



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES  
ENGLISH LANGUAGE TEACHING CAREER**

**TOPIC:**

**“DIDACTIC STRATEGIES TO REINFORCE VOCABULARY TO STUDENTS OF EIGHTH BASIC YEAR EGB AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, SANTA ELENA. 2015 – 2016”**

**RESEARCH PAPER**

**AS A PREREQUISITE TO OBTAIN A:  
BACHELOR’ S DEGREE IN ENGLISH**

**AUTHOR:**

**ANA ROSALÍA ORDÓÑEZ REYES**

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**ING. XAVIER ALMEIDA BRIONES, MSc.**

**LA LIBERTAD – ECUADOR**

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA DE LICENCIATURA EN INGLÉS**

**TEMA:**

**“DIDACTIC STRATEGIES TO REINFORCE VOCABULARY TO STUDENTS OF EIGHTH BASIC YEAR EGB AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, SANTA ELENA. 2015 – 2016”**

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**2016**

La Libertad, August 15<sup>th</sup> 2016

**ADVISOR' S APPROVAL**

In my role as advisor of the research paper under the title **“DIDACTIC STRATEGIES TO REINFORCE VOCABULARY TO STUDENTS OF EIGHTH BASIC YEAR EGB AT UNIDAD EDUCATIVA“LA LIBERTAD”, LA LIBERTAD, SANTA ELENA. 2015 – 2016”** prepared by **ANA ROSALÍA ORDÓÑEZ REYES**, student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having guided, 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,**

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**Ing. XAVIER ALMEIDA BRIONES, MSc.**  
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## **DEDICATION**

This investigative work is dedicated with immense love to my mom. Although she is not with me physically, she has always been my main source of motivation. She taught me to fight for my dreams and never give up. I know she is looking at and guiding my steps from heaven.

Additionally, I dedicate this work to my family; to my lovely husband Carlos Tomalá for his motivation and contribution to finish with this significant and complicated assignment. To my dear and eternal loved children: Steven, Danna, and Karla. They have been the motivation I needed when I was almost giving up with my university studies; they have motivated me to achieve this goal in order to give them a better style of life. I also dedicate this work to my sisters; Esmeralda, Cecibel and Laura, to my nieces, nephews and others.

Finally, it is important to mention that this work is dedicated to all my classmates, with whom I have shared incredible moments during our five years of professional training; José Carvajal, Alexi Quinde, Cielo Peñafiel, Marlene Villón, Mónica Freire, Stefanía Rivera, Denisse Yagual, and others.

**Ana Ordóñez**

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**Ana Ordóñez**



## **DECLARATION**

The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula of Santa Elena State University.

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**ANA ROSALÍA ORDÓÑEZ REYES**

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**Author: Ana Rosalía Ordóñez Reyes**

**Advisor: Ing. Xavier Almeida Briones, MSc.**

**ABSTRACT**

Learning vocabulary represents an important aspect in the development and acquisition of a new language and English is not the exception. English language learners need to know certain number of vocabulary words in order to be skillful in English. Therefore, this research paper is focused on the vocabulary instruction and the didactic strategies that teachers may apply in order to improve the teaching and learning process of such important sub-skill as vocabulary. For the development of this research, it was necessary the application of some methods and techniques for collecting information and the design of different instruments. This investigation is qualitative due to the application of interviews to different actors (principal and English teachers at Unidad Educativa “La Libertad”, and one English language teaching expert); this information was analyzed, compared and contrasted in this paper. Additionally, this research is quantitative since surveys were directly applied to the forty-five students of eighth grade; this information was presented in charts and statistical graphics. Furthermore, the observation method was applied using an observation guide in order to evaluate teacher’s procedure for teaching English vocabulary and thus determine the problems that students face during the vocabulary teaching process. Once the problem was stated, it was relevant to design a proposal in order to solve, in a certain extent, students’ vocabulary problems: hence, the application of didactic strategies allowed the increasing of vocabulary knowledge of students since they promoted active, dynamic and motivational classes.

**Keywords:** English vocabulary, didactic strategies, didactic resources, English language teaching, English language learning.

## INTRODUCTION

Globalization has marked big changes in the society we live, people need to be prepared to face challenges that this society demands: learning a second or foreign language is the plus that everybody should have in order to be one step forward to their professional, academic or personal success. The acquisition of English as a second or foreign language requires dominating its four main skills; listening, speaking, reading and writing. However, it is more fundamental to develop the basis of these skills; vocabulary.

Vocabulary is a significant part in the acquisition of a new language since it is required to know a very large number of words in order to produce an appropriate and precise oral or written message. Likewise, for comprehending messages or texts from readings, books, journals, and others, and also for understanding what other says in a conversation, people need to know vocabulary. Knowing that vocabulary is of great significance for English language learners; nowadays, vocabulary teaching has become part of the language acquisition syllabus.

“Didactic strategies to reinforce vocabulary to students of eighth basic year EGB at Unidad Educativa “La Libertad”, La Libertad, Santa Elena, 2015-2016” is a research that attempts to demonstrate that words are the basic building blocks of language; they are the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed. Consequently, vocabulary needs to be taught by applying a variety of didactic strategies that encourages students to be part of the vocabulary teaching and learning process by participating during dynamic activities in order to acquire as much vocabulary as possible as a source for the production and comprehension of English language.

This investigation was divided into five chapters which are mentioned and described below:

**Chapter I-The Problem:** This chapter gives details about the statement of the problem, the critical analysis, the significance of the problem, general and specific objectives of the investigation.

**Chapter II-Theoretical Framework:** This chapter describes all the theories of important authors and previous researches that support the investigation topic. It also gives details about the philosophical, psychological and legal basis of this work, and the research hypothesis.

**Chapter III-Methodology:** It explains the methodological strategies applied during the investigation in order to get a successful work. This chapter also includes the level of research, population, techniques and instruments used to gather relevant information about the investigated topic, data collection with the respective analysis and interpretation, conclusions and recommendations.

**Chapter IV-The Proposal:** This chapter describes the solution to the problem and it analyses the outcomes of this investigative work.

**Chapter V-Administrative Framework:** This chapter establishes the budget, timetable and bibliographical resources for this research.

## **CHAPTER I**

### **THE STATEMENT OF THE PROBLEM**

#### **1.1 Title**

**“DIDACTIC STRATEGIES TO REINFORCE VOCABULARY TO STUDENTS OF EIGHTH BASIC YEAR EGB AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, SANTA ELENA. 2015 – 2016”**

#### **1.2 Statement of the problem**

##### **1.2.1 Context**

Unidad Educativa “La Libertad” is an educational institution which offers a high level of education. This institution has well-trained English teachers. However, there are still students who are not motivated to learn English maybe because they do not know the importance of developing the different skills of the language. In this case, students do not know enough vocabulary; therefore, they do not understand the context of an exercise; these are some problems that affect the development of the class and the learning process. These issues may be originated since teachers do not work with different activities or materials to motivate learners and help them to realize how important learning vocabulary is. The design of didactic strategies can be a resource that may help to improve and increase students’ vocabulary.

In Santa Elena province, it is important to use the English language as it is a potential tourist area; the people of Santa Elena province have to learn English because in some cases they need to maintain a conversation with foreign people. Nowadays, this language is generating important job opportunities in this region and people need to acquire English as a foreign language. Therefore, it is

important to improve the English teaching to children and teenagers from the different educational institutions for them to be able to use this language. The Ecuadorian government desires students to attend to the most outstanding national and international universities and one way to achieve this goal is upgrading the English language education for secondary schools.

In summary, the design of didactic strategies, which involve interesting activities, will help in a great measure to the reinforcement of English vocabulary in the students and as result of this, they will be able to understand English language.

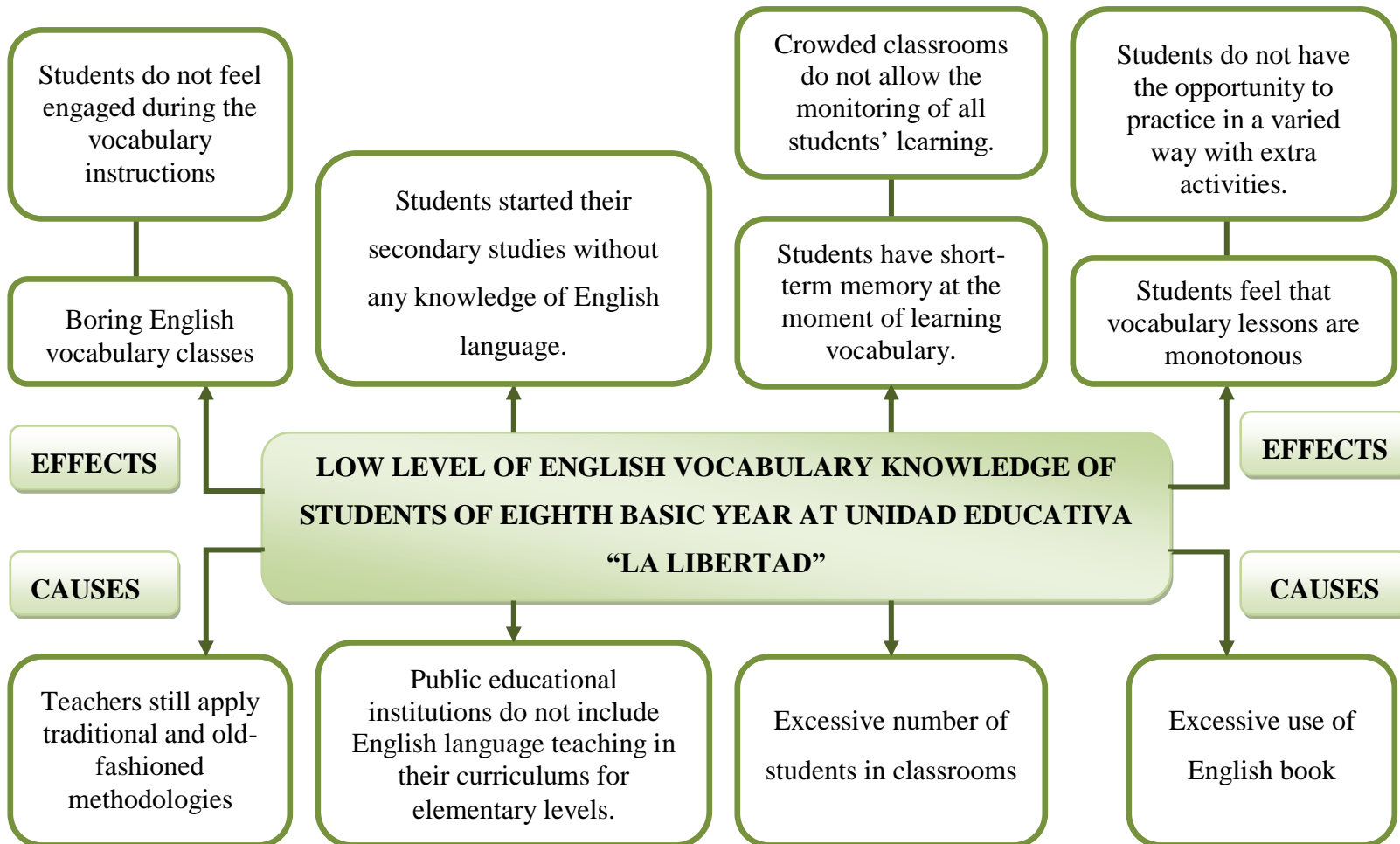
### **1.2.2 Critical analysis**

At the moment of learning a second language, students may have problems to develop the skills that are important to communicate in that language. The English language has four main skills; listening, speaking reading and writing. All the four skills are important, but in order to develop each one of them it is very fundamental for students to acquire English vocabulary as without enough vocabulary knowledge students will have difficulties in oral comprehension, speech production, reading comprehension and writing skills.

Although the significance that vocabulary has in the English language acquisition process, students of eighth basic year have poor English vocabulary knowledge due to the causes illustrated in the following problem tree:



**Illustration N° 1: Problem tree Analysis**



**Author:** Ana Rosalía Ordóñez Reyes

As it was established previously, vocabulary is a very significant part of any language around the world because through it, people may communicate with each other. However, students have vocabulary deficiency because of some reasons that were illustrated in the problem tree above. First, the application of traditional or old-fashioning methodologies affects negatively the vocabulary learning process of students because vocabulary lessons are boring and therefore, they do not feel motivated for learning more vocabulary. Additionally, it is known that public educational institutions do not include English language teaching in their curriculums at the elementary levels. As a consequence of that, students started their studies of high school without knowing anything about the English language.

An additional reason for the low level of English vocabulary knowledge is the excessive number of students in classrooms from public educational institutions; there are cases where a classroom has more than fifty students which inevitably makes it difficult for teachers to monitor if all students are practicing or have learnt vocabulary satisfactorily. Due to the low monitoring of students' learning progress, most of them have short-term memory which means that students learn vocabulary in the moment of practicing in class but they forget that vocabulary when they have to apply it in different exercises from other lessons.

A final cause for this problem is the excessive use of the English textbook. Teachers focus their English vocabulary lessons on the activities from the English book; it is good to follow exercises from books but it is not good to follow them exactly, neither. Consequently, students do not want to learn because of monotonous classes and because they do not have additional resources or activities to learn and to practice this important part of the English language. Hence, teachers need to add more activities in their vocabulary classes since they promote the dynamism and motivation for learning through the application of exercises that are according to their interests and necessities.

Students need to be in constant contact with the language they are learning; they need to have educative experiences to improve their listening, speaking, reading and writing skills. The acquisition of vocabulary is very important in the learning of a foreign language, and teachers need to work on this. The application of didactic strategies in the English classes may increase the motivation in learning a second language, participating actively and increasing their English knowledge.

Unidad Educativa “La Libertad” is an institution located in La Libertad in the Province of Santa Elena. It has a good infrastructure and it has well-trained teachers. Like all educational institutions, this high school has the purpose of providing students with the best education in the different areas; English is one of these areas that the authorities and English teachers want to improve.

The application of didactic strategies can contribute to the improvement of students’ English language skills since they will enjoy these strategies by actively participating in a dynamic and enjoyable environment.

### **1.2.3 Formulation of the problem**

What would be the impact of didactic strategies on the reinforcement of English vocabulary in the students of eighth basic year EGB at Unidad Educativa “La Libertad”, La Libertad, Santa Elena. 2015-2016?

### **1.2.4 Guideline questions**

- What does reinforcement of Vocabulary involve?
- Why is it important to learn vocabulary?
- In which ways do English books address the teaching of vocabulary?

- How can didactic strategies contribute to reinforce the vocabulary in the teaching English process?

### 1.2.5 Problem limitation

- **FIELD:** Education
- **AREA:** English
- **ASPECT:** Didactic Strategies to Reinforce Vocabulary
- **TITLE:** “Didactic Strategies to reinforce vocabulary in the students of eighth basic year EGB at Unidad Educativa “La Libertad”, La Libertad, Santa Elena. 2015-2016”.
- **PROBLEM:** Low level of English vocabulary knowledge of students of eighth basic year at Unidad Educativa “La Libertad”.
- **TIME LIMITATION:** This investigation will be held during the school year of 2015-2016.
- **POPULATION LIMITATION:** Students of Eighth Basic Year EGB.
- **SPACE LIMITATION:** Unidad Educativa “La Libertad”.
- **CONTEXT LIMITATION:** This investigation will be centered on the reinforcement of vocabulary through the application of didactic strategies.

### **1.3 Significance of the research**

The acquisition of English vocabulary is very important for learners of second language: words are the basis for elaborating simple sentences and then, more difficult structures. A real aspect is that learning vocabulary will improve the communication of students as they will know the appropriate word in order to express their own ideas. Students have the necessity to develop their knowledge in the four skills of the English language; listening, speaking, reading and writing. Additionally, the development of these skills involves the increase of English vocabulary.

This investigation has a high level of educational importance for English teachers and students. It will also be very helpful for students of eighth basic year EGB from Unidad Educativa “La Libertad” since they will have the opportunity to practice and enhance their English vocabulary through the design of didactic strategies. It is relevant to mention that the more vocabulary students practice the easier it will be for them to be able to use it in different exercises. These strategies will be a good option to replace traditional methodologies with more motivating ones. These strategies will be an additional resource for students to learn in active ways.

