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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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en Pedagogía del Idioma Inglés.**

Theme:

“WORD WIZARD STRATEGY AND THE SPEAKING SKILL”

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DEDICATION

TO:

My beloved parents and siblings, who supported me during these years and became a better person. To my friends that helped me along these semesters.

Javier

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I thank to God for have gave me the wisdom and strength to overcome all the difficulties that the life offered. My parents, Patricio, and Irina to teach me do not give up in any problem and support me during all my life. To my sisters, that always worried about me, and helped me when I needed it.

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CARRERA DE IDIOMAS

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AUTHOR: Javier Patricio Ortiz Leòn

TUTOR: Lcda. Mg. Cristina del Rocío Jordán Buenaño

ABSTRACT

This research was conducted for the development of speaking skills by the application of word wizard strategy on 27 EFL students of A2 level of Universidad Técnica de Ambato’s Language Center. The main aim of this research was focused on determining the effectiveness of word wizard strategy and how this can affect and influence the development of speaking skills. For this purpose, a pre-test and post-test were applied to students to identify the level of students’ performance in oral abilities. Thus, the researcher is able to make a comparison and show the impact of the strategy. Therefore, Cambridge KET exam (Key English Test for A2 level) was administered to the participants in order to obtain an average of speaking sub-skills such as interactive communication, pronunciation, vocabulary, and grammar. To develop this research pre-experimental research was applied. Quantitative approach was needed to obtain numerical data and show advances or setbacks on participants after treatment was applied. Treatment was applied in 6 interventions to EFL students. Finally, results showed that word wizard strategy has a positive impact on developing students’ speaking skills, because participants were able to answer with a varied vocabulary learned through the application of the strategy.

Key words: Vocabulary learning, speaking skill, KET.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

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AUTOR: Javier Patricio Ortiz León

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ABSTRACT

Esta investigación se llevó a cabo para el desarrollo de las habilidades de habla mediante la aplicación de la estrategia word wizard en 27 estudiantes de EFL del nivel A2 del Centro de Idiomas de la Universidad Técnica de Ambato. El objetivo principal de esta investigación se centró en determinar la efectividad de la estrategia word wizard y cómo ésta puede afectar e influir en el desarrollo de las habilidades orales. Para ello, se aplicó un pre-test y un post-test a los estudiantes para identificar el nivel de desempeño de los estudiantes en las habilidades orales. De este modo, el investigador puede realizar una comparación y mostrar el impacto de la estrategia. Para ello, se administró a los participantes el examen KET de Cambridge (Key English Test for A2 level). Con el fin de obtener una media de subhabilidades como la comunicación interactiva, la pronunciación, el vocabulario y la gramática. Para desarrollar esta investigación se aplicó un enfoque preexperimental. El enfoque cuantitativo fue necesario para obtener datos numéricos y mostrar los avances o retrocesos de los participantes después de la aplicación del tratamiento. El tratamiento se aplicó en 6 intervenciones a estudiantes de EFL. Finalmente, los resultados mostraron que la estrategia del mago de las palabras tiene un impacto positivo en el desarrollo de las habilidades orales de los estudiantes, ya que los participantes fueron capaces de responder con un vocabulario variado aprendido a través de la aplicación de la estrategia.

Palabras Clave: Aprendizaje de vocabulario, Habilidad de hablar, KET.

CHAPTER 1

THEORETICAL FRAMEWORK

1.1 Investigative Background

The information provided in this research clarifies the importance of expanding vocabulary with a strategy, and how this strategy can affect speaking ability. According to Bai (2018), language has three elementary parts and those are pronunciation, vocabulary, and grammar. However, vocabulary becomes the most essential, undoubtedly, because the other elements cannot be developed with a lack of vocabulary. Consequently, the information presented is going to demonstrate the development of the two variables such as Word wizard strategy and speaking skill. Due to this, the following research will provide valuable contributions to the development of current research.

Khan et al. (2018) conducted a mixed study called “The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners” involving quantitative and qualitative approach. In addition, 100 EFL learners from a public university in Saudi Arabia were selected as population. Questionnaire that was adapted to learners' perceptions to demonstrate what were the impediments of speech development, was used as instrument. This study demonstrated the important role that vocabulary plays in a foreign language. Specifically, the research focused on the problems that lack of vocabulary has on speaking ability. In conclusion, data showed that learners indicated lack of vocabulary is one of the major factors in students' inability to speaking English

Alharthi (2020) carried out the research called "Investigating the Relationship Between Vocabulary Knowledge and FL Speaking Performance" which aimed to help understand the relationship between vocabulary knowledge and speaking ability. Participants completed the Productive Vocabulary Level Test (PVLТ); and speaking tasks. Test scores were analyzed, and it was possible to produce a range of descriptive statistics. With the help of correlational analyses, it was determined a relationship between the measure of PVLТ and speaking success. As a result, the research revealed a consist pattern on word levels and predict a success on speaking skills of the participants. Eighteen students from King Abdulaziz University participated in the study. In summary, the information collected could be used to provide suggestions on the implication of vocabulary learning and the relationship with speaking.

Khan et al. (2021) performed the research entitled "Learners' Perceptions on WhatsApp Integration as a Learning Tool to Develop EFL Vocabulary for Speaking Skill". The purpose

of this study was to develop vocabulary considering mobile-assisted language learning in developing speaking proficiency. The study had 32 EFL learners from a public university as participants ranging in age from 18 to 20 years old. It is important to mention that a mixed approach (quantitative and qualitative) was used to conduct the research. As instrument to collect data was used questionnaire and semi-structured interviews. In addition, the researchers conducted the study to answer three questions. First, what are the perceptions of Saudi EFL learners towards the use of WhatsApp for vocabulary development? Second, what are the Saudi EFL learners' attitudes towards the usefulness of WhatsApp activities for vocabulary development? Finally, what is the level of learners' behavioral intention in using WhatsApp activities? Thus, the results help to clarify that better vocabulary learning makes the language learning process efficient. In addition, vocabulary improvement with conversational activities shows up that increase students' self-confidence on speaking performance.

Taslim et al. (2019) managed the research called "Correlation between learner vocabulary proficiency and speaking ability" which was aimed to demonstrate the correlation between two variables. First, the importance of vocabulary learning and the role it plays in the language learning process. Because of vocabulary was considered a fundamental part when students are communicating. Secondly, when learners are beginners and need to learn the basic information to acquire a new language. About speaking ability, the researchers found out how it affects the independent variable. The population of this research was all eleventh-grade IPA students in SMA N6 Sidrap. In addition, the study used quantitative research that researchers measure the degree of association between variables. As an instrument test, there were two forms that one with multiple choice questions and the other test with a matching question. In conclusion, the research showed that vocabulary has a 75.33% contribution to speaking ability.

Patahuddin et al. (2017) arranged the research called "Investigating Indonesian EFL learners' learning and acquiring English vocabulary". which has a valuable contribution of information. In detail, the main objective of the study was to demonstrate the best strategies for acquiring vocabulary in English as a foreign language. For this purpose, tasks such as translation, reading, memorization and writing exercises, listening to and watching movies and songs, and internet games were exposed to students. The research was conducted using the quantitative method using a questionnaire as a tool to collect the information given by the students. The group of participants were one hundred students from four high schools in Parepare, consequently, it was what helped to show that students have an improvement through vocabulary learning strategies.

Al-Khresheh and Al-Ruwaili (2020) developed the research called " An Exploratory Study on Vocabulary Learning Strategies Used by Saudi EFL learners" which aimed two objectives. First, to identify the strategies that are most preferred by the students. Second, to analyze what are the strategies chosen by the students that could be influenced by the gender of participants. The study was conducted with a group of 219 EFL students of which 47 were female and 172 were male. During the research, a survey was used as an instrument to collect information, so the study is considered quantitative. To conclude, results showed that students prefer memory strategies in order to learn vocabulary. The less used were determination, social, metacognitive, and cognitive strategies.

Mokhtar et al. (2017) led the research named "Vocabulary learning strategies of adult ESL learners", which was focused to recognize vocabulary learning strategies preferred by learners. The study showed seven types of strategies to participants. The population consisted of 360 students of Universiti Teknologi MARA. The research was developed by quantitative method and a vocabulary learning questionnaire was used as an instrument to collect data. Finally, results revealed that from seven strategies offered, only two were preferred by the students: guessing and dictionary strategies.

In the research named "A study of students' perception: Identifying EFL learners' problems in speaking skill" developed by Riadil (2020), the main objective of the research was to understand problems that students could have in the development of their speaking skills. With this intention, 35 EFL learners from Tidar University in Magelang were selected as the population. The qualitative method was used to develop the research, in addition, a questionnaire focused on the problems of speaking English as a foreign language was used as an instrument for data collection. Hence, various problems were found in oral proficiency. For example, the use of their mother tongue was recognized as the most common problem obtaining 77% of the responses, 83% of the students identify that may be confused with their mother tongue because it is easier and more accessible than English.

