, slang is “The very informal use of the vocabulary” (Motz, 2008; s/p), additionally to this and taken into account what Leon La Couve sustain “slang is the use of informal words and expressions

that are not considered standard in a given language but may be considered more acceptable when used socially” (La Couvée, 2012; pag. 1). Based on the given concepts, we can conclude that: Slang is a very informal expression of the language , which is less accepted in a serious environment , but at the same time it results really useful at the moment to communicate in an informal situation for example with friends and family day by day. It is also defined as “informal language which is associated with particular groups of people and through which people express their identity; slang include newly coined words, shorted forms and standard words used playfully out of their usual context”.(Turguay Dinckay, año; pag. 26).

2.2.3. HISTORY OF THE STUDY OF ENGLISH SLANG

By nature, slangs don't live along; they need to be new all the time. After living a short, intense life they either become part of the regular language or disappear. The interest in English slang goes back at least two hundred years which is a long time in the history of slang dictionaries but short time considering the existence of English language. (Kövecses, 2000: pag. 119).

According with Zoltan Kövecses (Kövecses, 2000: pag. 119) in his work “American English an Introduction”; it is pointed out that the first slang dictionary of English Language was published in London in 1785. The author of this book was Francho Grose, a soldier and champion drinker. He titled his dictionary as “The Classical Dictionary of the Vulgar Tongue”. In this work it was showed what was considered as the vulgar part of the language at that time. Even though, the first complete dictionary of English slang, which contain much more that vulgarities, was produced by John S. Farmer and William E. Henley in 1984 and it was called “Slang and its Analogous Past and Present”. Since 1984, several slang dictionaries were written and published, each one showing lists of nonstandard vocabulary and its correct use in different situations and contexts.

2.2.4. SOURCES OF AMERICAN SLANG

American slang comes from different sources. When we talk about sources we refer to where slangs words appeared for first time. As it was explained before slangs are words that help to communicate something inside a determine group of people; According to Kövecses (Kövecses, 2000: pag. 119).the first groups where slangs started to appear are the following:

- Criminal underworld
- Gambling
- Cowboys
- Black English
- Sports
- Drug users
- Beat and hippie movements
- Technological advances

Each one these groups apported to English language with different slangs along the time. They spread this vocabulary and these world became a tendency along the country and were used in different situations by different people.

2.2.5. IDIOMS

For Leon La Couve, idiom is “An expression that has a meaning apart from what the meanings of the individual words mean, they are similar to mesomorphs which create an image” (La Couvée, 2012; pag. 1). For David Burke (Burke, 1998; pag 1) an idiom is a phrase that is commonly understood in a given culture or subculture to ha a meaning different from its literal one.

According to Shelly Motz “Idiom is an expression whose meaning is not predictable from the usual meaning of its constituent elements or the general grammar rules of a language” (Motz, 2008; pag. 2). Based on these three concepts, we can conclude that: An idiom is a phrase or expression that has an

own meaning, this meaning in a set differs to the one that the component words of the expression have, being so and idiom cannot be translated in a literal way.

2.2.6. IDIOM CLASSIFICATION

John Holleman, in his work “American English Idiomatic Expression in 32 weeks” (Holleman, 2006; pag. 1-2) divides idioms in a list that contains 32 categories. The categories are:

- ***Achievement:*** the act or process of accomplishing or completing something.
- ***Agree/ Approval:*** to accept or share an understanding of something.
- ***Authority:*** referring to the power of influence. Obey or judge.
- ***Bad/negative:*** something unfavorable or unpleasant.
- ***Business action:*** related to commercial or work activity to create profit.
- ***Communication:*** the process of sending and receiving information through speaking, behavior or writing.
- ***Completeness:*** the extend of wholeness or having enough of something.
- ***Consequence:*** the effect or result of an action or circumstance.
- ***Different:*** not the same.
- ***Disagree:*** to have a different opinion or reaction to something.
- ***Emotion:*** a natural feeling such as joy, sadness, happiness, love or hate.
- ***End:*** the conclusion of something.
- ***Entertainment:*** something that delights or provides amusement.
- ***Error:*** something that differs from the correct or usual process.
- ***Failure:*** not succeeding in something.
- ***Health:*** the condition of wellness for someone`s body or mind.
- ***Importance:*** to be valuable or significant.
- ***Location:*** relating to where something is positioned or situated.
- ***Money:*** something related to currency of a measure of wealth.

- ***Movement:*** involving motion or a change in something`s position.
- ***Ownership:*** concerning the possession of something.
- ***Personal Description:*** referring to traits, features or attributes of a person.
- ***Plan/Prepare:*** concerning the process involved in accomplishing an activity.
- ***Quantity:*** relating to the amount of something.
- ***Relationship:*** referring to a connection between people including romance, friendship or hostility.
- ***Satisfaction:*** involving enjoyment and contentment in circumstances
- ***Service:*** concerning attitude of being helpful.
- ***Similar:*** referring to the same thing
- ***Superior:*** someone or something being better.
- ***Time:*** related to a time period.
- ***Understand:*** referring to learning and comprehending something.
- ***Work:*** relating to a job, employment or occupation

2.2.7. ADVANTAGES OF TEACHING SLANGS AND IDIOMS

Roberto de Caro says that the integration of idioms has a very important attention in the teaching and learning process of English, especially as a form to implement effective techniques to incorporate idioms in the classroom. (Roberto de Caro, 2009; pag. 124). In this paper, there are several advantages that the use of idioms can bring for learners and they are:

- Idioms in and outside the classroom are widely believed to help teachers and students promote an innovative environment of communication.
- The incorporation of slangs and idioms has an important role in the teaching and learning process of English language as a second language, because this could be one of the ways to give students better conditions to improve their communicative skills in the daily context.

- Teaching idioms help students to be competitive because their increase their vocabulary and the informal way to speak in English.
- English is a language particularly rich in idioms which defy logical and grammatical rules. Without idioms English would lose much of its variety and humor both in speech and writing.
- A strong knowledge of idioms will help students to be better speakers.
- Student will feel more confident because they will be able to integrate themselves in a daily conversation with native speakers.

The incorporation of slangs and idioms has an important role in the teaching and learning process of English language as a second language, because this could be one of the ways to give students better conditions to improve their communicative skills in the daily context (Roberto de Caro, 2009; pag. 124). The importance of teaching these expressions is that English is rich in slangs and idioms, they are used daily by native speakers and this could complicate the understanding of students who are learning English as a second language, and much more when they have a direct exposition to the language, with a daily context, in a real environment different from the one of the classroom; what affects their speaking and interaction.

When implanting the teaching of slangs and idioms in the lessons of English as a second language, an interactive environment can be created, students become more competitive because they manage a wider vocabulary and they can interact with more fluency. When learning slangs and idioms, not just the speaking skill is developed because if students know these expressions, they can reach a wider comprehension of the language when they read or listen something.

2.2.8. HOW TO TEACH SLANGS AND IDIOMS

Slangs and idioms can be taught using different tools: some of them are described by Turgay Dincay:

Using song lyrics: music is a powerful stimulus because it can directly speak to our emotions that allows our brains to analyze. Music changes the atmosphere of the

classroom and prepares students for a new activity. Songs contend a wide number of new vocabulary and idiomatic expressions specially slangs and in this ways students can use song lyrics as a tool to learn, analyze, interpret and internalize English slangs.

Using movies: with movies students has the opportunity of seeing the language in use as well as they hear it. One of the advantages that students get when using movies or videos to learn slangs and idioms is that learners can easily comprehend the meaning of the new words because they have as reference the situation, gestures, expression and mimics of the characters.

Simulation and Role Plays: after students get used the speech of native speakers it is time to represent what they learn and the best way for do it is to apply a role play or a simulation exercise. With this kind of activities, students feel highly motivated because they are representing something real in a real time. Both activities encourage oral fluency, interaction and participation.

2.2.9. DIFFERENCES BETWEEN SLANGS AND IDIOMS

Based on the concepts previously mentioned, we can establish one clear difference between slangs and idiom, which is going to be described next: Slangs are composed mostly just for a couple of words and idioms are more elaborated phrases that have a bigger number of words; and as happens with slangs the meaning cannot be translated literally. Other of the differences that can be quoted is the use that each one of these expressions has; while slangs are commonly used among young people, idioms are used for people of all ages. Idioms are phrases that stay for much time in the memory and vocabulary of people and slangs change with time and new trends.

2.2.10. DESADVANTAGES OF TEACHING SLANGS AND IDIOMS

Teaching slangs and idioms can bring several advantages in the classroom, even though Roberto Dacaro pag. 127 suggests that one of the main difficulty that both, students and teacher might find when using this kind of vocabulary and expressions

in the L2 classroom is that the integration of idioms in the teaching learning process may be difficult or ineffective for some learners and teachers because it is not relevant or necessary for carrying out educative goals.

In addition some teachers argue that teaching idiomatic expressions, especially slangs, can promote vulgarity among students because they consider slangs as a lower level of language on the basis of its in academic environment.

2.2.11. METHODOLOGICAL STRATEGY

A strategy is a plan that specifies a set of steps and concepts that has as fin the consecution of a determined objective. A strategy is a group of actions that are carried out in order to reach a goal. The learning strategies are a set of contents, objectives and evaluation of learning; all these are fundamental components in the teaching and learning process. The strategies are useful for the teacher because they help them to manage daily situations. Strategies are the product of a constructive and creative activity done by the teacher. The teacher creates meaningful relationships. According with the exposed information, we can conclude that the methodological strategies allows to identify principles, criteria and processes that configures the way of acting of the teacher in relation to the program, implementation and evaluation of the teaching-learning process.

2.2.12. SLANGS AND IDIOMS AS A METHODOLOGICAL STRATEGY

Based on the previous concepts, we can say that for implementing the use of slangs and idioms as a methodological strategy in the classroom, it is necessary to follow a process in which is really relevant to have clearly determined the objectives that want to be reached in order to plan correctly the contents and the activities that will be done for getting a meaningful learning with students and in this way to reach the wished results at the moment of evaluating.

2.2.13. SPEAKING

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). With the purpose to express our, feelings, ideas, and points of view with other, and that these expressions are understood clearly by others, it is very important the three steps, producing correct sentences which are understand for the others, receiving and understand clearly is essential for a good communication and the last processing information in which people can store, compare and recollect and in other time produce significant information.

According with (Essberger, 2014, pág. s/p) Speaking" is the delivery of language through the mouth. To speak, people create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips, when two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. In where that occur more fluently when people feel comfortable or know about the theme that they are speaking and it depends of place, people or occasion for this reason speaking can be formal or informal.

Informal speaking is typically used with family and friends, or people you know well.

Formal speaking occurs in business or academic situations, or when meeting people for the first time.

At the present speaking a foreign language represents one of the most principal requirements in the society, based on the experience of teachers can argument that knowing other language specially English is crucial and very important for each person; developing it demands a huge effort, but now people recognize that know English open doors and it is a language very used for people

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). (MaryAnn Cunningham Florez, 19; s/p). Because if all people put more attention on those things they will be able to use a language correctly, understand its use and function.

2.2.14. IMPORTANCE

The importance of speaking skills according with (Qureshi, págs. 2-3), hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. People use language in a variety of situations at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

For this reason the significance that involves developing that skill, if we do not express clearly, we cannot be understood, and the message will be misunderstood by people. As teachers we must create opportunities within and outside the classroom, where they can implement what they learn and achieve meaningful knowledge.

The mission of language is communication and the objective of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people. (Bilash. Dr. Olenka, 2011; s/p). Now the society know English is a fundamental key to the future, but to develop the skill of speaking is a challenge

for the learners, they are aware that speaking is the most important skill they can get, so be prepared to real situations of daily life.

Linguist Shastri's book "Communicative Approach to Teach English as a Second Language" states that "The objective of teaching the skill of speaking English is to develop the ability to express oneself intelligibly, reasonably accurately and fluently" (71). According to him the goal is to have students whom express themselves in a natural way. For that purpose, it is very important that students develop their speaking skills using idiomatic expressions so that the process of communication is more efficient. Because the students can have more vocabulary, understand when they listen native speakers and express in a fluent way.

In addition, according to this author, it is difficult for learners to develop speaking skills in the classroom for the following reasons. First, it is a limitation of the educational program. It means many educators just focus on certain English topics and skills because they believe that these are more important than others, but the outcomes at the end are not good, because students do not English and the principle problems is when they have to speak, they have fear to express. Second, the lack of time in the classroom to make students cannot practice these skills is a disadvantage that many teachers have so in the institution students only have one or two days of English, for this reason learners forget easily what they learned. Another reason is that in many institutions, there are big numbers of students in each classroom. So some students lose the opportunity to talk, to participate and to give their points of view. The fourth reason is some teachers do not have acceptable knowledge of phonics and phonology, which is of great importance to improve teachers' pronunciation as teacher have to obligation to be in a constant preparation. Finally, students' lack of confidence and ability to speak in English may make students feel shy and nervous at the time they speak, professors have to create an environment in where learners feel comfortable, confident and guide all of the time. Therefore, it is important to emphasize this important skill to establish meaningful knowledge in students for their later use (71).

2.2.15. SPEAKING AS A LANGUAGE SKILL

Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. The writer in this show and try to explain that speaking is an activity that involve two or more people, the speakers and listeners have the mission to act according what they listen because it will helps and will give a high contribution in the understanding of the conversation.

In addition, associated to speaking ability, Tarigan (1981:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. The two author say something different but at the end people know the objective is share with other their ideas, comments , suggestions and have a communication with others.

For the most people develop the ability to speaking a foreign language means know the correct use it, because speech is an essential for the human communication , in which people can express their ideas and can built a good relationship with others.

The students no longer expect that traditional method previously used by their teachers in which they focused in an approach for the development of grammar and using methodologies that are believed good at the time, but the result after applying was not good, because students were able to develop all their ability, they were feeling frustrated because their knowledge was very little about the subject and when they want to apply what they know in real life they realized they could not manage in the best way. The past was so, in which students knew the rules but could not apply in the real world.

Today has taken a radical turn to teaching – learning of the English language, as it seeks to provide students with various tools to learn of effectively way, to activate

their knowledge and they are able to express or create their own learning, not only knowledge of the language based on theory but they use it in different situations, in which they can understand, analyse, share and express what they think, with that learners have a good understanding and good communication.

The Communicative Approach places emphasis on developing the communicative Competence, viewed as “the overall underlying knowledge and ability for language use which the speaker-listener possesses“(Brumfit and Johnson 15). Through the communicative teaching, learners are encouraged to “consider language not only in terms of its structures (grammar and vocabulary), but also in terms of the communicative functions that it performs” (Littewood x). By giving opportunities to use the language for real communicative purposes the teacher helps them to develop strategies for relating the structures of a language to the communicative functions they can perform, now the learners know that they have the important role in the class, producing spoken language could be taken for the learner as a difficulty or obstacle for them. But people think why. The answer is obvious. Because in the normal spoken language students must dominate the language and they are to aware that if they have a good communication , the accuracy and fluency take an important role in the speech and it include reduced words , use of slang and idioms , phrase verbs , collocations and other important is the pace of speech . All of these have to be taken into consideration while practising conversation in class and obviously outside class because without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practise real communication with our students within the learning process.

