UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

IMMERSION STRATEGIES FOR THE ENRICHMENT OF ENGLISH VOCABULARY AMONG STUDENTS OF SECOND YEAR BACHILLERATO AT COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.

RESEARCH PAPER

As a prerequisite to obtain a:

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AUTHOR

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ADVISER

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ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title **"IMMERSION STRATEGIES FOR THE ENRICHMENT OF ENGLISH VOCABULARY AMONG STUDENTS OF SECOND YEAR BACHILLERATO AT COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016"**, prepared by **MAHOLY DANITZA QUINTERO BERMÚDEZ** undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely

_____

MSC. SARA GONZALEZ REYES

Advisor

STATEMENT OF AUTHORSHIP

I, **Maholy Danitza Quintero Bermúdez** with ID 0918711078 undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper "Immersion strategies for the enrichment of English vocabulary among students of second year Bachillerato at Colegio Mixto Particular UPSE, La Libertad, Province of Santa Elena, school year 2015-2016", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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DEDICATION

This paper is dedicated to God who was faithful and merciful in every step of this process, to my parents and siblings who have taught me that there is no real satisfaction without perseverance and responsibility, to my friends for their encouragement and to all of them for the scoldings received when necessary reminding me my principal purpose: To glorify and honor God.

"So whether you eat or drink or whatever you do, do it all for the glory of God"

1Co. 10:31

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Maholy

DECLARATION

"The content of the following graduation work is my responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena"

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ABSTRACT

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This research seeks to show new didactic strategies for the acquisition of English vocabulary through the immersion teaching method. In the academic field immersion pursue the acquisition of a new language using it as a medium to teach academic content from the school´s curricula. This study highlights the importance to be aware of new successful methodologies and strategies which are being applied around the world and the diligence of each country, school and teacher to investigate about them and examine how they can be applied in their context. This project was held using the Action Research method which allows the use of qualitative and quantitative techniques in order to collect data, in this research the analyzed data was gathered from interviews and surveys. This research paper demonstrates the acquisition of meaningful vocabulary through the use of interesting and fun hands-on content-based immersion activities among students of second year Bachillerato at "Colegio Mixto Particular UPSE". These activities encourage the learners to perform in all language skills and were designed according to the content of the subjects taught established by the Ecuadorian Ministry of Education (MinEduc).

Key words: Immersion, Strategies, Vocabulary, Hands- on content- based activities

INTRODUCTION

Language is a progressive and changing matter and also a necessary element for human life. We do not learn all the vocabulary of any language at once, it can take even our whole life to master a language but the more we are in contact to a certain language the more vocabulary we get and the better we develop all language skills and that is what is missing in most school; have the students as long as possible in contact with the second language. In order to acquire a new language there are several methods that are being developed in schools around the world, one of them is called immersion.

Immersion has become a very effective way in the acquisition of a language; there are different forms to apply this method but all of them are focus on the same goal: keep the learner as involve as possible in the target language, leading and encouraging him to perform in all language skills being surrounded by an appropriate learning environment.

This research pursues the acquisition of English vocabulary through the use of hands-on content-based immersion activities in students of second year Bachillerato at "Colegio Mixto Particular UPSE".

This paper is compound by four chapters described below:

CHAPTER I: THE PROBLEM describes the problem statement and the context of the problem, the reason why this work is been undertaken and specified what the objective of the project is.

CHAPTER II: THE THEORETICAL FRAMEWORK provides information about previous and current researches related to the project as well as the philosophical, pedagogical and legal basis.

CHAPTER III: THE RESEARCH METHODS explains the methods and techniques applied in the research, the population and sample, data analysis and the interpretation of the results.

CAHPTER IV: THE PROPOSAL describes the solution of the project, achievements, conclusions and recommendations.

CHAPTER I

THE PROBLEM

IMMERSION STRATEGIES FOR THE ENRICHMENT OF ENGLISH VOCABULARY AMONG STUDENTS OF SECOND YEAR BACHILLERATO AT COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016.

1.1 Statement of the problem

The language has a very close relation with the identity of any country, city or town. According to Appel & Muysken (2005) "everything that differentiates a group from another group constitutes the group´s identity"; understanding by language any system of formalized symbols, signs, sounds or gestures that allows people to communicate and form part of any group´s culture, people just recognize those to which they are used to, so when they see new ones sometimes it is hard to make connections and understand a new language which is part of other´s identity.

As we grow up everything that surround us or everything we are exposed to start becoming part of our knowledge base and when we talk about languages it is the same, we only use the words or recognize the symbols that we have heard or seen during our lives and that is why sometimes it is difficult for some people to learn a second language and it does not have to do with their age but with the fact they rarely have contact with it, sometimes not even at school where it is supposed should but also on the streets.

In the last year the tourism in Ecuador have increased a 14% according to (OPTUR, 2015) and undoubtedly Santa Elena Province is one of the touristic destinations being a great part of our visitors English speakers, but are the

citizenry and the authorities really aware of the importance of the English language? Most of the residents only speak Spanish and have very little or no English language knowledge at all; that brings huge communication problems for natives and tourists as well. The citizenship should be taught at least on basic English vocabulary.

Johann Wolfgang Von Goethe said "those who know nothing of foreign languages know nothing of their own" (Dord, 2011). When you study a second language as English, it pushes you unavoidably to give a second glance to your mother tongue; its grammatical structure and vocabulary, because we do not necessarily understand it a 100% and unless you do that and get a better understanding of how it works you will never understand or make a good progress in a foreign language.

The more words a person knows in a certain language the better communicator he or she become in that language, when people increase their vocabulary it contributes to develop their critical thinking , they can express themselves easily, understand other´s ideas better and it also contribute in the exercise of their memory.

 Although there are a lot of new methodologies to teach English, most of the Public Schools in La Península de Santa Elena are still focusing just on grammar but they are not doing much to encourage students to develop the speaking skill. Innovation is the key of the progress, but are public institutions innovating enough in order to offer a better education in the English area?   It is necessary to think out of the box to find solutions for necessities we do not even notice before.

1.2 Context

In any language as in English there are several ways to communicate with others such as through gestures, sign language or images but the most common way is orally and to be able to speak you must have vocabulary, but not just have a list of words but know how to use them in the correct context.

The average of words a person knows can vary, some people have a rich vocabulary and others a poor one, it depends mainly on how much vocabulary someone acquired during his childhood through their contact with other people especially with their parents, through books or the environment that surrounds them.

Santa Elena can be a word rich environment, people see ads everywhere and that helps to increase their vocabulary in their own language but talking about the importance of learning a second language which implies learn as much words in that foreign language as people can in order to communicate effectively in a world where different cultures are each time closer it seems not to be a great help. Now transferring this matter to the educational field, students and English teachers face the same problem; they are expose to a wide word environment but in their mother tongue, there is a poor English learning environment.

People are continually learning words and as much exposure they are to those words it is easier to add them to their vocabulary and learn the different meanings they may have, the contexts where they can use them, the correct pronunciation of the words and even learn their grammatical functions and uses deductively.

It is hard for English teachers to have students learn new words so they should try new strategies or methodologies to achieve this goal, the more words they learn the better they communicate, and the more they communicate the more confident they feel.

Students at Colegio Mixto Particular UPSE are not accustomed to use English language to communicate inside the classroom, they are not surrounded by the foreign language at the school´s facilities that serve them in the English learning process and English teachers speak mainly Spanish during their lessons so students do not feel force or are not encourage to acquire English vocabulary.

Poor English training do not let students be aware of the necessity to acquire a second language, they consider English as an irrelevant subject which is reflect on their grades. The low familiarity with English words makes students have problem in reading, listening, writing and specially in speaking because they ignore their meanings and pronunciation.

The insufficiency of English vocabulary in students brings out into the open the urgency of applying new methods and strategies in the teaching- learning process in order to encourage students to improve their language skills being influenced by the foreign language.

Chart # 1: Problem Tree

EFFECTS

Uneven performance between social and academic language context

English lessons turn repetitive and boring to some extent

Students speak in their mother tongue rather than in the target language

Difficulty in the development of language skills

English is considered an irrelevant subject

Poor Social and academic English Vocabulary at Schools

English teachers speak mainly in Spanish

Poor English learning environment

English hours duration are insufficient

Teachers have very little training in new language teaching methodologies and strategies

Public schools are not able to make changes in the curriculum

CAUSES

Author: Maholy Danitza Quintero Bermúdez
Source: Colegio Mixto Particular UPSE

1.3 Research Questions

a. Why do students have a poor social and academic English vocabulary?

b. What are the effective ways to enrich English vocabulary?

c. Who will be the beneficiaries of this research?

d. Where this research is going to be applied?

e. How the exposure to a second language through different activities will improve student´s proficiency in that language?

1.4 Significance

The value of this research is the supply of teaching strategies in order to increase the English vocabulary in English learners. In Ecuador the immersion language teaching is little known although in other countries this way of teaching is been applied many years ago and with excellent results.

Immersion language learning is a great opportunity to acquire a foreign language in an environment that guides the student to assimilate, understand, think and be able to communicate in the foreign language through diverse activities with the least used of learners` native language.

This kind of teaching is really necessary to apply in English classes because in most of schools English teachers tend to speak more in the native language than in the second language they are apparently teaching so students are poorly trained to communicate in the foreign language.

The application of immersion techniques to teach English vocabulary will assist students to acquire not a bunch of meaningless words but vocabulary they can use regularly and become meaningful by their functionality in different social context of student´s interest. This way of teaching might set a methodological reference for teachers and schools that are aware of the importance of a global education in this globalized world where language plays an important role and students must be prepare to face the challenge. It also might encourage the authorities to realize the necessity to make a change in the local curriculum.

The viability of this project is due to the support of the authorities and teachers of the school, besides the fact that students are given all the necessary tools or

resources to accomplish with the task and part of the resources will be donated to the school for future usage.

This research will contribute to the acquisition of English vocabulary in students of second year Bachillerato at Colegio Mixto Particular UPSE, encouraging the correct pronunciation of English words and the reliance on recognizing and using them in the appropriate context being able to perform satisfactorily in the target language.

1.5 General Objective

To enrich English Vocabulary through didactic strategies among students of second year Bachillerato at Colegio Mixto Particular UPSE.

1.6 Idea to defend

Didactic strategies to enrich English vocabulary among students of second year Bachillerato at Colegio Mixto Particular UPSE.

1.7 Scientific Tasks

1. Establishment of the problem in the acquisition of English vocabulary.
2. Identification of the methodological strategies used in the teaching-learning process focused on the Vocabulary in Second Year Bachillerato at Colegio Mixto Particular UPSE.
3. Implementation of immersion strategies to enrich English Vocabulary in students of second year of Bachillerato at Colegio Mixto Particular UPSE.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Literature Review

In the last few years the spread of the English language has been considerable; it is use in many fields such as political, economic, and socio-cultural. Although nowadays there are other languages becoming internationally strong indubitably English is still widely used around the world consider as a lingua franca which can be defined as a common language used by people of diverse backgrounds or nationalities to communicate with one another without be that language the "first" language of one or both speakers.

Some questionings have been raised such as if the English language continue growing what would happen with the other languages? Would they disappear and even their culture and identity would disappear? The influence of English on other languages and cultures is almost unavoidable due to the cultural globalized world where more people are becoming multilingual and the cultures are getting closer one another, but the disappearance of a language involves more than just linguistic aspects. (Harmer, The Practice of English Language Teaching, 2012) (p. 16)

There are different reasons why people decide to study English and those reasons will affect their learning process. EFL (English as a foreign language) taught more general English, useful to communicate with foreign people in a target- language community, ESL (English as a second language) is for those who actually live in the target-language country or community and have the necessity to use more specific vocabulary for their regular activities. (Harmer, 2008)

The Ecuadorian Ministry of Education (MinEduc) is aware of the importance of English as an international language for that reason the educational curriculum has been adjust to the Common European Framework of Reference (CEFR) which is an internationally recognized language curriculum in order to promote the communicative skills in students based mainly on the Communicative Language Teaching Approach. (Villalba Zambrano & Rosero Saavedra, 2014)

The literature consulted for this project work research was taken from different sources: books from the university library, the virtual library and from academic web sites, also information from articles and other researches related with the topic of this project work.