A study conducted by Khatoony and Rahmani (2020) called "Difficulties and weaknesses of speaking skill among Iranian EFL learners: a review article of speaking obstacles in applied linguistic students" was aimed to analyze what have been the most frequent problems in non-native students developing their speaking skills. For this purpose, project design shows us a descriptive and comparative study that uses the qualitative method. In fact, 20 previous research applied on linguistics of university level were reviewed, which helps researchers to

identify the most frequent problems. Then problems were categorized and analyzed to highlight speaking problems. The results showed that students have problems with grammar, vocabulary, and intonation.

A study directed by Utami (2018) called "An analysis on students 'effort to improve speaking skills" focuses on finding the kinds of efforts that students must or need to perform to achieve an improvement in speaking skills. In addition, the participants were 69 students who take the fourth semester of the Education Studies Program at Tanjungpura Pontianak University. As instruments, a survey and questionnaire were used in the research to collect information and in that way show which was those efforts. In other words, a quantitative method was developed. During the research process, it was found that at least 20 activities are recognized as students' efforts and categorized into different scales, such as course learning, theater music, campus facilities, personal experiences, and speaking experiences.

The information, provided by these previous studies, plays an important role in the development of the current research. It had been necessary to consider it because with this information was possible to be convinced of what activities help students. Involving personal experiences and many other tasks to develop vocabulary learning, has been shown to help improve the quality of speaking skills. In addition, vocabulary was identified as a language facilitator because with a correct range of vocabulary, skills such as writing, reading, listening, and speaking are easier to perform. Moreover, Identifying the common problems that students have will be essential to avoid continuing to cause the same types of problems with students.

1.2 Theoretical Framework

1.2.1 Independent variable: Word Wizard strategy

Language Learning Strategies

Language learning is a process in which learning is developed consciously and being aware that a new language has grammatical rules and structures, it demands that learners realize their use of them. It will be mandatory to raise awareness of English as a second language, resulting in the use of the language that matches the learners' purpose (Nor & Ab Rashid, 2018). Language learning strategies were established as an attempt to improve and increase linguistic and sociolinguistic competence to be a successful user of the language according to the situations that learners need (Hismanoglu, 2000).

The main objective of learning a language is being able to use it for the appropriate purposes of the learner. Hardan (2013) mentions that the use of strategies in the learning process will be

defined as how the learner can improve the learning process by using activities to remember, organize and demonstrate a conscious effort of the learner to fulfill his or her objective. Moreover, learning strategies were considered as the several actions or operations that learners could perform and develop in order to make more sense of their learnings (Lee, 2010).

Vocabulary Strategies

According to Gu (2012), vocabulary strategies are defined as the effort each learner makes to increase and develop their vocabulary learning. The main objective of strategies is to make more efficient and productive the use of new vocabulary items, to improve their use of them, as well as to know the right time to use them. Moreover, one of its main uses is to expand vocabulary that can be used in different contexts. For that reason, EFL students require the use of many strategies to practice and retain vocabulary to consolidate and increase word memory of vocabulary items, and strategies were divided into four groups: metacognitive, cognitive, memory, and activation. (Ghazal, 2007).

Min (2013) suggested that strategies for vocabulary acquisition increase over time. However, word acquisition during a reading process could be considered a more effective technique because the learner's attention is focused on the story and not only on the items. In this way, the learner can infer definitions from the unknown vocabulary. Vocabulary learning through strategies is defined as actions and impulses by the learners. Moreover, it enables a learner to develop and achieve a principal objective on their own. Consequently, vocabulary learning strategies are focused on helping a learner to understand and remember vocabulary items. It could be defined as a mechanism where learners must follow procedures or steps to achieve their learning. To put it clearly, the actions that learners must follow are: first, finding out the definitions of the unknown words, because, in the process of acquiring the vocabulary of a new language, learners are confronted with many unfamiliar words. Secondly, learners will be able to recall the definitions of unknown words in long-term memory. Finally, learners demonstrate the ability to use the definitions of the terms in different contexts using their written or oral skills, which means the use of communication skills (Nirattisai & Chiramanee,2014).

Over the years, the importance of the role that vocabulary can play in the learning of English as a foreign language was increasing. For this reason, Noor and Amir (2009) indicated that various vocabulary strategies have been identified and developed to become very beneficial to students according to their needs. Due to this, the following types of strategies can be enlisted.

Metacognitive

- Self-initiation
- Selective attention

Cognitive

- Dictionary
- Guessing
- Note-taking

Memory

- Repetition Words
- Encoding Association

Activation

- a) Using words in different contexts

These strategies can be used according to the type of help that learners need, and the effort that the learner is willing to make because strategies are the efforts made to enable the learner to advance in his or her learning process. For that reason, it is important to carefully choose the correct type of strategy to consolidate meaning in students (Gu, 2010).

Word Wizard Strategy

Auliani (2021) stated that the use of games or activities during class has many important aspects. For example, activities have rules, and objectives and make the lesson more fun so learning becomes interesting, and students do not get bored in the process. The activities conduct objectives and results for the students. Language use becomes primordial, giving students confidential practice time. It also prevents the class from becoming restless and bored. To clarify, this type of strategy achieves a connection with the student which generates a successful learning process, because the student is not conscious of learning, and this improves the acquisition process. If the objective of the teachers is that the students know all the vocabulary that is taught in class, the teacher must create a pleasant and motivating environment. According to Klimova (2015), the use of games in a lesson demonstrates an improvement in fluency and communicative skills, because learners identified foreign

language as a way to complete and win the game. For that reason, these activities entertain, teach, and encourage students.

The importance of using a strategy to make vocabulary learning easier for EFL students has increased, so Word Wizard is an excellent tool to develop students' vocabulary learning by targeting vocabulary that can be related to daily activities. Indeed, this will help to better absorb words that comprise the vocabulary. Because of this, the teacher will be in charge of searching and selecting words that can be considered essential for students during their study time. Moreover, providing friendly definitions so that the strategy can be developed in an easy way (Fisher et al., 2013). For this reason, the definition of play in the classroom will be mentioned as an activity that can bring happiness and decrease the stress that the classroom may present. Bai (2018) mentions that the use of an activity or game in a classroom for EFL students makes learning more interesting and at the same time makes it motivating and challenging. The use of Word Wizard in vocabulary learning will help to bring out the advantages and those activities can be developed in the classroom, as well as make the practice more comfortable for the students.

The Word Wizard strategy is aimed to develop communication skills such as oral and written, in addition, this strategy is oriented toward communicating with few words. The intermediate level is the recommended level to apply in the classroom. An interesting feature is that it does not need previous preparation. Due to all its aspects, it can be identified as one of the best strategies to learn vocabulary while students feel free to make mistakes and improve speaking skills and vocabulary learning. Finally, the procedure will be that the students will write down 4 words that will be essential in the game, the objective of the other students will be to be able to guess the words of their partner or can be adapted to create poems or conversations using the mentioned words (Klippel & Klippel, 1984). Many adaptations were created, Brandes and Phillips (1979) explained that during the activity, the teacher tells their students that a magician disappears important words around the world, so students are going to discover the words using descriptions and guessing. In that way, the game obtains a context where students feel more comfortable and find a purpose to develop the game.

According to Klippel (1984), the development of the activity to perform the game will be the next steps:

- a) The teacher requests students to write a few words that can remember on a sheet of paper, or the teacher offers a word to each student in order to learn a specific vocabulary.
- b) Each student comes to the front of the class and offers some clues about the word given.
- c) Other students are listening for the clues or descriptions to be able to guess the word that had been given to their partners.
- d) If students do not guess the correct word, the participant in front of the class is going to give another clue or description to give more opportunities to their partners to guess the correct one.

Whit this in mind, it is possible to enlist the advantages and disadvantages that an activity could have during a lesson.

Advantages

- Materials, it will be necessary a piece of paper for each student.
- It is a collaborative task
- Timing will depend on the teacher's needs because the teacher can control the number of words to guess.
- Strategy is easy to adapt, according to the features of the classroom.
- Create a good environment in the class.
- Students feel funny and are not stressed to learn new words.
- Students develop speaking skills in an indirect way.
- Students are not afraid to make mistakes.

According to Bin-Hady (2021), creating a motivational atmosphere enhance students to work better and feel more confident the moment to participate in a lesson. The author mentions that collaborative tasks, interactive activities, and short-time activities help to create the best environment for learners. In addition, Jassim and Dzakiria (2019) stated that games do not require a lot of material to be better than others, moreover the objective of a game is to increase the cooperation among partners. Giorgdze and Dgebuadze (2017) mention that interactive activities develop better the learning process of students because learners can show what students know and what students are thinking. In this way, students could give opinions and acquire new skills.

Disadvantages

- Possibility of being distracted by the game resulting in time loss.
- May promote the loss of critical thinking skills in students.

Klimova (2015) identified that choosing the correct learning style of students is a principal step to develop before performing an interactive activity. In order to avoid loss, the attention of students and maintain the learning process motivating.