This work is viable since the principal authorities from Unidad Educativa “La Libertad” approve and support it as students want to participate in the development of this investigation. Moreover, the researcher aims to accomplish the work using tools, information and resources to fulfill this task.

### **1.4 Objectives of the research**

#### **1.4.1 General objective**

To analyze the incidence of the didactic strategies in the reinforcement of vocabulary in the students of eighth basic year EGB at Unidad Educativa “La Libertad”, La Libertad, Santa Elena. 2015 – 2016.

### **1.4.2 Specific objectives**

1. To determine the problems that eighth basic year students from Unidad Educativa “La Libertad” have during the vocabulary instruction
2. To diagnose the significance of the vocabulary acquisition in an English language course
3. To determine the types of strategies that encourage students to develop their English vocabulary knowledge
4. To design the proposal of didactic strategies in order to reinforce the learning of vocabulary to students of eighth basic year at Unidad Educativa “La Libertad”

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Previous research

The acquisition of English as a second or foreign language has become an increasingly interesting topic of discussion for researchers, professors, curriculum designers, theorists and others. English knowledge is a necessity in America and throughout the world; people, who live in a country where knowing English has a higher range of importance, need to understand, read, write, speak and listen English in order to survive and function in this globalized society.

The different ESL and EFL programs designed to be applied in educational institutions have the main purpose of preparing students to work successfully in classrooms providing them opportunities to learn English systematically.

ESL courses pursue to develop communicative skills of students making emphasis on the improvement of the four basic skills of English language (listening, speaking, reading and writing). Carrasquillo (2013) maintains that the general objective of an ESL program is the systematic development of the following areas:

- Automatic control and fluency in the use of natural and accurate English language, linguistic and grammatical patterns.
- Natural communication situations for meaningful interaction.
- Creative grammatical and syntactical construction abilities.

- Development of strategies to confront the process and varied skills of reading.
- Development of conceptual, grammatical, and syntactical forms of writing.
- A vocabulary for expressing oneself in different social and academic awareness.

The principal objective of learning English as a foreign language is to be able to produce the language in different communicative situations they will have during their English courses. The development of each English language skill is fundamental but it is more fundamental to develop the basis of these skills; vocabulary.

Singleton (as cited in Madarsara, 2015) states that “words possess a rather confidential status in the general understanding of what a language is and that is because they are vital to linguistic communication” (p.25). Hence, without vocabulary there is no means to communicate at all. English language learners need a large vocabulary in order for the language to function.

### **2.1.1 Vocabulary Instruction**

In foreign language teaching, vocabulary had been a neglected field for a long time. Vocabulary instruction above elementary level was mostly restricted on presenting new items as they are presented in reading or listening texts. This indirect instruction of vocabulary supposed that vocabulary can be increased when other skills are practiced. Coursebooks also supplied little guidance in word lists.

Nowadays, vocabulary teaching has become part of the language acquisition syllabus, and it has been taught on a well-planned and regular basis. Some ELT experts argue that vocabulary should be the center of language teaching;



Madarsara (2015) establishes that “words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed” (p. 24).

As a result of this, new coursebooks are including vocabulary study sections. The study of vocabulary is an essential part of language learning and the question of how much vocabulary a learner needs to know to achieve a particular purpose remains an important area of research and discussion.

Jameel Ahmad (2012), an associate professor of English at Jeddah Community College, in his journal states that “Vocabulary learning is an indispensable process for ESL learners to acquire proficiency and competence in target language. Word power facilitates fluent speaking and effective writing. It substantiates both: learners’ acquisition of knowledge and production of knowledge” (p. 71).

Learners have to make a conscious effort to acquire the language not only into the classroom but also outside since without a vast knowledge of vocabulary it would be hard to hold a proper dialogue. In effective language teaching, students are exposed to the language in multiple ways, and the aim of teachers is to motivate their students to become autonomous in their language learning in order to improve gradually and then become proficient in it.

During the vocabulary learning, students need to be aware of something that is called “*word family*”; this is an important feature that may be useful for learning more vocabulary. Family words are set or groups of words that have a common feature or pattern. According to Schmitt (2008), a word family is defined as including the base form or root of the word, its inflections, and its derivatives. For instance, *accept* is the root or base form word; the inflections of this word can be *accepts, accepting, accepted*; and its derivatives can be *acceptable, acceptability, acceptance*, and others. Since the meanings of these different forms of the word

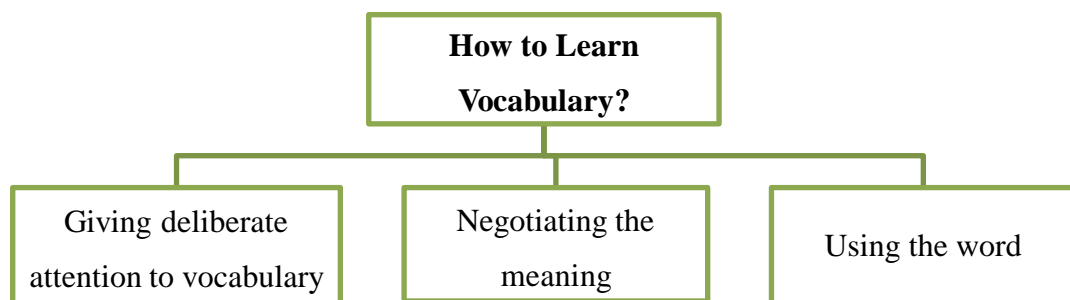
are closely related, it is assumed that little extra effort by students is needed to learn them.

### 2.1.2 Ways to learn Vocabulary

Richgels (2004) establishes that “Vocabulary development is one of the most visible and important aspects of language acquisition in children” (p. 473). This means that vocabulary learning is essential in the acquisition of English language. However, it is not just necessary for children, but for all English language learners (adolescents and adults).

Therefore, the way in which students practice vocabulary is important since depending on the vocabulary practice, students will acquire new vocabulary efficiently. Nation and Hamilton-Jenkins in their work “*Using Communicative Tasks to Teach Vocabulary*” explain three ways to improve vocabulary learning:

**Illustration N° 2: How to Learn Vocabulary**



**Source:** Adapted from Nation & Hamilton-Jenkins (2009)

**Author:** Ana Rosalía Ordóñez Reyes.

As described in the illustration above, there are three ways to learn, practice and improve new vocabulary. In the first case, Nation and Hamilton-Jenkins, (2009) mention that “vocabulary learning is helped by giving deliberate attention to

vocabulary” (p. 16). This means that vocabulary learning may happen in an incidental way, for example, students may learn vocabulary incidentally when they work on solving-problem activities or reading for comprehension highlighting words to be learnt in the texts.

According to Nation and Hamilton-Jenkins (2009), another way to learn vocabulary is by negotiating the meaning of words between students. Negotiation of meaning is most frequent in speaking activities and it refers to the process that speakers go through to reach a clear comprehension. When students explain word meanings to each other during the speaking activity, “Vocabulary learning is more likely to occur” (p. 17).

Finally, according to Nation and Hamilton-Jenkins (2009), the last form to learn vocabulary is “when learners use the word or hear the word being used in ways that stretch and enrich the knowledge that learners have about the word” (p. 17). This takes place during the oral activities and teachers may observe if the use of words is merely a repetition of what it is in a text or if it is a change. For a clearer comprehension of what ‘*change*’ means Nation and Hamilton-Jenkins (2009) developed a scale of the level changes that students do in the use of words. They are listed above:

- Level 0-No Change: students repeat the same word from the text.
- Level 1-Low Change: students use inflections of words.
- Level 2-Reasonable Changes: students use new collocations or substantial grammatical changes.
- Level 3-High Change: students use new collocation with stretch meaning and derivational affixes.

### **2.1.3 Other Ways to Learn Vocabulary**

#### **2.1.3.1 Incidental Learning of Vocabulary**

Brown, Waring, and Donkaewbua (2008) point out that “incidental learning is the process of learning something without the intention of doing so” (p. 136). It means that something is learnt while another thing is intending to be learnt. As stated in Schmitt (2008) “the key to an incidental learning approach is to make sure learners get maximum exposure to language” (p. 4).

The majority of word meanings are learned through incidental word learning opportunities. Incidental learning seems to be an effective way to learn vocabulary from context. Anuthama (2011) makes the point that the incidental learning of vocabulary through extensive reading can benefit language curricula and learners at all levels. Thus is, through normal everyday experiences with oral and written language, students learn most of the approximately seven words they acquire each day.

#### **2.1.3.2 Intentional Learning of Vocabulary**

Intentional learning refers to the direct instruction to teach something. Intentional learning through instruction, significantly contributes to vocabulary development. Intentional vocabulary learning interventions are labor-intensive, however, as students require that direct efforts be expended on word learning activities. According to Anuthama (2011) explicit instruction is particularly essential for beginners whose lack of vocabulary limits their ability to produce the language. Moreover, Schmitt (2010) maintains that this way of learning makes possible for teachers to select the words students need to learn (high frequency, technical and targeted). Intentional learning generally leads to more robust and faster learning and involves deeper engagement with vocabulary leading to its better retention.

#### **2.1.4 Significance of Learning Vocabulary**

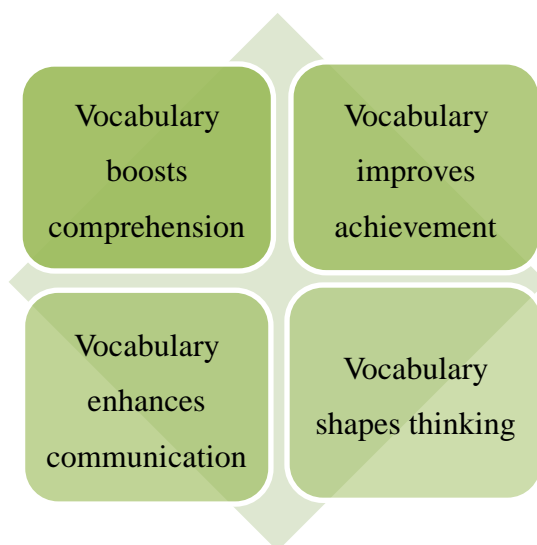
There are several reasons to learn English vocabulary at all grade levels. Words are the basis for learning and acquisition of any language. They are the key for establishing meaning in texts. According to Richards (2015) “vocabulary does not normally constitute the focus of an entire language course, it is a component of every course”.

Richards (2015) also states that “vocabulary and grammar are often thought of as the building blocks of language proficiency” (p. 297). Acquisition of vocabulary is important since a learner with a large vocabulary is well-equipped to develop the four skills of English language.

People need vocabulary to think and express their ideas, thoughts, feelings, etc. as mentioned previously, people need to have a vast vocabulary in order to be able to read, write, listen and speak while they are learning a second or foreign language.

Since vocabulary plays a fundamental role in all of the four skills development, all English courses or programs include vocabulary lessons. Karen Bromley, a distinguished teaching professor at State University of New York, determines in her book “*Stretching Students’ vocabularies*” some advantages of learning vocabulary. They are established in the following illustration:

### Illustration N° 3: Significance of Learning Vocabulary



**Source:** Adapted from Bromley (2002)

**Author:** Ana Rosalía Ordóñez Reyes

The first reason to learn vocabulary is since it boosts comprehension of the language. According to Bromley (2002) “word knowledge contributes greatly to comprehension, by some estimates as much as 80 percent” (p. 7). It is real that a large vocabulary helps students to improve their experiences with books and authors, and make it easier for students to infer the meaning of unknown words they find in print, conversations, movies, etc.

Furthermore, Bromley (2002) claims that vocabulary improves achievement of learners; “students with large, rich vocabularies score higher on achievement tests than students with small vocabularies” (p. 7). Acquisition of vocabulary is important not solely in the academic field; vocabulary is directly related to knowledge of words, expressions, phrases and concepts, therefore, having a large vocabulary enables students to achieve higher standards in school, and later, at work.

Moreover, Bromley (2002) mentions that vocabulary additionally enhances communication; a large vocabulary promotes precise, powerful, and interesting

speaking and writing”. It is important for students to learn words in order to improve their written and oral communicative skills; if students have a rich vocabulary, they will be able to transmit written or oral messages and understand them clearly.

For Bromley (2002) vocabulary also shapes thinking of learners. Words are tools for different processes that learners need to face during their English language instruction. In many activities students will be asked to analyze, infer, evaluate, and make assumptions. Hence, they need to know several words to fulfill these processes.

### **2.1.5 Criteria for Selecting the Vocabulary to Teach**

There are various criteria to select the words to teach; this depends on the coursebook, the syllabus designer, or other factors. Even so, the instructors should be conscious about the different criteria used when designing their syllabuses and materials, the ones followed in making decisions about vocabulary content in the courses of languages.

Janet Allen (2006) establishes that for teaching vocabulary it is necessary to determine the level of importance, the frequency and applicability of vocabulary in other context. The criteria which may be used to select vocabulary are described below:

- **Frequency:** the frequency in which words appear is an important factor at the moment to choose the words to teach students. It seems self-evident that is easier to teach the most frequent words in any language before the more unusual ones; they are taught as they are likely to be the most useful words for students of a language.

- Range: a word may be frequent, but a majority of its frequency might be just in one or two texts. So, even though the occurrence of words might look important, its range might be quite small. The most useful words for a student, then, are those which often appear across a variety of texts.
- Specific need or interest: it is possible that students feel the necessity to learn different words to those suggested by the teacher or the coursebook. Students' interests and necessities are relevant at selecting the vocabulary to teach, this is a good support for the increase of their motivation.

### **2.1.6 Learning Styles**

Teachers know that students are different; they have different learning styles and therefore, they will learn in different ways. LeFever (2011) in her investigation points out that “when teachers understand students’ learning styles and adjust their teaching to those styles, students will learn” (p. 11).

Bromley in her investigation claims that there is not a specific method for teaching; it is more appropriate to mix methods in order to engage all learners. Therefore, it is essential to recognize that students learn in a variety of ways. Bromley (2002) classifies learning styles in the following way:

- Visual: visual students learn through the use of images, maps and graphic organizers to recognize and understand new information. Students use graphic organizers like charts, diagrams, graphs, etc and highlight relevant key terms in corresponding colors.
- Kinesthetic: kinesthetic students learn to comprehend information through tactile representation or movements about that information. The main



characteristic of this kind of students is that they are hands-on learners and like learning through figuring things out by hand.

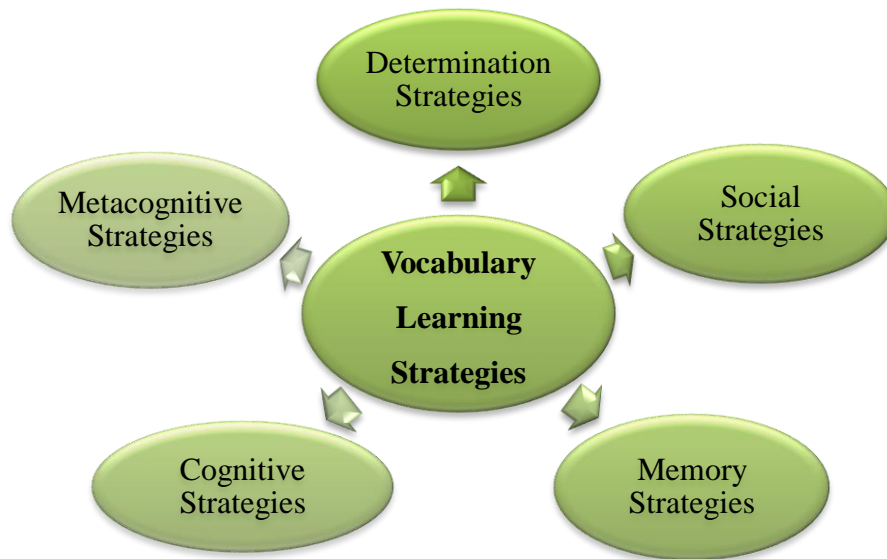
- **Auditory:** these students learn best the new content by listening and speaking in situations such as conferences, lectures, work discussions, etc. auditory learners use repetition as a technique for studying and they benefit from the use of mnemonic devices. Students can record their notes and then they play them to remember information.
- **Reading/Writing:** these learners have strong preferences to learn words by reading or by writing. They are able to translate abstract meanings into words and essays.