If we do not pay interest as teachers , students are often surprised When they have to use the language for the first time , such as outside the classroom or in everyday life situations , since they are not prepared for a spontaneous communication , and it is to them impossible to fight against all claims occurring at the time . Most students know that every effort is when they must communicate with native speakers, as this involves more effort and they do not feel able to adapt to the pace of conversation, but we must be aware that native speakers are great support to develop the skills,

students are aware that familiar with them is a great advantage to increase their knowledge. And so they will be in an environment of spoken English, which in the future will help maintain good communication and they will be prepared for any situation.

Linguist Shastri's book 72 "Communicative Approach to Teach English as a Second Language" divide SKILLS AND SUB-SKILLS OF SPEAKING: the teacher should provide the opportunities to develop the functional aspects of language classroom. They should be based on real situation so that the learners can easily identify with them. They should be taught to communicate effectively in formal, informal and semi informal situation. The learners should be taught to:

- Ask question and answer
- Introduce themselves and others.
- Talk about themselves to others
- Describe people, place, object and process.
- Agree and disagree on any subject.
- Make enquiries and complains.
- Ask and give direction and instruction.
- Argue, persuade and convince others.
- Participate in group discussion as initiator, contributor, critic or reporter.
- Participate in debate.
- Announce and compere and event.

THE SUBSKILLS OF SPEAKIG REFER TO

- Know what to say and how to say.
- Convey ideas effectively and convincingly.
- Organise and sequence the ideas logically.
- Be able to generalise from example and prove their point by showing cause and effect.
- Takes turns in- group discussion and not interrupt others, listen to other's opinion.

- Speak relevantly and clearly (CIEFL Methods 1996).

2.2.16. STUDENTS' MOTIVATION TO PARTICIPATE IN A SPEAKING LESSON

Teachers know that students learn a foreign language but they always accumulate a lot of knowledge about (grammatical rules, vocabulary), but then they find out that they cannot actually use this language, rules or the vocabulary that they know to communicate when they want or in real situations. Scrivener (2005, 147) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, therefore learners may tend to be nervous about trying to say things. students are afraid to make mistakes and that others see them as foolish or make fun of them, therefore, they try to avoid corrections or teacher comments, for this reason it is difficult to get students to express themselves, because they do not feel safe and try to find ways to say exactly what they want to express . All this leads students embarrassing pauses while they are trying and think how to say something in a correct way without mistakes.

Everyday teachers should create or motivate their students to speak in class, one of the best ways is when learners with the help of their teachers start to active their knowledge and they are put in situation in where they feel safe and face situations that can master class, where they are inspired and motivated and try to speak in class, teachers should create activities in which learners feel less worried, less under pressure and have confidence that if they make a mistake they will learn from it.

Nevertheless. it is very important to reflect about the successful, performance or quality of the students, because the problems that they have in speaking, the teacher is not the unique person responsible about that, parents have to take in mind that factor of motivations affect in different ways to each students, it influences in their progress, and performance in the develop of the spoken language. Harmer (1991, 4-6) distinguishes extrinsic and intrinsic motivation. He claims that students' attitude to speaking the language may be affected by different factors from the outside, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is always handled

or influence students. People should be aware that without intrinsic motivation there is not mission and objective to improve speaking skill thus cannot be achieved. Success or performance is based on a willingness and desire to have students learn to speak.

Learner's personalities also have an important role in determining how quickly and correctly will handle a task of speaking role. Those risky students, without fear of making mistakes they are generally more talkative but often make many mistakes. Those who are shy can take a long time to speak with confidence and feel safe, but when he finally achieved his English contains fewer errors. Indeed nowadays getting students to use the language correctly and fluently, to achieve this should focus on students lose their fear of speaking and silence is broken in class, get students to express, discuss and give their ideas no matter how many mistakes or worry they can make or how long delay in producing sentences or say something. another important aspect is to reduce the shame and lack of security when speaking in front of the class, one of the best way is in which students have the opportunity to share with their partners are work in groups or pairs, is one of the best strategies to increase the activation of language use, this may be influenced by the methods used in communication teacher education and, above all, on the personality of each student. Considering this, teachers should realize how important role in each of them, as they are an important pillar in student motivation in wanting to learn the language.

Harmer (1991, 7-9) points out different motivational factors depending on the age and level of the students. It is one of the important factors but sometimes not taken into account, as teachers must be very aware of the changes of students according to their age and they sometimes do not pay interest because they are unimportant issues for them, so according to your age should motivate them and give them important issues or of interest to them, the level is supposed to be covered according to their age but as we all know many times the level is different for each, they must constantly change strategies or techniques for students to learn the right way and everyone can learn equally.

Ur (1991, 274-280) declares that "motivation is very strongly related to achievement in language learning." this shows us that there are students willing to give their

greatest effort in speaking and they are likely to have a better end result. In the other hand, those who were sitting quietly not wanting to engage in talk at the end your progress will be minimal, because they showed no interest to improve skill. Knowing this, teachers should encourage those students who do not participate in class to develop high interest in participate in communicative activities and so the end result is suitable for everyone.

As teachers should know different strategies to improve students' motivation to speak at a lesson. first selecting the topic, which is of great interest to students is essential for them to be motivated and with great interest in the class, teachers sometimes have a bad choice, but the best solution is to give the opportunity for students choose the topic of their preference, and thus have a better class and students actively participate and they will want to interact more, since they will be motivated.

Based on our experiences, students prefer going through real situations, which are of great help when they need to face the real world. Therefore teachers should satisfy the expectations of them, with materials which are of great pleasure , activities speaking should be based on things that they know to describe such a picture of their family , favorite singers or guessing places, with that we will have greater interaction , with this teachers could do a join between image and reality in which students are more motivated to express themselves and learner will know really what they want to say, indeed the goal of the teachers will be achieved and each one develop the skill of speaking of a meaningful way.

2.2.17. ACCURACY VERSUS FLUENCY

Accuracy and fluency are important terms essential for a successful and productive conversation. Scrivener (2005, 160-162) declares that accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses or hesitation,

however, often with making major mistakes. In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity.

Teachers should be aware of whether their main goal in a speaking activity is accuracy or fluency and adapt their role in class accordingly. If the main aim is to get students to speak, then one way to achieve that would be reducing teacher's contribution. It is supposed that the less he or she speaks the more time and space it will allow the students to. If the main aim is accuracy, the teacher should concentrate on students' mistakes and devote time to their correction.

however it is important to talk without mistakes, now people give greater importance to what students have greater fluency in everyday conversation, it focuses more on the needs of society, because the most important thing is to exchange information to others, but we leave aside the quality accuracy, we give you more importance to communication but we must bear in mind that both the one and the other must go hand in hand. Since both are essential when people want to develop the ability of speaking in an appropriate manner.

Brown (2007) states that social contact in interactive language is not what the speakers say ; but how they say it ,what they convey with body language, gestures, eye contact, physical distance and other nonverbal messages. In addition to use of language in social interactions, paralinguistic elements of speech such as pitch, stress, and intonation are important in effective oral communication (Richards & Renandya, 2002).

Many times we do not put attention to other aspects that they are important in communication as referenced by these authors, like the way we express ourselves , the gestures we use, all this can be misinterpreted and not be consistent with what say , here we may refer to formal and informal speaking , because when we are with friends , we forget important things in communication such as stress , intonation , but they are of great importance for a better understanding , since a small thing may change the meaning and communication can be misunderstood , so we must be aware of these aspects although many times we do not put in practice , they are vital for clear , accurate, relevant communication.

2.2.18. FOREIGN LANGUAGE SPEAKING ANXIETY

Foreign language anxiety occurs when foreign language learners face with potential problems for their acquisition, retention, and production of the new language (MacIntyre & Gardner, 1991a). The issue of anxiety in foreign language learning has significant impact on learners, and this is especially the case in relation to the various sociocultural contexts in which they must express themselves while they have a poor command of the foreign language (Horwitz, Horwitz & Cope, 1986; MacIntyre, 1999; Ohata, 2005; Young, 1991). Many learners feel anxious when they participate in speaking activities. Because they don't feel sure of them, and they cannot express in a good way, in some cases students know about the new language but they do not how to produce what they want to say.

According to Woodrow's (2006) study, there is a significant negative relationship between anxiety from speaking a foreign language and oral performance. Student's fear is to speak in front of their partners, fear of making mistakes or not say the correct answer, or facing to teacher without having the necessary knowledge, it is why students feel more anxious in oral tasks because they do not feel prepared, which influences lack of motivation or interest in the subject or in some cases the competition between them is presented to demonstrate who knows more. All this causes anxiety in the development of this skill, in some cases students know but they are shy and this embarrasses to express , here the teacher's role in creating an environment of trust , in which students are not afraid , or anxiety , for otherwise they will want to say what they think.

2.2.19. CHARACTERISTICS OF SUCCESSFUL SPEAKING ACTIVITIES

Brown, (2001: 270) Students' speaking skills can improve considerably when you keep in mind the following four principles of successful speaking activities suggested:

Students talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk, with the purpose they lose their fear and feel more confident in themselves.

Participation is even. - Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed. During any speaking activity, every student should have an equal opportunity to speak. You should carefully monitor classroom discussions and ensure they are not being dominated by a minority of talkative participants. As a teacher you always have to implement the order and respect for others

Motivation is high. - When students are highly motivated to participate in classroom discussions, they overcome fear and eventually develop stronger speaking skills. You can keep students motivated by selecting topics that your students are interested in or already know. Playing games or having contests will also keep students excited about participating.

Language is at an acceptable level. - When the language used in speaking activities is too easy or too difficult, students get discouraged or lose their motivation easily. Make sure that your classroom activities use language at the right level for your students. So students can understand, comprehend and at the end they can argument about the topic.

At present looking for students to be able to develop that skill, with the aim that they can manage in any environment (Political, Technological) in order to be able to hold a conversation about everyday life, about their families, interests, likes and give their views. The teacher's role is to investigate, or updated with new strategies to help the improvement of skill, always taking into account the needs, abilities and weaknesses of students.

2.2.20. COMPONENTS OF SPEAKING SKILL

According to (Henrichsen, 2010) several factors contribute to the complexity of the speaking process. However, they can be organized under two key components of spoken language. Spoken language needs to be first, accurate and second, fluent. When students develop both accuracy and fluency, they become successful and confident at communicating in English. Students' speaking skills will improve as teachers use activities that specifically develop speech accuracy and fluency.

ACCURACY

Speaking accurately means being able to use the correct sounds, words, and grammar when speaking. Spoken language needs to be accurate in order for communication to be successful. Students who are beginning to learn English often focus on speaking accurately first. When students become more proficient, they sometimes stop thinking too much about accuracy. When teaching students how to speak accurately in English, you need to keep in mind the following features of speaking accuracy:

Vocabulary - Knowing enough words to produce spoken language is the very first thing students need to learn. To participate in meaningful conversation, learners need to know basic vocabulary. In addition, students need to know when or in what context to use words accurately.

Sounds - Accurate spoken language is produced when students can correctly pronounce the words that they use when speaking. Not knowing how to correctly articulate certain sounds often causes miscommunication and misunderstanding. For example, the words slept and slipped can change the meaning of a sentence drastically when the sounds /ɛ/ ("eh") and /ɪ/ ("ih") are articulated incorrectly.

Grammar - Knowing grammar is another equally important factor in learning to speak because it allows students to place words correctly within sentences and ultimately enables them to carry on meaningful communication. Consciously learning grammar, as opposed to acquiring language naturally through exposure and interaction, is probably the most challenging part of the language learning process because there are many rules and exceptions to be learned.

Culture - Every aspect of life is subject to certain cultural patterns and rules. So when people are communicating, the knowledge of what is appropriate when and where always comes up. When students are taught about expectations based on cultural differences, they learn to communicate effectively.

FLUENCY

Speaking fluently in a new language requires the ability to speak with appropriate speed, acceptable flow, and proper tone of voice. When students are first learning to speak, they often tend to focus on their language accuracy and this focus frequently slows down their speech causing them to be less fluent. With students at the high intermediate and advanced levels, you should focus on fluency. To develop speaking fluency, you can focus on the following features:

Speaking rate - Students need to speak with acceptable speed. Speech that is too slow or too fast results in miscommunication. When students pause too long or too many times, such as after every word, they speak too slowly. On the other hand, students who do not pause properly while speaking also produce incomprehensible speech. So you need to help your students speak at an appropriate rate by teaching them how and when to pause.

Stress - When a syllable sounds louder and longer, it is called a stressed syllable. For example, the word English has two syllables: En-glish. The first syllable of this word sounds louder and longer than the second syllable: ENGLISH. When students learn to place stress correctly in words, their language accuracy and fluency improve.

Intonation - When people speak, they use high or low tones to convey different meanings. For instance, a rising or high tone at the end of the following statement makes it a question: He's your friend? A falling or low tone makes it a simple statement: He's your friend. Teaching students how to use intonation correctly will help them with both accuracy and fluency.

Reduced words - In spoken English not all words are clearly said. In fact, many words are used in shortened forms and some words even get combined. For example, the expression how is it going? Is often said as Howzit goin? You can and should teach this process of reducing words to students. For instance, you can explain that within a sentence, nouns, verbs, adjectives, and adverbs usually get stressed and said

clearly. In contrast, connecting words, helping verbs, pronouns, and prepositions often get reduced.

As you can see, speaking in a new language is truly a complex process that includes many important elements. For this reason, developing speaking skills in students can be a long journey. You can make the journey shorter and more pleasant by using activities that have characteristics that experience has shown to be most helpful.

As we can see, learn to speak a new language is a process that requires much effort and constant practice each one of us, it includes many components to have good communication. For that develop the skill of speaking may be a long way to go, the only thing that will long or short that way you are, with daily preparation , and the desire to want to develop the ability.

2.2.21. ADVANTAGES AND DISADVANTAGES OF ORAL COMMUNICATION

According to Alex Hon Pin_(2012; s/p)

Advantages:

Some of the advantages of the oral communication are:

1. It's easy and simple and saves a lot of money because oral communication is the less expensive way to communicate with each other.
2. It allows feedback on the spot so if the receiver is not 100 percent sure what the message meant, then that feedback will be answered right away.
3. Because the message is instantly, it helps in avoiding time wasted.
4. It brings personal warmth and friendliness and develops a sense of bonding because of these contacts between the people.

Disadvantages:

Some of the disadvantages of the oral communication are:

1. There is no instant feedback between the messenger and the receiver and that the messages could be misunderstood.
2. Long and wordy type of communication cannot be as effectively as verbal messages.

3. The receiver might understand the message differently.
4. Responses on the spot might not be carefully thought of.
5. More or less or a different meaning might be conveyed by manner of speaking, tone of voice and facial expressions.

Both the advantages and disadvantages of an oral communication must be taken into account when talking, as this will help us to improve on our communication day by day, we always have to take advantage of the benefits that gives us communicate in a good way and of course learn from these disadvantages in the future do not affect the relationship with others.