Word wizard strategy involves the use of teaching strategies such as descriptions, flash cards, and contextualize words in order to get definitions and memorize them. According to Shen (2003), a full contextualizing teaching strategy will be the use of skills to develop a common objective. For that reason, word wizard strategy is set on this definition because depend on the use of speaking skill in order to increase the vocabulary items of students. The activities to develop this strategy will be to produce descriptions and opinions of words. The purpose of this will be the increase vocabulary items with their definitions. According to Admir (2009) is important to know what type of strategy can be considered Word Wizard, according to the type of vocabulary learning strategy was the activity. the purpose of the activity can be known. In addition, to knowing what will be the process of its application. For this reason, Word Wizard is considered a Guessing strategy because it mentions that students can infer the definition of unknown words and in this way, learners can increase their learning of the proposed vocabulary. However, the use of their first language will also be necessary as it will depend on how well students can understand and find homonyms or homographs which will help to provide the best answer for them to infer.

1.2.2 Dependent Variable: Speaking skills

Language Skills

Husain (2015) indicates that language is composed of thoughts, expressions, and feelings. Therefore, derives the skills of language because learners need to fulfill the objective of language, which is to communicate. Skills will be the actions that people can achieve satisfactorily. Additionally, the correct use of language is complex as it is involved four skills to have a correct development within it. The language skills are known as Speaking, Listening, Writing, and Reading. Likewise, these four fundamental skills are classified as productive and receptive because this helps to better understand the application of skills. Productive skills are divided into Speaking and Writing. Second, Receptive skills are known as Reading and listening. Furthermore, Vernier et al. (2008) established that language skills as the essential

components that students need to be competent users of a language within a communicative framework. And make an emphasis on customs, ways of thinking and feeling should be part of the learning process of the skills.

Kurniasih (2011) states that there are four types of speech that make a language successful in understanding and delivering messages. In addition, the author indicates that the four skills are:

- Listening
- Speaking
- Reading
- Writing

However, it does not state that each one of these skills is a separate process from each other because it mentions that all of them have a strong relationship which creates a dependency so that the improvement of the speaking skill will depend on listening and the same will happen with the improvement of Writing. Moreover, Sreena and Ilankumaran (2018) said that communication is the main aim of a language, and it is divided into two parts: communicating and receiving messages. Several language skills are needed to develop this process of communication and are named as writing, reading, listening, and speaking skills.

Productive Skills

An important characteristic of language skills is that all abilities depend on each other, suggesting that the skills are inseparable. Productive skills, also known as active skills, mean that the person using the language can convey messages, which can occur using the skills of speaking or writing. The skills of speaking and writing have a direct reciprocal relationship. The correct use of grammatical structures, and the use of words in their proper context, and it is also necessary to understand and respect the significant importance of accuracy in the language. Owing to the two skills considered active depend on the effective use of the mentioned characteristics to be understood. Hence the importance of focusing on and promoting the use of communicative activities within the learning process (Golkova & Hubackova, 2014). Besides, writing and speaking are considered productive skills because these two skills are used to produce the language and are known as active skills. It is important to say that speaking involves a process of conveying and receiving messages in real-time (Bobojonova, 2020).

According to Hossain (2015), productive skills can also be defined as an important form of expression that aims to persuade or convince other people within the communication process and share their ideas and feelings. To deliver messages in the use that the person wishes to. Moreover, the ability to speak is considered the most important of the skills to produce. because it is the main source of communication between people. This means that within the main active skills the researcher will have to consider the main way of communicating with other people. Additionally, Abdul and Ilankumaran (2022) said that it is essential to develop active skills because students will be requested to produce language during their studies.

Speaking Skills

According to Brown (1994), speaking skill is considered an interactive process that includes receiving, conveying, and processing information to be able to establish communication with other people. Besides, Burns and Joyce (1997) mention that communication could not be predictable because according to patterns used in the English language there are conversations such as declining invitations, requesting time, and discourse situations are open-ended in the use of speaking skills.

Qureshi (2007) affirms that language is understood as a communication tool that will depend on the users of English. For that reason, the users will be the ones in charge of transmitting ideas, feelings and thoughts will be expressed depending on the context showing the importance of oral skills in the study of English. Without this ability, no one would be able to explain themselves and language would be reduced to scripts, and thus the objective of language, which is to convey messages within a community, could not be fulfilled. The ability to speak is defined as a complex and at the same time dynamic action, so that, this skill requires several processes simultaneously, such as cognitive, physical, and sociocultural processes. The most important factor is that learners who are developing this skill must activate all the processes at the same time, due to, speaking being an action in real-time. For that reason, it is essential the correct study this skill in English teaching classrooms (Burns, 2019).

Speaking sub-skills

Lackman (2010) indicated that speaking sub-skills also are known as micro skills where it is important to practice them to improve oral development. Identifying fluency, accuracy, pronunciation, using functions, appropriacy, turn talking skills, range of words, and grammar as the most essential micro-skills. Second, according to Torkey (2006), speaking skill is

composed of several competencies that make it develop in a better way. in other words, this ability will depend on other skills that have been denominated as sub-skills.

Fluency

Fluency in oral skills is one of the most important characteristics and is defined as the ability to be focused on the content of the speech that the speaker must communicate, keeping in mind that the speaker must do so as effectively as possible (Shahini & Shahamirian,2017).

Pronunciation

Hussain (2017) comments that pronunciation is defined as the ability to speak the language considering maintaining the proper stress and not forgetting the intonation and rhythm when learners are developing this skill. furthermore, it refers to an ornament of the person. There are several reasons why pronunciation may not develop properly, such as the fact that the subdivision has been removed from the curriculum, the absence of a teacher with proper pronunciation, and a difficult listening environment.

Grammar

Zam et al. (2021) explained that grammar is one of the abilities which can affect the correct development of speech. For the oral skill to be fulfilled with satisfaction, correct grammar is necessary. Indeed, this becomes essential because if the speaker wishes to talk about actions that could have occurred at another time, in other words, the speaker will use different tenses that only grammar can help to convey

Vocabulary

Fluency in oral skills is linked to vocabulary because it is important to know that speech depends on the vocabulary of the speaker. Speech is the words used to deliver a message, hence the importance of having a vocabulary for fluency so that the receiver of the message can understand (Afna, 2018).

Comprehension

Comprehension can measure the level of understanding that a speaker can express, hence the importance of comprehension. In addition, comprehension is considered the amount that an EFL learner can understand the language. For that reason, comprehension of speaking skills is the principal objective of the study of a language (Mulasari, 2015)

Strategies to develop sub-skills

According to Lackman (2010), several activities must be performed to improve the essential sub-skills.

Table 1 Activities to improve speaking sub-skills

<i>Sub-skills</i>	<i>Activities</i>
<i>Fluency</i>	<ul style="list-style-type: none">• <i>Short presentations</i>• <i>Selling objects</i>• <i>Random Chain story</i>• <i>Telling jokes</i>
<i>Pronunciation</i>	<ul style="list-style-type: none">• <i>Semi-planned conversation</i>• <i>Short presentations</i>• <i>Structured role play</i>
<i>Grammar and Vocabulary</i>	<ul style="list-style-type: none">• <i>Words on a topic</i>• <i>Speaking of several topics</i>
<i>Comprehension</i>	<ul style="list-style-type: none">• <i>Group conversation with cards</i>

Note: List of activities to improve speaking sub-skills stated by Lackman (2010).

Finally, Sodiqova (2021) mentions that students need strategies to improve their speaking skills to increase communicative competence. These strategies are:

- Using minimal responses
These are predictable and often idiomatic phrases; thus, the learner could focus on what the other participant is saying.
- Recognizing scripts
Greetings, apologies, and invitations are associated with a predictable set of spoken words, and this helps to develop the speaking abilities of students.
- Using language to talk about language
Learners often are shy or embarrassed because do not understand another speaker and the teacher can give clarification phrases to improve comprehension.

Interactive communication

Is the collection of the subskills that are used to show a successfully interact with other people. Moreover, it is the ability to initiate, respond, maintain, develop, and negotiate whilst in conversation with another person.

Importance of speaking

According to Ganiyevna and Muhsin (2019), the importance of oral abilities arises from the need to express our ideas and to know the ideas and opinions of others. And in this way communication takes place. In addition, speaking skills are essential in the world of communication, as these skills are fundamental for everyone to be able to understand and transmit a message effectively. It is important to note that without this skill, communication could not develop successfully. Moreover, it is considered a skill that can be judged in real life, as it is present in the daily lives of all people, regardless of whether its speakers are students or teachers (Rao, 2019).

1.3 Objectives

1.3.1 General Objective

- To determine the effectiveness of word wizard strategy in the improvement of speaking skills of students from the A2 level at Universidad Técnica de Ambato Language Center.

1.3.2 Specific Objectives

- To analyze the use of word wizard strategy on the speaking skill.
- To evaluate the level of speaking skills on students from the A2 level at Universidad Técnica de Ambato Language Center.
- To demonstrate the contribution of word wizard strategy applying to speaking skills.

Description of objective fulfillment

In order to fulfill the general objective of the research, three specific objectives were established.

To achieve the first objective, features of the strategy were reviewed and focused to develop lesson plans that were designed to describe activities, timing, and resources to work on the speaking skills of students.

To fulfill the second objective, an evaluation instrument was needed and selected according to A2 students' level. Cambridge KET test was applied twice, pre and post-test. It was possible to evaluate the level of students on the performance of speaking skills.