### **2.1.7 Vocabulary Learning Strategies**

According to Kalyuga and Kalyuga (2008) vocabulary is one of the most complicated of all areas in the teaching and learning of language. For teaching English vocabulary, it is essential to apply strategies which promote the learning of new words. One way that teachers can support the vocabulary learning process is by helping students to be conscious of using a diversity of vocabulary learning strategies.

According to Norbert Schmitt, a professor of Applied Linguistics at the University of Nottingham in the United Kingdom, learning strategies, applied in a second or foreign language course, are subsumed into procedural knowledge which can be acquired through these strategies:

#### Illustration N° 4: Vocabulary Learning Strategies



**Source:** Adapted from Schmitt (2007)

**Author:** Ana Rosalía Ordóñez Reyes

Schmitt (2007) provides a sample of vocabulary learning strategies. These are: determination strategies, social strategies, memory strategies, cognitive strategies, and metacognitive strategies. For a more detailed description of each one of these strategies, read the items below:

##### 2.1.7.1 Determination Strategies

Determination strategies refer to the beliefs that enable learners to engage in goal-directed, self-regulated and autonomous learning. According to Schmitt (2007) it is common that students use this strategy when they discover the meaning of a new word by themselves, without the support of anybody. Some examples of determination strategies that students may use are:

- Analysis of pictures.
- Analysis of gestures.

- Discovering meaning of new words through a dictionary.
- Discovering the meaning of new words from context.

#### **2.1.7.2 Social Strategies**

Schmitt (2007) makes the point that social strategies are based on asking for help to the other participants during communicative situations in order to upgrade the language learning. These strategies are connected with communicative strategies which allow the interaction. Some examples of social strategies are listed below:

- Asking for translation, meaning, and additional information, to teachers and classmates.
- Asking for synonyms to teachers or classmates.
- Vocabulary study groups.
- Interaction with English native speakers.

#### **2.1.7.3 Memory Strategies**

These strategies have traditionally known as mnemonics. Schmitt (2007) in his investigation establishes that memory strategies are useful to learn vocabulary by linking the information with the information students has previously acquired. In other words, memory strategies allow students to associate new knowledge with previous knowledge. In the case of vocabulary learning, students can use memory strategies to acquire words by:

- Using semantic maps
- Using the method known as Keyboard
- Associating new words with synonyms or antonyms previously learnt

#### **2.1.7.4 Cognitive Strategies**

These strategies are used by students when they carry out vocabulary learning activities even it may be used for learning other important aspects of the language. Cognitive strategies refer to processes that students use to improve learning, particularly, when they are applied in certain activities. These strategies may be;

- Written repetition of words is used to identify and memorize.
- Notebooks with vocabulary lists.
- Mental images: creation of an image helps to structure and retain new vocabulary.
- Labeling real objects to recognize them.

#### **2.1.7.5 Metacognitive Strategies**

Meta-cognitive strategies are based on the mental procedures employed in the learning process controlling the learning while this is happening and evaluating it when it is completed. In this case and according to Schmitt (2007) metacognitive strategies involves an intentional desire of learning new vocabulary. It can be said that students are responsible of their own vocabulary learning. Some examples of

the meta-cognitive strategies that learners can use when they are acquiring vocabulary are:

- Planning ways in which the learner can remember the new words he/she listen to in the conversations with native-speakers.
- Evaluating their progress by using vocabulary tests.
- Extra study of vocabulary.

### **2.1.8 Didactic Strategies**

Teachers, as any other professional, require strategies to act with a conception and a method which allow them to work efficiently in the daily educational process. The success of any professional greatly depends on the tools that he/she can use to the betterment of his/her work.

The work of teachers will also improve since the strategies they utilize for the students' formation are updated. It is not sufficient the excellent verbal exposition about a topic, or the correct application of audiovisual resources; it is essential for teachers to count with didactic strategies to be applied in the teaching-learning process.

Navarro and Piñeiro in their 2012 investigation about the application of didactic strategies for teaching English as foreign language state that:

“Didactic strategies should be seen as: on purpose organization of the teaching and learning process structure to achieve goals, in which students not only learn a subject matter, but also gain knowledge of other forgotten contents as the capacity of cooperation, respect for oneself and the others' differences, and value of people as human beings” (p. 234).

Classes have different moments and for each one of them it is essential the application of didactic strategies which provide support for the understanding of acquisition of knowledge. Knowing the stages of a lesson, teachers can apply strategies, not only as simple resources, but also as tools that facilitate the achievement of teachers' function as mere facilitators of information.

The pedagogical mediation which is achieved by the application of didactic strategies, taking into account its relevance into the lessons, promotes the development of various distinctive human skills, such as, thinking, feeling, creating, innovating, discovering, and transforming.

The objective of the application of strategies is to intentionally facilitate a deeper processing of new information. They are planned by the teacher and are procedures and resources that teachers use to improve significant learning from the independent learning strategies.

Murado (2012) maintains that teachers must promote an enjoyable and creative atmosphere where students can participate actively in playful activities. With this environment, the learning experience generates a relaxing place that benefits each member of the classroom (teacher and students). It is fundamental to create opportunities to participate in the different exercises or tasks because this may encourage students to give opinions and ideas freely and without pressures.

#### **2.1.9 Didactic Strategies and Learners' Motivation**

The application of didactic strategies is effective for the activation of students' motivation; children, adolescents and adults. Strategies are procedures and resources used to promote meaningful learning. It is true that teaching adolescents is not an easy task since they are in the middle of a process where they are changing physically and emotionally.

The strategies or activities employed in the classrooms for teaching a topic have to be engaging and interesting for them. Therefore, teachers need to be conscious that didactic strategies are helpful because they provide them opportunities to teach each topic in more than one form. Teachers have to show enthusiasm about their subject, even after teaching it for many years.

Motivation occupies an important role in the learning process of students; they need to be engaged to what teacher is trying to teach. The terminology of motivation involves a group of mechanisms that make active and guide the learners' behavior to a determined direction with the purpose to get all the educational objectives.

Harmer (2013) states that “the desire to achieve some goal is the bedrock of motivation and, if it is strong enough, it provokes a decision to act” (p. 20). To be motivated means to progress or to be in motion to do something. According to Crump (as cited in Sepora, Mahadi, & Jafari, 2012) believes that “excitement, interest, keenness, and enthusiasm towards learning are the main constitutes of motivation” (232).

The levels and kinds of motivation vary taking into account the personality of individuals. In other words not just levels of motivation in individuals are different; their kinds of motivation may also vary. Ryan and Deci (also cited in Sepora et al., 2012) introduced their Self-Determination theory in 2000. They classify motivation into the way below:

- **Intrinsic Motivation:** According to Sepora, Mahadi, and Jafari (2012) “intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant” (p. 232). This is the motivation that students have for learning

something without the desire of getting something as prize, but the mere fact of feeling able to do an activity by themselves means a prize for students.

- Extrinsic Motivation: Sepora, Mahadi, and Jafari (2012) mention that “extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity” (p. 232). This is the motivation that is not necessary conditioned by the personal interest of students, but external factors, such as, having a good score at a test, quiz, or evaluation, getting a prize or avoiding a punishment.

#### **2.1.10 Didactic Strategies for Teaching Vocabulary**

Vocabulary learning is fundamental for second and foreign language learners. Yip and Kwan (2006) in their publication describe that for many learners who are studying English as a second or foreign language, vocabulary is considered as a boring task since they are usually asked to complete lots of exercises. Therefore, it is essential to keep in mind that learners need to be engaged during the acquisition of vocabulary.

There is a variety of didactic strategies that can be useful for teaching English vocabulary due to its level of engagement; they can be used at any moment of the lesson (beginning, middle, and end). Some of these didactic strategies are explained below:

##### **2.1.10.1 Pictures**

Illustrations, graphics, pictures, schemas constitute a teaching strategy used permanently. These resources are interesting since they are attractive for students. The use of pictures for teaching meaning is quite obvious and according to Ediger (2010) almost any word can be taught with the help of a suitable picture.



The application of illustrations, graphics, pictures, and others has always been important in different areas of education due to their support of students' learning and they have been considered as an excellent tool to teach different topics. Pictures are recommended to communicate ideas or concepts visually.

Pictures, illustrations, flashcards or posters are good to explain procedures, or instructions. As it was mentioned above, pictures have the objective to catch the attention of students providing explanation in visual terms of what can be difficult for students to understand. Pictures also help students to retain, integrate, clarify, organize and assimilate information. For learning vocabulary, Lipsky and Adelman (2015) mention that “words that occur frequently, can be learned quickly, and can be comprehended through pictures, such as *chair* or *car*” (p. 3).

However, it is important to make the point that not all words can be taught with pictures such as *honesty* or *sympathy* because they are abstract nouns and it is difficult to illustrate these words. Hence, it is appropriate that teachers select words that can be represented with a graphic or illustration.

#### **2.1.10.2 Dictionary**

Read (2004) claims that “apart from word lists, the basic reference source for teachers and learners alike is the dictionary, which is now available in a variety of forms” (p. 151). When students encounter a new word, the main point is to know the meaning of the new word first. Hence, Allen (2006) establishes that “dictionaries and programmed vocabulary books have been the main- stay of vocabulary instruction in language arts classrooms for many years” (p. 56). The use of a dictionary is helpful for different aspects: confirmation and clarification of words, pronunciation and new uses of a word.

For the use of dictionaries to learn words, teachers need to lead students to use them appropriately; in a dictionary students find the concept of the word and its semantic category (noun, adjective, verb, preposition, etc.) and in other cases, students can also find synonyms, antonyms and different uses.

### **2.1.10.3 Songs**

According to Gebhard (2006) EFL/ESL teachers use a variety of different songs, including everything from “The ABC Song” to “Yesterday” by the Beatles. This is mainly since songs are motivating for almost all learners. Teachers have to take into account that a song contains several examples of vocabulary items they are teaching or have to teach. Searching on line is useful as there is a vast list of songs that teacher can use for their vocabulary lessons.

Teachers can introduce the song giving each student a worksheet with the lyrics of the song. Then, they can play the song and asks students to listen to it carefully. Fill-in-the blank exercises are the most common in this case. Students learn, practice, improve and unconsciously memorize vocabulary by listening to songs.

### **2.1.10.4 Games**

Games should be used regularly because they can motivate students to learn a second or foreign language Nguyen and Khuat (2003) states that “Learning vocabulary through games is one effective and interesting way that can be applied in any classrooms” (p. 14).

Through the application of games children, adolescents, adults learn unconsciously; their motivation is increased and their desire to participate in the activities of learning grows greatly. According to Murado (2012), teachers should

include, at least, one game in each session class because all students love playing. Some advantages of games are:

- They develop students' creativity.
- Games provide enjoyable moments.
- They reduce stress and anxiety in the learning situations.
- Games are beneficial for the development of English skills.
- They promote collaborative participation of students.

Games are a powerful strategy that can promote learning of vocabulary and any other aspect of the English language. Nevertheless, Chou (2014) states that “using games or other forms of play without a clear objective related to language learning is likely to result in ineffective learning” (p. 286).

This means that if the game is not applied with any educative purpose, students will be unable to demonstrate what they have learned in class through games. Despite this, games are highly motivating and provide students with opportunities to learn, practice and improve language learning; all these depend on the right instruction and guide of teachers.

#### **2.1.10.5 Stories and Dramatization**

Listening to stories, wearing costumes and playing different roles are activities that students enjoy a lot and they may show a high level of motivation to work on any of these activities. English language learners increase their interest to learn a

language because these strategies create a stimulating atmosphere where they can participate without the fear of making mistakes. Students can be asked to produce their own script using the vocabulary they have learnt; they can work individually, in pairs or in groups.

#### **2.1.10.6 Music**

For Grünert (2010) music has been used for the ESL/EFL class for decades. The relevance that music has in the teaching-learning process of vocabulary is considerable. Music do not jut serve to create a relaxing environment, but it is also useful to acquire and practice rhythm, intonation, and vocabulary through specific musical compositions. People love singing, and English teachers must benefit from this circumstance to adapt their activities to the students' preferences.

## **2.2 PHILOSOPHICAL BASIS**

Piaget (as cited in Carrasquillo, 2013) claims convincingly that “All cognitive acquisition, including language is the outcome of a gradual process of construction. Children gradually are more able to make sense of the world and are constantly changing new levels of cognitive organization as they mature” (p. 26).

Stephen Krashen (2013), in his Second Language Acquisition Theory, claims that “we acquire language when we understand what people tell us or when we understand what we read. And there is no other way it can happen” (p. 3). This theory is important in the field of language acquisition because it explains how a second language is acquired. Krashen (2013), supporting the previous quotation, states that “we acquire language when we understand messages that contain aspects of language (vocabulary and grammar) we have not yet acquired, but we are “ready” to acquire” (p. 3).

Carrasquillo (2013) points out that “Language acquisition is a developmental changing process lasting throughout a lifetime, starting at birth or earlier and continuing into the classroom setting” (p. 14). The point of learning a language is to communicate. However, communication cannot be structured alone. Ediger (2010) claims that “it is therefore clear that vocabulary plays an important role in communication” (p. 40).

Additionally, Ediger (2010) establishes that “if foreign language is to be used only for certain limited purposes, particularly for oral communication through a few formulas, it is possible to do it by learning a specific vocabulary and a few stereotyped phrases only” (p. 40-41).

In learning a foreign language, vocabulary has a fundamental role. Nguyen and Khuat (2003) state that vocabulary is “One element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately” (p. 2).

Likewise, Ahmadi, Ismail, and Abdullah (2012) states that “vocabulary learning plays an important role in foreign language learning, both in the first language and second language” (p. 187). Knowing vocabulary is essential for any learner of a second or foreign language because, according to Ahmadi, Ismail, and Abdullah (2012), “vocabulary learning is the basis of language and without vocabulary, one cannot learn any language; it is the knowledge of words” (p. 187).

Bromley (2002) states “words are the foundation of learning” (p. 7). For learning any language it is essential to have vast knowledge of vocabulary. Zheng (2012) states that “vocabulary is made up of a series of interrelated systems and is not just an arbitrary collection of items” (p. 133). The concept of one domain can be

mapped onto another domain. In this way, learners can first memorize words in the same domain, and then use them to express a wider variety of concepts

Read (2004) makes the point that second language learners are “typically conscious of the extent to which limitations in their vocabulary knowledge hamper their ability to communicate effectively in the target language, since lexical items carry the basic information load of the meanings they wish to comprehend and express” (p. 146). Therefore, it is important to recall that vocabulary has considerable role in the language acquisition.

## **2.3 FUNDAMENTAL CATEGORIES**

### **2.3.1 Education**

Education is considered the universal right of every person in the world. UNESCO (United Nations Educational, Scientific and Cultural Organization) attempts to achieve its mission of providing everyone an education of good-quality, keeping in mind that education has a primordial role in the human, social and economic development.

### **2.3.2 Teaching English**

Nowadays, teaching English is a highly demanded subject of instruction in different countries due to the necessity to establish international communication with English-speaking natives. Furthermore, through the instruction of English language, learners have the possibility to improve their educational development.

### **2.3.3 English language learners**

English language learners are people who are studying English as a second or foreign language in order to acquire a better professional and personal competence due to the global importance of this language.

### **2.3.4 Vocabulary**

According to Kamil and Heibert (as cited in Ahmadi et al., 2012) vocabulary can be defined as “knowledge of words or word meaning” (p. 187). Educators have long recognized the importance of vocabulary development. Acquiring vocabulary is essential for acquiring a new language because learning a second or foreign language means learning its vocabulary.

As cited in Hashemzadeh (2012) “the development of vocabulary knowledge is highly necessary for both native and nonnative speakers” (p. 1716). Therefore, Nation (as cited in Hashemzadeh, 2012) “Learners should pay attention to the words as a part of a message and individual words as well” (1716).