2.2.22. SOME SUGGESTIONS IN TEACHING SPEAKING

In addition, Hayriye (2006:1) provides some Suggestions for English teachers in teaching speaking. They are as follows:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language

Teachers should be constantly updated knowledge in order to help their students improve their speaking skills, putting them in real life situations, encouraging them, creating an environment where they feel confident and introducing opportunities for students to practice skills and actively participate, and always giving them tools to help in development.

2.3. DEFINITION OF KEY TERMS

Black English: a dialect of American English spoken by some members of black communities in North America.

Cowboy: Slang a reckless person, such as a driver, pilot, or manager, who ignores potential risks.

Hippie: A hippie (or hippy) is a member of a subculture that was originally a youth movement that emerged in the United States during the mid-1960s and spread to other countries around the world.

Criminal underworld: criminals and their associates considered collectively.

Drug user - A person who takes drugs.

Technological Advance: It is the development of new tools or discoveries of new techniques that influence in our society, making our life easier and helping us in our work or home.

Sports : An activity involving physical exertion and skill in which an individual or team competes against another or others.

Gambling: it is taking part in any game or activity in which you risk money or a valuable object in order to win money

2.4. HYPOTHESIS SYSTEM

The use of slangs and idioms as a methodological strategy influences positively in the improvement of the speaking skill of English language with the students of Tercer Año de Bachillerato 'B' of Aplicaciones Informáticas specialty at Unidad Educativa "Isabel de Godín", during the academic year 2014-2015"

2.5. VARIABLES

2.5.1. DEPENDENT VARIABLE

Speaking skill

2.5.2. INDEPENDENT VARIABLE

The use of slang and idioms as a methodological strategy

2.6. OPERATIONALIZATION OF THE VARIABLES

2.6.1. DEPENDENT VARIABLE: Speaking skill

VARIABLE	CONCEPT	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRUMENTS
Speaking Skill	Ability developed for human beings with the main purpose of interacting and expressing orally.	<ul style="list-style-type: none"> • Fluency • Accuracy • Interaction 	<ul style="list-style-type: none"> ✓ Number of hesitations. ✓ Number of pauses. ✓ Number of mistakes ✓ Number of incoherent ideas. ✓ Number of participations of the student in the conversation. <p>Reception (listening) Processing Production (speaking)</p>	<p>TECHNIQUE Observation Survey</p> <p>INSTRUMENT Observation Guide Questionnaire</p>

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino

2.6.2. INDEPENDENT VARIABLE: The use of slang and idioms as a methodological strategy.

VARIABLE	CONCEPT	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRUMENTS
<p>The use of slang and idioms as a methodological strategy</p>	<p>Set of sequenced actions that involve the use of phrases and other expressions to facilitate the comprehension and oral interaction in an informal way at a daily environment.</p>	<p>Comprehension of conversations using native speech</p>	<ul style="list-style-type: none"> ✓ Number of slangs used in the conversation. ✓ Number of idioms used in the conversation ✓ Number of spontaneous interventions in the conversation ✓ Number of bad pronounced words. 	<p>TECHNIQUE Observation Survey</p> <p>INSTRUMENT Observation Guide Questionnaire</p>

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. SCIENTIFIC METHOD

For this research, the method that will be used is the SCIENTIFIC METHOD because this is a rational, logical and systematic process which starts with the definition and delimitation of the problem, followed by the establishment of objectives; and then the recollection, organization, analysis and interpretation of information; application of observation form that will help us to get results that will be processed in order to do a correct inference that will allow us to present the reached scientific knowledge.

3.2. TYPE OF INVESTIGATION

According to the nature of the object of study, this thesis is empirical because the phenomena are visible.

3.3. DESIGN OF THE INVESTIGATION

According to the environment in which the study is carried out, it is a Documental and Field Research.

Documental Research: It allows getting data through the use of printed materials in order to know, compare and go into detail of the diverse criteria that different authors have about a same topic.

Field Research: Data and information are getting through direct relationship: investigator-reality based on the pre-established objectives, without manipulating any of the variables.

Before starting the research, it was important to determine the speaking level of the students of Tercer Año “B” of Aplicaciones Informáticas Specialty and the knowledge they had about slangs and idioms, for this reason a Diagnosis test was applied to all the students in individual form in order to define naturalness, fluency and vocabulary they handle when speaking. After applying this diagnosis test all the data was analyzed, tabulated and interpreted; getting as result a NOT SATISFACTORY speaking level in most of the student (19 Ss. that represents a 56% of the classroom).

When starting the research, a first observation guide (Attached N°3, pag.66) was applied to determine students’ comprehension, interaction, fluency, naturalness and participation inside a group conversation. Students formed groups of five and they develop a short simulation exercise with the topic WHAT ARE WE GOING TO DO THIS WEEKEND? Even when the exercise was carried out in groups, the evaluation was individual for each one of the students.

In this observation guide 6 parameters were considered taking into account each one of the indicators: number of mistakes, hesitations, pauses, slangs, idioms, etc. in order to evaluate students’ performance, using the scale that follows:

From 0 to 3 incorrect answers = SATISFACTORY
From 4 to 7 incorrect answers = LITTLE SATISFACTORY
From 8 to 10 incorrect answers = NOT SATISFACTORY

When analyzing this first observation guide, it could be easy to notice that most of the students got a NOT SATISFACTORY speaking level.

After the exercise, students’ needs were observed; so the researcher started to select the necessary slangs and idioms in order to help students to develop and improve their speaking skill: expressions related to greetings, love, friendship, and parties were taking into account to reach this objective. Four lessons using slangs and idioms as a methodological strategy were given to students along one month.

After the four lessons, a new simulation exercise was applied to students. In this time the mechanism was the same; they had to organize themselves in the same

groups of the first week in which the first observation guide was applied. The topic for the simulation exercise was the same; comprehension, interaction, fluency, naturalness and participation in the group conversation were also evaluated as in the first time. The evaluation was also individual in order to collect information to prove the hypothesis. The second observation guide (Attached N° 5, pag. 222) was applied using the same evaluation scale but now results were different and it could be noticed that now most of students reached a SATISFACORY speaking skill, according with the pre-established indicators.

Finally, both results: first and second observation guide; were analyzed, tabulated, graphicated and compared to prove the initial hypothesis of the research.

3.4. POPULATION AND SAMPLE

3.4.1. POPULATION

At Unidad Educativa “Isabel de Godin” in Tercer Año de Bachillerato ‘B’ of Aplicaciones Informáticas specialty there is a population of 35 students and one teacher; so we will work with a total of 35 people.

TABLE N°1

POPULATION	MAN	WOMAN	TOTAL
STUDENTS	4	29	34
TEACHERS	1		1
TOTAL			35

Source: Unidad Educativa “Isabel de Godín”

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino

3.4.2. SAMPLE

As the population is small, a sample will not be applied, in consequence the researchers will work with all the involved in the investigative process.

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA RECOLECTION

3.5.1. TECHNIQUES

Survey: It was applied to the students of Tercer Año de Bachillerato ‘B’ of Aplicaciones Informáticas specialty at Unidad Educativa “Isabel de Godin, before starting the research in order to diagnose their speaking skill.

Observation: It was applied to the students of Tercer Año de Bachillerato ‘B’ of Aplicaciones Informáticas specialty at Unidad Educativa “Isabel de Godin in order to evaluate the simulation exercises applied before and after using slangs and idioms as a methodological strategy.

3.5.2. INSTRUMENTS

Questionnaire: it was used to know the Speaking level of students before starting the research.

Observation Form: It was applied for the investigator to the high school students, both at the beginning to establish a diagnosis and at the end for the final evaluation.

3.6. TECHNIQUES FOR PROCESS AND DATA ANALYSIS

- Review of information
- Tabulation of the getting data according to proposed variables, by the use of descriptive statistics.
- Working out of a statistic study of the data to present results.
- Analysis of results.
- Interpretation of results.
- Hypothesis check.
- Establishment of conclusions and recommendations.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. DATA PROCESSING OF THE DIAGNOSIS TEST APPLIED TO STUDENTS.

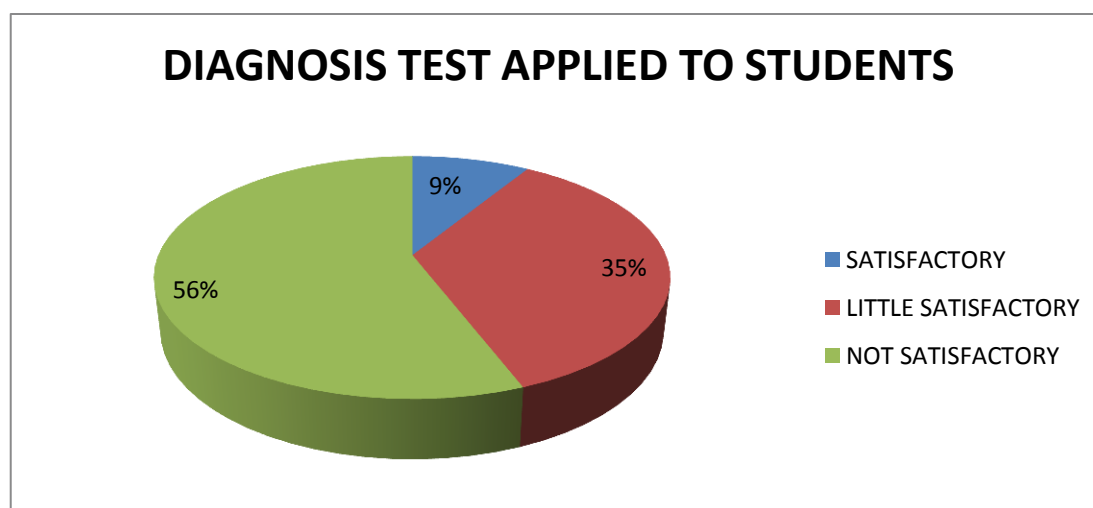
TABLE N° 2

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	3	9%
LITTLE SATISFACTORY	12	35%
NOT SATISFACTORY	19	56%
TOTAL	34	100%

Source: Questionnaire applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty.

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

GRAPHIC N° 1



Source: Data of Table N. 2.

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

ANALYSIS AND INTERPRETATION: : Of the 34 students that equivalent to the 100%, just 3 of them (9%) have a satisfactory speaking skill; 12 students (35%) have a little satisfactory speaking skill and 19 of them (56%) have a not satisfactory speaking skill. Being so, we can interpret that most of students of Tercer Año de Bachillerato “B” of Aplicaciones Informáticas Specialty, presented a NOT SATISFACTORY speaking skill in the diagnosis test.

4.2. DATA PROCESSING OF THE FIRST AND SECOND OBSERVATION GUIDE.

PARAMETER ONE: ACCURACY

TABLE N° 3

Observation guide applied before using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	3	9%
LITTLE SATISFACTORY	12	38%
NOT SATISFACTORY	19	56%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

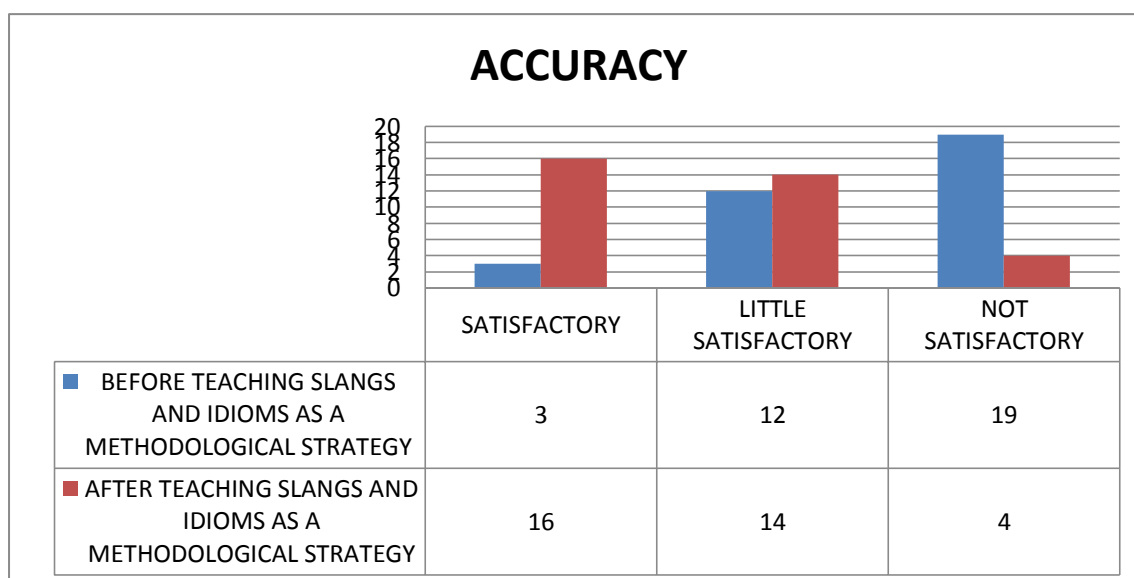
TABLE N° 4

Observation guide applied after using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	16	47%
LITTLE SATISFACTORY	14	41%
NOT SATISFACTORY	4	12%
TOTAL	34	100%

Source: Observation Form applied to the students de Tercer Año of Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

GRAPHIC N° 2



Source: Data of tables N. 3 and N. 4.