To accomplish the third objective, a comparative analysis of pre-test and post-test results was required. For that reason, the comparison of these results showed the contribution of word wizard strategy to speaking skills.

CHAPTER II

METHODOLOGY

2.1. Resources

To conduct the current research different resources were applied as human, material, and technological. To collect data information participants from the Universidad Técnica de Ambato language center were identified as human resources, in addition to authorities, and teachers that belong to Universidad Técnica de Ambato. Moreover, tests, books, and notebooks were used as material resources. Finally, as technological resources computers, the internet, and printer were used.

2.2. METHODS

This study was focused on a quantitative approach. In the process of data collection, a numerical analysis was used, and this involves the interpretation of numerical data to be manipulated by the researcher and in this way be able to describe and explain the stated problem (Sukamolson,2007). For that reason, this method was essential in this research, because the analysis of data could identify the most common mistakes that students have in their speaking performance. Additionally, it is possible to know what kind of vocabulary learners needs to develop. According to Williams (2007), the quantitative method arises from the need to collect information that could be analyzed and use numerical data. For that reason, for the development of this research was applied a speaking test taken from Cambridge. This test gave numerical data to identify the range of vocabulary that participants have. And with the data collected from the test, it will be possible to identify the effectiveness of word wizard strategy.

2.2.1. Bibliographic – documentary research

The current research is considered documentary research because is a study that is based on previous research that has the same objective in common. In addition, different concepts can be used for the interpretation of the data to be analyzed. Ahmed (2010) explained that the use

of research, studies, and documents have a phenomenon in common. Due to this, it is important to vitalize the use of reliable sources that indicated the quality of this research project. The current research is considered bibliographic research because it uses the information presented by several researchers who succeeded in identifying the same types of variables to be referred to as a type of strategy for vocabulary learning and speaking ability in learners of English as a foreign language. According to Good (1948), the research could be considered documentary using resources such as books, journals, and selected research. For that reason, the theoretical framework and investigative background will be developed by books and selected studies.

2.2.2. Exploratory Research

Exploratory research is defined as research used to investigate a problem that is not clearly defined. It is conducted to have a better understanding of the existing problem but will not provide conclusive results (Goeman & Solari, 2011). Based on this definition the development of the current research and its application could clear the doubts about the lack of vocabulary that students may have and the development of better strategies. Thus, applying Word Wizard strategy to improve vocabulary learning, it was possible to determine the impact it may have on the participants of this research, as well as to have a more comprehensive view of the problem that students may have in the application of Word Wizard and the effectiveness on oral abilities. In fact, the current research achieves the principal feature of discovering something new through the treatment that is called research topic (Swedberg, 2020).

2.2.3. Descriptive Research

Descriptive research is focused on providing a detailed description of a group or area of interest, which allows us to analyze these descriptions and thus enables us to develop the research (Dulock, 1993). The current research needed to analyze the learning process of the participants to get reliable information and show how the lack of vocabulary showed on the performance of speaking skills could be improved by applying the strategy Word Wizard, moreover, it is considered descriptive because of the data to be collected from the A2 level students of the language center was analyzed to provide the description and characteristics of our population. The main aim of descriptive research is the description of reality (Lans & Van der Voordt, 2002).

2.2.4. Pre-experimental Research

Blas (2013) suggests that the application of an agent or treatment for a specific group of people that are presumed to be able to generate positive or negative changes will be considered pre-experimental research. For that reason, the current research was considered this type of research because the use of such treatment is mandatory and Word Wizard strategy was identified as the treatment. Consequently, it was the agent that helped to demonstrate how it can produce changes within the chosen population. Due to all this, this type of research can be conducted in this way because treatment was applied to the students to measure the effectiveness of this strategy on the students' performance of their oral skills, and thus be able to fulfill the established objectives. According to Jimenez (2018).), treatment can produce a change in participants, and in this way, it is possible to analyze improvements in the interventions on participants.

2.3. Population

The population in this research was applied to UTA's Language Center, as a field of study. The level of population was A2, and the participants were chosen by the availability of students according to the rulers of the authorities in the institute. The population consists of one class of twenty-seven students, 11 males and 16 females around 18 to 25 years old.

According to the CEFR, learners with A2 level can describe in easy terms their personal information, environment, and topics that students need at that moment. For that reason, it will be necessary for participants of A2 level in English. Taherdoost (2016) established that with simple random sampling every participant of a population has the same equal probability of inclusion in the sample. With this in mind, all the students of a course are needed to achieve the current research.

Table 2 Population

<i>Population</i>	<i>Students</i>	<i>Total</i>
<i>Male</i>	11	11
<i>Female</i>	16	16
		27

Note: Students from A2 level of UTA's Language Center, Done by Ortiz J. (2022)

2.4. Techniques and Instruments

According to the type of research, for data collection. The test was considered the best technique to notice the role vocabulary had on the speaking skills of EFL learners. According to the quantitative approach, a test helped the current research to identify the level of vocabulary in students, and the impact of the lack of vocabulary to indicate speaking hindrances in learning English (Khan et al.,2018).

Technique

Consequently, the technique used to conduct the research was the application of a pre and post-test to the participants which helped us in measuring the level of vocabulary which was demonstrated orally.

Instrument

The test developed by Cambridge was used as an instrument for the collection of data. Key English Test (KET) this test is focused on showing the students' level of English in everyday life situations, so it is the most suitable to be applied to A2 level students. KET exam consists of 4 parts however, due to the objectives of our research only the oral part was used as an instrument. The speaking part was applied to the students, which refers to an interview designed to measure the level of vocabulary that the students can show orally. Additionally, participants demonstrated a level of interactive communication and pronunciation.

The pre and post-test are composed of two phases, first is an introductory part, then, in phase two there are questions to show how much vocabulary know the participants have. Participants will take a test in pairs. The duration of the test was taken in around 3-4 minutes. Regarding task type the interlocutor ask an independent question to each candidate in turn. Participants must answer the questions in order to give factual or personal information

The researcher used the questions for candidate A, and candidate B in order to get real information. If participants have enough vocabulary, the researcher could use **Backup prompts** to get more information.

Phase 1: The interlocutor started a general conversation by asking personal questions.

Phase 2: test takes a form of an interview. The test has eight questions where the interlocutor asks about daily life, interests, likes, dislikes, etc.

Word Wizard

For vocabulary learning, the Word wizard activity was applied to the participants during 6 interventions in face-to-face classes, which facilitate the application of this strategy. The process of carrying out this strategy was the formation of two groups in which the participants will have the possibility to experience the two learning points that this activity offers. In this way the students could give descriptions of words students already know and also guess the word only with the descriptions offered by other participants, it is necessary to mention that the development of Word Wizard has to be oral.

2.5. Data Collection Procedure

The principal feature of the current research was the implementation of treatment for all participants chosen, treatment consisted of six interventions. In order to obtain real information and prove the hypothesis, a Pre experimental study was applied in that way the treatment showed if the strategy it's a good strategy to improve the dependent variable. Additionally, to achieve the objectives of the research, exploratory, documentary, and descriptive approach were used to develop the study. In that way, it is possible to answer the doubts that the research has about the effectiveness of the strategy on speaking skills (Akhtar, 2016).

- Before starting the data collection, it was necessary to send a request to the director of the Universidad Técnica de Ambato language center, to get approval to carry out the research.
- Once approved, the development of the research at UTA's language center, course 4.5 of level A2 was designated to carry out the data collection.
- After being assigned the 4.5 courses and introduced to the students to participate in the research, the pre-test was applied to obtain the vocabulary range of the students.
- The test was applied to the whole class for a total time of 1 hour. The test was administrated to pairs of students in the form of an interview. The test consisted of 8 questions that were answered by each pair of students.
- The rubric used to assess students in their speaking performance was taken from Cambridge evaluating aspects like vocabulary and grammar, interactive communication, and pronunciation.
- After collecting the information of the pretest. There were 6 sessions to develop the strategy proposed.
- Then, the researcher explained the Word Wizard strategy that will be applied in each session.

- According to the lesson plan designed, the researcher applied the lesson to the A2 classroom.
- In each session, students were part of two teams. Team 1 received flashcards with a word according to the vocabulary planned, then members of the team described each word received. Team 2 was designed to guess the word of team1's descriptions.
- In session number 2 the role of each team changed to allow students to describe and guess the words too.
- All the sessions planned for students of A2 level were applied under the control of teacher Maria Alejandra Nuñez.
- In each session, different kinds of topics were developed, for example, clothes, food, subjects, and parts of the house.
- After developing the strategy in each session, a post-test was administrated to prove the effectiveness of the Word Wizard strategy to improve the vocabulary of students.
- The information was collected, and this allowed us to process the information and make a comparison between the results obtained from the participants.

2.6. Data Analysis Procedure

For the data collection, a test taken from Cambridge called KET that was used according to the level of students. It makes it possible to obtain the initial level of students in speaking skills. Then 6 lesson plans were designed to apply the word wizard strategy and develop vocabulary and grammar, interactive communication, and pronunciation in the participants in the current research. To process the information, an analysis will be required to determine the progress of the students to whom the Word wizard strategy was applied to improve their vocabulary and its influence on their speaking skills.