### **2.3.5 Didactic Strategy**

Vadillo and Klingler (as cited in Navarro & Piñeiro, 2012) point out that didactic strategies are “the group of developed activities considering not only students’ understanding of ideas but also a mutual relationship among specific information and a particular activity, as general norm of input” (p. 234).

### **2.3.6 Strategy**

Falus (as cited in Enikő, 2013) defines strategy as “a complex system of methods, tools, organizational styles and forms aimed at achieving goals which is based on

a coherent theoretical basis and which has a particular syntax and is realized in a particular learning environment” (p. 49).

### **2.3.7 English as a Second Language**

Carrasquillo (2013) defines English as a Second Language or ESL as “English for speakers of other languages, is a specialized approach to language instruction designed for those who have a primary language other than English and who are limited in English proficiency” (p. 4).

Similarly, Leung, Davison, and Mohan (2014) claim that “ESL is for learners whose first language or mother tongue is a language other than English, who have to use English for social and learning purposes within the school or college setting” (p. 1).

## **2.4 LEGAL BASIS**

**Artículo 26 de la Constitución del Ecuador:** The article described in the 2008 Constitution mentions the right that all people have to receive an appropriate school instruction. The government of Ecuador has the obligation to offer a high-quality education and it has to guarantee the equity and the social inclusion during the school years.

**Artículo 27 de la Constitución del Ecuador:** In this article, it is described that learners are the center of the process of education; education has to promote the integral development of learners. It is a fundamental component for the acquisition of new knowledge which is a strong support for the advance of the nation.



**Artículo 343 de la Constitución del Ecuador:** In this article, it is stipulated that the development of abilities (individual and collective) of learners is a priority. It is important to promote the development of these strategies because they are a good resource to succeed.

**Artículo 37 del Código de la Niñez y la Adolescencia:** This article points out the importance that education has for the lives of all children and adolescents. The principal aim of this article is that students of different ages have a good education because it is their right. All education authorities have to ensure that students have good instructors, didactic resources and other facilities which can help teachers and students improve the teaching and learning process.

## **2.5 Hypothesis**

Didactic resources will reinforce vocabulary in the students of eight basic year EGB at Unidad Educativa “La Libertad”, La Libertad, Santa Elena Province, 2015-2016.

### **2.5.1 Variables of the Research**

#### **2.5.1.1 Dependent Variable**

Vocabulary

#### **2.5.1.2 Independent Variable**

Didactic strategies

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research approach**

The development of this investigative work was carried out following some methods, some of those applied methods were; deductive, inductive, qualitative and quantitative method. All these methods provided important information in order to get positive results about the upgrading of English vocabulary for the students of eighth basic year at Unidad Educativa “La Libertad”.

##### **3.1.1 Qualitative Method**

This investigation applied the qualitative method since it was possible to gather relevant data from the observation sessions to English vocabulary lessons of eighth basic year students, and interviews to the main authorities and English teacher of Unidad Educativa “La Libertad”, and one English language teaching expert. Later, all this collected information was analyzed, contrasted and then presented in this paper.

##### **3.1.2 Quantitative Method**

This method was applied for gathering the principal data from the surveys to students of eighth basic year about the importance of learning English vocabulary and the influence of using didactic strategies to reinforce the learning of new English vocabulary in students of eighth basic year.

##### **3.1.3 Deductive Method**

This method was applied since the researcher started by looking for and gathering relevant and useful information about the investigated issue in books, journals,

sample thesis, etc. and finally, all that information was interpreted and summarized in this paper.

#### **3.1.4 Inductive Method**

In this investigation the researcher started by observing the phenomena, analyzing the diverse small ideas, making some hypothesis in order to establish general assumptions. In this case the researcher got a general conclusion about the significance of didactic strategies and their influence in the learning of English vocabulary.

#### **3.1.5 Observation Method**

This method was helpful for the researcher to find out specific information about the causes and effects of the problem related to the instruction of English vocabulary of eighth basic year at Unidad Educativa “La Libertad”, by observing the phenomena directly. The researcher observed one English vocabulary lesson in order to determine the problem and looking for a didactic solution to the low level of English vocabulary knowledge of students.

### **3.2 Level or type of research**

#### **3.2.1 Field Research**

It was significant and necessary to collect updated information on the current status at Unidad Educativa “La Libertad”, in the English teaching area, especially in vocabulary instruction, regarding the use of didactic strategies during the English vocabulary lessons; it was applied for the students of eighth grade. The field research allowed to be involved with the real beneficiaries of this proposal.

### **3.2.1 Bibliographic Research**

This kind of research allowed to search and to choose scientific-theoretical assumptions on the investigated subject, the main topics listed in the theoretical framework related to the teaching of English Vocabulary, its importance in learning English, the different ways to teach English vocabulary, the use of didactic resources, and others. All these aspects were established through the application of this level of research.

### **3.2.3 Correlational Method**

This type of research measured the degree of relationship between the two variables of this investigation: the use of didactic strategies and the improvement of English vocabulary of eighth basic year students at Unidad Educativa “La Libertad”. This was achieved through the gathering of information that is significant for the research.

### **3.2.4 Applied Research**

This kind of research allowed the application of didactic strategies in order to improve the English vocabulary of eighth basic year students at Unidad Educativa “La Libertad” during the 2015-2016 school year. This method let to know if the proposal worked successfully.

### 3.3 Population and sample

#### 3.3.1 Population

The population of this research was composed by students of the eighth basic year from the Unidad Educativa La Libertad, principal (1), English teachers (3), and an English language teaching expert (1)

**Chart N° 1: Population Chart**

N°	DESCRIPTION	FREQUENCY	%
1	Principal of Unidad Educativa “La Libertad”.	1	2%
2	English teacher of Unidad Educativa “La Libertad”.	3	6%
3	Specialist	1	2%
4	Eighth basic year students of Unidad Educativa “La Libertad”.	45	90%
<b>TOTAL</b>		50	100%

**Source:** Unidad Educativa La Libertad

**Author:** Ana Rosalía Ordóñez Reyes

#### 3.3.2 Sample

Since the size of the population is manageable, 100% of the population was included in this investigative work. It means that no sample size formula was applied.

### 3.4 Variables operationalization

#### 3.4.1 Independent Variable: Didactic strategies.

**Chart N° 2: Operationalization of Independent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p><b>Didactic strategies</b> are a mixture of learning activities, instructional methods, and materials that involve learners and appropriately reflect both developments needs of learners and learning goals.</p>	<p>Learning Process</p> <p>Vocabulary learning</p>	<p>Skills</p> <p>Methodological Strategies</p> <p>Tools</p> <p>Technology</p> <p>Audio</p> <p>Video</p> <p>Worksheets</p>	<p>Do you apply different strategies to teach vocabulary?</p> <p>Do you consider that the strategies you use in the development of the classes contribute to improve the English vocabulary knowledge of your students?</p> <p>The application of didactic strategies could support the learning vocabulary?</p>	<p>Syllabus</p> <p>Lesson Plans</p> <p>Interview</p> <p>Survey</p> <p>Video-Camera</p> <p>Observation</p> <p>Students Registration</p> <p>Students grades</p>

**Source:** Unidad Educativa La Libertad

**Author:** Ana Rosalía Ordóñez Reyes

**3.4.2 Dependent Variable:** English vocabulary.

**Chart N° 3: Operationalization of the Dependent Variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p><b>English vocabulary</b> is a process which requires systematic repetition to help students learn, especially low context vocabulary. Students can retain the vocabulary they find useful and relevant to their subject matter.</p>	<p>Learning Process</p> <p>Teaching Methodology</p> <p>Tests</p> <p>Meaningful Learning</p>	<p>Methodological Strategies</p> <p>Didactic activities</p> <p>Didactic materials</p> <p>Motivation</p>	<p>What role does English vocabulary play in the learning of this language?</p> <p>Do you think that English language learners learn English vocabulary satisfactorily? Why?</p> <p>Do you consider that the students from your institution have a good level of English vocabulary?</p>	<p>Syllabus</p> <p>Lesson Plans</p> <p>Observation</p> <p>Interview</p> <p>Survey</p> <p>Camera</p> <p>Video-Camera</p>

**Source:** Unidad Educativa La Libertad

**Author:** Ana Rosalía Ordóñez Reyes

## **3.5 Techniques and instruments for data collection**

### **3.5.1 Techniques**

Since specific and useful information was need for the development of this research, some instruments were applied which are described below:

#### **3.5.1.1 Observation**

The observation technique was directly applied to students of eighth basic year students at Unidad Educativa “La Libertad; this technique permitted to observe thoroughly the different strategies applied on the teaching of English vocabulary and allowed knowing the failures in its teaching process.

#### **3.5.1.2 Survey**

Surveys were used to gather specific information from the forty-five students of eighth basic year through direct questions regarding the problem and the proposed solution. This technique allowed to obtain results about the advantages of the use of didactic strategies to improve English vocabulary in students and English teacher of eighth basic year at Unidad Educativa “La Libertad”.

#### **3.5.1.3 Interview**

The interview was applied as a technique to get direct information from the principal, English teachers and the English specialist of eighth basic year at Unidad Educativa “La Libertad”. It was applied on December 7<sup>th</sup>, 2015 to the principal (MSc. Sixter Palma Murga), three English teachers (Lcda. Mireya Lindao, Lcda. Edith Margoth González De la Cruz and Lcdo. Pablo Alexander Rojas Arévalos) and one expert in the English language teaching field (MSc.



Denisse Alexandra Castillo Parrales).

### **3.5.2 Instruments**

The instruments designed for collecting information are described below:

#### **3.5.2.1 Camera, video-camera**

These instruments were applied in order to capture images and videos in order to reproduce them later and have evidences of the use of didactic strategies to improve the English vocabulary of students of eighth basic year at Unidad Educativa “La Libertad”.

#### **3.5.2.2 Notebook**

This instrument was used in order to take important notes during the application of different activities with didactic strategies (proposal) in order to develop throughout this research. Additionally, it was used for taking notes during the interview and during the observation session.

#### **3.5.2.3 Observation guide**

This instrument was designed and applied during the observation session because of its organized structure for evaluating the strategies that teacher applies during the development of a vocabulary class.

#### **3.5.2.4 Questionnaire**

The questionnaire is a document with some questions which was elaborated by the researcher in order to collect relevant information about the investigated problem.

This instrument was applied to the forty-five students of eighth basic year at Unidad Educativa “La Libertad” on December 7<sup>th</sup>, 2015.

### 3.6 Data collection plan

The data collection plan was elaborated according to the surveys and interviews; statistical charts were done in order to present them in this research work.

**Chart N° 4: Data Collection Plan**

BASIC QUESTIONS	EXPLANATION
1. What for?	To reinforce English vocabulary of students.
2. From which people or objects?	Students of eighth basic year at Unidad Educativa “La Libertad”.
3. About what aspects?	Didactic Strategies
4. Who?	Ana Rosalía Ordóñez Reyes (UPSE-English Language Teaching Career).
5. To Whom?	Students and professors.
6. When?	2015-2016
7. Where?	At Unidad Educativa “La Libertad”.
8. How many times?	Once a year during the academic year 2015-2016.
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, and surveys
11. With what?	Lists, questionnaires, observation guide and cameras.

**Source:** Unidad Educativa La Libertad

**Author:** Ana Rosalía Ordóñez Reyes

### 3.7 Data processing planning

**Chart N° 5: Data Processing Planning**

DETERMINATION OF THE SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low level of English vocabulary knowledge was determined through the application of a survey and a diagnostic test directed to students of eighth basic year.</p> <p>Additionally, through a direct observation and the application of an observation guide, it was determined that the English teacher does not use appropriate strategies to teach vocabulary.</p>	<p>Once the problem was discovered the investigator started looking for related information at: Books, journals, internet, among others. Besides an interview with the English teacher and principal at Unidad Educativa “La Libertad” and specialist in the area of English language teaching.</p>	<p>Once the problem was confirmed in the students of eighth basic year at Unidad Educativa “La Libertad” surveys and interview were made (survey for students and interviews for Principal, English teacher and English language teaching experts), and then analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the gathered information that proved the low English vocabulary knowledge of eighth basic year students at Unidad Educativa “La Libertad”, it was important to involve the Principal, English teacher and the group of students.</p>	<p>The use of didactic strategies will improve English vocabulary of eighth basic year students at Unidad Educativa “La Libertad”, La Libertad, Santa Elena Province, 2015-2016.</p>

**Source:** Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

### **3.8 Analysis and interpretation of results**

#### **3.8.1 Interview to the principal of the Unidad Educativa “La Libertad”**

**Question 1: Do you consider that learning English is significant nowadays? Why?**

**Interpretation:** The principal of the Unidad Educativa “La Libertad”, Ing. Sixter Palma Murga, mentioned that English is very important for the educative development of students. He also expressed that students are taught English due to its significance for the higher levels of education. Moreover, the principal said that if the students of the institution he manages learn English language, they will not have lack of English language knowledge for their superior studies.

**Question 2: How do you describe the English classes in your institution?**

**Interpretation:** The principal of Unidad Educativa “La Libertad” expressed that English classes are based on lesson plans; each lesson is planned in order to improve English learning. The principal also agreed that English vocabulary level is low in students of eighth basic year of the institution but they are always wishful to learn more about this important language.

**Question 3: Do you think that vocabulary is significant for the English learning? Why?**

**Interpretation:** The principal of Unidad Educativa “La Libertad”, expressed that vocabulary is the basis for the learning of English language, but he also mentioned that English is spoken for communicating with people around the world; he established that vocabulary is fundamental for students to practice and produce the language they are learning.

**Question 4: Do you think that your English teachers apply appropriate strategies in the development of their classes?**

**Interpretation:** The principal mentioned that according to his criteria, English teachers apply the appropriate strategies and maintained that the strategies they applied in the English lessons are chosen taking into consideration the levels and difficulties that students have. However, it is always necessary to innovate with new strategies.

**Question 5: Do you consider that the students from your institution have a good level of English vocabulary?**

**Interpretation:** The interviewed principal said that students have an acceptable level of English vocabulary knowledge. He, as the main authority of the institution, tries to incentive English teachers and teachers from other areas to be updated in their methodologies through training courses.

**Question 6: Do you consider that the application of didactic strategies supports students from your institution to upgrade their English vocabulary? Why?**

**Interpretation:** The principal of Unidad Educativa “La Libertad” answered that the application of didactic strategies are a great support for teaching English vocabulary. However, he argued convincingly that it is important to choose the appropriate material according to the subject content and the needs of students.

**Question 7: According to your opinion, what are the benefits of using didactic strategies to teach English vocabulary?**

**Interpretation:** The principal of Unidad Educativa “La Libertad”, expressed that

the benefits of using didactic strategies to the students of eighth basic year is very important nowadays because they can learn more and more, with different resources used by the teacher. Students increase their level of motivation and start participating more actively during the vocabulary instruction.

### **3.8.2 Interview directed to the English teachers**

Interview was directed to the three English teachers of Unidad Educativa “La Libertad” from the morning section on December 7<sup>th</sup>, 2015. The three interviewed English teachers were: Lcda. Mireya Lindao, Lcda. Edith Margoth González De la Cruz and Lcdo. Pablo Alexander Rojas Arévalos.

#### **Question 1: How do you consider English language?**

**Interpretation:** The three interviewed English teachers mentioned that English is an important language that people need to acquire since it is the second most spoken language and most people need to speak it in international conferences of jobs.

#### **Question 2: How do you consider the English vocabulary knowledge of your students?**

**Interpretation:** The interviewees answered that the English vocabulary knowledge is not good enough because when they took a diagnostic test to students, result were not positive, at all. However, with their instructions, students have improved gradually their vocabulary knowledge; English teachers also stated that students need to acquire more vocabulary.

#### **Question 3: Do you think that your English vocabulary lessons are enjoyable?**

**Interpretation:** English teachers considered that their English lessons are motivating because they use strategies that encourage students to participate in class, but they also mentioned that not all students feel motivated for learning vocabulary no matter what strategy they apply in class.