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

PARAMETER TWO: FLUENCY

TABLE N° 5

Observation guide applied before using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	2	6%
LITTLE SATISFACTORY	13	38%
NOT SATISFACTORY	19	56%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

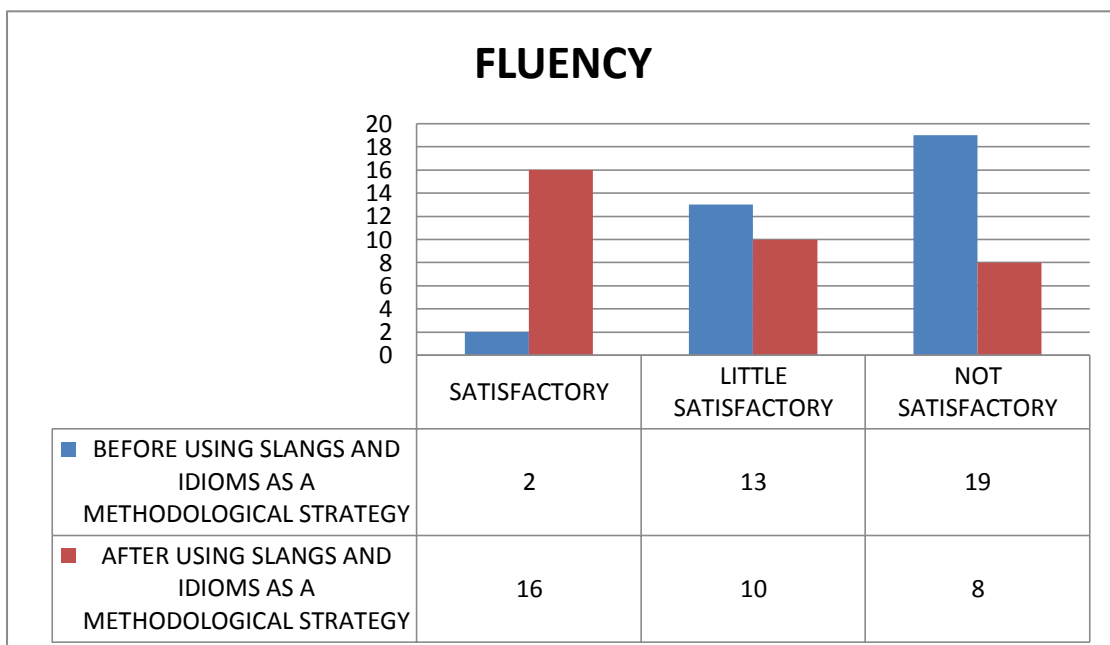
TABLE N° 6

Observation guide applied after using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	16	47%
LITTLE SATISFACTORY	10	29%
NOT SATISFACTORY	8	24%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

GRAPHIC N° 3



Source: Data of tables N.5 and N.6

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

PARAMETER THREE: PRONUNCIATION

TABLE N° 7

Observation guide applied before using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	0	0%
LITTLE SATISFACTORY	14	41%
NOT SATISFACTORY	20	59%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

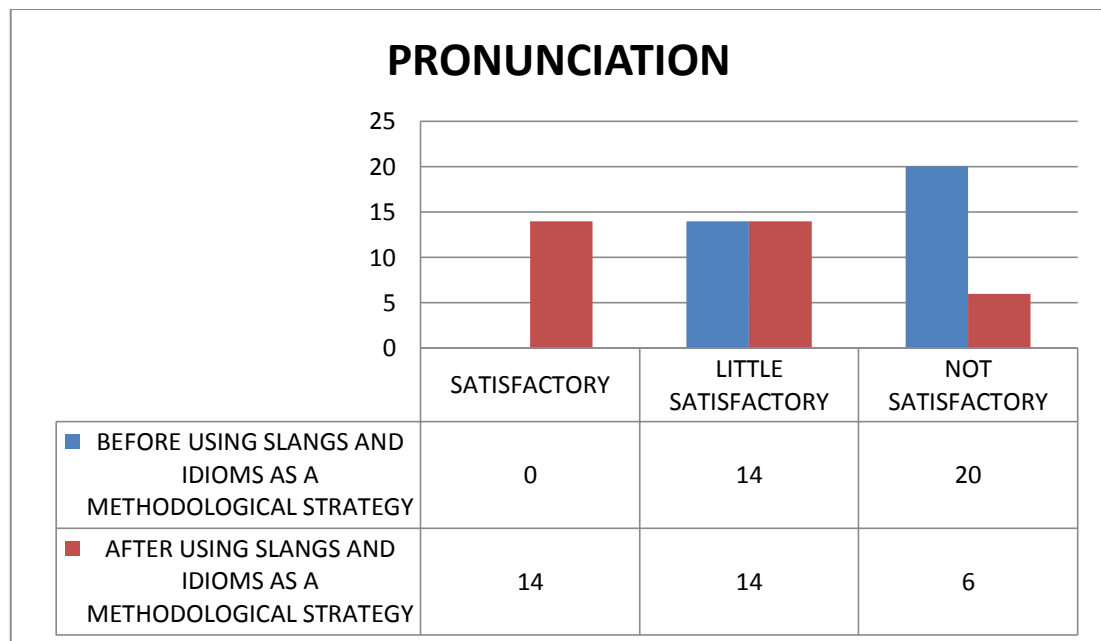
TABLE N° 8

Observation guide applied after using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	14	41%
LITTLE SATISFACTORY	14	41%
NOT SATISFACTORY	6	18%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

GRAPHIC N° 4



Source: Data of tables N.7 and N.8 .
By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

PARAMETER FOUR: VOCABULARY

TABLE N° 9

Observation guide applied before using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	0	0%
LITTLE SATISFACTORY	5	15%
NOT SATISFACTORY	29	85%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

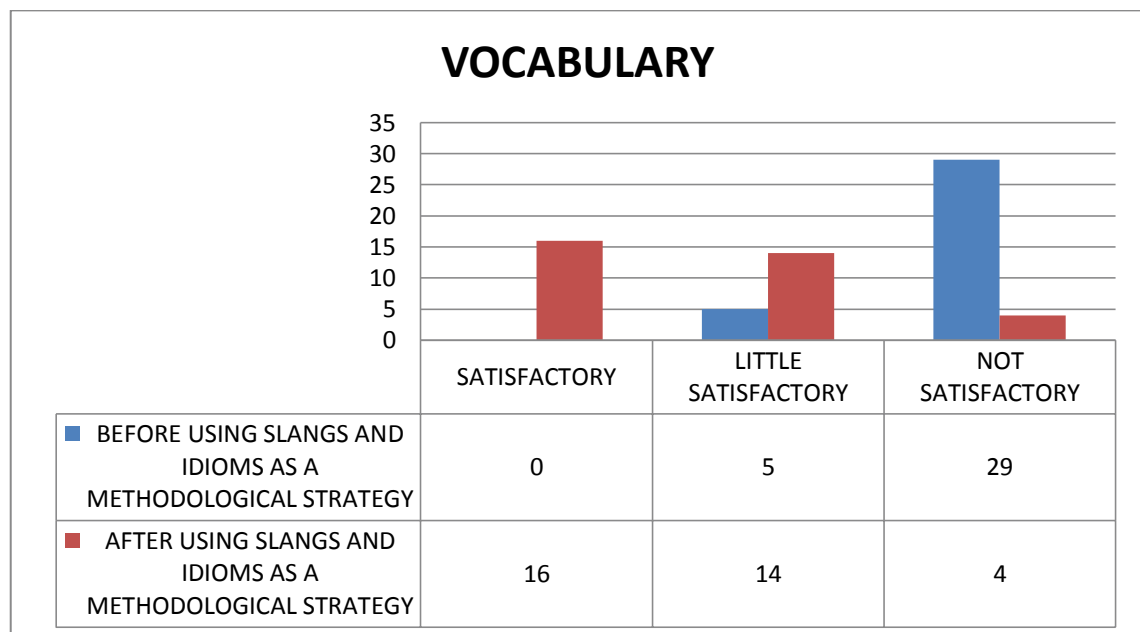
TABLE N° 10

Observation guide applied after using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	16	47%
LITTLE SATISFACTORY	14	41%
NOT SATISFACTORY	4	12%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

GRAPHIC N° 5



Source: Data of tables N.9 and N.10.

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

PARAMETER FIVE: INTERACTION

TABLE N° 11

Observation guide applied before using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	4	12%
LITTLE SATISFACTORY	13	39%
NOT SATISFACTORY	17	49%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

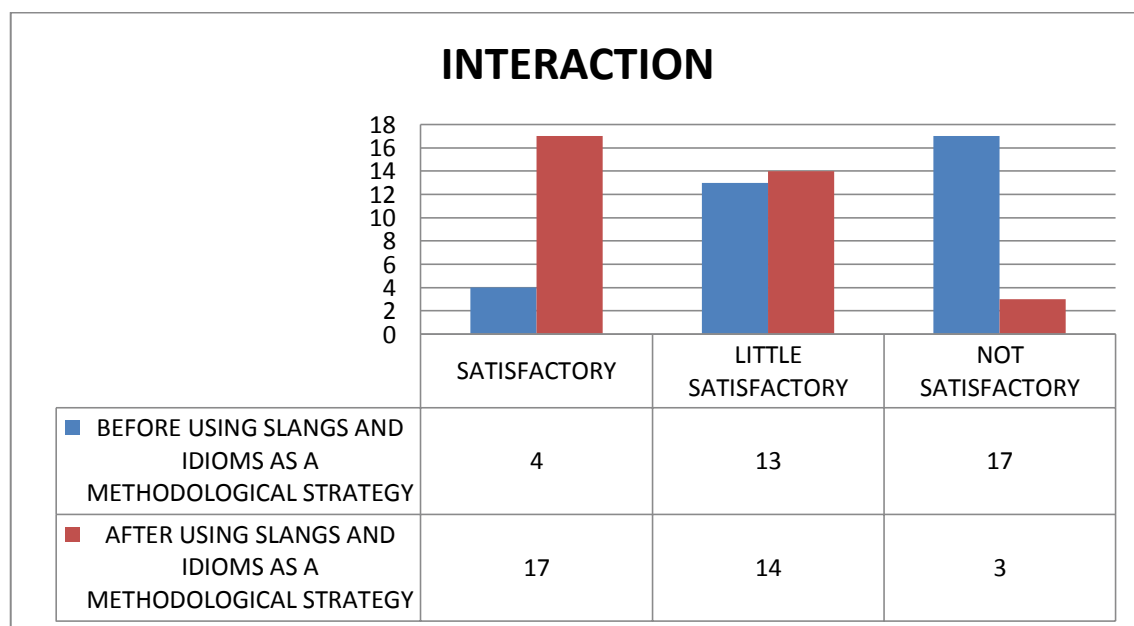
TABLE N° 12

Observation guide applied after using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	17	50%
LITTLE SATISFACTORY	14	41%
NOT SATISFACTORY	3	9%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

GRAPHIC N° 6



Source: Data of tables N.11 and N.12 .
By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

PARAMETER SIX: NATURALNESS

TABLE N° 13

Observation guide applied before using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	1	3%
LITTLE SATISFACTORY	7	21%
NOT SATISFACTORY	26	76%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

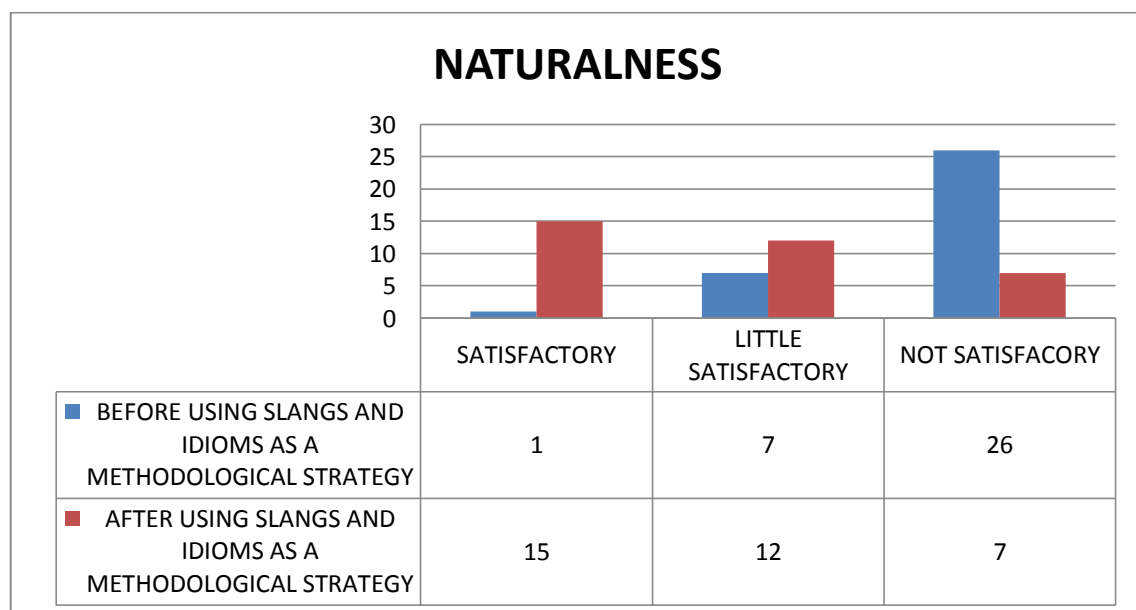
TABLE N° 14

Observation guide applied after using slangs and idioms as a methodological strategy.

ASSESSMENT	FREQUENCY	PERCENTAGE
SATISFACTORY	15	44%
LITTLE SATISFACTORY	12	35%
NOT SATISFACTORY	7	21%
TOTAL	34	100%

Source: Observation Form applied to the students of Tercer Año de Bachillertato “B” of Aplicaciones Informáticas specialty. **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

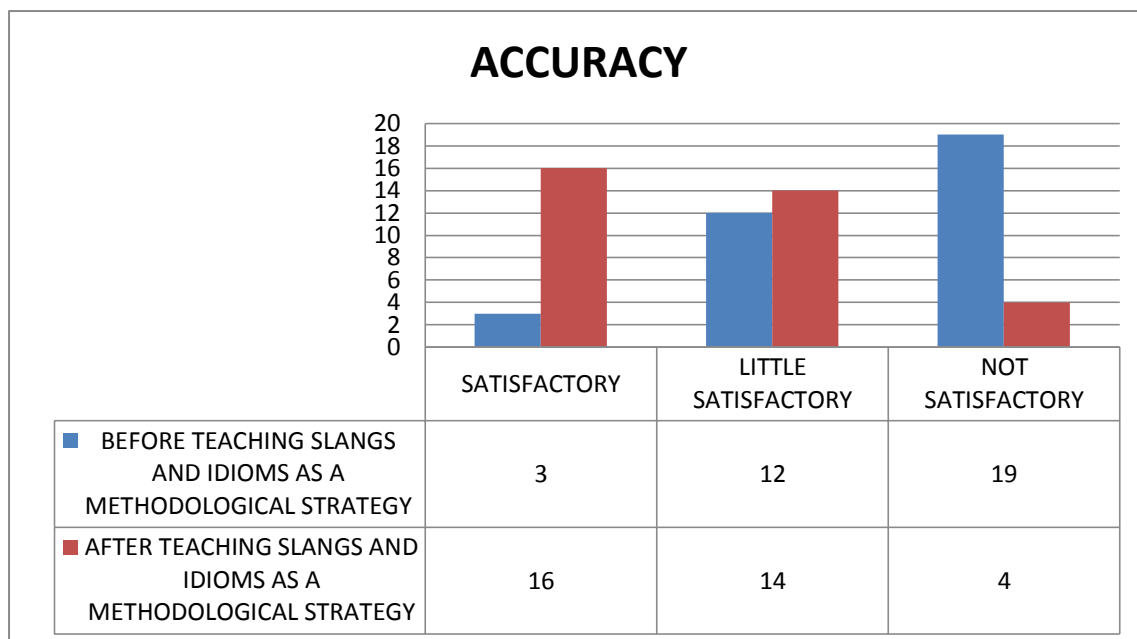
GRAPHIC N°7



Source: Data of tables N.13 and N.14 . **By:** Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