2.2 Philosophical Basis

Education is immerse in many aspects of life, the circumstances, problems and changes that affect a community have to be faced in educational institutions as well, the reason is because schools are formed by the individuals who conform the community so the environment in educational institutions will be like the mirror of the community. However, it is also possible that schools influence the community by affecting scholars´ life through the instruction so one would be the reflect of the other.

Both environments are ruled by changes and those changes becomes into experiences, that is exactly what (Dewey, 1997) refers to in his social constructivism theory; students need to be able to integrate their real-life experiences with the content of their academic instruction.

Vigotsky as one of the prominent figures in constructivism established the importance of interaction and interpersonal activities in the learning process in order to get cognitive development.

Another theory related with the purpose of this project work is the meaningful learning theory proposed by the psychologist David Ausubel which state that in order to have students acquire new information is important that it is related to previous information they have in their brains or to concepts, objects or symbols they already know so it will be easier for them to learn and it will be harder to forget what they learnt. But it is necessary that the knowledge the teacher wants students to acquire is something of their interest and connected with their real experiences, personal goals and needs.

In this research the meaningful learning theory from David Ausubel and constructivism theory will be applied using both points of view; Dewey and Vigotsky. The teacher will be the instructor who assign them meaningful activities adapting the curriculum topics to situations students are exposed to in their real-life being topics of their interest and with contents they can connect with information they already have but using another language. Also the teacher provides support during the tasks and encourages students to language acquisition, boost them to work together with their peers, solve problems and develop their critical thinking.

2.3 Pedagogical Basis

2.3.1 English Teaching

In learners who have started to learn a new language there is a sense of high risk-high gain. They know that they are exposed to make mistakes in the communication process but there is also the achievement of learning to communicate effectively. (W. Seliger & H. Long, 1983) (pag. 44-45)

Perhaps, even though language learners do have this sense of high risk- high gain they feel afraid to make mistakes so they will avoid risks and there is when the teacher plays a crucial role in the scene trying different methods and strategies that help in the teaching – learning process giving learners the confidence to perform in the second language.

2.3.2 Benefits of learning a second language

Studies have shown that people who learn a second language demonstrate some cognitive advantages such as:
   a) Develop their critical thinking skills.
   b) People become more creative.
   c) Better problem- solving skills. (verbal, social and even mathematical)
   d) Ability to accomplish more than just one task at the same time.
   e) Keep your brain in shape preventing some diseases such as Alzheimer or reduce the severity of it in adulthood.

Younger and Older students: Who performs better in a new language?

It is well known that children are good language learners and it is even though that children are best learners than teenagers or adults, but the truth is they all can be good learners, the differences is that children are closer to develop native-like pronunciation and better intonation but older students (after puberty) are able to learn faster in a short period of time because of the grammar knowledge they already possess in their mother tongue which helps a lot in order to learn a new language. However, this doesn´t mean that there could not be students who start learning a foreign language in their puberty or after their puberty and are able to develop a native-like pronunciation and intonation or children who learn the grammatical structures easily; it is all about motivation and perseverance to learn. (Duke, 2007)

2.3.3 English Teaching Methods

Nowadays teachers count with several methods or ways to teach according to their students´ necessities and the goal the teacher want them to reach, a list of those methods will be mentioned below:

a) **Old Methods:** Grammar Translation, Direct Method, Audio-lingual Method.

b) **Alternatives Methods:** Total Physical Response (TPR), Silent Way, Community language learning, Suggestopedia, Whole Language, Neurolinguistic Programming (NLP), Competency-Based Language Teaching.

c) **Current Communicative Approaches:** Communicative Language Teaching (CLT), Natural Approach, Cooperative Language Learning, Content-Based Instruction, Task- Based Learning, Interactive Learning, Student-Centered Learning, Problem-Based Learning. Blended Learning.

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Besides these methods, there is a kind of new method that is nowadays applied in not few schools and countries as an academic program to acquire the target language, but in many schools and countries now, this method is called Immersion which means the students are instructed in other academic subjects through the target language as the medium of instruction. Another way of Immersion Approach is to travel to a country where the language someone wants to learn is speak, so that person will learn by immersion, being surrounded by the target language entirely and the new culture which could make the learning process faster.

2.3.4 Immersion Programs Background

According to Merriam Webster Dictionary the word Immersion refers to "a complete involment in some activity or interest". Immersion language teaching or immersion programs are relatively a new way of teaching a second language, it is an instructional content- based method where the target language is used as a vehicle to teach other subjects or academic content from the school´s curricula so students acquire new vocabulary in order to be able to understand the subject they are learning about and at the same time they learn to communicate in the target language developing all the language skills.

Immersion language teaching as program started in Canada in the mid- 1960´s in St. Lambert, Quebec where a group of parents, aware of the necessity of their children to learn French because it was the official language in Quebec and its use was gaining strength in economic, political and social fields, promote the creation of an experimental immersion program where during kindergarten, first grade and second grade the academic instruction was given in French only and gradually in later grades English classes were introduced until grade six where half of the

curricular content were in English and the other half in French. (Keith Johnson & Swain, 1997)

Due to the success of this program in Canada and the public knowledge of this success through the media, it was widely spread in different cities in Canada and many other countries as well but the language of instruction was not French in all the cases, it varied according to social, economic or political necessities. Some of the target languages used as a medium of instruction in immersion programs besides French are Mandarin, Japanese, English, Indonesian, Russian, German, Hebrew and others.

Immersion Programs over the world

After the successful initiative of the Immersion Program started in Canada, many other countries have adopted this teaching language method with some variations such as the target language used as the medium of instruction and the purpose of the program. In the book Immersion Education: International Perspectives (Keith Johnson & Swain, 1997) some of these countries and the foreign languages they use in their programs are mentioned and some of them are studied in more detailed. The countries and the languages they offer in their programs are listed below:

   a. Canada: The target languages used for instruction are French, Mandarin and Cree.
   b. USA: The target languages used for instruction are Korean, Russian, Japanese, Spanish, Greek, French, German, Italian, Hawaiian, Swedish, and others.
   In USA there are more than twenty languages used in Immersion Programs and according to (CAL, 2011) there are more than four hundred schools that offers language immersion programs but it is necessary to clarify that this is not an in-deep research.

c. Hungary: the target language used for instruction is English.

d. Australia: the target languages used for instruction are French, Japanese, Mandarin and Indonesian.

e. Finland: the target language used for instruction is Swedish.

f. New Zealand: the target language used for instruction is Maori.

Immersion Programs which are related to bilingualism and language acquisition have been the most researched programs in the history. It could be a really intensive language training which objective is to teach academic content parallel with the academic school curriculum using the target language as a medium for the instruction while it helps students acquire a new language and develop their language skills so students will be able to use the target language in meaningful context, not only in social contexts but in cognitive context too.

2.3.5 Why is immersion a good way of language learning?

Studies have shown that immersion students develop language and cognitive skills in the first and second language. It is also proved that immersion students outperform better than those who learn a second language in traditional classes and also they get equal or higher level in content knowledge and cognitive skills than monolingual students.

Furthermore, by acquiring high academic level and good communicative skills in two languages they become strong job candidates in the national and international community with even better cultural sense. (Academy)

Fred Genesee who is the most prominent figure in Immersion language teaching and Director of the Division of Education, U.C., Davis said that immersion programs willing people to perform academically and socially in a high level and that if a student develop some kind of skills they naturally will develop other related skill.

First challenge issues for immersion students

At the beginning of this kind of language learning students usually tend to feel kind of discouraged due to the fact learning a new language could be really cognitive exhausting specially this type of learning which is a content-based learning. Students at the first stage also may take more time to accomplish the tasks they are assign so there is when they will need family and friends´ support to keep on trying, surely they will get accustomed to this new rhythm of learning.

Another challenge that immersion students can handle is to keep practicing the language they are learning at home. Parents must get as much involved as their children in this learning process which is necessary to remember is an intensive program and must provide their children materials and opportunities to develop and practice the new language.

2.3.6 The essence of Immersion Programs

According to Keith Johnson & Swain (1997) there are eight main characteristics or aspects of Immersion Programs:

a) The second language is a medium of instruction.
b) The program curriculum is correlative to the First language school curriculum.
c) There is still support for the L1.
d) Aimed for additive bilingualism.
e) Most of the exposure to the L2 occurs in the classroom.
f) Students' level of L2 proficiency at the beginning of the program is similar and limited.
g) The teachers speak the two languages.
h) The classroom culture is the one of the first language community.

2.3.7 Models of Immersive Education

Over the years many researches have been done about immersion language teaching and many models have been produced such as: Subtractive, Additive, Heritage, Enrichment, Maintenance and Transitional. It is necessary for a better understanding of concepts given above to make a short reference about the first three models.

a) **Subtractive:** The immersive program only promotes monolingual learning so the dominant language (language of instruction) usually replaces the student native language.

b) **Additive:** Contrarily to the subtractive model, it promotes bilingualism so students are taught another language in addition to their native language.

c) **Heritage:** It seeks the regeneration or recovery of an indigenous language, it also promotes bilingualism but considering the indigenous language as the main language.

2.3.8 Four variants in Immersion Programs related to age:

According to Baker (2006) and Keith Johnson & Swain (1997) there are four stages of entry into language immersion education in line with the age:

a) **Early Immersion:** Students initiate learning the second language from age 5 or 6.

b) **Middle Immersion:** Students initiate learning the second language from age 9 or 10.

c) **Late Immersion:** Students initiate learning the second language between ages 11 and 14.

d) **Late Late immersion:** Students initiate learning the second language in adult age.

Although a student can start to learn the second language in any of these level and it exists programs for each one, it is recommended that in immersion programs the

sooner a student start with the second language the better because these are long-term programs where the students don´t have to achieve competency in the target language only but they must master in content areas as well.

2.3.9 Types of Immersion

There are three major types of Immersion programs according to the time spend in the second language.

a) **Total immersion:** Almost all the curricular subjects or class time is taught in the target language.

b) **Partial Immersion:** Just about half of class time is taught in the target language.

c) **Two- way immersion:** This type of immersion is applied when there are two languages spoken by students (one minority and one majority) in the same classroom so the lesson or the instruction is given in the two languages using half of the class time for each language and also students are encouraged to share their language with their classmates so both can learn the language of their peer.

2.3.10 Immersion Strategies

a) Teachers and students must avoid as much as they can the L1.

b) Teachers must use all the resources and possible aides they can get in order to achieve students´ understanding.

c) Students may be allowed to use bilingual dictionaries.

d) Make mistakes so you will learn.

e) People may perform different depending on the language they are using.

f) Try to communicate of all cost in the target language.

g) The students´ learning environment must be surrounded by the L2.

h) Structured and extended output such as students' presentations or cooperative learning activities.

i) The classes must involve a lot of visual aids, objects and hands-on activities.

2.3.11 Immersion activities

There are a lot of activities or techniques you can use in immersive programs such as simulations, hands- on activities, songs, the use of pictures and flashcards, mimics, experiments and games. The activity must be related to the content-lesson and the language skill the teacher want student to learn and develop.

2.3.12 How does vocabulary influence other English skills?

As it is already known, the language skills are: Speaking, Reading, Writing and Listening, divided in two groups of skills:

a) Receptive skills: Reading and Listening
b) Productive skills: Speaking and Writing

But what have they all in common? Well the answer is words. No person could develop any of these skills if they do not have a good data-base of words and there is when the importance of vocabulary appears.

The objective of learning a second language is to be able to use it in some way and in different contexts social, academic, political or economic but the CEFR (Europe, 2001) mention the importance of vocabulary size so the learner are able to choose the appropriate words according to the context during a conversation.

The three- dimensional lexical spaces are: breadth, fluency and depth. That means that knowing a word involves be aware of its meaning, how is it pronounced? , how does it look like written? , how is it spelled? , how is it form? , when can you use it? And many other factors.

The acquisition process of vocabulary in L1 and L2 is very similar; learners must build a mental representation of the words and a mapping between word forms and their meanings. In most cases students already know the meaning of novel L2 words when those are translated to the L1 so they do not need to relearn the basic meaning of the words and also L2 vocabulary learning benefits from words that are similar in form in both languages, such as terrible/terrible, dentist/dentista, intelligence/inteligencia, telescope/telescopio, history/historia between English and Spanish.