**Question 4: Do you apply different strategies to teach English vocabulary?**

**Interpretation:** All English teachers said that they apply different strategies that promote the permanent practice of any topic; they use exercises from English book and other activities that can be found on line.

**Question 5: Do you consider that strategies you use in the development of the classes contribute to improve the English vocabulary knowledge of your students?**

**Interpretation:** English teachers strongly agreed that strategies they apply in development of their classes contribute to improve the English vocabulary learning of most of their students because as they mentioned previously, there are some students that do not like learning English language.

**Question 6: How often do you use didactic strategies to teach English vocabulary?**

**Interpretation:** English teachers responded that they apply didactic strategies taking into consideration the topic; they have to choose the strategy to be applied according to what students need to practice. Lcda. Lindao and Lcdo. Rojas mentioned that they apply didactic strategies twice a week and Lcda. González just uses didactic strategies once a week.

**Question 7: What kind of strategies do you use to teach English vocabulary?**

**Interpretation:** Interviewed teachers said that the principal strategy they apply for teaching vocabulary is the use of digital illustrations because they facilitate the comprehension of students; nevertheless, they stated that not always they have access to the laboratory and in that case, they have to use other strategies, such as, drilling exercises, they claimed that drilling exercises are always required for improving students' pronunciation.

**Question 8: What are the benefits of using didactic strategies in your vocabulary lessons?**

**Interpretation:** Some of the benefits that English teachers mentioned about the application of didactic strategies in their vocabulary classes are; they promote the participation of students because they are motivating; additionally, they facilitate the comprehension of class content, didactic strategies allow students to practice in a relaxing environment.

**Question 9: Which of the strategies you have applied in your vocabulary classes do students like the most?**

**Interpretation:** English teachers answered that students like playing games with pictures and therefore, they considered that the visualization of vocabulary allow students an easier and faster comprehension and they have the possibility to acquire more vocabulary.



### 3.8.3 Interview to English language teaching expert

Chart N° 6: Expert's Personal Information

PERSONAL INFORMATION OF INTERVIEWED EXPERT	
<b>Full name</b>	Lcda. Denisse Castillo PARRALES, MSc.
<b>Degrees and qualifications</b>	<ul style="list-style-type: none"> <li>• Licenciatura en Lenguas y Lingüística – Universidad Estatal de Guayaquil</li> <li>• Maestría en Diseño y Evaluación de Modelos Educativos – Universidad Tecnológica Empresarial de Guayaquil.</li> </ul>
<b>Years of Experience</b>	She has been working as an English teacher for 15 years.
<b>Working Experience</b>	<ul style="list-style-type: none"> <li>• English teacher at Unidad Educativa “Ancón”, from Ancón.</li> <li>• English professor at UPSE, from La Libertad.</li> <li>• English teacher at Unidad Educativa “Santa Teresita”, from La Libertad.</li> </ul>

**Source:** MSc. Denisse Castillo PARRALES

**Author:** Ana Rosalía Ordóñez Reyes

Illustration N° 5: Expert's degrees

Información Personal	
Nombres Completos:	CASTILLO PARRALES DENISSE ALEXANDRA
Número de Identificación:	0913710968
Nacionalidad:	ECUADOR
Género:	FEMENINO

TÍTULOS DE CUARTO NIVEL						
Título	Institución de Educación Superior	Tipo	Reconocido Por	Número de Registro	Fecha de Registro	Observación
MAGISTER EN DISEÑO Y EVALUACION DE MODELOS EDUCATIVOS	UNIVERSIDAD TECNOLÓGICA EMPRESARIAL DE GUAYAQUIL	Nacional		1050-13-86041183	2013-11-13	

TÍTULOS DE TERCER NIVEL						
Título	Institución de Educación Superior	Tipo	Reconocido Por	Número de Registro	Fecha de Registro	Observación
PROFESORA ESPECIALIZACION EDUCACION PRIMARIA	UNIVERSIDAD DE GUAYAQUIL	Nacional		1006-02-118545	2002-06-19	
LICENCIADA EN CIENCIAS DE LA EDUCACION ESPECIALIZACION EDUCACION PRIMARIA	UNIVERSIDAD DE GUAYAQUIL	Nacional		1006-04-514748	2004-07-09	
PROFESORA DE SEGUNDA ENSEÑANZA ESPECIALIZACION LENGUA INGLESA Y LINGUISTICA	UNIVERSIDAD DE GUAYAQUIL	Nacional		1006-07-777643	2007-08-15	
LICENCIADA EN CIENCIAS DE LA EDUCACION ESPECIALIZACION: LENGUA INGLESA Y LINGUISTICA	UNIVERSIDAD DE GUAYAQUIL	Nacional		1006-09-900369	2009-03-12	

**Source:** <http://www.senescyt.gob.ec/web/guest/consultas/0913710968/ZKekaWapY6anYw==>

**Question 1: In your opinion, how important is learning English in the present time?**

**Interpretation:** MSc. Denisse Castillo Parrales stated that English is very important around the world so it is necessary to learn English since in the globalized environment we are living the most used language is English; therefore, our students need or must learn English as, we live in a competitive world. She also said that English language must be taught in all educational institutions.

**Question 2: What role does English vocabulary play in the learning of this language?**

**Interpretation:** The specialist mentioned that the role of vocabulary in the English language learning is important to increase the students' knowledge for working, speaking or for communicate some information, some idea to different people.

**Question 3: Do you think that English teachers implement appropriate strategies and methods in their classes?**

**Interpretation:** The interviewee considered that English teachers must implement different strategies in the classroom according to the experiences with the students, in the different levels of education. The specialist also argued that the development of vocabulary depends basically on the strategies that teachers decide to apply in their classes

**Question 4: Do you think that English language learners learn English vocabulary satisfactorily? Why?**

**Interpretation:** The interviewed specialist answered that the students sometimes learning in other ways because the teacher knows that students are the principal actors for increase knowledge in different way.

**Question 5: Does the application of didactic strategies contribute to the learning English vocabulary? In which ways?**

**Interpretation:** The specialist said that the application of didactic strategies is very important for teaching vocabulary. She stated that can apply correct strategies in the classroom or outside the classroom for example she used karaoke, games, movie, etc. The specialist also mentioned that these strategies help students to improve their vocabulary.

**Question 6: What are the benefits of using didactic strategies to teach English vocabulary?**

**Interpretation:** The specialist considered that teachers must use different didactic strategies to teach vocabulary. She also said that one of the most important benefits of using didactic strategies for teaching English vocabulary is use different activities and offer students to learn and assimilate the knowledge in a more enjoyable environment.

### 3.8.4 Survey to students of eighth basic year

**Question 1: According to your criteria, English language is .....**?

**Objective:** To determine the opinion of students about the importance of English vocabulary.

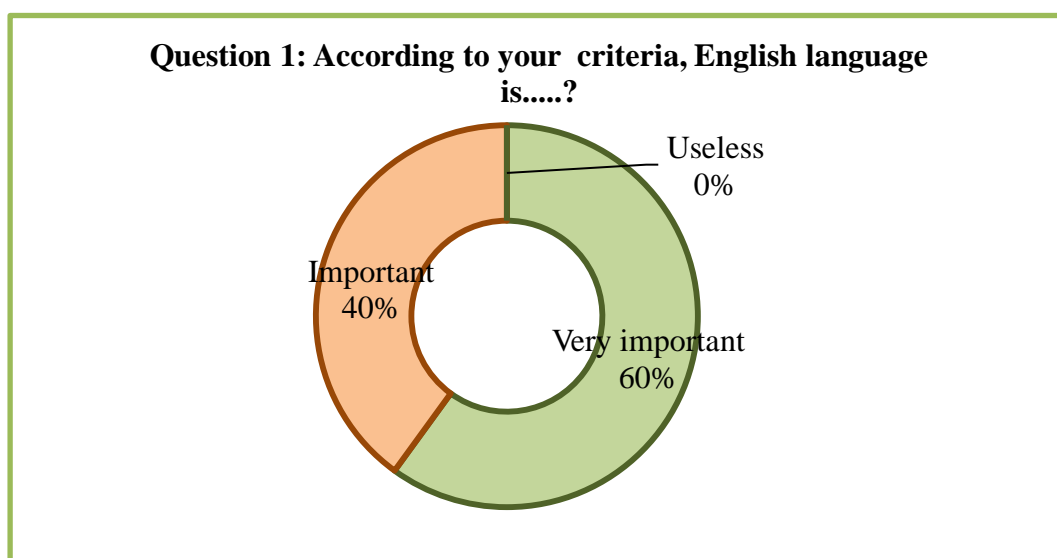
**Chart N° 7: Students' Opinion about English Language**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Very important	27	60%
Important	18	40%
Useless	0	0%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Graphic N° 1 : Students' Opinion about English Language**



**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Interpretation:** According to the data, most students (60%) considered that English vocabulary is very important and 40% of students considered English language important.

**Question 2: In your opinion, your English vocabulary knowledge is .....?**

**Objective:** To establish the opinion of students about their English vocabulary knowledge.

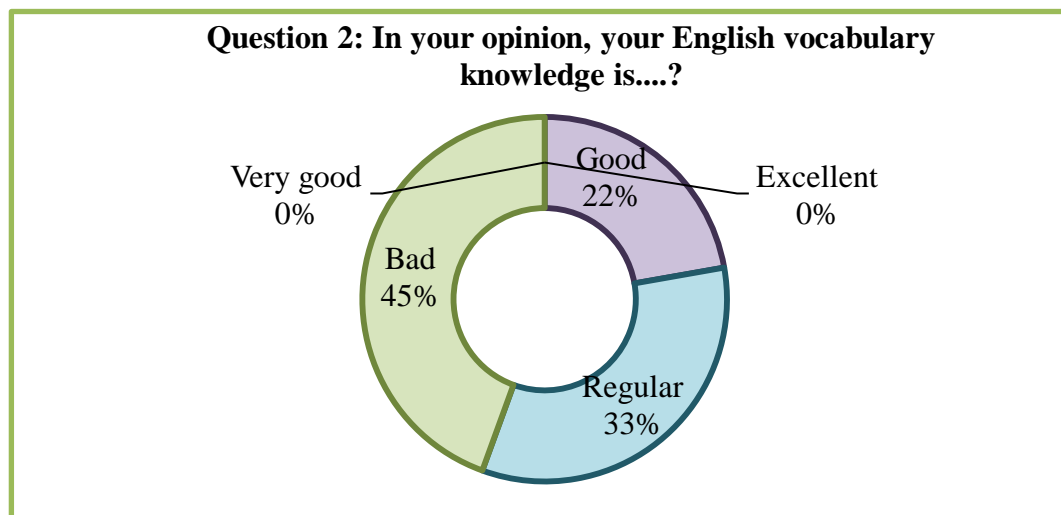
**Chart N° 8: Students' Opinion about their Vocabulary Knowledge**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Excellent	0	0%
Very good	0	0%
Good	10	22%
Regular	15	33%
Bad	20	45%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

**Source:** Surveys from eighth basic year students at Unidad Educativa "La Libertad"

**Author:** Ana Rosalía Ordóñez Reyes

**Graphic N° 2: Students' Opinion about their Vocabulary Knowledge**



**Source:** Surveys from eighth basic year students at Unidad Educativa "La Libertad"

**Author:** Ana Rosalía Ordóñez Reyes.

**Interpretation:** As the graphic above describes, most students (45%) considered that their English vocabulary knowledge is bad; 33% of students considered their vocabulary knowledge as regular and 22% of them considered that their vocabulary is good.

**Question 3: Do you think that English vocabulary lessons are enjoyable?**

**Objective:** To determine the opinion of students about if English vocabulary lessons are enjoyable.

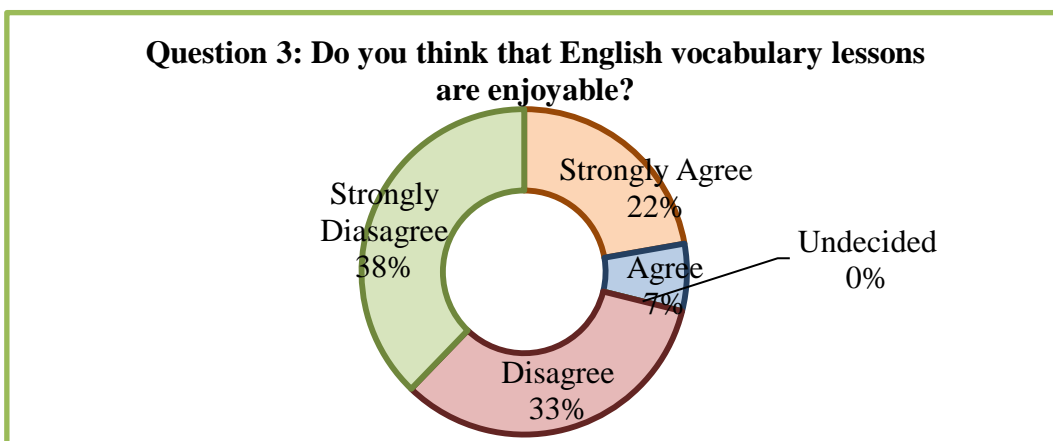
**Chart N° 9: Students' Opinion about English Vocabulary Lessons**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Strongly Agree	10	22%
Agree	3	7%
Undecided	0	0%
Disagree	15	33%
Strongly Disagree	17	38%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Graphic N° 3: Students' Opinion about English Vocabulary Lessons**



**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Interpretation:** According to the information, (38%) of students strongly disagreed that English vocabulary lesson are enjoyable. Some students (33%) disagree. The other part of students (22%) strongly agreed that vocabulary lessons are enjoyable, and finally, 7% of students think that English vocabulary lesson are enjoyable.

**Question 4: Does your teacher apply different strategies to teach English vocabulary?**

**Objective:** To establish the opinion of students about the application of strategies to improve their English vocabulary.

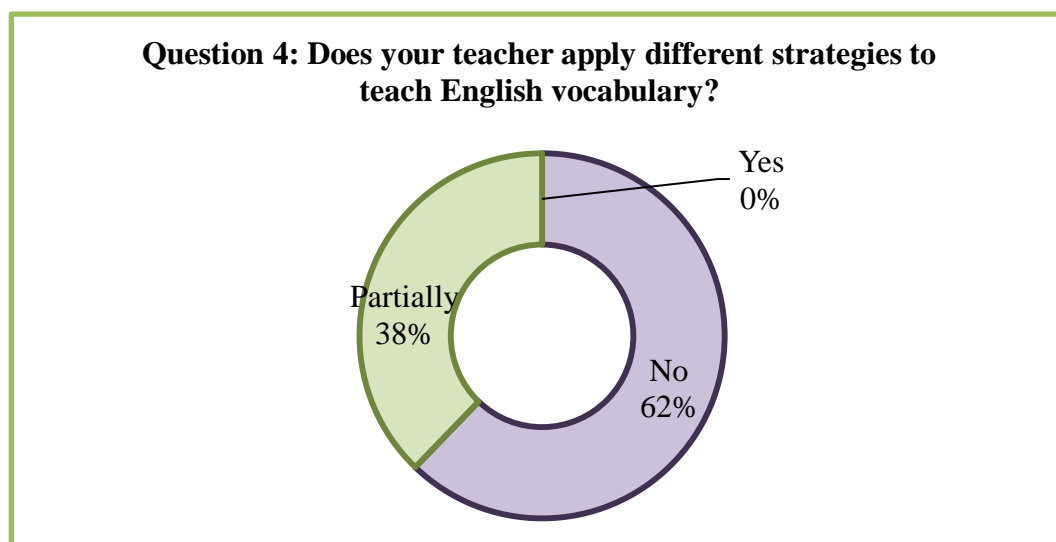
**Chart N° 10: Application of Didactic Strategies in the Vocabulary Lessons**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Yes	0	0%
No	28	62%
Partially	17	38%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Graphic N° 4: Application of Didactic Strategies in the Vocabulary Lessons**



**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Interpretation:** Taking into account the information above, most students (62%) mentioned that their teacher does not apply any didactic strategies to teach vocabulary and 38% of them mentioned that teacher partially uses didactic strategies in the vocabulary teaching process.