4.3. HYPOTHESIS PROOF

GRAPHIC N° 8

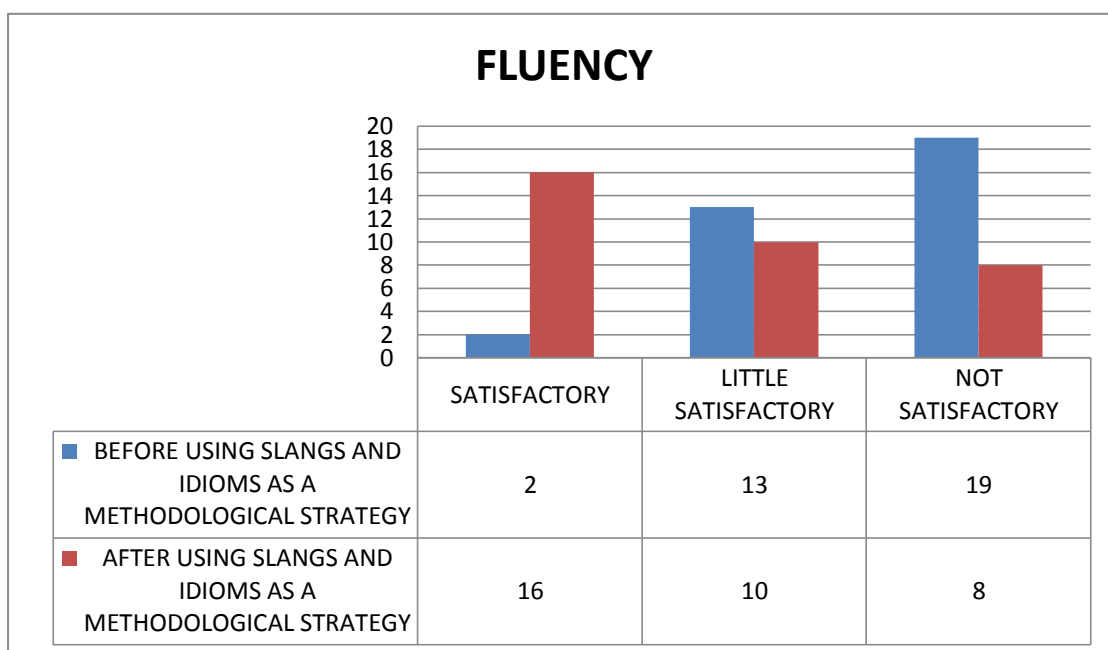


Source: Data of tables N. 3 and N. 4; Graphic 2

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

ANALYSIS AND INTERPRETATION: In graphic N° 8, students' accuracy was evaluated. Bars in blue show how was students' development before using slangs and idioms as a methodological strategy. As it could be noticed, just 3 students (9%) reached a satisfactory level, 12 (38%) got a little satisfactory level and most of students 19 (56%) reached a not satisfactory level. Bars in red, represent students' work after using slangs and idioms as a methodological strategy. As it could be noticed, students improve their accuracy and now 16 of them (47%) got a satisfactory level, 14 (41%) reached a little satisfactory level and just 4 of them (12%) got a not satisfactory level of accuracy when speaking. So the research group can conclude that the use of slangs and idioms as a methodological strategy help positively to improve accuracy of speaking skill of English language.

GRAPHIC N° 9

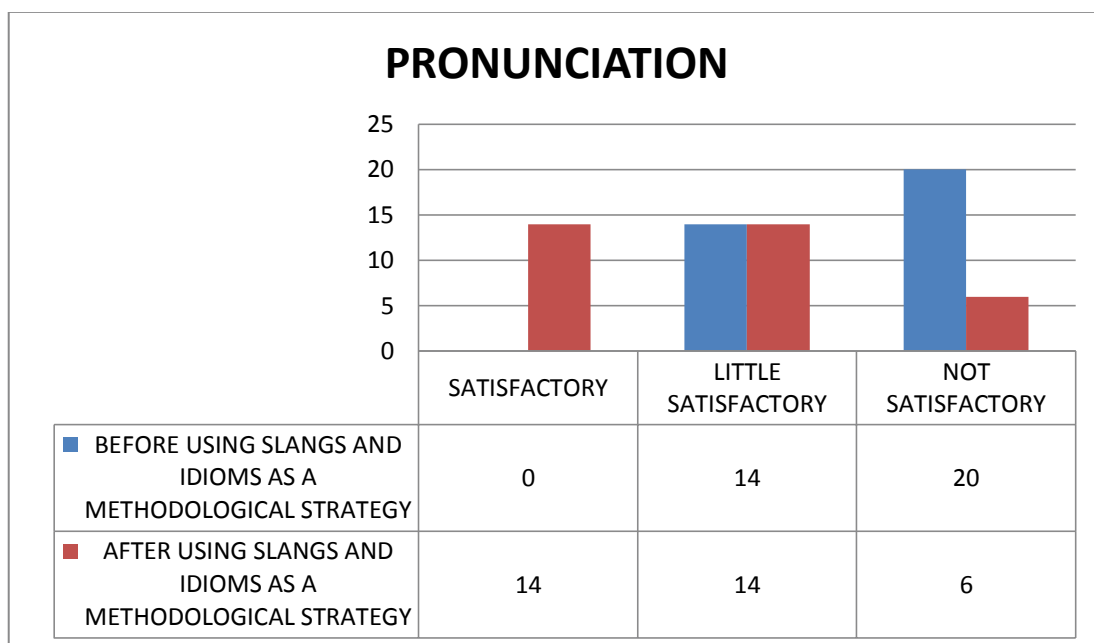


Source: Data of tables N. 5 and N. 6; Graphic 3.

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

ANALYSIS AND INTERPRETATION: In graphic N° 9, students' fluency was evaluated. Bars in blue show how was students' development before using slangs and idioms as a methodological strategy. As it could be noticed, just 2 students (6%) reached a satisfactory level, 13 (38%) got a few satisfactory level and most of students 19 (56%) reached a not satisfactory level. Bars in red, represent students' work after using slangs and idioms as a methodological strategy. As it could be noticed, students improve their fluency and now 16 of them (47%) got a satisfactory level, 10 (29%) reached a few satisfactory level and just 8 of them (24%) got a not satisfactory level of fluency when speaking. So the research group can conclude that the use of slangs and idioms as a methodological strategy help positively to improve fluency of speaking skill of English language.

GRAPHIC N° 10

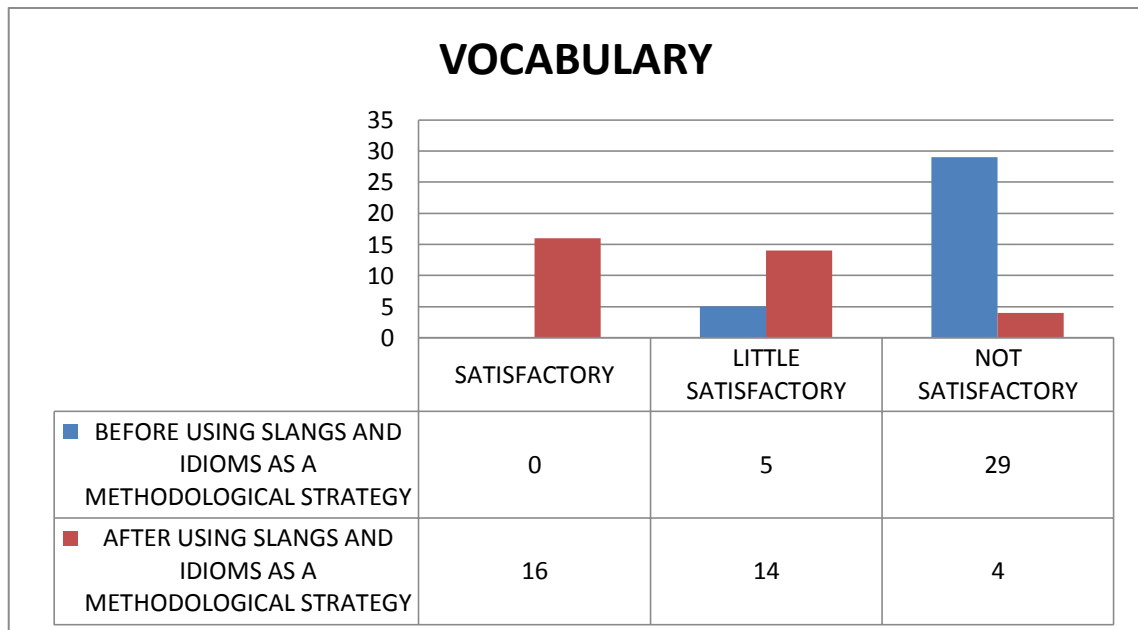


Source: Data of tables N. 7 and N. 8; Graphic 3

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

ANALYSIS AND INTERPRETATION: In graphic N° 10, students' pronunciation was evaluated. Bars in blue show how was students' development before using slangs and idioms as a methodological strategy. As it could be noticed, none of them (0%) reached a satisfactory level, 14 (41%) got a little satisfactory level and most of students 20 (59%) reached a not satisfactory level. Bars in red, represent students' work after using slangs and idioms as a methodological strategy. As it could be noticed, students improve their pronunciation and now 14 of them (41%) got a satisfactory level, 14 (41%) reached a little satisfactory level and just 6 of them (18%) got a not satisfactory level of pronunciation when speaking. So the research group can conclude that the use of slangs and idioms as a methodological strategy help positively to improve students' pronunciation of speaking skill of English language.

GRAPHIC N° 11

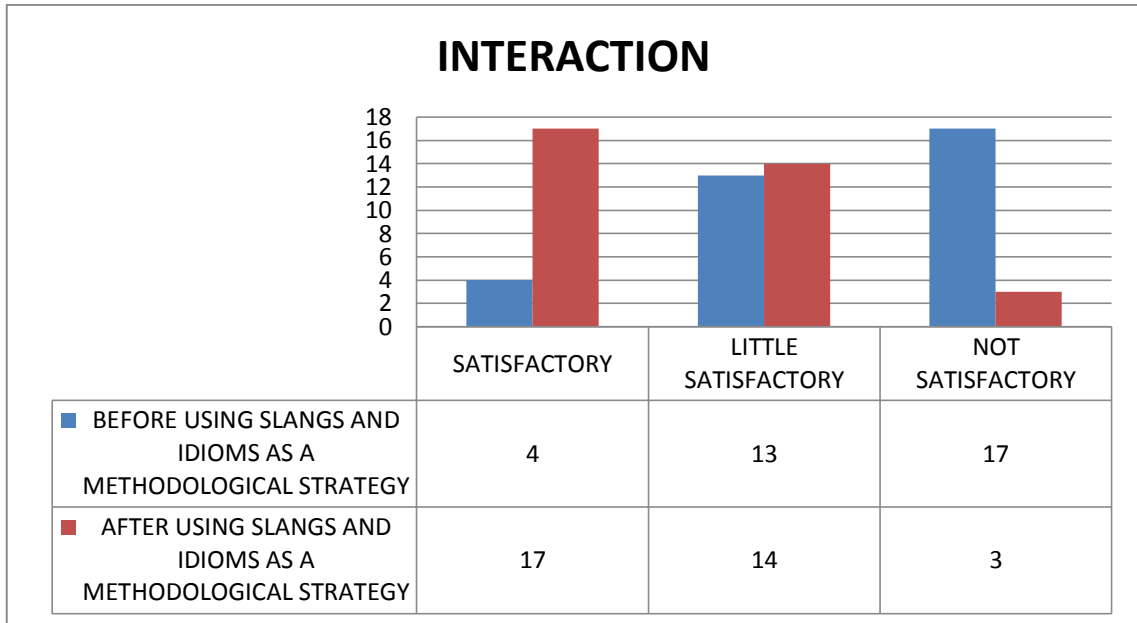


Source: Data of tables N. 9 and N. 10; Graphic 4.

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

ANALYSIS AND INTERPRETATION: In graphic N° 11, students' vocabulary was evaluated. Bars in blue show how was students' development before using slangs and idioms as a methodological strategy. As it could be noticed, none of them (0%) reached a satisfactory level, 5 (15%) got a little satisfactory level and most of students 29 (85%) reached a not satisfactory level. Bars in red, represent students' work after using slangs and idioms as a methodological strategy. As it could be noticed, students improve their use of vocabulary and now 16 of them (47%) got a satisfactory level, 14 (41%) reached a little satisfactory level and just 4 of them (12%) got a not satisfactory level of use of vocabulary when speaking. So the research group can conclude that the use of slangs and idioms as a methodological strategy help positively to improve students' use of vocabulary.

GRAPHIC N° 12

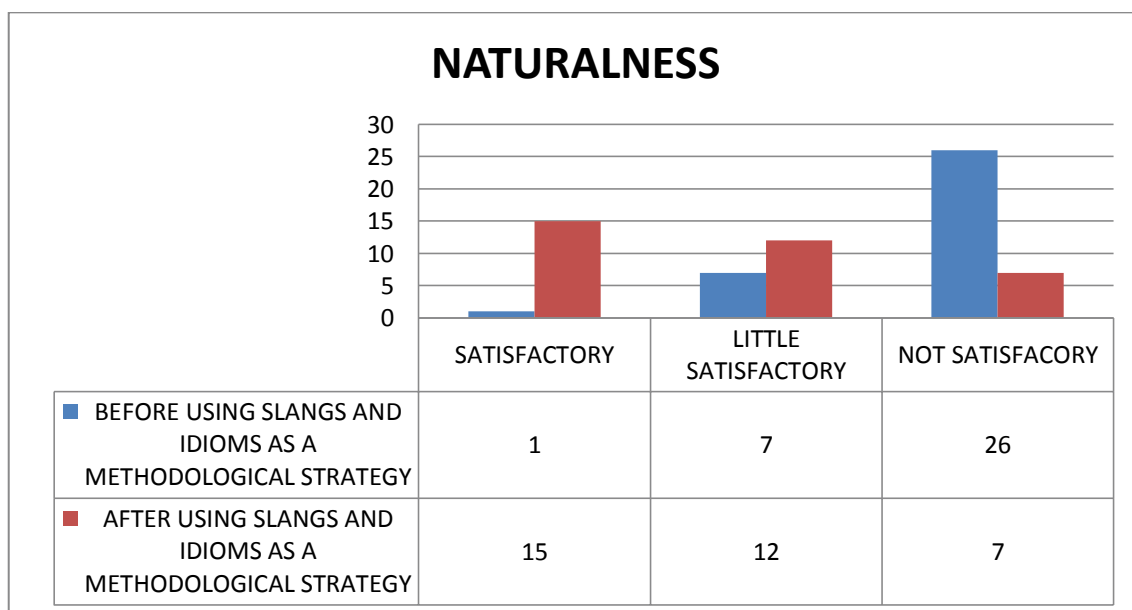


Source: Data of tables N. 11 and N. 12; Graphic 5.

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

ANALYSIS AND INTERPRETATION: In graphic N° 12, students' interaction was evaluated. Bars in blue show how was students' development before using slangs and idioms as a methodological strategy. As it could be noticed, just 4 of them (12%) reached a satisfactory level, 13 (39%) got a little satisfactory level and most of students 16 (49%) reached a not satisfactory level. Bars in red, represent students' work after using slangs and idioms as a methodological strategy. As it could be noticed, students improve their interaction and now 17 of them (50%) got a satisfactory level, 14 (41%) reached a little satisfactory level and just 3 of them (9%) got a not satisfactory level of interaction when speaking. So the research group can conclude that the use of slangs and idioms as a methodological strategy help positively to improve students' interaction when speaking.

GRAPHIC N°13



Source: Data of tables N. 13 and N. 14; Graphic 6.

By: Tatiana Elizabeth Martínez Zapata, Gabriela Susana Lluquin Merino.