In his book Vocabulary in Learning Teaching (Barcroft, 2015) explained that there are different types of vocabulary learning, it will be mentioned four of them which are related to this research project work:

a) **Incidentally:** It refers to when people acquire new words from context without trying to do so
b) **Intentionally:** It is when a person wants to learn a word for a purpose, in an intentional manner.
c) **Naturalistic:** It occurs when a word is learnt in a non-academic instruction but while communicating with people in other context.
d) **Instructed:** It refers to new vocabulary that learners acquire inside a classroom or within an academic instructional program.

Ten Principles of Effective Vocabulary Instruction

Joe Barcroft also found ten useful principles in order to teach vocabulary effectively (Lessard-Clouston, 2013) . These principles consist of the following:

a) Establish a vocabulary acquisition plan.
b) Present new words frequently and repeatedly in the input.
c) Promote both intentional and incidental vocabulary learning.
d) Use meaning-bearing comprehensible input.

e) Present new words in an enhanced manner.

f) Limit forced output without access to meaning during the initial stages.

g) Limit forced semantic elaboration during the initial stages.

h) Encourage learning L2- specific word meanings and usage over time.

i) Increase the difficulty of activities over time.

j) Apply research findings with direct implications for vocabulary instruction.

2.3.13 Vocabulary techniques

There are several techniques a teacher can use in order to teach vocabulary in a clear and fun way. Some examples are listed below:

a. Visual aids
b. Adopt a word
c. The revision box
d. Memory games
e. The hidden treasure
f. Songs
g. Videos
h. Word walls
i. Vocabulary cards
j. Signposts
k. Mime the words
l. Hangman
m. Bingo
n. Unscramble words/ sentences

2.4 Legal Basis

The Constitution of Ecuador (Art. 343).- It is pursue the development of students´ abilities, skills and knowledge with students as the center and that is what they are going to develop through the implementation of the project. The teacher is just the guide but students are the ones who are going to not just acquire the knowledge presented by the teacher but they will be able to generate their own working by themselves or working on teams through meaningful activities.

The National Plan for Good Living in the Objective 4 guarantee the National Education System support for citizens´ education promoting the progress of people´s capabilities and offering them spaces to grow academically, cultural and socially. The acquisition of a second language specially English open a wide range of opportunities academically or professionally, also the learning of a new language leads to the exploring of a new culture and that kind of knowledge really help to build good international relationships contributing with not only the national but international Good Living.

CHAPTER III

RESEARCH METHODS

3.1 RESEARCH DESIGN

The design held in this research is qualitative. The qualitative research is more descriptive than statistical; the researchers compile information through techniques such as interviews, focus group, observations and others which collect data in form of words or pictures in contrast to quantitative research techniques which collect numerical data.

The qualitative research is a more in-depth study about a certain problem and allows the researcher to reveal, gather, analyze and interpret people´s thoughts, opinion, motivations, voice intonation. facial and body expressions when talking about a certain topic. (QRCA, 2015)

Due to the fact that the collect data results are described and interpreted by the researcher; sometimes even including the author´s point of view about the topic, and that it does not seek numerical or precise measurement, it turns this type of research more subjective than objective .(Neil,2007)

In this chapter qualitative methods, techniques and instruments were included and used in order to obtain information for this research, it was described the population, the sample and finally the analysis and interpretation of interview´s information.

3.2 POPULATION AND SAMPLE

This research was held in Colegio Mixto Particular UPSE, there were 360 students in second year of Bachillerato. At the school there were 3 teachers in the English area, 1 principal and 1 vice-principal.

The sample in a qualitative research differs from the sample in a quantitative research, the last one is probabilistic and usually a formula is applied. But in a qualitative research it is not necessary and it is more common to use a non-probability sampling which is quick and easier for the researchers because among other reasons it is used when the population size is almost limitless or too large to be covered by just one researcher, also this type of sampling is useful when the researcher has limited budged and time according to (Explorable.com, 2009)

3.3 METHODS, TECHNIQUES AND RESEARCH TOOLS
Methods

Phenomenological Method: Applying this method the teacher have the opportunity to create different environments or situations and observe the student´s performance within those situations taking in account all the facts that may influence students responses.

Narrative Method: In this method the teacher register and describe what students do while they work in the tasks assigned by the teacher. In this research Project the teacher assigned students some tasks about different subjects but student must use the English language to communicate. The teacher writes what happened during their performance.

Action Research Method: With this method the teacher, who becomes the action researcher, try to find the appropriate solution to a problem previously detected in the classroom by doing self-reflection and questioning his own teaching so later the teacher can develop an effective and systematic plan in order to make improvements in the educational practice. Action Research also gives to the

researcher the opportunity to implement a mixed-method research design which means that the researcher has more freedom in the collecting and analyzing data process because the teacher may use qualitative and quantitative techniques at the same time so the research design do not have to be held in one direction only but the researcher has more possibilities to obtain better results.

Techniques

Before the implementation of the project some techniques were used to collect some information.

- ➢ **Observation:** The researcher observes the English classes and students reactions inside the Institution.

- ➢ **Interview:** Directed to some English teachers and the academic vice-principal.

- ➢ **Survey:** Directed to students in order to know their opinion about the research Project.

- ➢ **Recording:** The interviews and the implementation of the Project were recorded as evidence.

Research Tools

- ➢ **Questionnaires:** The researcher use a form with several questions directed to students in order to compile information for the development of the research project.
- ➢ **Camera – Smart phone:** These instruments are used to take photos and record all the process of the implementation of the project as evidence.

3.4 ANALYSIS AND INTERPRETATION OF THE INTERVIEWS

With the purpose of compiling useful information for the development of this research project work, one teacher and the academic vice principal were interviewed. These interviews took place at Colegio Mixto Particular UPSE on December twenty eight,2015 . The interview to the vice principal was held in his office and the interview to the teacher was in first floor hall in the principal building of the school.

Interpretation of the results

1. Do you think English is considered a relevant subject by students and parents?

In the first question about the relevance of English the teacher and the vice-principal considered that learn English was really important in this globalize world and in words of the vice-principal "nowadays, who does not pretend to learn English is moving backwards"; he also thought that maybe a decade before parents didn´t consider English as important as they consider it now.

2. Which of the four language skills (listening, speaking, reading and writing) do you think   students perform better in class?

For each group of students the language skill they perform better differ. In this question the teacher and the vice-principal opinion varied; the vice-principal considered that the listening skill was more developed in students while the professor considered it was writing skill which students perform better. The language skill a student develop depends on the methodology or techniques each teacher use with his group and also the way in which student learn, the skill that may be easy for one student could be difficult for another.

3. Do the English teachers use Spanish during their English lessons?

Although the ideal in an English lesson is to use English only during the instruction, the English teachers of this school tended to use Spanish the entire class or half of the time of instruction. This was also due to the fact that one of the teachers was sued by a group of parents who did not agree the class was instructed in English because the students did not understand the language.

4. In your opinion is vocabulary important for the development of English skills?

"The vocabulary is the base to learn any language" was the answer of the teacher and the vice-principal.

5. How do you consider the level of English vocabulary in students? Low, medium or high?

The teacher and the vice-principal considered the level of English vocabulary in students medium.

6. Do the teachers use any strategy or resources to increase students´ English vocabulary?

Some teachers used a variety of resources or strategies to increase English vocabulary in students such as videos, presentations, readings and repeat words resulting in a small variety of resources and strategies to have students learn more vocabulary and which eventually resulted kind of boring for students.

7. Do you think teaching other subjects in English would improve students´ proficiency in that language?

The implementation of teaching other subjects using the English language as a medium of instruction was considered a good strategy for the teacher and the vice-principal but taking in account that it is necessary to increase the English hours because they are not enough.

8. Do you consider enough the time that students are expose to the English language inside the school?

Both authorities agreed that it was not enough the number of English hours contained in the curriculum.

9. How often do the teachers get training about new methods, techniques or strategies to teach English?

Due to the fact the budget of the school is limited each teacher should find the way to attend to seminaries and get trained by their own resources, the problem with this situation is that maybe some of them do not have the economic possibilities to accomplish with this aspect or they can lose motivation if they do not feel and see the support from the institution they work to.

10. Do you consider new methods or strategies must be applied in the English teaching-learning process? Which ones?

The teacher and the vice-principal considered new methods and strategies should be applied, they could not give specific examples about this question but they coincided there should be a change in the English teaching-learning process.

INTERVIEW TO SPECIALIST

1. Do you think English is considered a relevant subject by students and parents in Ecuador?

The specialist considered it is relevant in some parts of Ecuador, for example in Quito the city where she works and she also said English had become a need in this globalized world for all kinds of aspects.

2. Which of the four language skills (listening, speaking, reading and writing) do you think students perform better in class?

For students to get proficient in the language is necessary to develop all the skills together but for students who get in contact to the English language for the first time, listening is easier to perform, expressed the specialist.

3. In your opinion is vocabulary important for the development of English skills?

The specialist stated that in order to perform better in all language skills, have deeper conversations with other people and be able to read books easily and understand what you read it is very important to constantly being increasing your vocabulary.

4. Do you think teaching other subjects in English would improve students´ proficiency in that language?

The specialist considered it definitely improve students proficiency cause in all subjects they need to learn vocabulary, verbs , grammar and a little bit of each subject which help them to get proficient in the language.

5. How many hours do you consider students should be exposed to the English language inside the school in order to develop English skills?

"The more the better" said the specialist. At the school where the specialist works, students have four English hours per day which she considered is great.

6. How often English teachers should be trained in new methods, techniques or strategies to teach English?

As in the question above the specialist considered the more the better and she said that in her school teachers receive fifty to sixty hours of training during the year.

7. Is there any case where you consider appropriate that the teacher use the native language during the English instruction?

"Not at all" was the specialist opinion. Some of her reasons were that students may get used to the teacher explaining whatever they do not understand in their native language and they will not make the effort to pay attention and try to understand what the teacher say so the teacher has to forced them to listen and get used to the English language.

8. What are the characteristics of an immersion classroom?

The English teacher must be fully proficient in the language; the whole time of instruction must be spoken in English only and even if another teacher comes in to the classroom both teachers must speak in English between them and students can call teachers attention if they are not speaking English, the specialist explained.

9. What are the challenges an immersion language teacher may face?

The specialist considered the biggest challenge is when there are diverse learning levels in the same classroom which means the teacher have to adjust the instruction for all those levels (low, medium or high), pushing the low students up and the medium and the high students to go even further, that requires more planning for the teacher.

10. Which strategies are used by immersion teachers to increase English vocabulary in students?

At her school, said the specialist, teachers use a lot of reading they even had a reading contest and encourage students to read English books of their preference at home; they also have spelling competitions, students use the internet considered by the specialist a great tool to make research and then students learn how to summarize or get the main points. Teachers during the instruction also use games and different activities for all kind of learners.

11. What suggestions would you give to teachers who try to use the target language during the entire lesson?

The specialist advice for teachers is to try to connect with their students, find out what they are interested most and make it fun being the students the center have

them do all the actions or activities not the teacher, who also may create project based learning for the students to work on and the teacher would guide them through the way.

12. Do you think language education by immersion must be applied in more schools?

The specialist considered it would be beneficial and easier to learn in that way, even if some schools just have one English hour a day, that hour would be entirely in English not Spanish at all.

3.5 ANALYSIS AND INTERPRETATION OF SURVEY DIRECTED TO STUDENTS.

Graph # 1: Question 1: Do you consider English a relevant subject?
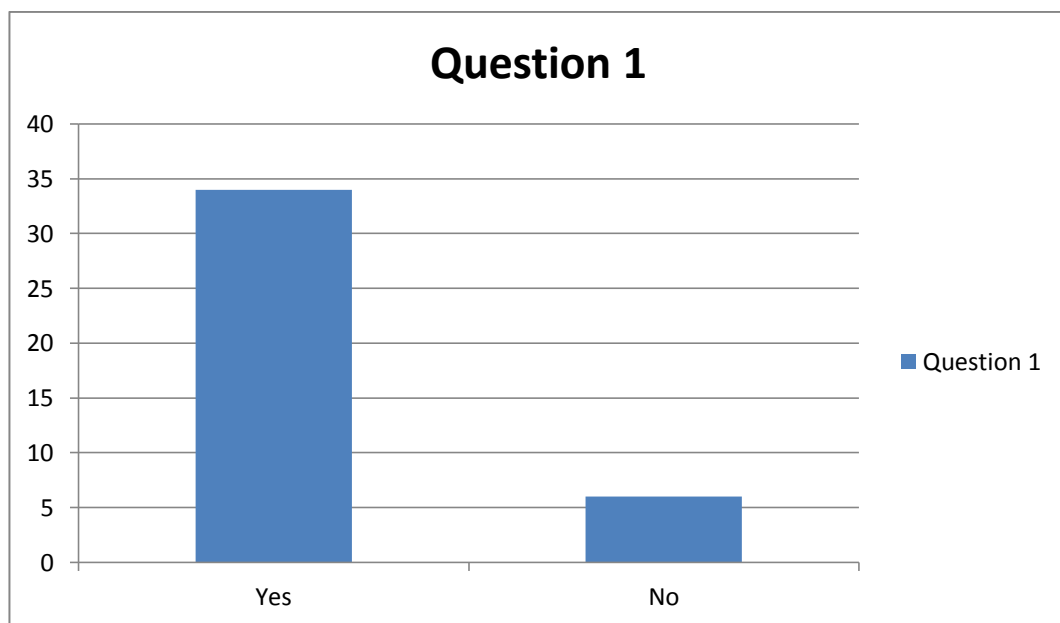
Source: Colegio Mixto Particular UPSE

Author: Maholy Danitza Quintero Bermúdez

Interpretation:

Most of students considered English a relevant subject and very few of them considered it is not.