**Question 5: Do you consider that the strategies your teacher uses in the development of the classes contribute to improve your English vocabulary knowledge?**

**Objective:** To determine the frequency in what students' teacher uses didactic resources to teach English vocabulary.

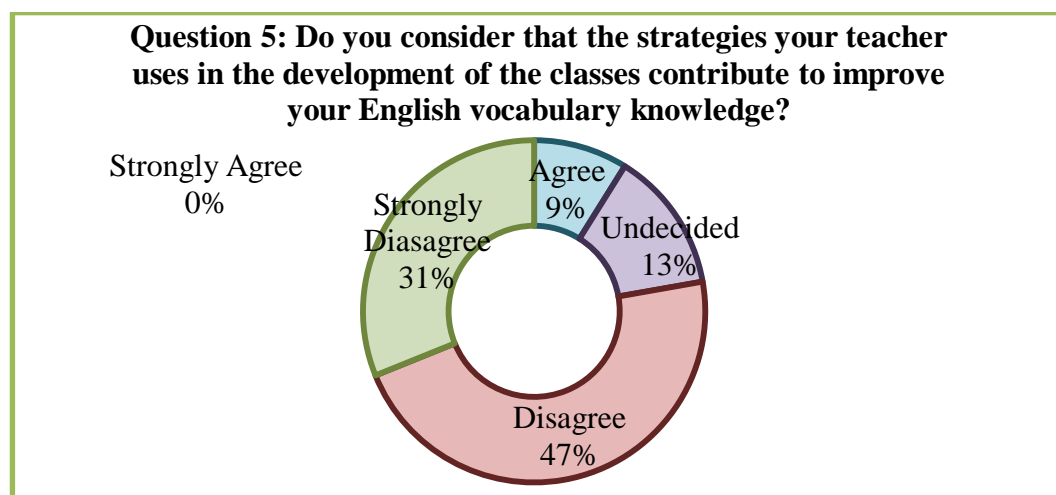
**Chart N° 11: Opinion about Didactic Strategies in the Vocabulary Lessons**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Strongly Agree	0	0%
Agree	4	9%
Undecided	6	13%
Disagree	21	47%
Strongly Disagree	14	31%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

**Source:** Surveys from eighth basic year students at Unidad Educativa "La Libertad"

**Author:** Ana Rosalía Ordóñez Reyes

**Graphic N° 5: Opinion about Didactic Strategies in the Vocabulary Lessons**



**Source:** Surveys from eighth basic year students at Unidad Educativa "La Libertad"

**Author:** Ana Rosalía Ordóñez Reyes

**Interpretation:** 47% of students mentioned that strategies that teacher applies do not contribute for the improvement of English vocabulary knowledge. 31% strongly disagree; 13% are undecided and 9% agreed.



**Question 6: How often does your teacher use didactic strategies to teach English vocabulary?**

**Objective:** To identify the application frequency of didactic strategies in the English vocabulary lessons.

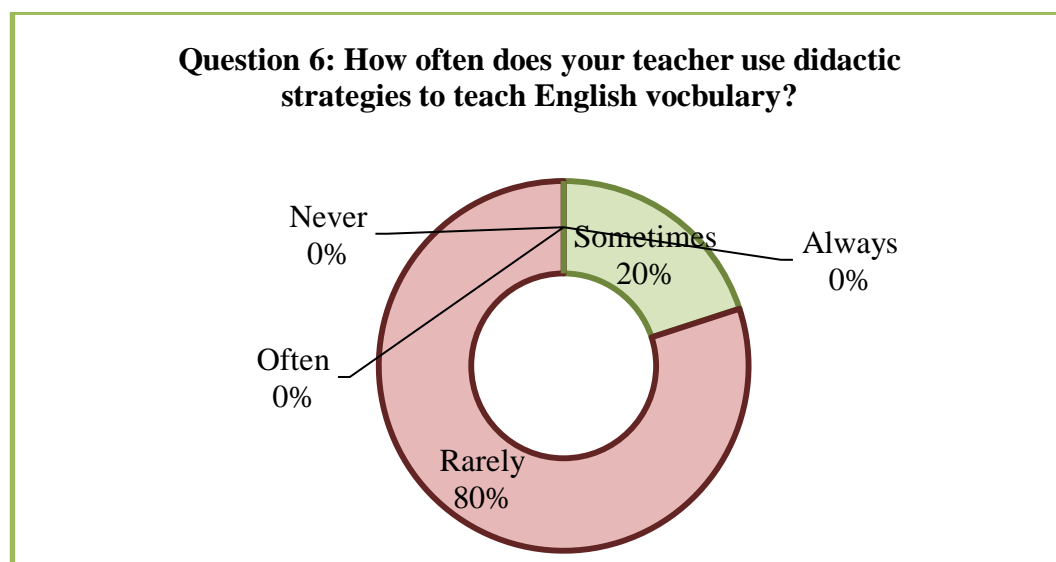
**Chart N° 12: Application Frequency of Didactic Strategies**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Always	0	0%
Often	0	0%
Sometimes	9	20%
Rarely	36	80%
Never	0	0%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Graphic N° 6: Application Frequency of Didactic Strategies**



**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Interpretation:** Most students (80%) mentioned that their English teacher rarely uses didactic strategies for teaching vocabulary and 20% mentioned that of didactic strategies are sometimes applied.

**Question 7: Which of these strategies does your teacher use to teach English vocabulary?**

**Objective:** To determine if students have before worked with foam crafts to improve their English vocabulary.

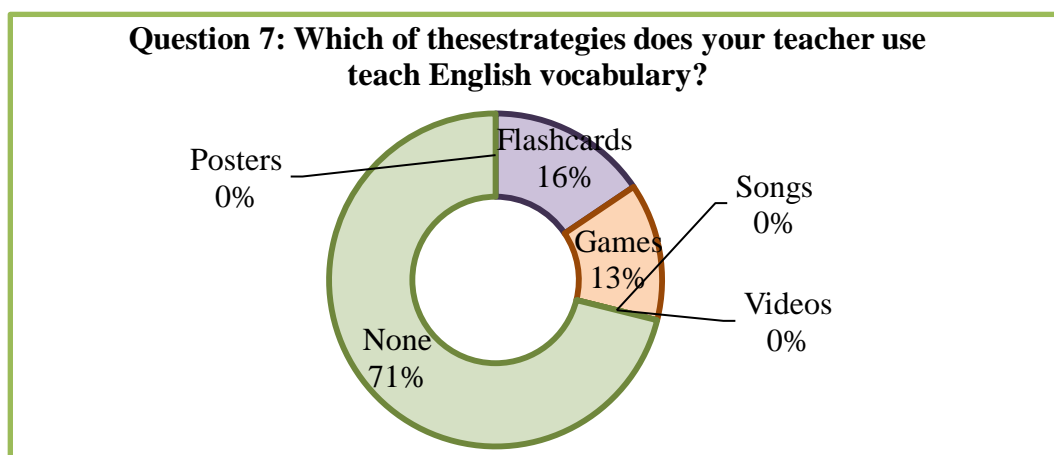
**Chart N° 13: Didactic Strategies for Teaching Vocabulary**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Posters	0	0%
Flashcards	7	16%
Games	6	13%
Songs	0	0%
Videos	0	0%
None	32	71%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”.

**Author:** Ana Rosalía Ordóñez Reyes

**Graphic N° 7: Didactic Strategies for Teaching Vocabulary**



**Source:** Surveys directed to eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Interpretation:** Most students (71%) answered that teachers do not apply any didactic strategies during the vocabulary teaching process. 16% of students answered that English teachers use flashcards and 13% games.

**Question 8: According to your criteria, didactic strategies should be.....?**

**Objective:** To identify the opinion of students about what characteristics didactic strategies should have.

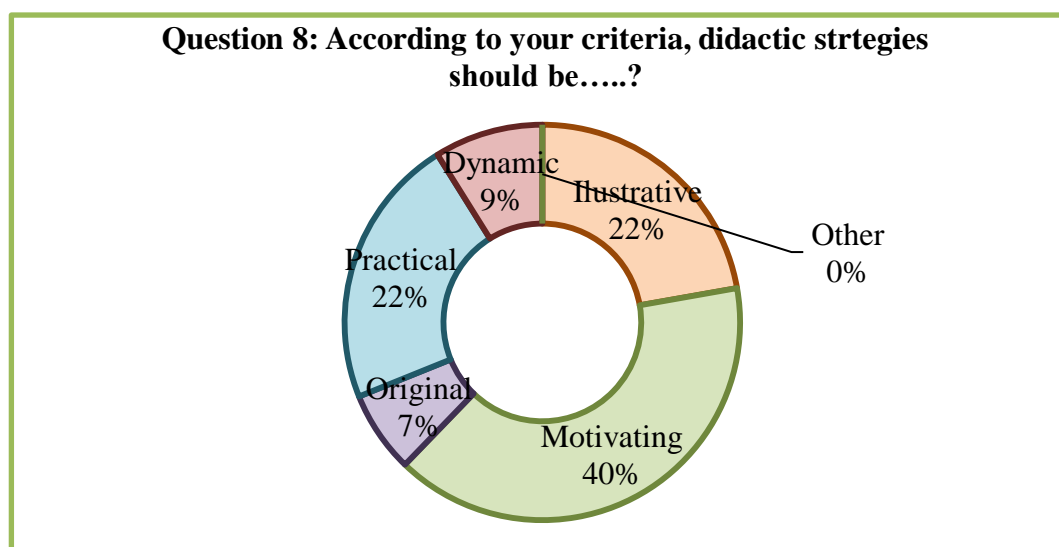
**Chart N° 14: Characteristics of Didactic Strategies**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Illustrative	10	22%
Motivating	18	40%
Original	3	7%
Practical	10	22%
Dynamic	4	9%
Other	0	0%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Graphic N° 8: Characteristics of Didactic Strategies**



**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Interpretation:** Most students (40%) considered that didactic strategies should be motivating; 22% of students considered didactic strategies should be practical and illustrative; 9% considered them as dynamic and 7% original.

**Question 9: Do you consider that the application of didactic strategies support the improvement of your English vocabulary knowledge?**

**Objective:** To establish the criteria of students about the contribution of didactic strategies for the improvement of their English vocabulary.

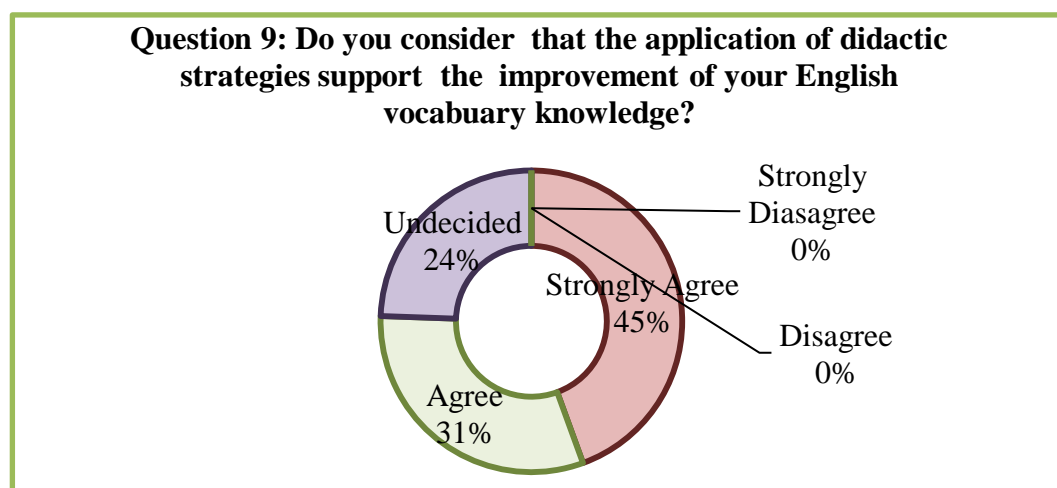
**Chart N° 15: Contribution of Didactic Strategies for Vocabulary Lessons**

ALTERNATIVES	FREQUENCY	PERCENTAGES
Strongly Agree	20	45%
Agree	14	31%
Undecided	11	24%
Disagree	0	0%
Strongly Disagree	0	0%
<b>TOTAL</b>	<b>45</b>	<b>100%</b>

**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Graphic N° 9: Contribution of Didactic Strategies for Vocabulary Lessons**



**Source:** Surveys from eighth basic year students at Unidad Educativa “La Libertad”

**Author:** Ana Rosalía Ordóñez Reyes

**Interpretation:** Most students (45%) strongly agreed that didactic strategies contribute to the improvement of their English vocabulary knowledge; 31% just agreed and finally, the 24% were undecided with their answer.

### 3.8.5 Students' survey-result chart

**Chart N° 16: Students Survey Results**

N°	QUESTION	ALTERNATIVES	FREQUENCY	%	TOTAL	TOTAL %
1	According to your criteria, English language is.....?	Very Important	27	60	45	100
		Important	18	40		
		Useless	0	0		
2	In your opinion, your English vocabulary knowledge is?	Excellent	0	0	45	100
		Very Good	0	0		
		Good	10	22		
		Regular	15	33		
		Bad	20	45		
3	Do you think that English vocabulary lessons are enjoyable?	Strongly agree	10	22	45	100
		Agree	3	7		
		Undecided	0	0		
		Disagree	15	33		
		Strongly disagree	17	38		
4	Does your teacher apply different strategies to teach English vocabulary?	Yes	0	0	45	100
		No	28	62		
		Partially	17	38		
5	Do you consider that the strategies your teacher uses in the development of the classes contribute to improve your English vocabulary knowledge?	Strongly agree	0	0	45	100
		Agree	4	9		
		Undecided	6	13		
		Disagree	21	47		
		Strongly disagree	14	31		

N°	QUESTION	ALTERNATIVES	FREQUENCY	%	TOTAL	TOTAL %
6	How often does your teacher use didactic strategies to teach English vocabulary?	Always	0	0	45	100
		Often	0	0		
		Sometimes	9	20		
		Rarely	36	80		
		Never	0	0		
7	Which of these strategies does your teacher use to teach English vocabulary?	Posters	0	0	45	100
		Flashcards	7	16		
		Game	0	0		
		Songs	0	0		
		Videos	2	4		
		None	32	71		
8	According to your criteria, didactic strategies should be..?	Illustrative	10	22	45	100
		Motivating	18	40		
		Original	3	7		
		Practical	10	22		
		Dynamic	4	9		
		Other	0	0		
9	Do you consider that the application of didactic strategies support the improvement of your English vocabulary knowledge?	Strongly agree	20	45	45	100
		Agree	14	31		
		Undecided	11	24		
		Disagree	0	0		
		Strongly disagree	0	0		

**Source:** Surveys directed to eighth basic year students

**Author:** Ana Rosalía Ordóñez Reyes

### **3.8.6 Analysis of Results of Students' Survey**

Surveys' results directed to students of eighth basic year at Unidad Educativa "La Libertad" mentioned that they consider English as a very important language to learn, and they also consider that their English vocabulary knowledge is not appropriated because most of them answered that their vocabulary knowledge is bad. Additionally, surveyed students mentioned that their English vocabulary lessons are not enjoyable: this result is the consequence of the non-application of didactic strategies, as students stated in their answers.

Furthermore, students considered that the strategies that their English teacher applies in the vocabulary classes do not contribute to improve this important part of the English language. In the case of the application frequency of didactic strategies, they mentioned that their teacher rarely applies didactic strategies. Students also mentioned that their teacher applies any strategies and just few answered that their teacher applies flashcards and videos. For teaching English vocabulary, students considered that didactic strategies should be illustrative, motivating, original, practical, and dynamic. To conclude, most students agreed that the application of didactic strategies could support their learning of vocabulary.