ANALYSIS AND INTERPRETATION: In graphic N° 13, students' naturalness was evaluated. Bars in blue show how was students 'development before using slangs and idioms as a methodological strategy. As it could be noticed, just 1 of them (3%) reached a satisfactory level, 7 (21%) got a little satisfactory level and most of students 26 (76%) reached a not satisfactory level. Bars in red, represent students' work after using slangs and idioms as a methodological strategy. As it could be noticed, students improve their naturalness and now 15 of them (44%) got a satisfactory level, 12 (35%) reached a little satisfactory level and just 7 of them (21%) got a not satisfactory level of naturalness when speaking. So the research group can conclude that the use of slangs and idioms as a methodological strategy help positively to improve students' naturalness when speaking.

This study could be proof with the help of data tables and comparative statistics graphics in which it is easy to notice how was students' development in speaking skill before and after using slangs and idioms as a methodological strategy. Most of the students showed a considerable improvement of their productive skill; their interaction, pronunciation, naturalness, fluency and vocabulary got better after using slang and idioms as a methodological strategy.

Being so, the hypothesis that the researcher group had the beginning of the study was proofed, and now it is possibly to say that ***THE USE OF SLANGS AND IDIOMS AS A METHODOLOGICAL STRATEGY INFLUENCES POSITIVELY*** in the improvement of the speaking skill of English language with the students of Tercer Año de Bachillerato 'B' of Aplicaciones Informáticas specialty at Unidad Educativa "Isabel de Godín", during the academic year 2014-2015"

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

1. It could be determined that with the use of slangs and idioms as a methodological strategy, students speaking skill improved considerably; taken into account the most important aspects that a good speaking should have: pronunciation, naturalness, accuracy, interaction, vocabulary and fluency.
2. Students enjoy learning slangs and idioms in the L2 lesson, and they reached a meaningful learning of the expressions.
3. For using slangs and idioms as a methodological strategy, it is necessary to determine students' interests and needs.
4. When using this kind of expressions it is always necessary to bear in mind that slangs and idioms are different at every place where English is spoken; their meaning can change from one place to another, this is important to avoid misunderstanding situations among the class.
5. Slangs and idioms are learning in a best way when the teacher uses a process for teaching them (lesson plan).

5.2. RECOMMENDATIONS

1. The use of slangs and idioms as a methodological strategy is recommended to the English teacher of the Tercer Año “B” of Bachillerato of Computing Applications Spacialty at Unidad Educativa “Isabel de Godin” because it helps to improve the speaking skill of students, improving at the same time students participation and interaction in the lessons.
2. The uses of slangs and idioms as a methodological strategy is also recommended to all the English teachers at Unidad Educativa “Isabel de Godin” taken always into account the different needs and interest that their students have.
3. Slangs and idioms are a good tool to improve the speaking skill of our students, but it is recommended to select always the slangs and the idioms that will be taught with anticipation.
4. It is better to teach slangs and idioms as a methodological strategy rather than teach them in isolated.
5. Teachers must tell to student in which situations slangs and idioms are acceptable and where they are not.

BIBLIOGRAPHY

1. Brown, H. D. (2001). *Characteristic of Successful Speaking Activities*. New York: Cambridge University Press.
2. (Kövecses, Zoltán. (2000). *American English an Introduction*. Canada: Canadian Cataloguing in Publication Data.
3. Alex Hon Pin Blog (2014) *Advantages and Disadvantages of Oral communication* retrieved on December 20th, 2014 from <http://alexhonpin.blogspot.com>.
4. Bilash. Dr. Olenka, 2014. *Best of Bilash: Improving Second Language Education* . Retrieved on November 24th, 2014.
5. Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practices*. New York:Pearson Education, Inc.
6. Brown, H.D. (2007). *Teaching by Principles: An interactive approach to language pedagogy* (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall Regents.
7. Brumfit, Christopher J. and Keith Johnson, eds. *The Communicative Approach to Language Teaching*. 1979. Oxford: Oxford University Press, 1983. Print.
8. Burke, David. (1998).*Without Slangs and Idioms, Students are in the Dark!* ESL Magazine.
9. Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.
10. Bustos, alberto (2007). *Blog the lengua*. Retrieved on November 6th ,2014 from Blog de Lengua: www.blog.lengua-e.com

11. Crespo, Mónica L. and Chuni, Alexander P. (2013). Fostering The Speaking Skills Through The Use Of Cartoons To Teach Idiomatic Expressions Applied In The EFL Classroom With Students Of Ninth Level Of Basic Education At 'Isabel Moscoso' High School. Cuenca: Universidad de Cuenca.
12. Essberger. (12 de Diciembre de 2014). English Club. Obtenido de What Is Speaking: <https://www.englishclub.com/>
13. Harmer, Jeremy. The Practice of English Language Teaching. Essex:Longman 1991, ISBN:0-582- 046564.
14. Hayriye Kayi (2014) Teaching Speaking: Activities to Promote Speaking in a Second Language. Retrieved on November 15th, 2014 from <http://iteslj.org>.
15. Henry G. Taringan. Berbicara Sebagai Suatu Keterampilan Berbahasa, (Bandug: Angkasa, 1981), 15
16. Holliman, John (2006). American English Idiomatic Expressions in 52 Weeks. Hong Kong: The Chinese University of Hong Kong.
17. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The modern language journal, 70(2), 125-132.
18. La Couvée, Leon (2014). Regal English. Retrieved on November 6th ,2014 from Regal English: www.regalenglish.com
19. Lado, Robert. 1961. Linguistic Across cultures:Applied Linguistic for language Teachers. Michigan: University Michigan Press.
20. Littlewood, William. Communicative Language Teaching. 1981. Cambridge: Cambridge University Press, 1994. Print.
21. Lynn Henrichsen (2014) Basic Training and Resources for Teaching English to Speakers of Other Languages. Retrieved on December 12th, 2014 from <http://www.btrtesol.com>.

22. MacIntyre, P. (1999). Language anxiety: A review of the research for language teachers. In Young, D. (Ed.) *Affect in Foreign Language and Second Language Learning*. Columbus, O.H.: McGraw-Hill.
23. MacIntyre, P. D., & Gardner, R. C. (1991). Language Anxiety: Its Relationship to Other Anxieties and to Processing in Native and Second Languages*. *Language learning*, 41(4).
24. Motz, Shelley (2008). *Making Sense of English: An introduction to American slang, colloquialism and idioms*. England: Al Jamiat Magazine.
25. Mrs Ishrat Aamer Qureshi (2014) *Improving Adult English Language Learners' Speaking Skills*. Retrieved on November 20th, 2014 from http://www.cal.org/caela/esl_resources/
26. Ohata, K. (2005). Potential Sources of Anxiety for Japanese Learners of English: Preliminary Case Interviews with Five Japanese College Students in the U.S., *The Electronic*
27. *Journal for English as a Second Language*, 9 (3), 1-21. Retrieved on August 24, 2010 from <http://www.cc.kyoto-su.ac.jp/information/tesl-ej/ej35/a3abs.html>
28. Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
29. Roberto de Caro, Edith E. (2009). The Advantages and Importance of Learning and Using Idioms in English. *Skills in Action*, 14, 121-136.
30. Saavedra, Irene and Villalba, Jenny (2012). *National Curriculum Guidelines English as a Foreign Language*. Ecuador: Ministerio de Educación Quito-Ecuador.
31. Scrivener, Jim. *Learning Teaching*. Oxford: Macmillan Publishers Ltd. 2005, Ur, Penny. *A Course In Language Teaching*. Cambridge: Cambridge University Press 1991.

32. Shastri, Pratima Dave. *Communicative Approach to the Teaching of English as a Second Language*. Mumbai: Himalaya Publishing House, 2010. Web.
33. Turgay, Dincay. (2010). *Why Not Teach Slang in the Classroom*. United States: University of Kansas.
34. Villalba, Yohenny and Taberoa, María (2012). *Enseñanza de las Expresiones Idiomáticas en Inglés como Lengua Extranjera*. Cumaná.
35. Woodrow, L. (2006). *Anxiety and Speaking English as a Second Language*. *RELC Journal*, 37 (3), 308-328. Retrieved on September 26, 2010 from <http://rel.sagepub.com>.

From the web: (used for the key terms of the research)

1. <http://www.wordreference.com>
2. <http://youthgambling.mcgill.ca>
3. <http://www.topendsports.com/>

ATTACHED MEMORANDUM

**ATTACHED N°1
QUESTIONNAIRE N°1**

This questionnaire was applied in order to diagnose students' speaking skill before starting with the research, each one of the 34 students were asked to answer the following questions. Aspects such as: fluency, vocabulary (slangs and idioms) and pronunciation were evaluated.



**UNIVERSIDAD NACIONAL DE CHIMBORAZON
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS**

STUDENT'S TEST TO DIAGNOSE THEIR SPEAKING SKILL

Student's name: _____

1. Hey dude! What's new? How is it going?

CORRECT ANSWER

INCORRECT ANSWER

2. What are your favorite free time activities?

CORRECT ANSWER

INCORRECT ANSWER

3. Tell me some of things you did last weekend?

CORRECT ANSWER

INCORRECT ANSWER

4. What do you plan to do next weekend?

CORRECT ANSWER

INCORRECT ANSWER

5. Do you have freeze at the parties you go?

CORRECT ANSWER

INCORRECT ANSWER

6. What do you think about teacher's pets?

CORRECT ANSWER

INCORRECT ANSWER

7. What's your view about your friends? Do you think they are as close as stink to shit?

CORRECT ANSWER

INCORRECT ANSWER

8. Describe the following pictures



CORRECT ANSWER

INCORRECT ANSWER

9. What do you like the most parties or cinema and why?

CORRECT ANSWER

INCORRECT ANSWER

10. What do you think about Facebook?

CORRECT ANSWER

INCORRECT

EVALUATION SCALE: From 0 to 3 incorrect answers = **SATISFACTORY**
From 4 to 7 incorrect answers = **LITTLE SATISFACTORY**
From 8 to 10 incorrect answers = **NOT SATISFACTORY**

Thanks for your collaboration!

ATTACHED N°2

Results of questionnaire N°1 applied to students of Tercer Año “B” of Aplicaciones Informáticas Specialty to diagnosis their speaking skill before starting the research.

STUDENTS		STUDENTS´ DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 0 to 3 incorrect answers)	LITTLE SATISFACTORY (From 4 to 7 incorrect answers)	NOT SATISFACTORY (From 8 to 10 incorrect answers)
1	Alarcón Revelo María Belén		x	
2	Allauca Chavarrea Vanessa Yahaira			x
3	Altamirano Romero Angela Giselle		x	
4	Anilema Camacho Anabel Fidelina			x
5	Barrera Pilco Daysi Gabriela			x
6	Becerra Granizo Amarilis Verónica			x
7	Cabezas Mancero Jennifer Carolina			x
8	Caisaguano Sagba Jessica Fernanda			x
9	Cargua Pilataxi Jhennifer Catherine			x
10	Carmilema Tuquinga Marjorie Jackeline			x
11	Carrera Andrade Katherine Elizabeth			x
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza			x
14	Erazo Cunachi Luz Elena		x	
15	García Lucer Ambar Andrea		x	
16	Guadalupe Morales Cristhian Alejandro	x		
17	Hernandez Ebla Jessica Mariela		x	
18	Jarrín Moreno Joselyn Brigitte		x	
19	Llamuca Mayguanga Daniela Angela			x
20	Manzano Guayracaja Andrea Belén			x
21	Mazón Mazón Aldo Rene	x		
22	Moreano Moncayo Andrés Esteban	x		
23	Moyano Concha Érika Mishell			x
24	Ñauñay Quishpi Yessenia Elizabeth			x
25	Ortega Montalvo Josselyn Dayana		x	
26	Perez Vallejo Raquel Jacqueline		x	
27	Pillajo Zúñiga Mayra Alexandra		x	
28	Reino Cuji Carmen Liliana			x
29	Rivero Granda Leidy Katherine		x	
30	Sánchez Condo Katherine Brigitte			x
31	Tiuquinga Pilco Lizeth Susana			x
32	Tixe Yupa Carmen Natalia		x	
33	Usca Tigsi Daniela Alejandra			x
34	Yumisaca Carguacundo Érika Viviana		x	
TOTAL		3	12	19

ATTACHED N° 3

This observation guide was applied in order to know how students' speaking skill was in the first simulation exercise before teaching slangs and idioms as a methodological strategy, each one of the 34 students were evaluated individually.



UNIVERSIDAD NACIONAL DE CHIMBORAZON
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

STUDENT'S NAME: _____

1. **ACCURACY:** Number of mistakes
() SATISFACTORY () FEW SATISFACTORY () NOT SATISFACTORY
2. **FLUENCY:** Number of pauses and hesitations
() SATISFACTORY () FEW SATISFACTORY () NOT SATISFACTORY
3. **PRONUNCIATION:** Number of bad pronounced words
() SATISFACTORY () FEW SATISFACTORY () NOT SATISFACTORY

EVALUATION SCALE: From 0 to 3 incorrect answers = **SATISFACTORY**
From 4 to 7 incorrect answers = **LITTLE SATISFACTORY**
From 8 to 10 incorrect answers = **NOT SATISFACTORY**

4. **VOCABULARY:** Number of slangs and idioms
() SATISFACTORY () FEW SATISFACTORY () NOT SATISFACTORY
5. **INTERACTION:** Number of participation in the conversation
() SATISFACTORY () FEW SATISFACTORY () NOT SATISFACTORY
6. **NATURALNESS:** Number of spontaneous intervention in the conversation
() SATISFACTORY () FEW SATISFACTORY () NOT SATISFACTORY

EVALUATION SCALE: From 0 to 3 incorrect answers = **NOT SATISFACTORY**
From 4 to 7 incorrect answers = **LITTLE SATISFACTORY**
From 8 to 10 incorrect answers = **SATISFACTORY**

Thanks for your collaboration!

ATTACHED N°4

Results of the first observation guide applied to students in the first simulation exercise before using slangs and idioms as a methodological strategy.