Graph # 2: Question 2: Which of the four language skills is easier for you to perform?
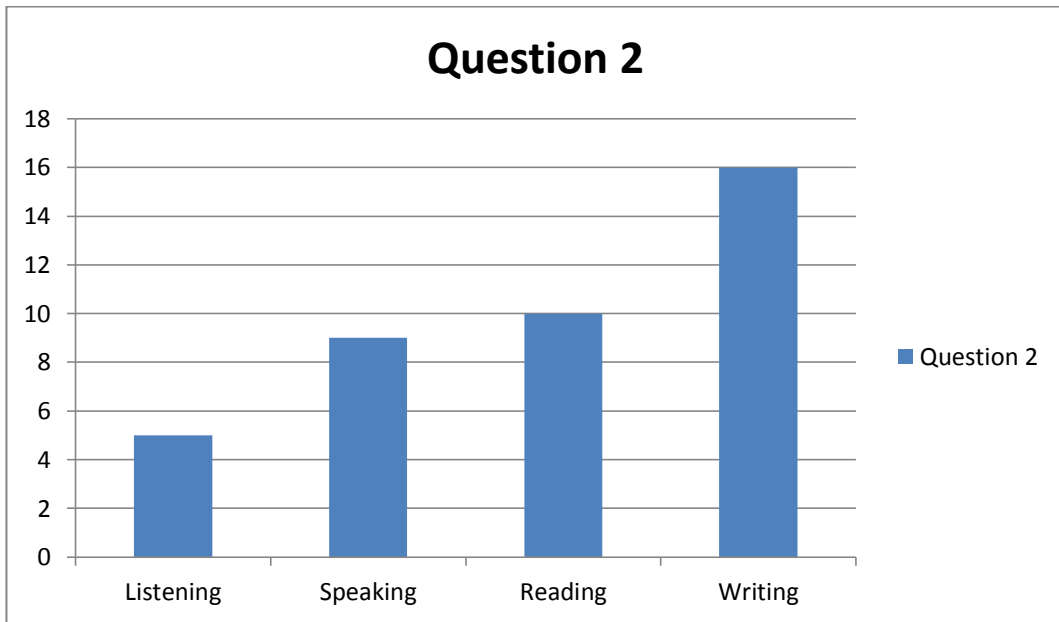
Question 2

Skill	Value
Listening	5
Speaking	9
Reading	10
Writing	16

Source: Colegio Mixto Particular UPSE

Author: Maholy Danitza Quintero Bermúdez

Interpretation:

Most of students found that writing is easier to perform and for the minority is listening.

Graph # 3: Question 3: Does your teacher use Spanish during the English lessons?
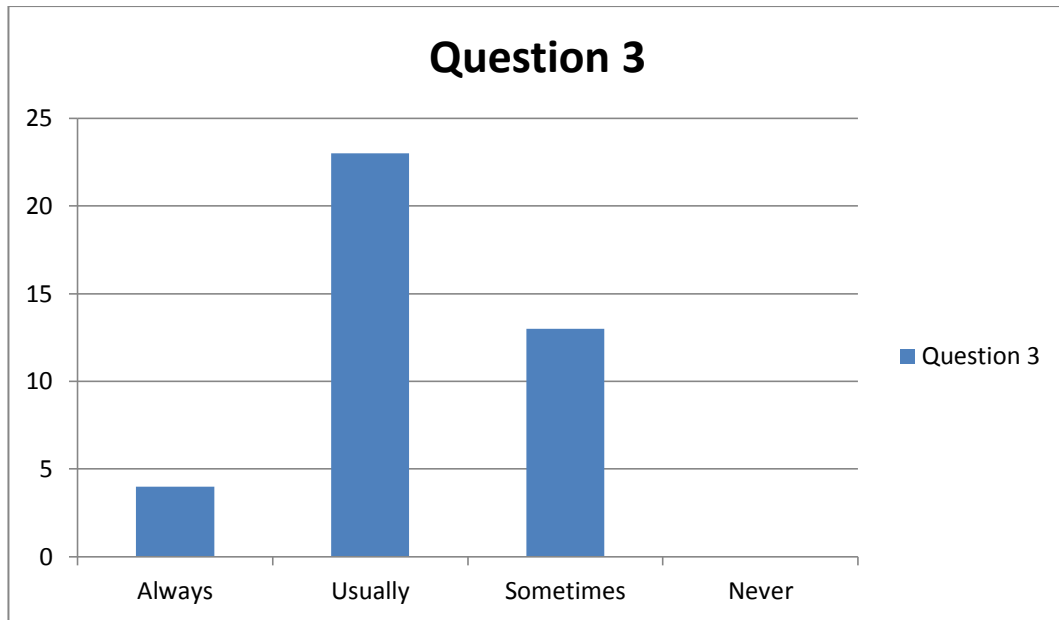
Source: Colegio Mixto Particular UPSE

Author: Maholy Danitza Quintero Bermúdez

Interpretation:

According to the results students are more expose to Spanish than to English language during their English lessons. The English teacher usually speaks Spanish during the English instruction according to the students, the rest of the students chose different answers but no one chose never; that means they never received an English lesson using the target language only.

Graph # 4: Question 4: How do you consider your level of English vocabulary?
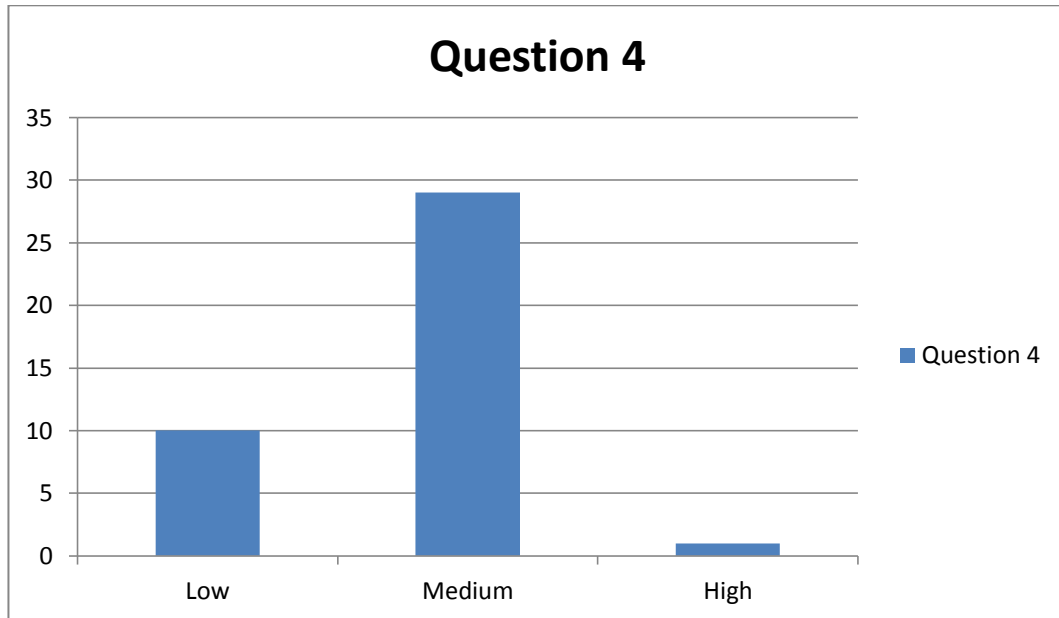
Source: Colegio Mixto Particular UPSE

Author: Maholy Danitza Quintero Bermúdez

Interpretation:

A considerable number of student concluded that their level of English vocabulary is medium and just few of them admitted their level of English is low.

Graph # 5: Question 5: Do you think study other subjects in English would improve your proficiency in that language?
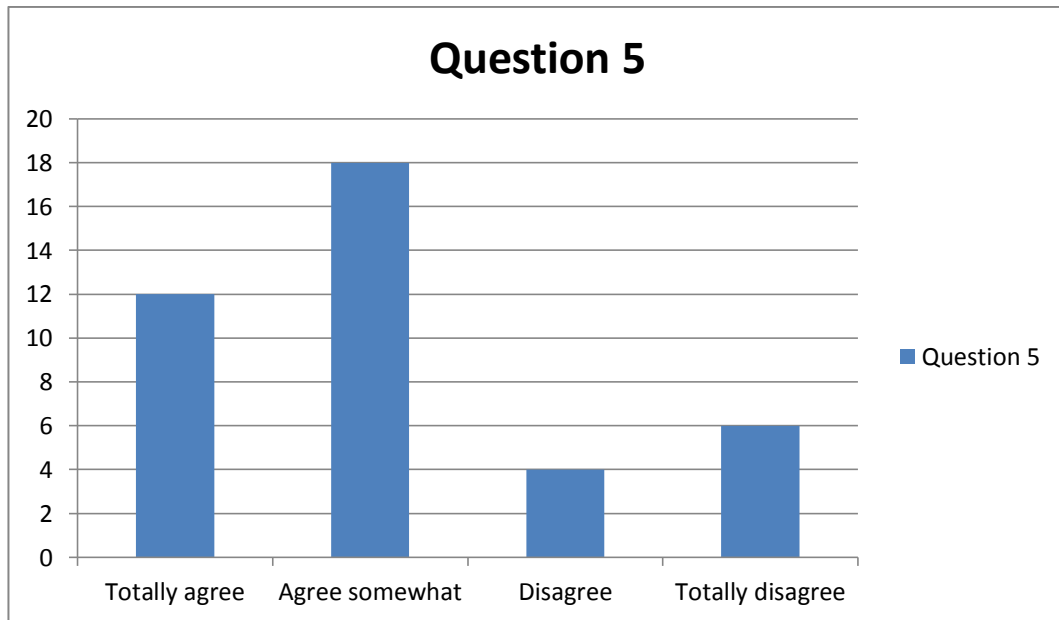
Source: Colegio Mixto Particular UPSE

Author: Maholy Danitza Quintero Bermúdez

Interpretation:

Most of students agreed somewhat about thinking that study other subjects of their curriculum in English would improve their proficiency in that language, some others totally agree, others totally disagree and a small number of them disagree.