For that reason, tables and graphs were produced to analyze and interpret all the data that the test reflects. Additionally, IBM SPSS Statistical program was used for the verification of the hypothesis of the project. This allows the researcher to achieve the objectives of this study.

CHAPTER III

RESULTS

3.1. Analysis and discussion of Results

The current chapter of the research comprises the statistical analysis of the information collected through two tests, an initial test that allows identifying the range of vocabulary that the students had demonstrated in their ability to speak through the implementation of the Word Wizard strategy. To investigate whether this tool allows to increase and improves the development of vocabulary and its influence on the ability to speak, to measure whether the application had a positive impact, it was proceeded to evaluate the students through a second test, called post-test. These evaluations were applied to 27 students from the A2 level of Universidad Tecnica de Ambato's language center.

For the analysis of the results, tables and graphs were developed to facilitate the understanding and interpretation of the data. Data was collected from 27 students, who participated in a program to demonstrate the influence of the Word Wizard application on vocabulary development with speaking skills. The tables and graphs show an average result of both the pre-test and post-test, these results will allow a comparison of results, to verify if the treatment that was applied had a positive impact on the students.

Finally, IBM SPSS Statistical program was used for the verification of the hypothesis of the project, which was developed as the first step in a normality test to verify if the data follow a normal distribution, when analyzing the data of the pre-test and post-test it was evidenced that the data are dispersed, Therefore, it is necessary to apply a nonparametric Wilcoxon test between two related samples, to verify if the significance level is greater, less or equal to 0.05, in case this value is less than the level, to accept the alternative hypothesis and reject the null hypothesis, which means that if the hypothesis of the research is fulfilled.

3.1.1. Pre-Test Results

Table 3 Pre-Test Scores

	Grammar and Vocabulary	Interactive communication	Pronunciation
Student 1	3	2	3
Student 2	3	3	4
Student 3	4	4	5
Student 4	5	5	4
Student 5	3	3	3
Student 6	0	1	2
Student 7	3	2	3
Student 8	4	4	4
Student 9	5	5	5
Student 10	5	5	4
Student 11	2	2	2
Student 12	2	3	1
Student 13	3	2	2
Student 14	2	2	2
Student 15	3	3	2
Student 16	2	2	2
Student 17	1	2	2
Student 18	2	1	3
Student 19	3	3	3
Student 20	0	1	2
Student 21	2	1	2
Student 22	5	4	5
Student 23	4	3	3
Student 24	2	1	2
Student 25	4	5	5
Student 26	4	4	5
Student 27	5	4	5

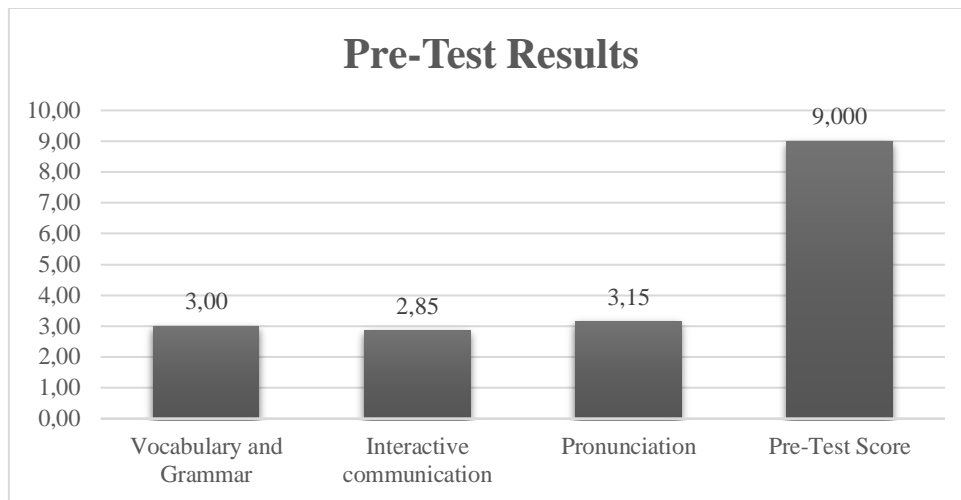
Note: Pre-Test scores

Table 4 Pre-Test Results

Pre-Test Results				
	Vocabulary and Grammar	Interactive Communication	Pronunciation	Pre-Test Score
Average	3,00	2,85	3,15	9,000

Note: General average of pre-test results.

Figure 1 Pre-Test Results



Note: Pre-test results

Analysis and Interpretation

The table shows that the average score in the pre-test is 9.00 out of 15 points, which means that the students are above half of the maximum score, according to the graph the pre-test was divided into 3 parts. Regarding vocabulary and grammar participants obtained an average of 3.00 out of 5, in interactive communication an average of 2.85 out of 5, for pronunciation participants, get 3.15 out of 5.

According to the points obtained by the participants, this permits us to deduce that despite being in the good range. It was possible to identify that there are problems in the control of grammatical forms and the use of an appropriate vocabulary, which means that participants do not use an appropriate vocabulary to talk about normal situations, because students cannot answer a simple questions about their routines. As Zam et al. (2021) mention the use of grammar is noticed by the correct performance of a speech. Additionally, in interactive communication participants showed that have some problems maintaining exchanges of information. Therefore, participants obtained a medium average, students reflect on some problems and need support to achieve better interaction at the moment to develop speaking skills. Finally, according to Hussain (2015), it is known that pronunciation refers to the use appropriate of stress. With this in mind, the average pronunciation demonstrates that students have medium control of phonological features. For that reason, it was necessary to develop an improvement in the level of the sub-skills of speaking skills.

3.1.2. Post-Test Results

Table 5 Post-Test Scores

	Grammar Vocabulary	and Interactive communication	Pronunciation
Student 1	3	4	4
Student 2	5	5	4
Student 3	5	5	5
Student 4	5	5	4
Student 5	4	4	5
Student 6	1	1	2
Student 7	4	4	5
Student 8	5	5	4
Student 9	5	5	5
Student 10	5	5	4
Student 11	5	5	5
Student 12	4	4	5
Student 13	5	5	5
Student 14	4	4	4
Student 15	5	5	5
Student 16	4	5	4
Student 17	2	2	2
Student 18	5	4	5
Student 19	3	3	3
Student 20	2	2	2
Student 21	5	4	4
Student 22	5	4	5
Student 23	4	3	4
Student 24	2	2	2
Student 25	5	5	5
Student 26	5	4	5
Student 27	5	4	5

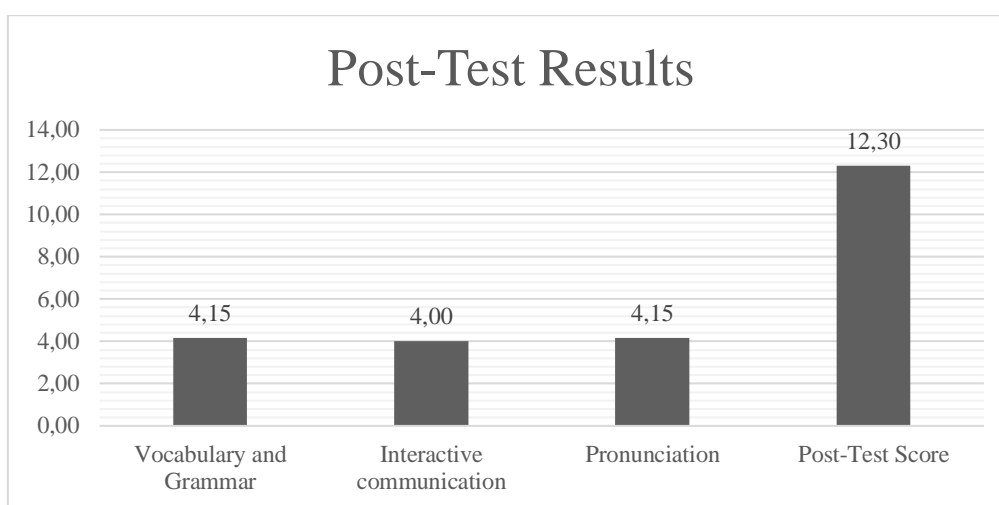
Note: Post-Test scores.

Table 6 Post-Test Results

Post-Test Results				
	Vocabulary and Grammar	Interactive Communication	Pronunciation	Post-Test Score
Average	4,15	4,00	4,15	12,30

Note: General average of the speaking post-test.

Figure 2 Post-Test Results



Note: Speaking post-test results.

Analysis and Interpretation

The table shows that the average of the post-test scores was 12.30 out of 15 points. Moreover, the average of each aspect was increased too. Vocabulary and grammar's average was 4.15 out of 5, and for interactive communication, participants obtained an average of 4 out of 5. In pronunciation, students obtained 4.15 out of 5.