PARAMETER ONE: ACCURACY (Number of mistakes)

	STUDENTS	STUDENTS´DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 0 to 3 incorrect answers)	LITTLE SATISFACTORY (From 4 to 7 incorrect answers)	NOT SATISFACTORY (From 8 to 10 incorrect answers)
1	Alarcón Revelo María Belén		x	
2	Allauca Chavarrea Vanessa Yahaira			x
3	Altamirano Romero Angela Giselle		x	
4	Anilema Camacho Anabel Fidelina			x
5	Barrera Pilco Daysi Gabriela			x
6	Becerra Granizo Amarilis Verónica			x
7	Cabezas Mancero Jennifer Carolina			x
8	Caisaguano Sagba Jessica Fernanda			x
9	Cargua Pilataxi Jhennifer Catherine			x
10	Carmilema Tuquinga Marjorie Jackeline			x
11	Carrera Andrade Katherine Elizabeth			x
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza			x
14	Erazo Cunachi Luz Elena		x	
15	García Lucer Ambar Andrea		x	
16	Guadalupe Morales Cristhian Alejandro	x		
17	Hernandez Ebla Jessica Mariela		x	
18	Jarrín Moreno Joselyn Brigitte		x	
19	Llamuca Mayguanga Daniela Angela			x
20	Manzano Guayracaja Andrea Belén			x
21	Mazón Mazón Aldo Rene	x		
22	Moreano Moncayo Andrés Esteban	x		
23	Moyano Concha Érika Mishell			x
24	Ñauñay Quishpi Yessenia Elizabeth			x
25	Ortega Montalvo Josselyn Dayana		x	
26	Perez Vallejo Raquel Jacqueline		x	
27	Pillajo Zúñiga Mayra Alexandra		x	
28	Reino Cuji Carmen Liliana			x
29	Rivero Granda Leidy Katherine		x	
30	Sánchez Condo Katherine Brigitte			x
31	Tiuquinga Pilco Lizeth Susana			x
32	Tixe Yupa Carmen Natalia		x	
33	Usca Tigsí Daniela Alejandra			x
34	Yumisaca Carguacundo Érika Viviana		x	
	TOTAL	3	12	19

PARAMETER TWO: FLUENCY (Number of pauses and hesitations)

STUDENTS		STUDENTS' DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 0 to 3 incorrect answers)	LITTLE SATISFACTORY (From 4 to 7 incorrect answers)	NOT SATISFACTORY (From 8 to 10 incorrect answers)
1	Alarcón Revelo María Belén		x	
2	Allauca Chavarrea Vanessa Yahaira			x
3	Altamirano Romero Angela Giselle		x	
4	Anilema Camacho Anabel Fidelina			x
5	Barrera Pilco Daysi Gabriela			x
6	Becerra Granizo Amarilis Verónica			x
7	Cabezas Mancero Jennifer Carolina			x
8	Caisaguano Sagba Jessica Fernanda			x
9	Cargua Pilataxi Jhennifer Catherine			x
10	Carmilema Tuquina Marjorie Jackeline			x
11	Carrera Andrade Katherine Elizabeth			x
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza			x
14	Erazo Cunachi Luz Elena		x	
15	García Lucer Ambar Andrea		x	
16	Guadalupe Morales Cristhian Alejandro	x		
17	Hernandez Ebla Jessica Mariela		x	
18	Jarrín Moreno Joselyn Brigitte		x	
19	Llamuca Mayguanga Daniela Angela			x
20	Manzano Guayracaja Andrea Belén			x
21	Mazón Mazón Aldo Rene	x		
22	Moreano Moncayo Andrés Esteban		x	
23	Moyano Concha Érika Mishell			x
24	Ñauñay Quishpi Yessenia Elizabeth			x
25	Ortega Montalvo Josselyn Dayana		x	
26	Perez Vallejo Raquel Jacqueline		x	
27	Pillajo Zúñiga Mayra Alexandra		x	
28	Reino Cuji Carmen Liliana			x
29	Rivero Granda Leidy Katherine		x	
30	Sánchez Condo Katherine Brigitte			x
31	Tiuquina Pilco Lizeth Susana			x
32	Tixe Yupa Carmen Natalia		x	
33	Usca Tigsí Daniela Alejandra			x
34	Yumisaca Carguacundo Érika Viviana		x	
TOTAL		2	13	19

PARAMETER THREE: PRONUNCIATION (Number of bad pronounced words)

STUDENTS		STUDENTS´DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 0 to 3 correct answers)	LITTLE SATISFACTORY (From 4 to 7 incorrect answers)	NOT SATISFACTORY (From 8 to 10 incorrect answers)
1	Alarcón Revelo María Belén			X
2	Allauca Chavarrea Vanessa Yahaira			X
3	Altamirano Romero Angela Giselle		X	
4	Anilema Camacho Anabel Fidelina			X
5	Barrera Pilco Daysi Gabriela		X	
6	Becerra Granizo Amarilis Verónica			X
7	Cabezas Mancero Jennifer Carolina			X
8	Caisaguano Sagba Jessica Fernanda			X
9	Cargua Pilataxi Jhennifer Catherine			X
10	Carmilema Tuquina Marjorie Jackeline			X
11	Carrera Andrade Katherine Elizabeth			X
12	Chapalbay Salgado Luis Daniel			X
13	Colcha Guaraca Johanna Maritza			X
14	Erazo Cunachi Luz Elena		X	
15	García Lucer Ambar Andrea		X	
16	Guadalupe Morales Cristhian Alejandro		X	
17	Hernandez Ebla Jessica Mariela		X	
18	Jarrín Moreno Joselyn Brigitte			X
19	Llamuca Mayguanga Daniela Angela			X
20	Manzano Guayracaja Andrea Belén			X
21	Mazón Mazón Aldo Rene		X	
22	Moreano Moncayo Andrés Esteban		X	
23	Moyano Concha Érika Mishell			X
24	Ñauñay Quishpi Yessenia Elizabeth			X
25	Ortega Montalvo Josselyn Dayana		X	
26	Perez Vallejo Raquel Jacqueline		X	
27	Pillajo Zúñiga Mayra Alexandra		X	
28	Reino Cuji Carmen Liliana			X
29	Rivero Granda Leidy Katherine		X	
30	Sánchez Condo Katherine Brigitte			X
31	Tiuquina Pilco Lizeth Susana			X
32	Tixe Yupa Carmen Natalia			X
33	Usca Tigsi Daniela Alejandra		X	
34	Yumisaca Carguacundo Érika Viviana		X	
TOTAL		0	14	20

PARAMETER FOUR: VOCABULARY (Number of slangs and idioms)

STUDENTS		STUDENTS' DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 8 to 10 correct answers)	LITTLE SATISFACTORY (From 4 to 7 correct answers)	NOT SATISFACTORY (From 0 to 3 correct answers)
1	Alarcón Revelo María Belén			X
2	Allauca Chavarrea Vanessa Yahaira			X
3	Altamirano Romero Angela Giselle			X
4	Anilema Camacho Anabel Fidelina			X
5	Barrera Pilco Daysi Gabriela			X
6	Becerra Granizo Amarilis Verónica			X
7	Cabezas Mancero Jennifer Carolina			X
8	Caisaguano Sagba Jessica Fernanda			X
9	Cargua Pilataxi Jhennifer Catherine			X
10	Carmilema Tuquina Marjorie Jackeline			X
11	Carrera Andrade Katherine Elizabeth			X
12	Chapalbay Salgado Luis Daniel			X
13	Colcha Guaraca Johanna Maritza			X
14	Erazo Cunachi Luz Elena			X
15	García Lucer Ambar Andrea			X
16	Guadalupe Morales Cristhian Alejandro		X	
17	Hernandez Ebla Jessica Mariela			X
18	Jarrín Moreno Joselyn Brigitte			X
19	Llamuca Mayguanga Daniela Angela			X
20	Manzano Guayracaja Andrea Belén			X
21	Mazón Mazón Aldo Rene		X	
22	Moreano Moncayo Andrés Esteban		X	
23	Moyano Concha Érika Mishell			X
24	Ñauñay Quishpi Yessenia Elizabeth			X
25	Ortega Montalvo Josselyn Dayana		X	
26	Perez Vallejo Raquel Jacqueline			X
27	Pillajo Zúñiga Mayra Alexandra			X
28	Reino Cuji Carmen Liliana			X
29	Rivero Granda Leidy Katherine		X	
30	Sánchez Condo Katherine Brigitte			X
31	Tiuquina Pilco Lizeth Susana			X
32	Tixe Yupa Carmen Natalia			X
33	Usca Tigsi Daniela Alejandra			X
34	Yumisaca Carguacundo Érika Viviana			X
TOTAL		0	5	29

PARAMETER FIVE: INTERACTION (Number of participation in the conversation)

STUDENTS		STUDENTS' DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 8 to 10 correct answers)	LITTLE SATISFACTORY (From 4 to 7 correct answers)	NOT SATISFACTORY (From 0 to 3 correct answers)
1	Alarcón Revelo María Belén		x	
2	Allauca Chavarrea Vanessa Yahaira			x
3	Altamirano Romero Angela Giselle		x	
4	Anilema Camacho Anabel Fidelina		x	
5	Barrera Pilco Daysi Gabriela			x
6	Becerra Granizo Amarilis Verónica			x
7	Cabezas Mancero Jennifer Carolina			x
8	Caisaguano Sagba Jessica Fernanda			x
9	Cargua Pilataxi Jhennifer Catherine			x
10	Carmilema Tuquina Marjorie Jackeline			x
11	Carrera Andrade Katherine Elizabeth			x
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza			x
14	Erazo Cunachi Luz Elena		x	
15	García Lucer Ambar Andrea		x	
16	Guadalupe Morales Cristhian Alejandro	x		
17	Hernandez Ebla Jessica Mariela	x		
18	Jarrín Moreno Joselyn Brigitte		x	
19	Llamuca Mayguanga Daniela Angela			x
20	Manzano Guayracaja Andrea Belén			
21	Mazón Mazón Aldo Rene		x	
22	Moreano Moncayo Andrés Esteban	x		
23	Moyano Concha Érika Mishell		x	
24	Ñauñay Quishpi Yessenia Elizabeth			x
25	Ortega Montalvo Josselyn Dayana		x	
26	Perez Vallejo Raquel Jacqueline		x	
27	Pillajo Zúñiga Mayra Alexandra		x	
28	Reino Cuji Carmen Liliana			x
29	Rivero Granda Leidy Katherine	x		
30	Sánchez Condo Katherine Brigitte			x
31	Tiuquina Pilco Lizeth Susana			x
32	Tixe Yupa Carmen Natalia		x	
33	Usca Tigsí Daniela Alejandra			x
34	Yumisaca Carguacundo Érika Viviana		x	
TOTAL		4	13	16

PARAMETER SIX: NATURALNESS (Number of spontaneous intervention in the conversation)

STUDENTS		STUDENTS' DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 8 to 10 correct answers)	LITTLE SATISFACTORY (From 4 to 7 correct answers)	NOT SATISFACTORY (From 0 to 3 correct answers)
1	Alarcón Revelo María Belén			x
2	Allauca Chavarrea Vanessa Yahaira			x
3	Altamirano Romero Angela Giselle		x	
4	Anilema Camacho Anabel Fidelina			x
5	Barrera Pilco Daysi Gabriela			x
6	Becerra Granizo Amarilis Verónica			x
7	Cabezas Mancero Jennifer Carolina			x
8	Caisaguano Sagba Jessica Fernanda			x
9	Cargua Pilataxi Jhennifer Catherine			x
10	Carmilema Tuquinga Marjorie Jackeline			x
11	Carrera Andrade Katherine Elizabeth			x
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza			x
14	Erazo Cunachi Luz Elena		x	
15	García Lucer Ambar Andrea		x	
16	Guadalupe Morales Cristhian Alejandro			x
17	Hernandez Ebla Jessica Mariela			x
18	Jarrín Moreno Joselyn Brigitte			x
19	Llamuca Mayguanga Daniela Angela			x
20	Manzano Guayracaja Andrea Belén			x
21	Mazón Mazón Aldo Rene	x		
22	Moreano Moncayo Andrés Esteban		x	
23	Moyano Concha Érika Mishell			x
24	Ñauñay Quishpi Yessenia Elizabeth			x
25	Ortega Montalvo Josselyn Dayana		x	
26	Perez Vallejo Raquel Jacqueline			x
27	Pillajo Zúñiga Mayra Alexandra			x
28	Reino Cuji Carmen Liliana			x
29	Rivero Granda Leidy Katherine		x	
30	Sánchez Condo Katherine Brigitte			x
31	Tiuquinga Pilco Lizeth Susana			x
32	Tixe Yupa Carmen Natalia			x
33	Usca Tigsí Daniela Alejandra			x
34	Yumisaca Carguacundo Érika Viviana		x	
TOTAL		1	7	26

ATTACHED N° 5

This observation guide was applied in order to know how students' speaking skill was after teaching slangs and idioms as a methodological strategy, each one of the 34 students were evaluated individually.



UNIVERSIDAD NACIONAL DE CHIMBORAZON
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

STUDENT'S NAME: _____

- 1. ACCURACY:** Number of mistakes
 SATISFACTORY FEW SATISFACTORY NOT SATISFACTORY
- 2. FLUENCY:** Number of pauses and hesitations
 SATISFACTORY FEW SATISFACTORY NOT SATISFACTORY
- 3. PRONUNCIATION:** Number of bad pronounced words
 SATISFACTORY FEW SATISFACTORY NOT SATISFACTORY

EVALUATION SCALE: From 0 to 3 incorrect answers = **SATISFACTORY**
From 4 to 7 incorrect answers = **LITTLE SATISFACTORY**
From 8 to 10 incorrect answers = **NOT SATISFACTORY**

- 4. VOCABULARY:** Number of slangs and idioms
 SATISFACTORY FEW SATISFACTORY NOT SATISFACTORY
- 5. INTERACTION:** Number of participation in the conversation
 SATISFACTORY FEW SATISFACTORY NOT SATISFACTORY
- 6. NATURALNESS:** Number of spontaneous intervention in the conversation
 SATISFACTORY FEW SATISFACTORY NOT SATISFACTORY

EVALUATION SCALE: From 0 to 3 incorrect answers = **NOT SATISFACTORY**
From 4 to 7 incorrect answers = **LITTLE SATISFACTORY**
From 8 to 10 incorrect answers = **SATISFACTORY**

Thanks for your collaboration!

ATTACHED N°6

Results of the second observation guide applied to students in the second simulation exercise after using slangs and idioms as a methodological strategy.