Graph # 6: Question 6: What subjects would you like to learn in English?
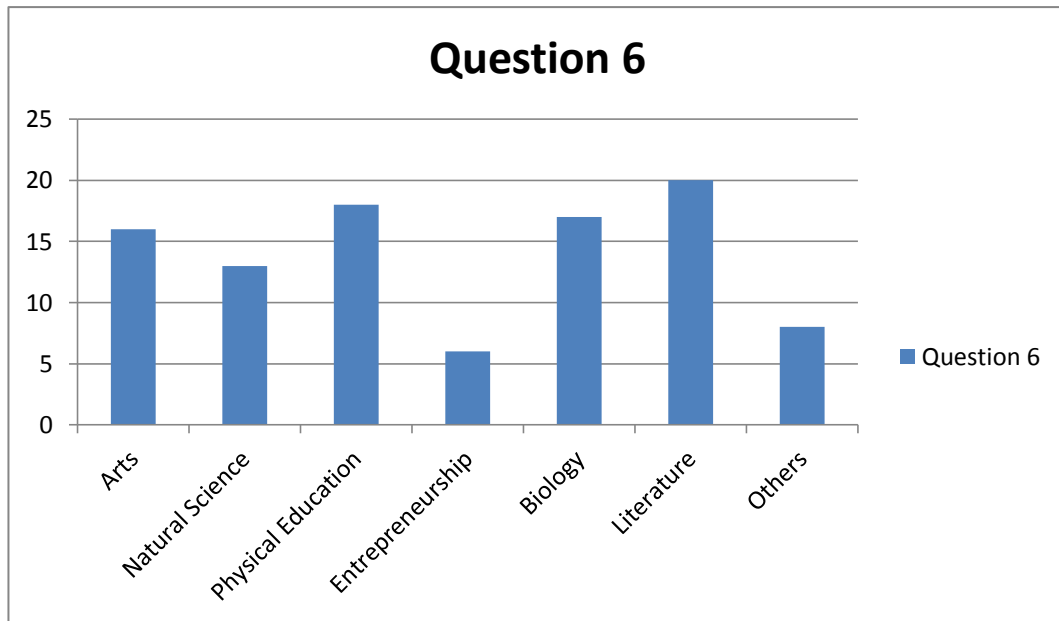
Source: Colegio Mixto Particular UPSE

Author: Maholy Danitza Quintero Bermúdez

Interpretation:

The three subjects students chose most to learn in English were Literature, Physical Education and Biology. In others some students write Math and History besides they were not in the list.

Graph # 7: Question 7: What strategies or activities are used during your English classes?
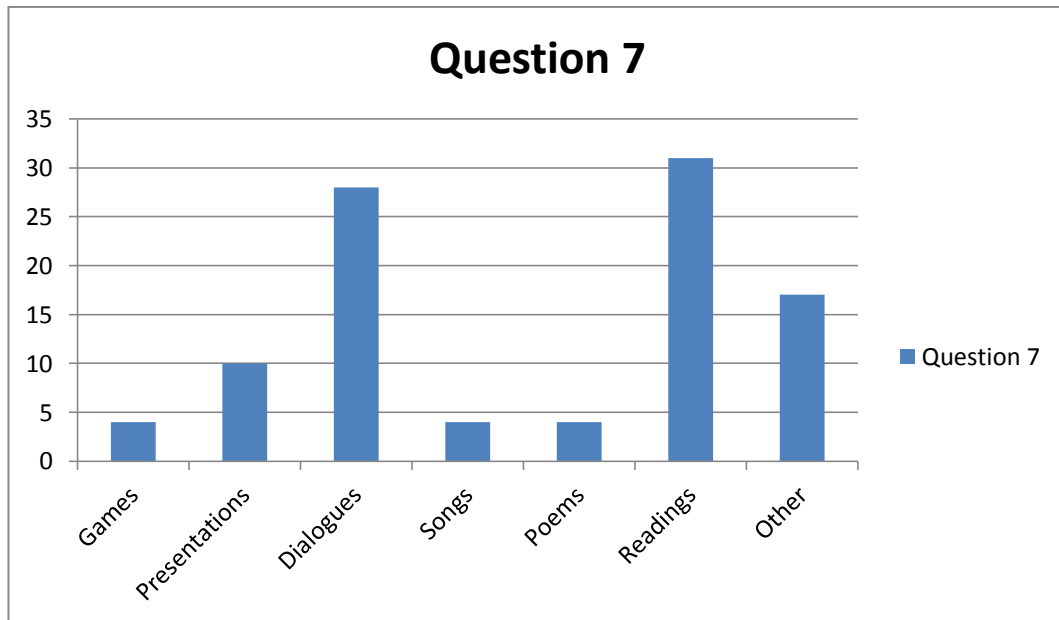
Source: Colegio Mixto Particular UPSE

Author: Maholy Danitza Quintero Bermúdez

Interpretation:

The English teacher uses mainly readings and dialogues during the English instruction. In others some students wrote writing which is the third activity with more votes but it seems she almost never uses games, songs, or other kind of hands-on activities.

Graph # 8: Question 8: What activities would you like to do in order to increase your English vocabulary?
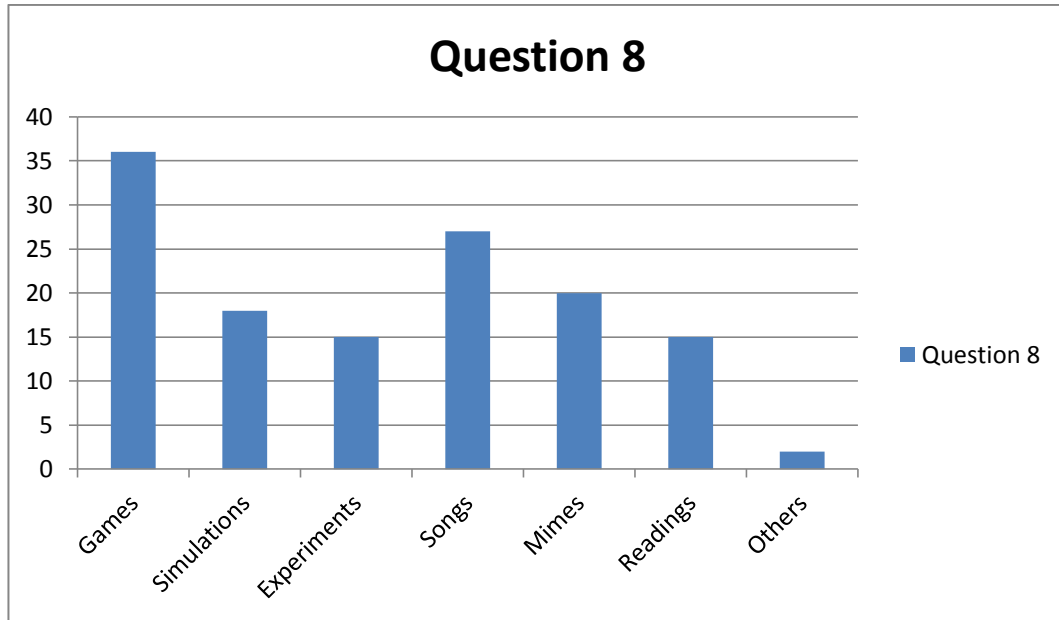
Source: Colegio Mixto Particular UPSE

Author: Maholy Danitza Quintero Bermúdez

Interpretation:

The graphic showed that the activities students would like to do most in order to increase their vocabulary are games but the other activities also got a considerable number of votes. In others two students wrote movies. So in conclusion students would like to try different activities from those they are used to in order to get out of the routine.

CHAPTER IV

THE PROPOSAL

4. TITLE

HANDS- ON CONTENT-BASED IMMERSION ACTIVITIES

4.1 DESCRIPTION AND DESIGN OF THE PROPOSAL

Due to the fact there is a poor English language contact inside the school and even during the English lessons for several reasons; the most common are the time assigned to the English instruction is not enough, English teachers speak mainly Spanish during their lessons and the activities used in the instruction turns repetitive to some extent, HANDS ON CONTENT-BASED IMMERSION ACTIVITIES were designed and implemented in the teaching of basic subjects according to the content established by the Ecuadorian Ministry of Education (MinEduc).

Hands-on Content-based immersion activities are used to assist students of second year of Bachillerato at Colegio Mixto Particular UPSE in the acquisition of English vocabulary in the basic subjects they have in their curriculum in order to get a better understanding of those subjects and also they complement the English language instruction learning to communicate in the target language as they develop all the language skills.

4.1.1 PLANIFICATION AND EVALUATION

At the beginning of each lesson a diagnostic test was set to the students in order to measure their level of English vocabulary about the subject they were going to study, then the teacher impart the lesson using the English language as a medium of instruction and some hands-on immersion activities. Finally, the teacher

evaluates students to measure or determine the vocabulary they acquire from each content lesson.

Each lesson is divided in two sessions, the first one is instructional and the second one evaluative. The planning, execution and evaluation of the proposal will be detailed below:

4.1.2 PLANIFICATION OF ACTIVITIES

1. English teachers and vice-principal interview.
2. Survey to students
3. Implementation: Lesson 1 – Physical Education- athletics and games
4. Implementation: Lesson 2 – Physical Education-Recognizing my campus
5. Implementation: Lesson 3 – Entrepreneurship
6. Implementation: Lesson 4 – Biology- The digestive system experiment
7. Implementation: Lesson 5 – Physical Education – Evaluation (Circuit Training)
8. Implementation: Lesson 6 – Physical Education- Evaluation (Labeling)
9. Implementation: Lesson 7 – Entrepreneurship - Evaluation (Business Simulation)
10. Implementation: Lesson 8 – Biology- Evaluation (The Digestive System Presentations.)

The design will be based in the following hands-on content-based immersion activities:

Chart # 2: Hands-on Content-based Immersion activities

	Hands-on activity	Academic Content	Subject
1	Exercises	Athletics / sport Games	Physical Education
2	Circuit Training		
3	Jump rope Rhymes		
4	Shuffle cards	Parts of the school	Physical Education
5	Labeling		
6	Business simulation	Marketing Plan	Entrepreneurship
7	Experiment	The Digestive System	Biology
8	Presentation		

Author: Maholy Danitza Quintero Bermúdez
Source: Colegio Mixto Particular UPSE

LESSON 1

Session 1

ACTIVITY # 1 – RESISTANCE EXERCISES

Academic Subject: Physical Education

Topic: Athletics

Objective: To recognize sport vocabulary

Materials: Jump ropes, balls, basketball, whistle, cones, backboard, cardboards
Target Vocabulary: squats, skipping, shoot the ball, abs, jump ropes, ball, basketball, whistle, cones, backboard
Procedure - Teacher introduces the objects needed for the class. - Students recognize the objects and their names in English. - Teacher explains some exercises and encourages Ss. to do them.

LESSON 1

Session 2

ACTIVITY # 2 – CIRCUIT TRAINING

Academic Subject: Physical Education

Topic: Athletics

Objective: To recognize sport vocabulary

Materials: Jump ropes, balls, basketball, whistle, cones, backboard, cardboards
Target Vocabulary: squats, skipping, shoot the ball, abs, jump ropes, ball, basketball, whistle, cones, backboard
Procedure - Teacher divides the class into groups. - Teacher explains what each station consist of. - Students start with the exercises, one group in each station and every time the teacher blows the whistle, all groups move to the next station.

STATION 1 – ZIGZAG & SHOOT

STATION 2 – ABS & SQUAT JUMP

STATION 3 – PASS AND FOLLOW

STATION 4 – JUMP ROPE WITH RHYMES

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

ACTIVITY # 3 - JUMP ROPE RHYMES

Lemon Lime

Lemon lime,

be on time.

What time does the party start? 1,2,3,4…..

Red Hot Peppers

Red hot peppers

Speed up the rope

Let´s see how fast we can go

10,20,30,40,50,60,70,80,90,100

and out I go !

Teddy Bear

Teddy Bear, Teddy Bear

Turn around

Teddy Bear, Teddy Bear

Touch the ground

Teddy Bear, Teddy Bear

Turn off the lights

Teddy Bear, Teddy Bear

Jump out the side

LESSON 2

Session 1

ACTIVITY # 4 – SHUFFLE CARDS

Academic Subject: Physical Education

Topic: Recognizing my Campus

Objective: To recognize the campus

Materials: Flashcards, Cardboards, scissors, markers
Target Vocabulary: office, principal, floor, ground floor, soccer field, basketball court, secretary, swimming pool, snack bar, stairs, and restroom.
Procedure - Teacher pastes some flashcards about school parts on the board - Teacher explains a definition, shows it in a cardboard and asks Ss. To match it with the picture it belongs from the board. - By turns students take a card, if the card has a picture they must say the definition but if the card has a definition they must say the name of the place. The student with more cards is the winner.

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B
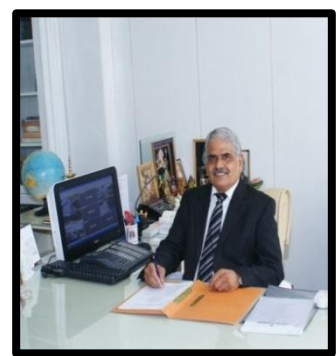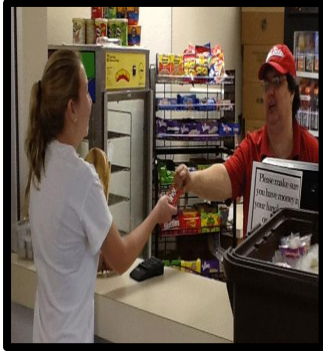
Source: Google images
Author: Maholy Quintero B.