These results showed that the students had a positive increase and are very close to the maximum score, and this allows us to deduce that the use of the Word Wizard had a positive influence on learning, it was demonstrated that the use of this tool allows students to manage the control of grammatical forms because of Zam et al. (2021) mentions an adequate practice of grammar rules allows make a speech improvement and be able to talk about other times. And learners demonstrated an appropriate vocabulary because an improvement can be evidenced according to the average obtained, which indicates that the students when answering the pre-test questions, demonstrated to have a wider vocabulary about everyday situations. As Afna (2018) established when students have a good range of vocabulary it is possible to

understand better because it is linked to speaking skills. Furthermore, the increase in the average of interactive communication indicates that participants achieve with maintain an exchange of ideas during a conversation and do not need support to convey their information orally. Last, pronunciation was another aspect that increase the average and indicate that participants are better at the moment to control phonological features. With this in mind, it is possible to mention that the use of the Word Wizard helps to develop and improve people's speaking skills.

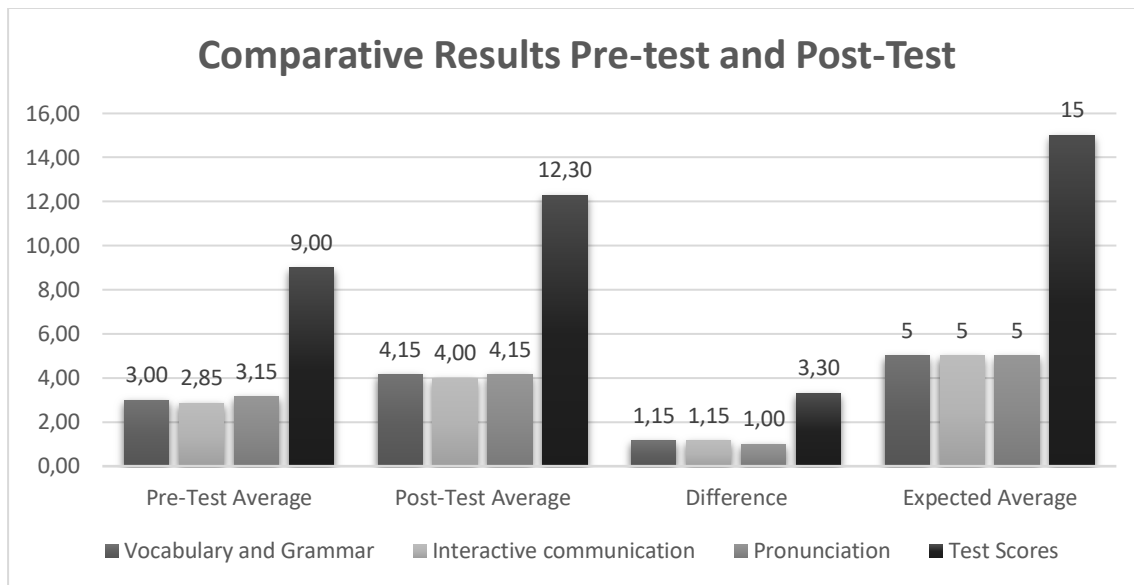
3.1.3. Comparative Results pre-test and post-test

Table 7 Comparative Results pre-test and post-test

Criteria	Pre-Test Average	Post-Test Average	Difference	Expected Average
Vocabulary and Grammar	3,00	4,15	1,15	5
Interactive Communication	2,85	4,00	1,15	5
Pronunciation	3,15	4,15	1,00	5
Test Scores	9,00	12,30	3,30	15

Note: Comparison of the average of pre-test and post-test.

Figure 3 Comparative Results pre-test and post-test



Note: comparison results of pre-test and post-test.

Analysis and Interpretation

After concluding with the analysis of the results of both the pre-test and post-test, it was necessary to draw up a comparison table. The table indicates the averages of the two tests are compared, as it is evidenced. In the part that includes vocabulary and grammar the average rank was 3.00, out of 5 points in the pre-test, while this improved in the post-test with an average of 4.15, out of 5 points, the increase was 1.15 points. In the interactive communication part, the average rank in the pre-test was 2.85, this value had grown to an average rank of 4.00 out of 5 points, in the post-test. With an increase of 1.15 points. Finally, the pronunciation part improved, being the initial value of 3.15, to an average range of 4.15 out of 5 points, where there was an increase of 1 point.

This comparison demonstrates that the use of the Word Wizard has a positive impact on learning and speaking skill development. The students who participated in this process significantly improved their speaking performance in everyday situations and are now able to use a much richer lexical vocabulary. Because according to Lackman (2010) it is possible to develop speaking sub-skills as vocabulary with the use of activities like words on a topic and Word wizard has this feature. Moreover, this shows that the use of this tool is beneficial, and it is recommended to use it to improve and develop speaking skills. Thus, the improvement of sub-skills was enhanced. Because participants demonstrate a more varied range of vocabulary than was evident in the first test, thus the increase in the average is evident. In addition,

Sodiqova (2021) said that strategy as using language to talk about language is beneficial to develop and increase the level of speaking skills and the treatment shows that interactive communication was improved, and its average is very close to the maximum score this means that throughout the strategy students understand better how their ideas could be conveyed successfully, for that reason the development of this sub-skill of oral skill was enhanced. Finally, pronunciation demonstrates an important improvement too. That means better control of phonological features.

3.2. Verification of hypothesis

For the verification of the research hypothesis, a normality test was performed using IBM SPSS statistical software, between the pre-test and the post-test. In this table, the Shapiro Wilk statistic was considered, because the sample studied is less than 30 participants.

3.3. Hypothesis statement

3.3.1. Null hypothesis (H0)

Word Wizard strategy does not influence speaking skills in students from the A2 level of Universidad Tecnica de Ambato’s Language center.

3.3.2. Alternative Hypothesis (H1)

Word Wizard strategy influences speaking skills in students from the A2 level of Universidad Tecnica de Ambato’s Language center.

3.4. Test of Normality

Table 8 Test of Normality

Test of Normality						
	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadistic	gl	Sig.	Stadistic	gl	Sig.
Pre_Test	,155	27	,094	,912	27	,025
Post_Test	,290	27	,000	,761	27	,000
a. Lilliefors Significance correction.						

Note: Results of normality test.

Using the IBM SPSS Statistical software, the normality test between the pre-test and the post-test was elaborated, this test will allow us to verify or not the hypothesis that was raised in the present investigation. For the analysis of this test, Shapiro Wilk was used, because this statistic

is used when the sample is less than 30 members. Then it is observed that in the pre-test there is a significant level of 0.025, while in the post-test the significance level is 0.000. These values indicate that the results do not follow a normal distribution, and it is necessary to apply a nonparametric test of 2 related samples, called Wilcoxon.

3.5. Wilcoxon signed ranks test

Table 9 Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	21 ^b	11,00	231,00
	Ties	6 ^c		
	Total	27		

Note: Ranks of Wilcoxon test.

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

3.6. Test Statistics

Table 10 Test Statistics

	Post_Test - Pre_Test
Z	-4,029 ^b
Sig. asintót. (2- tailed)	,000

Note: Results of statistics test.

a. Wilcoxon signed ranks Test

b. Based on Negative Rank.

Analysis and Interpretation

A Wilcoxon rank test was established, and this table proceeds from the result of the difference between the post-test and pre-test, the table showed the result of the difference, where negative ranks (a) are equal to zero, while there are 21 positive ranks (b), finally, there are 6 ties (c), this means that there were 18 participants who raised the score in the post-test, while 9 participants remained in the same scores obtained in the pre-test. Further, the table indicates the average range, both the negative range and the positive range, the first value is 0.00, and the other one is 11.00. In the next column it shows the sum of the ranges, the first value is 0.00 and the other is 231.00.

For the verification of the hypothesis, a table was developed showing the statistical significance level, where a value of 0.00 is shown, which is less than 0.05, which means that the alternative hypothesis is accepted, and the null hypothesis is rejected. This means that the use of the Word Wizard does have an impact on the development and improvement of students' speaking skills, as it increases the level of vocabulary and increases the capacity for a deduction, as well as being a very interactive tool for learning and developing sub-skills such as grammar, vocabulary, interactive communication, and pronunciation, which improves people's speaking skills.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Once the treatment has been applied and the analysis of the results obtained from the Word wizard instrument applied to students of A2 level has been obtained some relevant information that helps the researcher to establish the following conclusions.

- The effectiveness of word wizard strategy for the improvement of speaking skills was verified by the results obtained in the post-test compared to the pre-test which leaves an improvement on the average. Therefore, it was possible to notice that the strategy had a positive impact on the students, as the development of the sub-skills of oral ability can be evidenced. Consequently, the improvement in vocabulary and grammar was seen, which shows a greater degree of control of simple grammatical forms and vocabulary used in daily life. Likewise, the development of communicative interaction is reflected in the students' ability to maintain conversations and not require support to carry out a correct communication process, including an improvement in the use of phonological characteristics.
- It was possible to analyze the use of word wizard strategy applied to speaking skills because through the application of the treatment carried out the development of oral skills, developing an important improvement in interactive communication, because students need a collaborative task to be in the context of asking questions, answer questions, describe and asking for opinions which develop a successful process of interaction between them. It can be seen in the difference in averages obtained in the pre and post-test after having applied the strategy.
- The evaluation of the level of the speaking skills of the participants within the research could be evidenced because with the application of the pre-test it was possible to obtain information from the students through the speaking test taken from Cambridge, which permitted us to see an average of 9 and thus can evaluate the level of each participant of the aspects considered in the aspects that rubric contains. For that reason, participants were evaluated on sub-skills that oral ability requires.
- It was possible to demonstrate the contribution of the word wizard strategy applied in the speaking skill, as the results obtained in the comparison of the pre, and post-test showed an improvement. In other words, it contributes to the skill by offering an

improvement in the range of vocabulary of the participants that are needed in the context of the speaking skills. For instance, students practiced simple forms of describing diverse kinds of vocabulary developing simple grammatical structures to offer opinions and increase their mental lexicon because of learning vocabulary by telling definitions.