PARAMETER ONE: ACCURACY (Number of mistakes)

STUDENTS		STUDENTS´DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 0 to 3 correct answers)	LITTLE SATISFACTORY (From 4 to 7 incorrect answers)	NOT SATISFACTORY (From 8 to 10 incorrect answers)
1	Alarcón Revelo María Belén		x	
2	Allauca Chavarrea Vanessa Yahaira		x	
3	Altamirano Romero Angela Giselle	x		
4	Anilema Camacho Anabel Fidelina	x		
5	Barrera Pilco Daysi Gabriela		x	
6	Becerra Granizo Amarilis Verónica		x	
7	Cabezas Mancero Jennifer Carolina	x		
8	Caisaguano Sagba Jessica Fernanda			x
9	Cargua Pilataxi Jhennifer Catherine		x	
10	Carmilema Tuquinga Marjorie Jackeline		x	
11	Carrera Andrade Katherine Elizabeth	x		
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza		x	
14	Erazo Cunachi Luz Elena	x		
15	García Lucer Ambar Andrea		x	
16	Guadalupe Morales Cristhian Alejandro	x		
17	Hernandez Ebla Jessica Mariela	x		
18	Jarrín Moreno Joselyn Brigitte	x		
19	Llamuca Mayguanga Daniela Angela		x	x
20	Manzano Guayracaja Andrea Belén	x		
21	Mazón Mazón Aldo Rene	x		
22	Moreano Moncayo Andrés Esteban	x		
23	Moyano Concha Érika Mishell		x	
24	Ñauñay Quishpi Yessenia Elizabeth		x	
25	Ortega Montalvo Josselyn Dayana	x		
26	Perez Vallejo Raquel Jacqueline	x		
27	Pillajo Zúñiga Mayra Alexandra	x		
28	Reino Cuji Carmen Liliana		x	
29	Rivero Granda Leidy Katherine	x		
30	Sánchez Condo Katherine Brigitte		x	
31	Tiuquinga Pilco Lizeth Susana		x	
32	Tixe Yupa Carmen Natalia	x		
33	Usca Tigi Daniela Alejandra			x
34	Yumisaca Carguacundo Érika Viviana	x		
TOTAL		16	14	4

PARAMETER TWO: FLUENCY (Number of pauses and hesitations)

STUDENTS		STUDENTS' DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 0 to 3 correct answers)	LITTLE SATISFACTORY (From 4 to 7 incorrect answers)	NOT SATISFACTORY (From 8 to 10 incorrect answers)
1	Alarcón Revelo María Belén	x		
2	Allauca Chavarrea Vanessa Yahaira		x	
3	Altamirano Romero Angela Giselle	x		
4	Anilema Camacho Anabel Fidelina		x	
5	Barrera Pilco Daysi Gabriela	x		
6	Becerra Granizo Amarilis Verónica		x	
7	Cabezas Mancero Jennifer Carolina			x
8	Caisaguano Sagba Jessica Fernanda			x
9	Cargua Pilataxi Jhennifer Catherine		x	
10	Carmilema Tuquina Marjorie Jackeline		x	
11	Carrera Andrade Katherine Elizabeth			x
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza		x	
14	Erazo Cunachi Luz Elena	x		
15	García Lucer Ambar Andrea	x		
16	Guadalupe Morales Cristhian Alejandro	x		
17	Hernandez Ebla Jessica Mariela	x		
18	Jarrín Moreno Joselyn Brigitte	x		
19	Llamuca Mayguanga Daniela Angela		x	
20	Manzano Guayracaja Andrea Belén			x
21	Mazón Mazón Aldo Rene	x		
22	Moreano Moncayo Andrés Esteban	x		
23	Moyano Concha Érika Mishell			x
24	Ñauñay Quishpi Yessenia Elizabeth		x	
25	Ortega Montalvo Josselyn Dayana	x		
26	Perez Vallejo Raquel Jacqueline	x		
27	Pillajo Zúñiga Mayra Alexandra	x		
28	Reino Cuji Carmen Liliana			x
29	Rivero Granda Leidy Katherine	x		
30	Sánchez Condo Katherine Brigitte		x	
31	Tiuquina Pilco Lizeth Susana			x
32	Tixe Yupa Carmen Natalia	x		
33	Usca Tigsi Daniela Alejandra		x	
34	Yumisaca Carguacundo Érika Viviana	x		
TOTAL		15	10	8

PARAMETER THREE: PRONUNCIATION (Number of bad pronounced words)

STUDENTS		STUDENTS' DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 0 to 3 correct answers)	LITTLE SATISFACTORY (From 4 to 7 incorrect answers)	NOT SATISFACTORY (From 8 to 10 incorrect answers)
1	Alarcón Revelo María Belén		x	
2	Allauca Chavarrea Vanessa Yahaira		x	
3	Altamirano Romero Angela Giselle	x		
4	Anilema Camacho Anabel Fidelina		x	
5	Barrera Pilco Daysi Gabriela		x	
6	Becerra Granizo Amarilis Verónica			x
7	Cabezas Mancero Jennifer Carolina		x	
8	Caisaguano Sagba Jessica Fernanda			
9	Cargua Pilataxi Jhennifer Catherine			x
10	Carmilema Tuquinga Marjorie Jackeline		x	
11	Carrera Andrade Katherine Elizabeth		x	
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza		x	
14	Erazo Cunachi Luz Elena	x		
15	García Lucer Ambar Andrea	x		
16	Guadalupe Morales Cristhian Alejandro	x		
17	Hernandez Ebla Jessica Mariela	x		
18	Jarrín Moreno Joselyn Brigitte	x		
19	Llamuca Mayguanga Daniela Angela		x	
20	Manzano Guayracaja Andrea Belén			x
21	Mazón Mazón Aldo Rene	x		
22	Moreano Moncayo Andrés Esteban	x		
23	Moyano Concha Érika Mishell	x		
24	Ñauñay Quishpi Yessenia Elizabeth		x	
25	Ortega Montalvo Josselyn Dayana	x		
26	Perez Vallejo Raquel Jacqueline	x		
27	Pillajo Zúñiga Mayra Alexandra	x		
28	Reino Cuji Carmen Liliana		x	
29	Rivero Granda Leidy Katherine	x		
30	Sánchez Condo Katherine Brigitte		x	
31	Tiuquinga Pilco Lizeth Susana			x
32	Tixe Yupa Carmen Natalia	x		
33	Usca Tigsi Daniela Alejandra		x	
34	Yumisaca Carguacundo Érika Viviana		x	
TOTAL		14	14	6

PARAMETER FOUR: VOCABULARY (Number of slangs and idioms)

STUDENTS		STUDENTS' DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 8 to 10 correct answers)	LITTLE SATISFACTORY (From 4 to 7 correct answers)	NOT SATISFACTORY (From 0 to 3 correct answers)
1	Alarcón Revelo María Belén		x	
2	Allauca Chavarrea Vanessa Yahaira		x	
3	Altamirano Romero Angela Giselle	x		
4	Anilema Camacho Anabel Fidelina		x	
5	Barrera Pilco Daysi Gabriela		x	
6	Becerra Granizo Amarilis Verónica		x	
7	Cabezas Mancero Jennifer Carolina	x		
8	Caisaguano Sagba Jessica Fernanda		x	
9	Cargua Pilataxi Jhennifer Catherine		x	
10	Carmilema Tuquina Marjorie Jackeline			x
11	Carrera Andrade Katherine Elizabeth	x		
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza		x	
14	Erazo Cunachi Luz Elena	x		
15	García Lucer Ambar Andrea	x		
16	Guadalupe Morales Cristhian Alejandro	x		
17	Hernandez Ebla Jessica Mariela	x		
18	Jarrín Moreno Joselyn Brigitte	x		
19	Llamuca Mayguanga Daniela Angela		x	
20	Manzano Guayracaja Andrea Belén	x		
21	Mazón Mazón Aldo Rene	x		
22	Moreano Moncayo Andrés Esteban	x		
23	Moyano Concha Érika Mishell		x	
24	Ñauñay Quishpi Yessenia Elizabeth		x	
25	Ortega Montalvo Josselyn Dayana	x		
26	Perez Vallejo Raquel Jacqueline	x		
27	Pillajo Zúñiga Mayra Alexandra	x		
28	Reino Cuji Carmen Liliana		x	
29	Rivero Granda Leidy Katherine	x		
30	Sánchez Condo Katherine Brigitte			x
31	Tiuquina Pilco Lizeth Susana		x	
32	Tixe Yupa Carmen Natalia	x		
33	Usca Tigsi Daniela Alejandra		x	
34	Yumisaca Carguacundo Érika Viviana			x
TOTAL		16	14	4

PARAMETER FIVE: INTERACTION (Number of participation in the conversation)

STUDENTS		STUDENTS' DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 8 to 10 correct answers)	LITTLE SATISFACTORY (From 4 to 7 correct answers)	NOT SATISFACTORY (From 0 to 3 correct answers)
1	Alarcón Revelo María Belén	x		
2	Allauca Chavarrea Vanessa Yahaira		x	
3	Altamirano Romero Angela Giselle	x		
4	Anilema Camacho Anabel Fidelina		x	
5	Barrera Pilco Daysi Gabriela		x	
6	Becerra Granizo Amarilis Verónica		x	
7	Cabezas Mancero Jennifer Carolina	x		
8	Caisaguano Sagba Jessica Fernanda		x	
9	Cargua Pilataxi Jhennifer Catherine		x	
10	Carmilema Tuquinga Marjorie Jackeline	x		
11	Carrera Andrade Katherine Elizabeth		x	
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza			x
14	Erazo Cunachi Luz Elena	x		
15	García Lucer Ambar Andrea	x		
16	Guadalupe Morales Cristhian Alejandro	x		
17	Hernandez Ebla Jessica Mariela	x		
18	Jarrín Moreno Joselyn Brigitte	x		
19	Llamuca Mayguanga Daniela Angela		x	
20	Manzano Guayracaja Andrea Belén	x		
21	Mazón Mazón Aldo Rene	x		
22	Moreano Moncayo Andrés Esteban	x		
23	Moyano Concha Érika Mishell		x	
24	Ñauñay Quishpi Yessenia Elizabeth		x	
25	Ortega Montalvo Josselyn Dayana	x		
26	Perez Vallejo Raquel Jacqueline	x		
27	Pillajo Zúñiga Mayra Alexandra	x		
28	Reino Cuji Carmen Liliana		x	
29	Rivero Granda Leidy Katherine	x		
30	Sánchez Condo Katherine Brigitte	x		
31	Tiuquinga Pilco Lizeth Susana		x	
32	Tixe Yupa Carmen Natalia		x	
33	Usca Tigsí Daniela Alejandra			x
34	Yumisaca Carguacundo Érika Viviana		x	
TOTAL		17	14	3

PARAMETER SIX: NATURALNESS (Number of spontaneous intervention in the conversation)

	STUDENTS	STUDENTS' DEVELOPMENT ON SPEAKING		
		SATISFACTORY (From 8 to 10 correct answers)	LITTLE SATISFACTORY (From 4 to 7 correct answers)	NOT SATISFACTORY (From 0 to 3 correct answers)
1	Alarcón Revelo María Belén	x		
2	Allauca Chavarrea Vanessa Yahaira			x
3	Altamirano Romero Angela Giselle	x		
4	Anilema Camacho Anabel Fidelina			x
5	Barrera Pilco Daysi Gabriela		x	
6	Becerra Granizo Amarilis Verónica		x	
7	Cabezas Mancero Jennifer Carolina	x		
8	Caisaguano Sagba Jessica Fernanda		x	
9	Cargua Pilataxi Jhennifer Catherine		x	
10	Carmilema Tuquinga Marjorie Jackeline		x	
11	Carrera Andrade Katherine Elizabeth		x	
12	Chapalbay Salgado Luis Daniel			x
13	Colcha Guaraca Johanna Maritza			x
14	Erazo Cunachi Luz Elena	x		
15	García Lucer Ambar Andrea	x		
16	Guadalupe Morales Cristhian Alejandro	x		
17	Hernandez Ebla Jessica Mariela	x		
18	Jarrín Moreno Joselyn Brigitte	x		
19	Llamuca Mayguanga Daniela Angela			x
20	Manzano Guayracaja Andrea Belén		x	
21	Mazón Mazón Aldo Rene	x		
22	Moreano Moncayo Andrés Esteban	x		
23	Moyano Concha Érika Mishell		x	
24	Ñauñay Quishpi Yessenia Elizabeth		x	
25	Ortega Montalvo Josselyn Dayana	x		
26	Perez Vallejo Raquel Jacqueline	x		
27	Pillajo Zúñiga Mayra Alexandra	x		
28	Reino Cuji Carmen Liliana		x	
29	Rivero Granda Leidy Katherine	x		
30	Sánchez Condo Katherine Brigitte		x	
31	Tiuquinga Pilco Lizeth Susana			x
32	Tixe Yupa Carmen Natalia	x		
33	Usca Tigsí Daniela Alejandra		x	
34	Yumisaca Carguacundo Érika Viviana			x
TOTAL		15	12	7

ATTACHED N°7

LESSON PLANS APPLIED ALONG THE RESEARCH PROCESS

LESSON PLAN APPLIED IN THE FIRST AND SECOND LESSON

Aim: at the end of the lesson, the students will be able to talk using different slangs and idioms in order to communicate with their friends.

Function: To know different slangs and idioms.

- **WARM UP**

Make the longest words

Write a target word vertically down the board, for example. Winter. In twos or threes students attempt to come up with the longest word that begins with each letter. Give teams a point per word and a bonus point for the longest.

W aterfall

I ndustrious

N ausea

T errified

E mpty

R etail

Vocabulary:

To Hang Out, To Chill Out, Cram, Budge Up, Flop, Pee (slangs).

No way, Raining cats and dogs, zip your lip! /zip it! , Put oneself in someone else's shoes, keep/bear in mind, feel like a million dollars, cry over spilt milk (idioms).

- **PRE TEACHING:**

The teacher explain with real situation each slang and idiom. Next, the teacher takes out some pictures to show common slang words used by friends. Then teacher takes out some pictures to show common idioms used in formal situation.

- **WHILE TEACHING:**

Write the following sentences and underline the slang words

I always have to pee after drinking beer

I want to sit down too, could you budge up a little please?

This means to study hard in a very short period of time

Last night was flop. I was supposed to go to a party with my friends, but they flopped on me

Match the idioms with the correct meaning.


- | | |
|-----------------------|-------------------------------|
| No way | close your mouth and be quiet |
| Raining cats and dogs | don't forget, remember |
| Sit your lip | don't believe you |
| Bear in mind | it is raining very hard |

- **POST TEACHING**

Communicative activities (Meaningful practice)

To reinforce the speaking skills teacher do an activity called “find someone who?”

For this activity, the teacher gives students cards in which have a picture and in another there is a question. So students who have the card with the question have to find the student who has the correct picture related with the question. Finally, when everybody has found his partner, they have to exchange their roles.

Students A	Students B
	<p>Is it raining cats and dogs?</p>

LESSON PLAN APPLIED THE THIRD AND FOURTH LESSON

Aim: at the end of the lesson, the students will be able to talk using different slangs and idioms in order to communicate with their friends.

Function: To know different slangs and idioms.

- **WARM UP**

Name Memorizing Game

Learners have to sit in a circle. Start by saying "my name is..." and then answer a question about yourself. For example "My name is Jo and I like the color Purple." The next person says "This is Jo and he likes the color purple and my name is Rose and I am 8 years old." The next person says "That is Jo he likes Purple, this is Rose and she is 8 and I am Jeremy and I like the color blue." It's a chain and the kids have to repeat what the last people have said about themselves. It's really hard to be the last person in the circle!

Vocabulary:

Cheers, Pig Out, Blast, Player, Meathead, Zit, Hickey and Blitzed (**Slangs**).

Actions speak louder than words, a bird in the hand is worth two in the bush, read between the lines, nothing to write home about, sick as a dog, tie the knot, and kick the habit. (**Idioms**).

- **PRE TEACHING:**

The teacher explain with real situation each slang and idiom. Next, the teacher takes out some pictures to show common slang words used by friends. Then teacher takes out some pictures to show common idioms used in formal situation.

- **WHILE TEACHING:**

Write in the board the idioms in the correct picture.



Underline the slang words in the following story

The last weekend, my friends and I had a Jon's birthday. When he came, cheers everyone and said happy birthday john that day everybody pig out a lot of chocolates , it provoked zits in my face , it was very horrible , I was so Blitzed , I promised never drink again .

• **POST TEACHING**

STORY RECONSTRUCTION

Stage 1 • Divide class into four large groups A, B, C, D

Stage 2 • Each group is given 1 picture of a 'strip story' and told to discuss it, each picture obtain a slang or idioms in its meaning.

Stage 3• After a couple of minute, the teacher takes the pictures back from the groups

Stage 4• The teacher makes new groups with one student from each of the original groups (ie. One from A, one from B, etc)

Stage 5• The students in the new groups have to try and reconstruct the story by discussing what they saw on each of their pictures.

Stage 6 • the teacher then gets the different groups to tell their stories.

ATTACHED N°8