A public room containing a toilet.	The area where basketball is played.	A small restaurant serving light food.
A land area reserved for playing a game.	A person who directs a school.	A person who do routine work in an office. (take notes, typing , filling, etc)
A room with a desk where a particular person works.	Series of steps to go from one floor to another.	The surface on which you stand.
An artificial area of water for swimming.		

LESSON 2

Session 2

ACTIVITY # 5 – LABELING

Academic Subject: Physical Education

Topic: Recognizing my Campus

Objective: To recognize the campus

Materials: sketch map , labels
Procedure: - Students label the parts of the school on the school´s sketch map - Students with the teacher assistance label the parts of the school in English and ask to each other for their definitions.

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

LESSON 3

Session 1

Academic Subject: Entrepreneurship

Topic: Marketing Plan

Objective: To identify basic business vocabulary

Materials: Cardboards, personal objects (pillow-notebooks), box, pieces of paper
Target Vocabulary: Product, Price, Place, Promotion, Service, Customer, Seller, Investor, Innovation, Profit, Discount, Guarantee.
Procedure - Teacher explains the 4 P´s of marketing. - Teacher gives an example of a marketing plan using real objects. - By raffle the teacher selects sellers and investors and explains their roles for a business simulation the next session. - Teacher divides sellers and investors into groups. - Sellers-students with the teacher advice elaborate a marketing plan for their business in their groups. - Investors-students with the teacher guidance elaborate a questionnaire

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

LESSON 3

Session 2

ACTIVITY # 6 – BUSINESS SIMULATION

Academic Subject: Entrepreneurship

Topic: Marketing Plan

Objective: To elaborate a marketing plan for a business simulation

Materials: Cardboards, business products, box, questionnaire
Target Vocabulary: Product, Price, Place, Promotion, Service, Customer, Seller, Investor, Innovation, Profit, Discount, Guarantee.
Procedure - Each group of sellers prepares their stands. - The teacher places a group of investors in each business stand. - Investors listen carefully to the sellers in each stand and ask questions about the product or the service their sellers-classmates are offering. - Every time the teacher said "switch", investors are going to rotate in clockwise direction to the next stand. - After students investors visit each business stand, they vote for their favorite one, which they may invest in.

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

LESSON 4

Session 1

ACTIVITY # 7 – EXPERIMENT

Academic Subject: Biology

Topic: The Digestive System

Objective: To identify the organs involved in digestion and how digestion occurs in the human body.

Materials: Projector, flipchart, post-it notes, cardboards, tape, markers, trash bag, orange juice, water, crackers, banana, bowl, plastic cups, paper cups, sealed plastic bag, a pair of tights, scissors.
Target Vocabulary: mouth, esophagus, liver, stomach, pancreas, gall bladder, small intestine, large intestine, rectum, anus.
Procedure - Students watch a video about the digestive system. - Teacher introduces the digestive process experiment and gives students a paper with instructions. - Teacher explains the digestive process while doing the experiment and asks students to follow the steps.

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

LESSON 4

Session 2

ACTIVITY # 8 – PRESENTATIONS

Academic Subject: Biology

Topic: The Digestive System

Objective: To identify the organs involved in digestion and how digestion occurs in the human body.

Materials: flipchart, labels (cardboard), tape, markers
Target Vocabulary: mouth, esophagus, liver, stomach, pancreas, gall bladder, small intestine, large intestine, rectum, anus.
Procedure - Teacher divides the class in groups. - In their groups students have some minutes to talk about what they remembered of the digestive process and prepare their presentations. - Each group make a presentation about the digestive process as they label the organs involved in it on a picture of the human body.

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

4.2. ACHIEVEMENT AND RESULTS

Chart # 3: Physical Education 1- Final Results

N°	Nombres y Apellidos	Pre Test	Post Test
	PHYSICAL EDUCATION 1		
1	Arana Rodríguez	5	6
2	Avelino Diana	7	10
3	Bailón Stefanía	8,5	10
4	Bello Juliana	6	6,5
5	Bernabé Laura	5	7
6	Catuto Génesis	3	8
7	Cevallos Bryan	7	7
8	De la A Rachell	10	10
9	Del Pezo Melina	8	10
10	Floreano Albert	10	10
11	González Elvis	0	7
12	González César	0	5
13	Guale María	5	10
14	Laínez Génesis	6	7
15	Laínez Julissa	7	7,5
16	Medina Isaías	4,5	10
17	Muentes Kenneth	2	6,5
18	Neira Madeline	9	10
19	Ortiz Geovanny	9	10
20	Peralta Pedro	8	10
21	Perero John	3	7,5
22	Pin Mayrene	8	10
23	Reyes Marvelle	8	9
24	Reyes Alexandra	4	10
25	Ricardo Diego	2	6
26	Roca Camila	3	5,5
27	Rodríguez Ronny	8	10
28	Rodríguez Michael	7	10
29	Rodríguez Ángela	5	6,5
30	Rodríguez Jean C.	7	10
31	Sánchez Alex	6	7
32	Suarez Damián	8	10
33	Suarez Ronny	9	10
34	Suarez Karen	6	8

35	Suarez Jordan	7	10
36	Suarez Bryan	9	10
37	Tomalá Jimmy	6	8
38	Tomalá Elvis	8	10
39	Villao Cristopher	8	9,5
40	Villón Byron	8	10
		6.92	**8.61**
Variation / Improvement		**38%**	

Source: Colegio Mixto Particular UPSE

Author: Maholy Quintero B.

Chart # 4: Physical Education 2 – Final Results

	PHYSICAL EDUCATION 2		
N°	**Nombres y Apellidos**	**Pre Test**	**Post Test**
1	Arana Rodríguez	1	6
2	Avelino Diana	2	10
3	Bailón Stefanía	3	10
4	Bello Juliana	1	6
5	Bernabé Laura	1	8
6	Catuto Génesis	3	10
7	Cevallos Bryan	2	10
8	De la A Rachell	1	8
9	Del Pezo Melina	3	10
10	Floreano Albert	2	8
11	González Elvis	1	7
12	González César	3	8
13	Guale María	3	10
14	Laínez Génesis	3	10
15	Laínez Julissa	2	10
16	Medina Isaías	2	8
17	Muentes Kenneth	2	5
18	Neira Madeline	1	10
19	Ortiz Geovanny	4	10
20	Peralta Pedro	2	8
21	Perero John	3	10
22	Pin Mayrene	2	10
23	Reyes Marvelle	2	6
24	Reyes Alexandra	4	5
25	Ricardo Diego	2	7
26	Roca Camila	2	8

27	Rodríguez Ronny	2	10
28	Rodríguez Michael	3	10
29	Rodríguez Ángela	3	10
30	Rodríguez Jean C.	2	8
31	Sánchez Alex	1	7
32	Suarez Damián	3	10
33	Suarez Ronny	3	10
34	Suarez Karen	2	8
35	Suarez Jordan	1	8
36	Suarez Bryan	2	10
37	Tomalá Jimmy	2	5
38	Tomalá Elvis	1	7
39	Villao Cristopher	3	10
40	Villón Byron	2	10
		2.17	**8.53**
Variation / Improvement		**292%**	

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

Chart # 5: Entrepreneurship – Final Results

N°	ENTREPRENEURSHIP		
	Nombres y Apellidos	**Pre Test**	**Post Test**
1	Arana Rodríguez	5	8,5
2	Avelino Diana	7	10
3	Bailón Stefanía	7	10
4	Bello Juliana	5	8
5	Bernabé Laura	6	9,5
6	Catuto Génesis	8	9,5
7	Cevallos Bryan	6	9,5
8	De la A Rachell	8	9
9	Del Pezo Melina	8	9,5
10	Floreano Albert	8	9
11	González Elvis	8	8,5
12	González César	7	8,5
13	Guale María	7	10
14	Laínez Génesis	8	9
15	Laínez Julissa	6	7,5
16	Medina Isaías	8	9,5
17	Muentes Kenneth	8	9
18	Neira Madeline	3	9

19	Ortiz Geovanny	7	9
20	Peralta Pedro	8	9,5
21	Perero John	7	8
22	Pin Mayrene	8	10
23	Reyes Marvelle	8	10
24	Reyes Alexandra	5	8
25	Ricardo Diego	7	8,5
26	Roca Camila	5	9
27	Rodríguez Ronny	8	9,5
28	Rodríguez Michael	6	10
29	Rodríguez Ángela	4	8,5
30	Rodríguez Jean Carlos	7	8
31	Sánchez Alex	6	8,5
32	Suarez Damián	8	10
33	Suarez Ronny	7	10
34	Suarez Karen	8	10
35	Suarez Jordan	6	9
36	Suarez Bryan	2	9
37	Tomalá Jimmy	8	10
38	Tomalá Elvis	6	8
39	Villao Cristopher	7	9,5
40	Villón Byron	7	9
		6,7	**9,11**
Variation/ Improvement		**36%**	

Source: Colegio Mixto Particular UPSE

Author: Maholy Quintero B.

Chart # 6: Biology – Final Results

N°	BIOLOGY		
	Nombres y Apellidos	**Pre Test**	**Post Test**
1	Arana Rodríguez	1	8.5
2	Avelino Diana	5	10
3	Bailón Stefanía	7	10
4	Bello Juliana	1	8,5
5	Bernabé Laura	-	-
6	Catuto Génesis	5	9
7	Cevallos Bryan	7	9,5
8	De la A Rachell	1	9,5
9	Del Pezo Melina	4	10
10	Floreano Albert	6	9,5

11	González Elvis	1	10
12	González César	6	9,5
13	Guale María	2	9
14	Laínez Génesis	4	10
15	Laínez Julissa	5	9,5
16	Medina Isaías	5	9,5
17	Muentes Kenneth	6	7,5
18	Neira Madeline	6	8
19	Ortiz Geovanny	6	7,5
20	Peralta Pedro	6	9,5
21	Perero John	3	10
22	Pin Mayrene	5	10
23	Reyes Marvelle	8	10
24	Reyes Alexandra	4	8,5
25	Ricardo Diego	8	9,5
26	Roca Camila	3	10
27	Rodríguez Ronny	2	9,5
28	Rodríguez Michael	4	8,5
29	Rodríguez Ángela	5	9
30	Rodríguez Jean Carlos	4	7,5
31	Sánchez Alex	-	-
32	Suarez Damián	3	9,5
33	Suarez Ronny	4	9,5
34	Suarez Karen	8	9
35	Suarez Jordan	5	7
36	Suarez Bryan	3	10
37	Tomalá Jimmy	2	9
38	Tomalá Elvis	6	9,5
39	Villao Cristopher	7	9,5
40	Villón Byron	4	9,5
		4,52	**9,20**
Variation / Improvement		**104%**	

The results of the implementation of hands on-content based immersion activities shows that this way of learning improves student´s vocabulary to some degree in the different curricular subjects they were applied. Most students showed themselves enthusiastic and interested to be involved in each activity. At the beginning it was a little bit difficult for them to understand what the teacher was saying due to the fact they did not use to use the English language during their English lessons but as they started to be increasingly exposed to the English

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language through the activities they became more familiar to it and it was easier for them to learn new words, their pronunciation and meanings.

4.3. CONCLUSIONS AND RECOMENDATIONS

4.3.1. CONCLUSIONS

- Hands-on immersion activities catch students´ attention and give them motivation to learn.

- Teaching other subjects using the English language as a medium of instruction can enrich students´ vocabulary in a wide range of context.

- This way of learning requires a careful preparation from the teacher in terms of knowledge and resources.

- In some students it takes more time to have them feel comfortable performing in the second language.

- The more the students are exposed to the second language and learn new vocabulary the better they perform and develop their language skills.

4.3.2. RECOMMENDATIONS

- English teachers should avoid speak Spanish during the instruction and they should motivate students to do the same.

- More English hours should be added to the academic curriculum.

- Hands-on activities can be applied not just in English classes but in other academic subjects in order to make the teaching-learning process interesting and fun.

- There must be more bilingual teachers in the school.

- For a more effective teaching and in order to obtain better results from students it is necessary to reduce the number of students per classroom.