4.2 Recommendations

After investigating and applying Word Wizard strategy within the contexts that speaking skills require. It is recommended to give importance to the following statements.

- To demonstrate an improvement in the speaking skills of students. It is recommended that the use of the word wizard strategy be promoted more by teachers in the classroom. Consequently, this strategy could be used as an effective way to make the class more interactive as it is, also it is an interesting collaborative task for the students. Because learners need to think and describe.
- The application showed that the strategy does not require a lot of time and it allows to recommend the use of this activity as a warmup in vocabulary lessons because students can develop a better understanding listen and saying descriptions of vocabulary words and the words will be used in a context and it is important to mention that the teacher considers the development of oral skills.
- It is recommended to evaluate the students' level of oral proficiency because a standardized test reflects the average of the students, and it is possible to identify the problems that affect students' speaking skills and corrections can be made according to their level.
- The word wizard strategy is a fully interactive activity where the range of vocabulary could be shown. Because of this, it is recommended the use this strategy to assess students' vocabulary orally. The use of diverse kinds of interactive strategies to assess the range of students' vocabulary makes students feel more relaxed and confident.

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Annexes

Annex 1 Approval



Memorando Nro. UTA-CI-2022-0879-M

Ambato, 28 de abril de 2022

PARA: Lcda. Sarah Jacqueline Iza Pazmiño
Coordinadora Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

ASUNTO: Autorizado para aplicar proyecto de investigación

De mi consideración:

En atención al Memorando Nro.UTA-PINE-FCHE-2022-0134-M, mediante el cual solicita se autorice aplicar el proyecto de investigación en el Centro de Idiomas a los estudiantes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para el periodo académico abril - septiembre 2022, de acuerdo al siguiente adjunto.

Al respecto me permito indicar que esta Dirección **autoriza** que los estudiantes a continuación detallados realicen el proyecto de investigación, para lo cual se da a conocer los nombres de los docentes:

CENTRO DE IDIOMAS

Memorando Nro. UTA-CI-2022-0879-M

Ambato, 28 de abril de 2022

APELLIDOS NOMBRE	CEDULA	TEMA	NIVEL	HORA	DOCENTE	PROGRAMA	PREDIO
CAJAMARCA SAILEMA ALEXANDRA JAZMINE	1805072756	TIKTOK AND THE SPEAKING SKILLS	Nivel B1	15:00 - 17:00	Alexandra Constante	Regular	Huachi
CARRILLO BURBANO ALEXIS RONALDO	1804387668	REALIA AND THE SPEAKING SKILL	Nivel A1	15:00 - 17:00	Gabriela Armijos	Abierto	Educación Continua (Rocafuerte y Quito)
CRIOLLO VILLEGAS ADRIANA LUCIA	1850251396	EDUCATIONAL WEBSITES AND THE LISTENING SKILLS	Nivel A2	15:00 - 17:00	Mónica Garcés	Regular	Huachi
SABANDO FALCONES MARIA ELIZABETH	2350118069	ENGLISH LISTENING AND SPEAKING APP AND THE ORAL PRODUCTION	Nivel A1	15:00 - 17:00	Susana Parrales	Regular	Huachi
GAONA VICENTE LUCIA FRANCISCA	1753511656	WORDWALL TOOL AND VOCABULARY LEARNING	Nivel A1	13:00 - 15:00	Ximena Naranjo	Regular	Huachi
ORTIZ LEON JAVIER PATRICIO	1805290481	WORD WIZARD AND SPEAKING SKILL	Nivel A2	15:00 - 17:00	Alejandra Núñez	Regular	Huachi

Cabe mencionar que el estudiante **HEREDIA GALLEGOS OSCAR SEBASTIÁN**, portador de la cédula N°:1803865557, NO ha presentado la solicitud que fue requerida al grupo de estudiantes, por lo tanto no se pudo asignar un docente para que realice el trabajo de investigación.

Con sentimientos de distinguida consideración.

Atentamente,

Annex 2 Lesson plan template

Teacher: Javier Ortiz School year: April- September Class: A2		Topic: All about me Number of students: 27 Time: 15 minutes Date: 30/05/2022	
Objective <ul style="list-style-type: none"> To teach vocabulary using Word wizard strategy. 		Lesson objectives Students will be able to: <ul style="list-style-type: none"> Identify principal activities to do in the house. Describe parts of the house. 	
PROCEDURE			
Teacher's activities	Students' activities	Materials	Time
<ul style="list-style-type: none"> Teacher gives a brief introduction about Word Wizard strategy. Teacher organizes students into two groups. Teacher assigned a word to each student of group 1 	<ul style="list-style-type: none"> Ss pay attention to the introduction. Students get together with their group 	<ul style="list-style-type: none"> Flashcards Word List 	3 minutes.
<ul style="list-style-type: none"> The teacher starts the activity 	<ul style="list-style-type: none"> Students of group 1 think about a little description about their words. Students of group 2 prepare to guess the word according to the descriptions of group 1 	<ul style="list-style-type: none"> Cellphones Word List Internet 	2 minutes.
<ul style="list-style-type: none"> Teacher controls the activity 	<ul style="list-style-type: none"> Students of group 1 say the description in front of the class. Students of group 2 try to guess the word. 	<ul style="list-style-type: none"> Flashcards Word list 	10 minutes
SOURCE: Klippel, F., Ur, P., & Klippel, J. H. (1984). Keep talking: Communicative fluency activities for language teaching. <i>Cambridge university press.</i>			

Teacher: Javier Ortiz School year: April- September Class: A2		Topic: All about school Number of students: 27 Time: 15 minutes Date: 31/06/2022	
Objective <ul style="list-style-type: none"> To teach vocabulary using Word wizard strategy. 		Lesson objectives Students will be able to: <ul style="list-style-type: none"> Identify subjects of school. Describe the features of subjects. 	
PROCEDURE			
Teacher's activities	Students' activities	Materials	Time
<ul style="list-style-type: none"> Teacher gives a brief introduction about Word Wizard strategy. Teacher organizes students into two groups. Teacher assigned a word to each student of group 1 	<ul style="list-style-type: none"> Ss pay attention to the introduction. Students get together with their group 	<ul style="list-style-type: none"> Flashcards Word List 	3 minutes.
<ul style="list-style-type: none"> The teacher starts the activity 	<ul style="list-style-type: none"> Students of group 1 think about a little description about their words. Students of group 2 prepare to guess the word according to the descriptions of group 1 	<ul style="list-style-type: none"> Cellphones Word List Internet 	2 minutes.
<ul style="list-style-type: none"> Teacher controls the activity 	<ul style="list-style-type: none"> Students of group 1 say the description in front of the class. Students of group 2 try to guess the word. 	<ul style="list-style-type: none"> Flashcards Word list 	10 minutes
SOURCE: Klippel, F., Ur, P., & Klippel, J. H. (1984). Keep talking: Communicative fluency activities for language teaching. <i>Cambridge university press.</i>			

Teacher: Javier Ortiz School year: April- September Class: A2		Topic: All about clothes Number of students: 27 Time: 15 minutes Date: 02/06/2022	
Objective <ul style="list-style-type: none"> To teach vocabulary using Word wizard strategy. 		Lesson objectives Students will be able to: <ul style="list-style-type: none"> Identify vocabulary of clothes. Describe different kind of clothes.. 	
PROCEDURE			
Teacher's activities	Students' activities	Materials	Time
<ul style="list-style-type: none"> Teacher gives a brief introduction about Word Wizard strategy. Teacher organizes students into two groups. Teacher assigned a word to each student of group 1 	<ul style="list-style-type: none"> Ss pay attention to the introduction. Students get together with their group 	<ul style="list-style-type: none"> Flashcards Word List 	3 minutes.
<ul style="list-style-type: none"> The teacher starts the activity 	<ul style="list-style-type: none"> Students of group 1 think about a little description about their words. Students of group 2 prepare to guess the word according to the descriptions of group 1 	<ul style="list-style-type: none"> Cellphones Word List Internet 	2 minutes.
<ul style="list-style-type: none"> Teacher controls the activity 	<ul style="list-style-type: none"> Students of group 1 say the description in front of the class. Students of group 2 try to guess the word. 	<ul style="list-style-type: none"> Flashcards Word list 	10 minutes
SOURCE: Klippel, F., Ur, P., & Klippel, J. H. (1984). Keep talking: Communicative fluency activities for language teaching. <i>Cambridge university press.</i>			