4.4. Timetable

Chart # 7: Timetable

ACTIVITIES/MONTHS	2015-2016																																																			
	OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Approval and Publication of Topics			x	x																																																
Tutor assignment							x																																													
Development of proposal project work			x	x																																																
Delivery of proposal project work				x																																																
Development and Delivery of Chapter I					x																																															
Development of Chapter II						x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x																												
Delivery of Chapter II																										x																										
Implementation of the Proposal														x	x	x																																				
Development of Chapter III																													x	x	x	x	x																			
Delivery of Chapter III																																			x																	
Development of Chapter IV																																		x	x	x	x	x	x	x	x	x	x	x								
Delivery of Chapter IV																																											x									
Development of preliminary Pages, abstract, introduction, etc.																																									x											
Delivery of Final project																																									x											
Pre-defense of the Project Work																																													x							
Project Defense																																															x					
Graduation Day																																																	x			

4.5. Resources

    a) **Materials**

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
Paper package	5	$ 4.00	$ 20.00
Ink	5	$ 5.00	$ 25.00
Spiral Binding	4	$ 1.25	$ 5.00
Final Binder to the Dean	3	$ 20.00	$ 60.00
Signposts	20	$ 4.00	$ 80.00
Balls	2	$ 1,50	$ 3.00
Others		$ 26.00	$ 26.00
TOTAL			**$ 219.00**

    b) **Technology**

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
Flash Memory	1	$ 10.00	$ 10.00
CD	4	$ 1.25	$ 5.00
Adapter with audio output	1	$ 30.00	$ 30.00
Speakers	1	$ 40.00	$ 40.00
Internet per month	13	$ 30.00	$ 390.00
TOTAL			**$ 475.00**

    c) **Economic**

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL PRICE
Transportation		$ 30.00	$ 30.00
Others		$ 20.00	$ 20.00
TOTAL			**$ 50.00**

TOTAL	$ 744.00

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APPENDIXES

Attachment # 1: District Letter and School´s acceptance

Ministerio
de Educación

Oficio Nro. MINEDUC-CZ5-24D02-2015-1976-OF

La Libertad, 11 de diciembre de 2015

Asunto: RESPUESTA A SOLICITUD DE AUTORIZACIÓN PARA REALIZAR INVESTIGACIÓN REFERENTE A TEMA DE TESIS

Sra. Master Of Arts
Glenda Beatríz Pinoargote Parra
Directora de la Escuela de Idiomas y Carrera Licenciatura en Ingles
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
En su Despacho

De mi consideración:

En atención a su Oficio N°CLI-2015-282-OF, de fecha 10 de diciembre del 2015, ingresado a esta dependencia en igual fecha, mediante solicitud de trámite Nro. 5423-E, en el cual requiere se brinden las facilidades necesarias a la estudiante Quintero Bermúdez Maholy Danitza con C.I. 091871107-8, para que realice las investigaciones respectivas relacionadas al tema y tesis de grado; al respecto expongo lo siguiente:

Conociendo que estas actividades se desarrollan en beneficio de la comunidad educativa; este despacho autoriza a la estudiante universitaria antes mencionada a realizar las investigaciones necesarias para el desarrollo del tema y tesis de grado denominado: "IMMERSION STRATEGIES FOR THE ENRICHMENT OF ENGLISH VOCABULARY AMONG STUDENTS OF SECOND YEAR BACHILLERATO AT COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE SANTA ELENA, SCHOOL YEAR 2015 - 2016".

Se remite copia del presente al Colegio Particular UPSE, a fin de que se coordinen las acciones a realizar, las mismas que no podrán interferir la jornada de clases de los estudiantes.

Con sentimientos de distinguida consideración.

Atentamente,

Cesar Oswaldo Roca Quirumbay
DIRECTOR DISTRITAL 24D02 - LA LIBERTAD - SALINAS - EDUCACIÓN

Av. Amazonas N34-451 entre Av. Atahualpa y Juan Pablo Sanz
Telf.: + (593 2) 3961300/1400/1500
www.educacion.gob.ec

* Documento generado por Quipux

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Attachment # 2: Certificate of Implementation

UNIDAD EDUCATIVA
"UPSE"
Resolución N° 0000002 del 20 de febrero de 2009 y Resolución N° 0000004 del 9 de marzo de 2009
Dirección Provincial de Educación de Santa Elena
La Libertad - Ecuador

La Libertad, 02 de Febrero del 2016.

CONSTANCIA DE IMPLEMENTACIÓN DE PROPUESTA

A través de la presente certifico que:

QUINTERO BERMÚDEZ MAHOLY DANITZA

Estudiante de la Faculta de Ciencias de la Educación e Idiomas, Carrera Licenciatura en Inglés de la Universidad Estatal Península de Santa Elena, con C.I. No. 0918711078, ha realizado en esta institución la implementación de la propuesta de su proyecto de investigación "Immersion strategies for the enrichment of English vocabulary among students of second year of Bachillerato at Colegio Mixto Particular UPSE, La Libertad, Province of Santa Elena, school year 2015-2016" desde el 9 de Enero de 2016 hasta el 22 de Enero de 2016, mostrando responsabilidad y sometiéndose a las normas de la institución, tendiente a la obtención del título de Licenciada en Inglés.

Se otorga la presente constancia para los fines que el interesado considere pertinente.

Atentamente

MSC. Emilio Bernabé Rodríguez
RECTOR

Attachment # 3: Register of Implementation Hours

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS
CARRERA LICENCIATURA EN INGLES

REGISTRO DE IMPLEMENTACIÓN DE PROPUESTA

ESTUDIANTE: MAHOLY DANITZA QUINTERO BERMÚDEZ
DOCENTE TUTOR: LCDA. SARA GONZALEZ REYES MSc.
TEMA APROBADO: IMMERSION STRATEGIES FOR THE ENRICHMENT OF ENGLISH VOCABULARY AMONG STUDENTS OF BACHILLERATO AT COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015–2016.

FECHA	HORAS DE TRABAJO AUTÓNOMO	# HORAS	DESCRIPCIÓN - ACTIVIDAD	OBSERVACIONES	FIRMA DE RESPONSABILIDAD
28/12/15	10:00 - 11:00	1	Entrevista profesor de inglés y vicerrector académico		
9/01/16	8:30 - 11:30	3	Encuesta a estudiantes		
12/01/16	8:30 - 9:50	2	Implementación Propuesta (Physical Education- circuit training)		
12/01/16	10:20 - 11:40	2	Implementación Propuesta (Recognizing my campus-cards game)		
14/01/16	10:20-11:00	1	Implementación Propuesta (Entrepreneurship)		
16/01/16	7:10 - 8:30	2	Implementación Propuesta (The Digestive System-experiment)		
19/01/16	8:30-9:50	2	Implementación Propuesta (P.E. circuit training)		
19/01/16	10:20-11:40	2	Implementación Propuesta (labelings)		
21/01/16	10:20 - 11:00	1	Implementación Propuesta (Business simulation)		
22/01/16	7:10 - 8:30	2	Implementación Propuesta (Biology- The digestive system presentations)		

ESTUDIANTE:

DIRECTOR:

Attachment # 4: Students List

PARALELO "8"

Nº	NÓMINA
1	ARANA RODRIGUEZ FABIANA KATHERINE
2	AVELINO ROMERO DIANA ESTEFANIA
3	BAILON CEDEÑO STEFANIA MAGDALENA
4	BELLO CARVAJAL JULIANA MAYTE
5	BERNABE RAMOS LAURA LISSETTE
6	CATUTO BORBOR GENESIS ELIZABETH
7	CEVALLOS VERA BRYAN MIGUEL
8	DE LA A RIVERA RACHELL ASHLEY
9	DEL PEZO GONZALEZ MELINA LEONELLA
10	FLOREANO TOMALA ALBERT JEANCARLOS
11	GONZALEZ PLAZARTE ELVIS DAVID
12	GONZALEZ REYES CESAR SANTIAGO
13	GUALE MURILLO MARIA FERNANDA
14	LAINEZ BORBOR GENESIS ANAI
15	LAINEZ RODRIGUEZ JULISSA CAMILA
16	MEDINA TOMALA ISAIAS MISAEL
17	MUENTES TOMALA KENNETH JOEL
18	NEIRA REYES MADELINE JESERLYN
19	ORTIZ BORBOR GEOVANNY FABIAN
20	PERALTA LINDAO PEDRO MIGUEL
21	PERERO TUBAY JOHN MICHAEL
22	PIN TORRES MAYRENE JACKELINE
23	REYES LIMONES MARVELLE ELIZABETH
24	REYES MURILLO ALEXANDRA ELIZABETH
25	RICARDO ASQUI DIEGO RENATO
26	ROCA BRAVO CAMILLA DANIELA
27	RODRIGUEZ GARABI RONNY ABEL
28	RODRIGUEZ JALCA MICHAEL FABRICIO
29	RODRIGUEZ ORRALA ANGELA JOHANNA
30	RODRIGUEZ PANCHANA JEAN CARLOS
31	SANCHEZ LINDAO ALEX MAURICIO
32	SUAREZ BORBOR DAMIAN JESUS
33	SUAREZ GONZABAY RONNY WILMER
34	SUAREZ GONZALEZ KAREN LISSETTE
35	SUAREZ LINDAO JORDAN OMAR
36	SUAREZ PICO BRYAN ADRIAN
37	TOMALA BAQUE JIMMY JOEL
38	TOMALA PRUDENTE ELVIS EDWARD
39	VILLAO SUAREZ CRISTOPHER GEOVANNY
40	VILLON TORRES BYRON JORDAN

Attachment # 5: UNODEA Certification

The certificate reads (rotated):

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
UNIDAD OPERATIVA DE DESARROLLO ACADÉMICO

Confiere el presente certificado a:

Maholy Quintero Bermúdez

Por su participación y aprobación del módulo **"Dominio de Competencias Genéricas de**
Lenguaje y Razonamiento Lógico", con una duración de 40 horas.

La Libertad, 15 de Septbre. / 2015

Lic. Víctor Emilio Garcés Rodríguez, M. Sc.
Facilitador

Ing. Lilia Valencia Cruzaty, M. Sc.
Rectora

Attachment # 6: Tutor Certification

La Libertad, 28 de noviembre de 2016

CERTIFICACIÓN DEL DIRECTOR DE TESIS

SARA GONZÁLEZ REYES, MASTER, TUTORA DEL TRABAJO DE TITULACIÓN DE LA EGRESADA MAHOLY DANITZA QUINTERO BERMUDEZ

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del borrador del Informe final del Trabajo de Titulación, estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

Lic. Sara González Reyes, MSc.

DOCENTE TUTORA

Attachment # 7: Urkund Results

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

La Libertad, 25 de noviembre de 2016

CERTIFICADO ANTIPLAGIO

005-TUTOR SGR-2016

En calidad de tutor del trabajo de titulación denominado **"IMMERSION STRATEGIES FOR THE ENRICHMENT OF ENGLISH VOCABULARY AMONG STUDENTS OF SECOND YEAR BACHILLERATO AT COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016.",** elaborado por la estudiante **QUINTERO BERMUDEZ MAHOLY DANITZA**, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

GONZÁLEZ REYES SARA
C.I.: 0909710865
DOCENTE TUTOR

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REPORTE URKUND

URKUND

Documento	CHAPTER 1 and 2 (FINAL -MAHOLY QUINTERO).docx (D23774780)
Presentado	2016-11-24 23:41 (-05:00)
Presentado por	madaqb_202@hotmail.com
Recibido	sgonzalezr.upse@analysis.urkund.com
Mensaje	CHAPTER 1 - 2 (FINAL) - MAHOLY QUINTERO Mostrar el mensaje completo

0% de esta aprox. 10 páginas de documentos largos se componen de texto presente en 0 fuentes.

FUENTE DE SOLICITUD

Lista de fuentes	Bloques

⊞	Categoria	Enlace/nombre de archivo
⊞	Fuentes alternativas	
⊟	La fuente no se usa	
		https://publications.theseus.fi/handle/10024/114034?show=full
		http://ncdj.org/style-guide/
		https://www.ukessays.com/essays/media/negative-influence-of-hollywood-movies-media-es...
		http://www.bearingnews.org/2013/05/bullying-social-media-protected-school-state-law/
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UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS

INTERVIEW DIRECTED TO ENGLISH TEACHER

The objective of this interview is to compile information that will be useful for the development of the research project work **"IMMERSION STRATEGIES FOR THE ENRICHMENT OF ENGLISH VOCABULARY IN STUDENTS OF SECOND YEAR BACHILLERATO AT COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016."**

1. Do you think English is considered a relevant subject by students and parents?

2. In your experience, which of the four language skills (listening, speaking, reading and writing) is easier for students to perform in class?

3. Do you use Spanish during your English lessons?

4. In your opinion is vocabulary important for the development of English skills?

5. How do you consider the level of English vocabulary in your students? Low, medium or high?

6. Do you use any strategy to increase students´ English vocabulary?

7. Do you think teaching other subjects in English would improve students´ proficiency in that language?

8. Do you consider enough the time that students are expose to the English language inside the school?

9. How often do you get training about new methods, techniques or strategies to teach English?

10. Do you consider new methods or strategies must be applied in the English teaching-learning process? Which ones?

Attachment # 8: Teacher Interview questionnaire

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS

INTERVIEW DIRECTED TO ACADEMIC PRINCIPAL

The objective of this interview is to compile information that will be useful for the development of the research project work **"IMMERSION STRATEGIES FOR THE ENRICHMENT OF ENGLISH VOCABULARY IN STUDENTS OF SECOND YEAR BACHILLERATO AT COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016."**

1. Do you think English is considered a relevant subject by students and parents?

2. Which of the four language skills (listening, speaking, reading and writing) do you think   students perform better in class?

3. Do the English teachers use Spanish during their English lessons?

4. In your opinion is vocabulary important for the development of English skills?

5. How do you consider the level of English vocabulary in students? Low, medium or high?

6. Do the teachers use any resources during their English lessons?

7. Do you think teaching other subjects in English would improve students´ proficiency in that language?

8. Do you consider enough the time that students are expose to the English language inside the school?

9. How often do the teachers get training about new methods, techniques or strategies to teach English?

10. Do you consider new methods or strategies must be applied in the English teaching-learning process? Which ones?

Attachment # 9: Vice-principal Interview questionnaire

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS

SURVEY DIRECTED TO STUDENTS

The objective of this survey is to compile information that will be useful for the development of the research project work **"IMMERSION STRATEGIES FOR THE ENRICHMENT OF ENGLISH VOCABULARY IN STUDENTS OF SECOND YEAR BACHILLERATO AT COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016."**

Instruction: Put a check inside the box to select your answer in each question.

1. **Do you consider English a relevant subject?**
   a. Yes ☐
   b. No ☐

2. **Which of the four language skills is easier for you to perform?**
   a. Listening ☐
   b. Speaking ☐
   c. Reading ☐
   d. Writing ☐

3. Does your teacher use Spanish during the English lessons?

a. Always ☐

b. Usually ☐

c. Sometimes ☐

d. Never ☐

4. How do you consider your level of English vocabulary?

a. Low ☐

b. Medium ☐

c. High ☐

5. Do you think study other subjects in English would improve your proficiency in that language?

a. Totally agree ☐

b. Agree somewhat ☐

c. Disagree ☐

d. Totally disagree ☐

6. What subjects would you like to learn in English?

a. Arts ☐

b. Natural Science ☐

c. Physics Education ☐

d. Entrepreneurship ☐

e. Biology ☐

f. Literature ☐

Others: _____

7. What strategies or activities are use during your English classes?

a. Games ☐

b. Presentations ☐

c. Dialogues ☐

d. Songs ☐

e. Poems ☐

f. Readings ☐

Others: _____

8. What activities would you like to do in order to increase your English vocabulary?

a. Games ☐

b. Simulations ☐

c. Experiments ☐

d. Songs ☐

e. Mimes ☐

f. Readings ☐

Others: _____

THANK YOU!

Attachment # 10: Students Survey

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS

INTERVIEW DIRECTED TO SPECIALIST

The objective of this interview is to compile information that will be useful for the development of the research project work **"IMMERSION STRATEGIES FOR THE ENRICHMENT OF ENGLISH VOCABULARY IN STUDENTS OF SECOND YEAR BACHILLERATO AT COLEGIO MIXTO PARTICULAR UPSE, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015-2016."**

1. Do you think English is considered a relevant subject by students and parents in Ecuador?

2. Which of the four language skills (listening, speaking, reading and writing) do you think is easier to develop in students?

3. In your opinion is vocabulary important for the development of English skills?

4. Do you think teaching other subjects in English would improve students´ proficiency in that language?

5. How many hours do you consider students should be exposed to the English language inside the school in order to develop English skills?

6. How often English teachers should be trained in new methods, techniques or strategies to teach English?

7. Is there any case where you consider appropriate that the teacher use the native language during the English instruction?

8. What are the characteristics of an immersion classroom?

9. What are the challenges an immersion language teacher may face?

10. Which strategies are used by immersion teachers to increase English vocabulary in students?

11. What suggestions would you give to teachers who try to use the target language during the entire lesson?

12. Do you think language education by immersion must be applied in more schools?

Attachment # 11: Specialist Interview questionnaire

Attachment # 12: Diagnostic Tests

UNIDAD EDUCATIVA
"UPSE"
Resolución N° 0000002 del 20 de febrero de 2009 y Resolución N° 0000004 del 9 de marzo de 2009
Dirección Provincial de Educación de Santa Elena
La Libertad - Ecuador

DIAGNOSTIC TEST
Physical Education
Sports

Name: _____   Date: _____

1. Label the pictures with the correct name of the exercise using the words from the box. (4 pts)

_____   _____   _____   _____

| Shoot the ball | jump rope/ skipping | abs | squat jump |

2. Listen to the teacher and circle the correct objects. (3 pts.)

3. Follow Instructions and performance . (3pts.)

DIAGNOSTIC TEST

Physical Education

Recognizing my environment

Name: _____   Date: _____

1. Label the pictures using the words from the box. (5 pts.)

restroom	floor	principal	court	field

_____   _____   _____   _____   _____

2. Complete the sentences with the correct vocabulary from the box. (5pts.)

a. I´m hungry, I am going to buy something in the _____.

b. The _____ has a lot of work to do in the _____.

c. Henry went up the _____ to the second floor.

d. She loves to swim in the _____.

pool	office
stairs	snack bar
secretary	

UNIDAD EDUCATIVA
"UPSE"
Resolución N° 0000002 del 20 de febrero de 2009 y Resolución N° 0000004 del 9 de marzo de 2009
Dirección Provincial de Educación de Santa Elena
La Libertad - Ecuador

Diagnostic Test

Entrepreneurship

Name: _____   Date: _____

1. Cross the 4 P′s of Marketing . (4 pts.)

Promotion	Prospect	Policeman	Price	Pride
Profit	Product	Project	Place	

2. Circle the correct word defined. (6pts.)

Customer / Seller	The person who buys a product or service.
Promotion /Market	The process of using advertisements, public relations, offers or the media to inform about a product.
Investor / Product	Object, service or idea offered for sale.
Seller / Investor	A person who invest money in order to make a profit.
Innovation/ Guarantee	The act of starting something for the first time.
Competitor / Profit	The money someone receives in exchange for products and services sold.

DIAGNOSTIC TEST

BIOLOGY

Name: _____   Date: _____

1. Label the picture of the digestive system using the words from the box. (10 pts)

| Mouth	Pancreas	Stomach	Large intestine	Esophagus
Liver	Anus	Small intestine	Gall bladder	Rectum
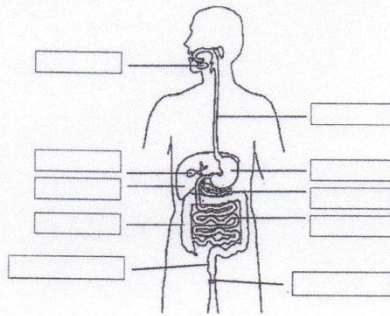
Attachment # 13: Digestive System: Experiment and Process

THE DIGESTIVE SYSTEM

DIGESTIVE PROCESS EXPERIMENT

Materials:

- Orange juice ⟶ acid in the stomach
- Water ⟶ saliva
- Crackers ⟍
- Banana ⟶ Food
- Disposable Plate ⟶ body
- Plastic cups
- Paper cup ⟶ large intestine
- Plastic bag
- A sealed plastic bag ⟶ stomach
- ½ pair of tights ⟶ small intestine
- Scissors
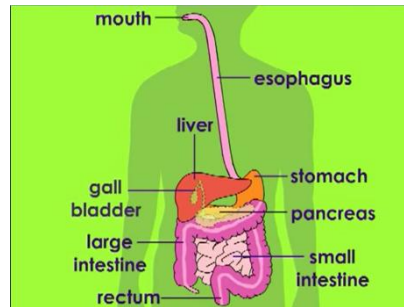
Steps

1. Put the **crackers** (**food**) and the **bananas** (**food**) in the **plastic bag** (**stomach**).

2. Add the **orange juice** (**acid in the stomach**) and the **water** (**saliva**).

3. Squash the food up a few minutes until it get a good consistency.

4. Cut the bottom of a **plastic cup** and use it as a funnel.

6. Cut the corner of the **bag** and pour the food into the **tights** (**small intestine**).

7. Squeeze the food through the **tights** (**small intestine**) on the plate (**body**).

8. Transfer the solid food left in the tights to the **paper cup** (**large intestine**) with a whole in the bottom.

9. Using a **plastic cup** push away the food through the whole to mimic the act of going to the toilet.

BIOLOGY
The Digestive System
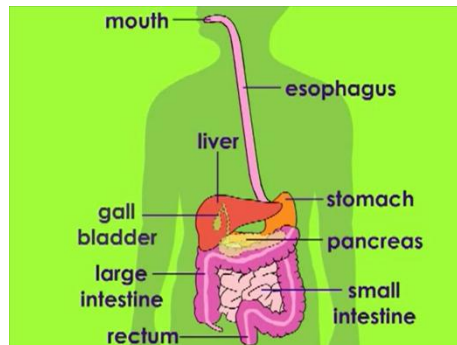
What is digestion?

The digestion is the process designed to turn food into nutrients, which the body uses for energy, growth and cell repair.

Digestive Process in 6 steps

1. Mouth: The chewing process makes food particles small enough for the digestive enzymes in saliva to begin their work.

2. Esophagus: Once food is chewed, it is swallowed and it enters your esophagus. the esophagus is a muscular tube that carries chewed food to the stomach. The process of transporting food to the stomach via the esophagus requires a series of muscle contractions known as peristalsis.

3. Stomach: the stomach secretes additional enzymes and acids that facilitate the breakdown of proteins, fats and alcohol.

4. Small Intestine: Once food is processed in the stomach, it makes its way into the small intestine. Food from the stomach enters the duodenum where bile and pancreatic secretions are released to further break down the food. When digested food reaches the ileum, the final part of the small intestine, the nutrients from the food are absorbed into the bloodstream and sent to the liver where they will be stored or sent to other parts of the body.

5. Liver, Gall bladder and Pancreas: The liver produces bile, which is an essential compound for the body to absorb fats, The liver also handles and processes the nutrients that are absorbed from the small intestine. The pancreas secretes enzymes that are essential for digesting proteins, carbohydrates and fats.

6. Large Intestine: The final stage of the digestion process occurs in the large intestine. The role of the large intestine in the digestion process is to absorb all the remaining water from the food and to compact waste into a tight, compact bundle to allow for defecation. Defecation is the process by which solid waste is excreted from the body.

PHOTOS

Picture # 1: Interview to the Academic Vice-Principal

Source: Colegio Mixto Particular UPSE (Msc. Victor Vera Villao)
Author: Maholy Quintero B.

Picture # 2: Interview to English Teachers

Source: Colegio Mixto Particular UPSE (Izq. Lcdo. Carlos Tomalá, Der. Lcda. Laura Coronel V.)
Author: Maholy Quintero B.

Picture # 3: Interview to the Specialist

Source: Colegio Americano de Quito (Msc. Michelle Monceau)
Author: Maholy Quintero B.

Picture # 4: Introduction of the implementation

Explaining students some rules and classroom language

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

Picture # 5: Physical Education – Circuit Training

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

Picture # 6: Physical Education: Shuffle Cards and Labelings

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

Picture # 7: Entrepreneurship : Simulation

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

Picture # 8: Biology: Experiment and Presentations

Source: Colegio Mixto Particular UPSE
Author: Maholy Quintero B.

Picture # 9: Students taking the tests