Teacher: Javier Ortiz School year: April- September Class: A2		Topic: All about food Number of students: 27 Time: 15 minutes Date: 06/06/2022	
Objective <ul style="list-style-type: none"> To teach vocabulary using Word wizard strategy. 		Lesson objectives Students will be able to: <ul style="list-style-type: none"> Identify vocabulary of food. Describe principal ingredients of food. 	
PROCEDURE			
Teacher's activities	Students' activities	Materials	Time
<ul style="list-style-type: none"> Teacher gives a brief introduction about Word Wizard strategy. Teacher organizes students into two groups. Teacher assigned a word to each student of group 1 	<ul style="list-style-type: none"> Ss pay attention to the introduction. Students get together with their group 	<ul style="list-style-type: none"> Flashcards Word List 	3 minutes.
<ul style="list-style-type: none"> The teacher starts the activity 	<ul style="list-style-type: none"> Students of group 1 think about a little description about their words. Students of group 2 prepare to guess the word according to the descriptions of group 1 	<ul style="list-style-type: none"> Cellphones Word List Internet 	2 minutes.
<ul style="list-style-type: none"> Teacher controls the activity 	<ul style="list-style-type: none"> Students of group 1 say the description in front of the class. Students of group 2 try to guess the word. 	<ul style="list-style-type: none"> Flashcards Word list 	10 minutes
SOURCE: Klippel, F., Ur, P., & Klippel, J. H. (1984). Keep talking: Communicative fluency activities for language teaching. <i>Cambridge university press.</i>			

Teacher: Javier Ortiz School year: April- September Class: A2		Topic: All about accessories. Number of students: 27 Time: 15 minutes Date: 30/05/2022	
Objective <ul style="list-style-type: none"> To teach vocabulary using Word wizard strategy. 		Lesson objectives Students will be able to: <ul style="list-style-type: none"> Identify principal accessories to wear. Describe accessories. 	
PROCEDURE			
Teacher's activities	Students' activities	Materials	Time
<ul style="list-style-type: none"> Teacher gives a brief introduction about Word Wizard strategy. Teacher organizes students into two groups. Teacher assigned a word to each student of group 1 	<ul style="list-style-type: none"> Ss pay attention to the introduction. Students get together with their group 	<ul style="list-style-type: none"> Flashcards Word List 	3 minutes.
<ul style="list-style-type: none"> The teacher starts the activity 	<ul style="list-style-type: none"> Students of group 1 think about a little description about their words. Students of group 2 prepare to guess the word according to the descriptions of group 1 	<ul style="list-style-type: none"> Cellphones Word List Internet 	2 minutes.
<ul style="list-style-type: none"> Teacher controls the activity 	<ul style="list-style-type: none"> Students of group 1 say the description in front of the class. Students of group 2 try to guess the word. 	<ul style="list-style-type: none"> Flashcards Word list 	10 minutes
SOURCE: Klippel, F., Ur, P., & Klippel, J. H. (1984). Keep talking: Communicative fluency activities for language teaching. <i>Cambridge university press.</i>			

Teacher: Javier Ortiz School year: April- September Class: A2		Topic: Daily life Number of students: 27 Time: 15 minutes Date: 30/05/2022	
Objective <ul style="list-style-type: none"> To teach vocabulary using Word wizard strategy. 		Lesson objectives Students will be able to: <ul style="list-style-type: none"> Identify principal activities diary. Describe parts of the house. 	
PROCEDURE			
Teacher's activities	Students' activities	Materials	Time
<ul style="list-style-type: none"> Teacher gives a brief introduction about Word Wizard strategy. Teacher organizes students into two groups. Teacher assigned a word to each student of group 1 	<ul style="list-style-type: none"> Ss pay attention to the introduction. Students get together with their group 	<ul style="list-style-type: none"> Flashcards Word List 	3 minutes.
<ul style="list-style-type: none"> The teacher starts the activity 	<ul style="list-style-type: none"> Students of group 1 think about a little description about their words. Students of group 2 prepare to guess the word according to the descriptions of group 1 	<ul style="list-style-type: none"> Cellphones Word List Internet 	2 minutes.
<ul style="list-style-type: none"> Teacher controls the activity 	<ul style="list-style-type: none"> Students of group 1 say the description in front of the class. Students of group 2 try to guess the word. 	<ul style="list-style-type: none"> Flashcards Word list 	10 minutes
SOURCE: Klippel, F., Ur, P., & Klippel, J. H. (1984). Keep talking: Communicative fluency activities for language teaching. <i>Cambridge university press.</i>			

FLASHCARDS

City 	Bathroom 	Umbrella 	Bottle of water 	Garden 
Bedroom 	Garage 	Book 	Phone 	Dining Room 
House 	Living room 	Computer 	Knife 	TV 
Flat 	Kitchen 	Watch 	Newspaper 	Stairs 

CLOTHES

				
A COAT	A RAINCOAT	A BLAZER	A JUMPER	A CARDIGAN
				
A SUIT	JEANS	TROUSERS	A DRESS	A SKIRT
				
SHORTS	PYJAMAS	A DRESSING GOWN	A T-SHIRT	A POLO SHIRT

				
A SHIRT	A BLOUSE	A SCARF	A CAP	A HAT
				
A TIE	A WATCH	A BELT	AN UMBRELLA	A HANDBAG
				
A WALLET	A PURSE	GLASSES	SUNGLASSES	SOCKS
				
SLIPPERS	SHOES	TRAINERS / SNEAKERS	BOOTS	GLOVES



SCHOOL SUBJECTS



Art



Geography



English



Mathematics



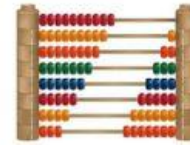
Literacy



Music



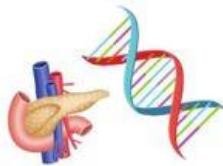
Science



Arithmetic



Chemistry



Biology



Physics



Swimming



**Physical
Education**



**Information
Technology**














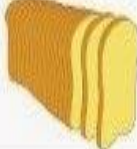







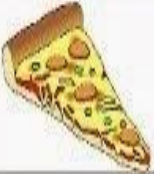












Citizenship



Drama

Dictionary food

cake 	rice 	soup 	cucumber 
hot dog 	fruit 	vegetables 	pepper 
salt 	cookie 	onion 	potato 
meat 	bread 	salad 	lemon 
cheese 	tomato 	chocolate 	banana 
chicken 	pizza 	hamburger 	sandwich 
apple 	watermelon 	melon 	orange 
corn 	egg 	avocado 	grapes 

Annex 3 Pre and Post Test

Phase 1

Interlocutor

To both candidates I'm, and this is

To Candidate A To What's yours name? And what's your name?

Candidate B

Phase 2

Interlocutor

Now, let's talk about **school**.

A, what subject do you like best?

What clothes do you wear to school?

B, What time do you finish school?

What do you eat after school?

Extended Response

Now A, please tell me something about the homework you have to do.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house?

A, where do you watch TV at home?

What's your favourite room in your house?

Extended Response

Now, B, please tell me what you like doing at home.

Back-up prompts

Do you like maths?

Do you wear a uniform?

Do you finish school at 4 o'clock?

Do you eat snacks after school?

Back-up questions

Do you get a lot of homework every day? Did you do any homework yesterday?

Do you like homework? (Why?/Why not?)

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house?

Do you watch TV in the kitchen?

Do you like your bedroom?

Back-up questions

Do you like cooking?

Do you play computer games?

Did you stay at home last weekend?

Annex 4 Rubric to assess speaking performance

Speaking Test Assessment Scales

KET (A2 level)

Analytical Scales

	0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Grammar and Vocabulary <i>Control Range Appropriacy</i>	Performance does not satisfy the Band 1 descriptor.	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	More features of 1.0 than of 3.0.	Some features of 3.0 and some features of 1.0 in approximately equal measure	More features of 3.0 than of 1.0.	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	More features of 3.0 than of 5.0.	Some features of 3.0 and some features of 5.0 in approximately equal measure.	More features of 5.0 than of 3.0.	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.
Pronunciation <i>Stress Individual sounds</i>		<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 				<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 				<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels.
Interactive Communication <i>Responding Support required</i>		<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support. 				<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support. 				<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.

Annex 5 Word Wizard activity















UNIVERSIDAD TECNICA DE AMBATO
CENTRO DE IDIOMAS
Programa Regular

Abril - Septiembre 2022

Pág 1 de 1
Ambato 08 de junio de 2022

Idioma: INGLES

Nivel: A2 ELEMENTAL F3 17:00 - 19:00 Huachi

Profesor: NUÑEZ LIZANO MARIA ALEJANDRA

Lista Estudiantes

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1 1805451265	ANALUISA LLAMUCA JENNIFER YADIRA
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3 1850414333	AYALA TORRES MELANIE YAJAIRA
4 1805730908	BALLADARES TORRES EVELYN DEL TRANSITO
5 1805435839	CAMBO QUISINTUÑA CHRISTIAN ISAAC
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25 1804408985	SINCHIGALO MEDINA JESSICA LILIANA
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Annex 6 Urkund Report



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