### **3.8.7 Observation session results**

For the development of this investigation, it was necessary to observe the phenomena in its real context; the observation session was carried out directly to students of eighth basic year on December 8<sup>th</sup>, 2015 which provided useful information about the procedure of English teacher in the development of a vocabulary lesson. The observation also required the application of an observation guide in order to determine and evaluate teacher's strategies. Results of the observation session are described below:

GENERAL INFORMATION		
<b>Observer:</b> Ana Rosalia Ordoñez Reyes	<b>Institution:</b> Unidad Educativa “La Libertad”.	
<b>Observed Teacher:</b> Lcdo. Pablo Rojas Arévalos	<b>Course:</b> Eighth basic year.	
<b>Date:</b> December 8 <sup>th</sup> , 2015	<b>Beginning time:</b> 07H50	<b>Finishing time:</b> 08H20
<b>Objective:</b> To evaluate the teacher’s strategies and methodology applied to develop English vocabulary in a daily class.		

Nº	DESCRIPTION	YES	NO	PARTIALLY
<b>Introduction and Content</b>				
1	Teacher establishes the objectives of the vocabulary lesson.		X	
2	Teacher introduces the English vocabulary appropriately.	X		
3	Teacher provides students the opportunity to listen to the word.	X		
4	Teacher asks students to do drilling exercises.			X
5	Teacher shows students a picture, symbol or graphic representation of the target vocabulary.			X
6	Teacher discusses the meaning of the word with students.		X	
7	Teacher provides students a description, explanation or example of the new vocabulary.			X
<b>Methodology</b>				
8	Teacher applies teaching strategies which lead and motivate students to learn vocabulary.		X	
<b>Didactic Resources</b>				
9	Teacher uses didactic materials to teach vocabulary.		X	
10	Teacher utilizes didactic material correctly.		X	
11	Teacher encourages students to practice vocabulary with the didactic material.		X	
12	The use of didactic material promotes the students’ motivation to learn vocabulary.		X	
13	The use of didactic resources provides students opportunities to produce the English vocabulary.		X	
14	The use of didactic resources stimulates the participation of all students into the vocabulary lesson.		X	
<b>Evaluation</b>				
15	Teacher verifies the results of vocabulary learning through the application of feedback activities.		X	
16	Teacher evaluates the students.			X

**Author:** Ana Rosalía Ordóñez Reyes



## **3.9 Conclusions and recommendations**

### **3.9.1 Conclusions**

- 1.** Students of eighth basic year at Unidad Educativa “La Libertad” do not have a large number of vocabulary words that can be useful for developing the four main English language skills; listening, speaking, reading and writing due to the lack of didactic activities that encourages them to be part of the teaching and learning process.
- 2.** English teachers from Unidad Educativa “La Libertad” and the interviewed English teaching specialist agreed with the necessity of updating and turning old fashioned strategies into didactic strategies that allow the development of English vocabulary knowledge of students of eighth basic year.
- 3.** Finally, it is concluded that meaningful vocabulary lessons may increase the interest and motivation of students for learning new words that are useful for the production of the target language.

### **3.9.2 Recommendations**

- 1.** English teachers at Unidad Educativa “La Libertad” should be more aware of the way they teach vocabulary of English language as students need to know lots of words in order to be skillful in this language.
- 2.** It is suggested that English teachers update their methodologies and strategies which are applied in vocabulary lessons because students need to be engaged during the vocabulary instruction by using different motivational and didactic activities.
- 3.** It is recommended to implement didactic strategies that reinforce English vocabulary of eighth basic year students at Unidad Educativa “La Libertad”. It is important that all teachers apply didactic strategies to teach English vocabulary because they are useful tools that can be employed to promote the learning of vocabulary, an essential part for learning English language.

## CHAPTER IV

### THE PROPOSAL

#### 4.1 Informative data

##### 4.1.1 Title of the Proposal

**“IMPLEMENTATION OF A SET OF DIDACTIC STRATEGIES TO REINFORCE VOCABULARY TO STUDENTS OF EIGHTH BASIC YEAR EGB AT UNIDAD EDUCATIVA “LA LIBERTAD”, LA LIBERTAD, SANTA ELENA, 2015-2016”**

##### 4.1.2 Executing Institution

Unidad Educativa “La Libertad”.

**Illustration N° 6: Unidad Educativa "La Libertad"**



Source: Unidad Educativa “La Libertad”

Author: Ana Rosalía Ordóñez Reyes

#### **4.1.3 Beneficiaries**

Students of eighth basic year

#### **4.1.4 Location**

La Libertad

#### **4.1.5 Estimated Time for Execution**

Two months

#### **4.1.6 Responsibles**

**Author:** Ana Rosalía Ordóñez Reyes.

**Advisor:** Ing. Xavier Almeida Briones, MSc.

#### **4.1.7 Budget**

\$ 1,474.75

### **4.2 Proposal background**

Vocabulary learning is a primordial aspect during the acquisition of a second or foreign language. Learners need to have a vast vocabulary knowledge because as Ahmad (2012) mentioned word power facilitates fluent speaking and effective writing. Likewise, Bromley (2007) determined that teaching vocabulary well is a key aspect of developing engaged and successful readers.

Thus, vocabulary is needed for the effective production of the target language (written or oral) and for the other two receptive English skills (reading and listening). That is why the vocabulary teaching process needs to be dynamic and engaging because of the influence that vocabulary has in the English language acquisition.

This proposal attempts to improve the vocabulary instruction through the implementation of a set of didactic strategies in the students of eighth basic year EGB at Unidad Educativa “La Libertad”. According to Navarro and Piñeiro (2012), didactic strategies should be used in the daily lessons since they contribute to achieve academic goals organizing the teaching and learning process structure, in which students do not only learn the diverse topic of a subject, but also acquire new knowledge of other forgotten contents as the capacity of cooperation, respect for oneself and the others’ differences, and value of people as human beings.

Additionally, this proposal is feasible because the principal of Unidad Educativa “La Libertad”, Máster Sixter Palma Murga, has approved the application of a set of didactic strategies for reinforcing the vocabulary instruction in the students of eighth basic year. Finally, the content of this proposal was adapted from the English book level-1 that the Ecuadorian government provides to public institutions.

### **4.3 Significance**

As mentioned above, vocabulary has an essential role in the acquisition of a second/foreign language due to its necessity for the oral and written production of the language and for understanding messages from reading or listening activities (receptive skills). For that reason, it is important to point out that the process of teaching vocabulary needs to be active, dynamic, and motivating because students need to be involved in the vocabulary teaching process.

The application of didactic strategies in the teaching process of vocabulary is necessary for increasing the participation of students and encouraging them to work actively in the activities that support the learning of new vocabulary. Students of eighth basic year EGB at Unidad Educativa “La Libertad” will benefit with the implementation of this proposal because they have the opportunity to practice and reinforce vocabulary by playing games, by using crosswords, wordsearch, posters, flashcards, and others.

#### **4.4 Objectives**

##### **4.4.1 General Objective**

To reinforce the vocabulary of students of eighth basic year EGB at Unidad Educativa “La Libertad” through the application of didactic strategies.

##### **4.4.2 Specific Objectives**

1. To determine the level of vocabulary knowledge of students through the application of a diagnostic test
2. To identify the most appropriate didactic strategies in order to engage students in the vocabulary teaching process.
3. To create activities using didactic strategies in order to improve the vocabulary instruction
4. To implement didactic strategies in order to reinforce the vocabulary of eighth basic year EGB students at Unidad Educativa “La Libertad”

5. To evaluate students' improvement in their vocabulary knowledge through the application of a final test

## **4.5 Design and development of the proposal**

### **4.5.1 What is a didactic strategy?**

According to Navarro and Piñeiro (2012), a didactic strategy is the way to motivate students to make reflections that go beyond the level of academic objectives in order to arrive to the required level of competences or abilities in the educational field. The application of didactic strategies offers solutions for the teaching and learning process, by combining different methods, processes, didactic means and forms of specific organization. Didactic strategies contribute to enhance the way of introducing, practicing or evaluating any topic of any particular subject.

### **4.5.2 What are the benefits of using didactic strategies?**

The application of didactic strategies has some benefits in the development of an English vocabulary lesson; these benefits or advantages are listed below:

1. Didactic strategies improve the teaching and learning process of vocabulary.
2. The application of didactic strategies stimulates students to learn more vocabulary in a relaxing and dynamic environment.
3. Didactic strategies also promote the cooperative learning of students due to the interaction that involves during its application.

4. Applying didactic strategies allows students reinforce what they have learnt in class and remember previous knowledge.

### 4.5.3 Didactic strategies for teaching vocabulary

For the development of this investigative work, it was important to apply a variety of didactic strategies that promote the enhancement of the vocabulary learning. Some of these strategies are presented below:

#### 4.5.3.1 Flashcards

Flashcards were elaborated in order to illustrate the vocabulary content; they were made by using different color cardboard as a visual aid for encouraging students to learn or remember vocabulary.

**Illustration N° 7: Flashcards**



**Source:** Development of the proposal  
**Author:** Ana Rosalía Ordóñez Reyes



### 4.5.3.2 Posters

Posters were used as a visual instrument for introducing, explaining and practicing vocabulary; they were useful for evaluating students' vocabulary knowledge as well.

**Illustration N° 8: Posters**

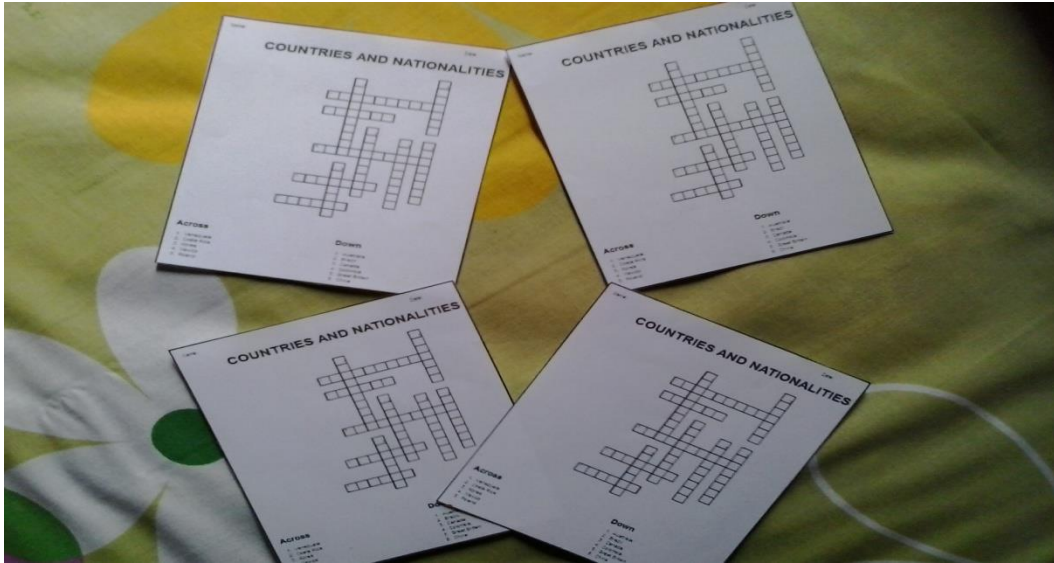


Source: "La Onda" Magazine  
Author: Ana Rosalía Ordóñez Reyes

### 4.5.3.3 Crosswords

Crosswords are also known as word puzzles because students have to fill in each square with letters in order to complete a word or phrases by following instructions or clues with lead students to the correct answer.

### Illustration N° 9: Crosswords



Source: Development of the proposal  
Author: Ana Rosalía Ordóñez Reyes

#### 4.5.3.4 Wordsearch

Word search is didactic strategies that can be used for encouraging students remember vocabulary by looking for them in a group of several letters and then circle them.

### Illustration N° 10: Word search



Source: Development of the proposal  
Author: Ana Rosalía Ordóñez Reyes

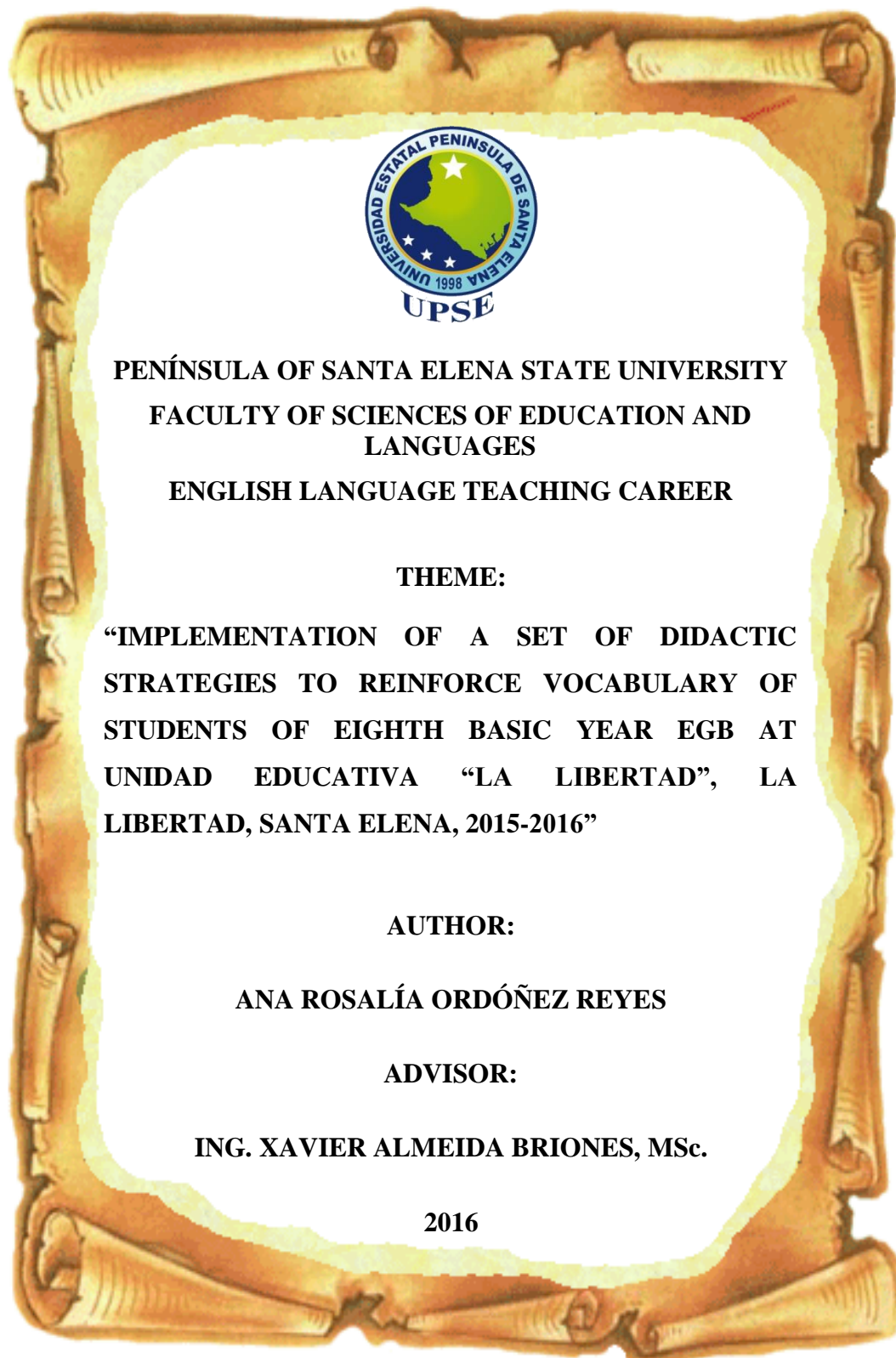


**Illustration N° 12: Collages**



**Source:** Development of the proposal  
**Author:** Ana Rosalía Ordóñez Reyes

#### **4.6 Implementation of a set of didactic strategies to reinforce vocabulary**



#### 4.6.1 Vocabulary Content of the Proposal

For the development of this proposal, it was necessary to design and apply didactic strategies with the objective of increasing the English vocabulary knowledge of students of eighth grade at Unidad Educativa “La Libertad” taking into consideration the vocabulary content from English book level 1 provided by the Ecuadorian educational authorities to public institutions. The content of the proposal is described in the chart below:

**Chart N° 17: Proposal Content**

<b>Educational Institution: Unidad Educativa “La Libertad”</b>				
<b>Responsible: Ana Rosalía Ordóñez Reyes</b>			<b>Course: Eighth basic year</b>	
<b>UNIT</b>	<b>UNIT TOPIC</b>	<b>VOCABULARY TOPIC</b>	<b>VOCABULARY CONTENT</b>	<b>DIDACTIC STRATEGY</b>
1	What's your name?	Cardinal numbers	Cardinal numbers from 1 to 100	Reordering numbers with cards
		Occupations	Author, singer, TV presenter, soccer/tennis/basketball player, actor, actress, doctor, electrician	Game: Find someone who
2	This is Bryan	Things for teens	Cell phone, skateboard, MP3 player, computer, DVDs, DVD player, video games, television, magazines, backpack, bicycle, rollerblades	Wordsearch
				Memory game
3	Where are you from?	Countries and Nationalities	Ecuador-Ecuadorian, Venezuela-Venezuelan, Colombia-Colombian, Mexico-Mexican, Poland-Polish, Brazil-Brazilian, Canada-Canadian, Great Britain-British, China-Chinese, Japan-Japanese	Crossword
				Collage

UNIT	UNIT TOPIC	VOCABULARY TOPIC	VOCABULARY CONTENT	DIDACTIC STRATEGY
4	Can you repeat that, please?	Ordinal numbers	Ordinal numbers from first to fiftieth	Reordering ordinal numbers with cards
				Worksheet: read and write the correct ordinal number
5	I have two sisters	Family members	Grandfather, grandmother, mother, father, brother, sister, aunt, uncle, cousin	Family tree
		Adjectives of description	Handsome, beautiful, tall, short, young, old, slim, stout, slender, straight, wavy, curly, long, medium length, short, black, brown	Worksheet: family members matching reading
				Matching cards with posters
				Physical description using posters
6	I'm not crazy about hip-hop	Likes and dislikes	I like, I love, I prefer, I can't stand, I hate, I don't like Rap music, classical music, pop music, dancing, watching movies, soap opera, going to the beach, hamburgers, ice cream	Board game

**Source:** Application of the Proposal

**Author:** Ana Rosalía Ordóñez Reyes

## 4.6.2 Activities

### 4.6.2.1 Activity N° 1 - Cardinal Numbers

<b>Unit 1:</b> What's your name?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Cardinal Numbers	<b>Activity:</b> Put the cardinal number in the correct order
<b>Resources:</b> Cards, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To name and list cardinal numbers using cards in order to identify the correct order of cardinal numbers.	

**Illustration N° 13: Activity of Cardinal Numbers**



#### **INSTRUCTIONS:**

- ◆ Teacher introduces the vocabulary by using cards.
- ◆ Teacher asks students to drill the vocabulary learnt.
- ◆ Teacher gives each student a card with a cardinal number.
- ◆ Teacher evaluates students by asking them to read the number from the card and paste in the correct order on the board.

**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal



#### 4.6.2.2 Activity N° 2 - Find someone who

<b>Unit 1:</b> What's your name?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Occupation	<b>Activity:</b> Find someone who
<b>Resources:</b> Worksheet, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To recognize different occupation by the visualization of picture end application of the game Find someone who.	

#### Illustration N° 14: Find someone who activity



#### INSTRUCTIONS:

- ◆ Teacher introduces the vocabulary by using pictures.
- ◆ Teacher asks students to drill the vocabulary learnt.
- ◆ Teacher gives each student a worksheet with the game find someone who.
- ◆ Students interview their classmates about occupation using a worksheet.
- ◆ Teacher evaluates students by asking them to read their result.

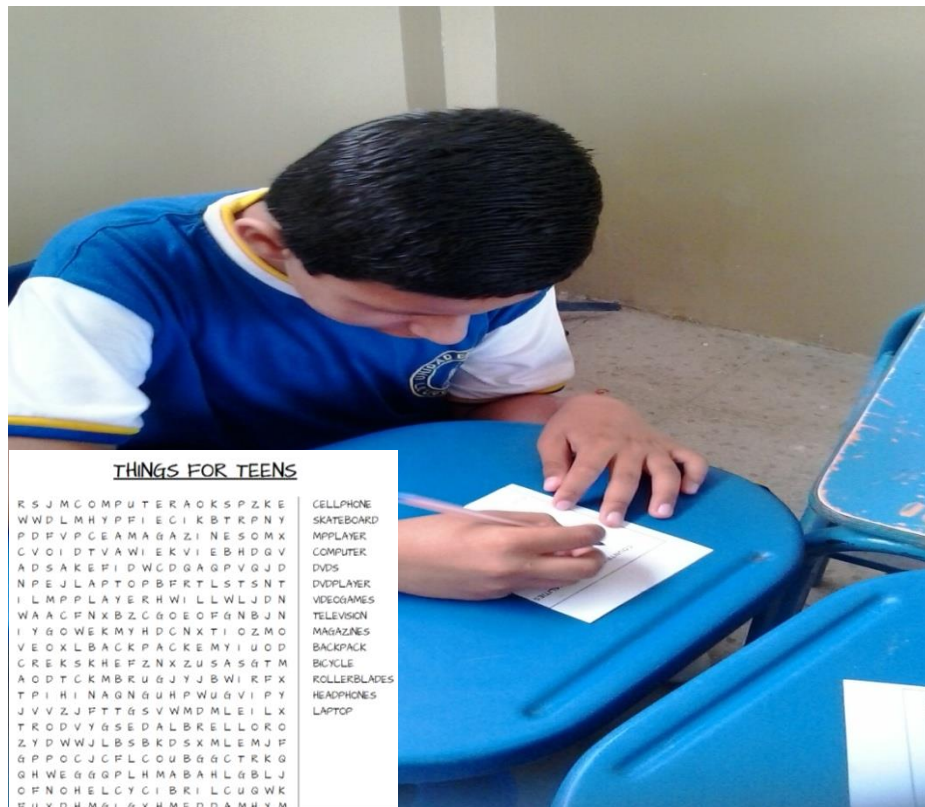
**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal

### 4.6.2.3 Activity N° 3 - Wordsearch

<b>Unit 2:</b> This is Brian?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Things for teens	<b>Activity:</b> Wordsearch
<b>Resources:</b> Worksheet, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To identify things for teens vocabulary using wordsearch.	

**Illustration N° 15: Things for teens wordsearch activity**



#### INSTRUCTIONS:

- ◆ Teacher introduces the vocabulary by using pictures.
- ◆ Teacher asks students to drill the vocabulary learnt.
- ◆ Teacher gives each student a worksheet with a wordsearch.
- ◆ Students identify things for teen’s vocabulary using a worksheet.
- ◆ Students give their worksheet to the teacher.

**Author:** Ana Rosalía Ordóñez Reyes  
**Source:** Application of the Proposal

#### 4.6.2.4 Activity N° 4 – Memory game

<b>Unit 2:</b> This is Brian?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Things for teens	<b>Activity:</b> Memory game
<b>Resources:</b> Flashcards, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To identify things for teens vocabulary through the application of a memory game.	

**Illustration N° 16: Memory game activity**



#### **INSTRUCTIONS:**

- ◆ Teacher introduces the vocabulary by using flashcards.
- ◆ Teacher asks students to drill the vocabulary learnt.
- ◆ Teacher pastes the flashcards on the board and asks them to look at the picture.
- ◆ Teacher asks students to remember the order to the picture on the board.
- ◆ Students report the correct order of the picture on the board.

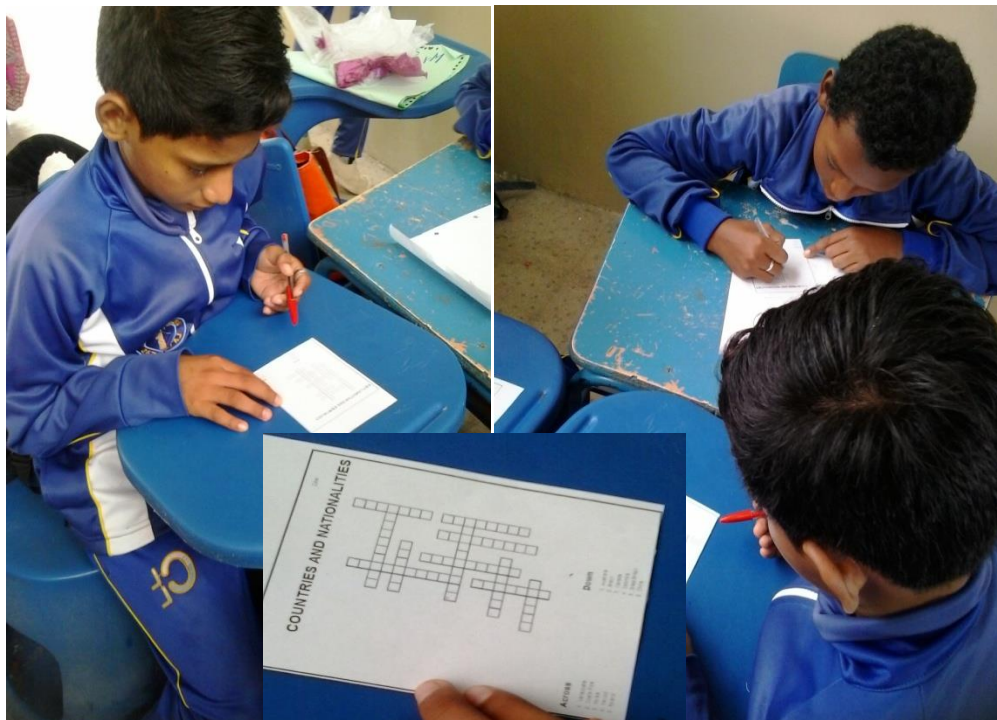
**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal

#### 4.6.2.5 Activity N° 5 - Crossword

<b>Unit 3:</b> Where are you from?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Countries and Nationalities	<b>Activity:</b> Crossword
<b>Resources:</b> worksheet, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To identify countries and nationalities vocabulary through the application of a crossword.	

**Illustration N° 17: Countries and Nationalities crossword**



#### **INSTRUCTIONS:**

- ◆ Teacher introduces the vocabulary by using worksheet.
- ◆ Teacher asks students to drill the vocabulary learnt.
- ◆ Teacher gives each student a worksheet with a crossword.
- ◆ Students identify countries and nationalities vocabulary using a crossword.
- ◆ Students give their worksheet to the teacher.

**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal

#### 4.6.2.6 Activity N° 6 - Collages

<b>Unit 3:</b> Where are you from?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Countries and Nationalities	<b>Activity:</b> Collage
<b>Resources:</b> Collage, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To elaborate a collage about countries and nationalities in order to present them in front of the class.	

**Illustration N° 18: Countries and Nationalities collage**



#### **INSTRUCTIONS:**

- ◆ Teacher encourages students to remember the previous vocabulary about countries and nationalities.
- ◆ Teacher asks students to drill the vocabulary learnt.
- ◆ Students form groups of four and elaborate a collage using picture, magazines, markers etc.
- ◆ Students present the collage in front of the class.

**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal

#### 4.6.2.7 Activity N° 7 – Reordering ordinal numbers

<b>Unit 4:</b> Can you repeat that, please?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Ordinal Numbers	<b>Activity:</b> Put the ordinal number in the correct order
<b>Resources:</b> Cards, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To name and list ordinal numbers using cards in order to identify the correct order of ordinal numbers.	

**Illustration N° 19: Ordinal Numbers activity**



#### **INSTRUCTIONS:**

- ◆ Teacher introduces the vocabulary by using cards.
- ◆ Teacher asks students to drill the vocabulary learnt.
- ◆ Teacher gives each student a card with an ordinal number.
- ◆ Teacher evaluates students by asking them to read the number from the card and paste in the correct order on the board.

**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal

#### 4.6.2.8 Activity N° 8 – Ordinal numbers reading

<b>Unit 4:</b> Can you repeat that, please?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Ordinal Numbers	<b>Activity:</b> Ordinal numbers reading
<b>Resources:</b> Worksheet, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To identify ordinal numbers by filling in the blank spaces of a reading.	

**Illustration N° 20: Ordinal Numbers reading**



#### **INSTRUCTIONS:**

- ◆ Teacher introduces the vocabulary by using worksheet.
- ◆ Teacher asks students to drill the vocabulary learnt.
- ◆ Teacher gives each student a worksheet with a reading.
- ◆ Students complete the spaces of the reading with the correct ordinal number.
- ◆ Teacher evaluates students by asking them to read their answer.

**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal

#### 4.6.2.9 Activity N° 9 – Family members tree

<b>Unit 5:</b> I have two sisters?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Family members	<b>Activity:</b> The family member tree
<b>Resources:</b> Family member tree, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To name the family member through the use of a family tree.	

**Illustration N° 21: The family member tree**



#### **INSTRUCTIONS:**

- ◆ Teacher introduces the vocabulary about family members by using pictures.
- ◆ Teacher asks students to drill the vocabulary learnt.
- ◆ Students elaborate family member tree using their own pictures.
- ◆ Teacher evaluates students by asking them to present their family tree front of the class.

**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal



#### 4.6.2.10 Activity N° 10 – Family members reading

<b>Unit 5:</b> I have two sisters?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Family members	<b>Activity:</b> Family members reading
<b>Resources:</b> worksheet, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To identify family member's tree by filling in the blank spaces of a reading.	

**Illustration N° 22: Family members reading**



#### **INSTRUCTIONS:**

- ◆ Teacher encourages students to remember the previous vocabulary about family members.
- ◆ Teacher asks students to drill the vocabulary learnt.
- ◆ Teacher gives each student a worksheet with a reading.
- ◆ Students complete the blank spaces of the reading with the correct family member.
- ◆ Students give their worksheet to the teacher.
- ◆ Teacher evaluates students by asking them to read the answer.

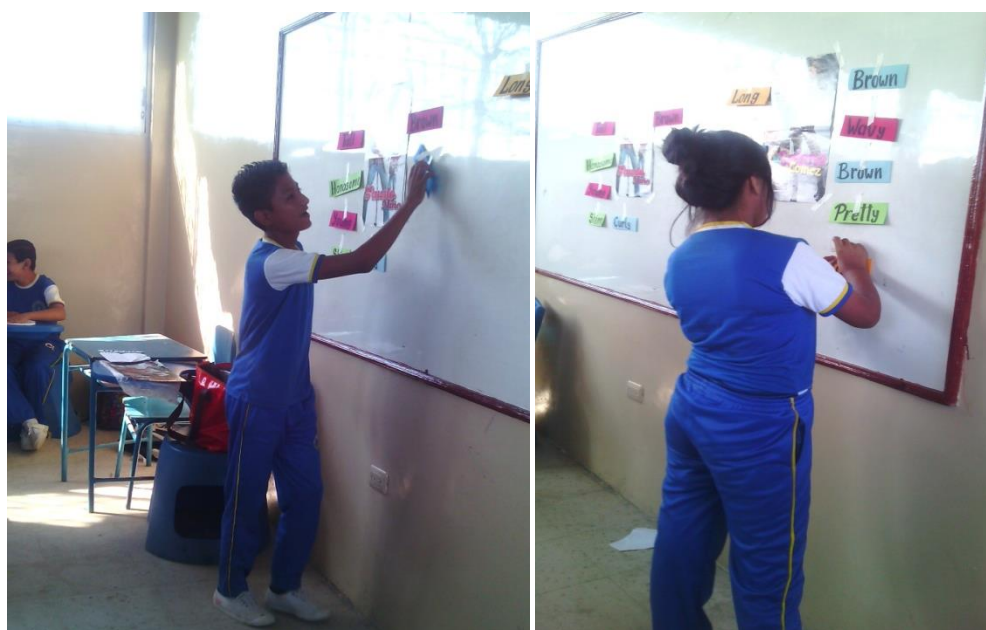
**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal

#### 4.6.2.11 Activity N° 11 – Matching exercise with cards and posters

<b>Unit 5:</b> I have two sisters?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Adjectives for physical description.	<b>Activity:</b> Matching exercises
<b>Resources:</b> posters, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To recognize adjectives of description by pasting cards on posters.	

**Illustration N° 23: Adjective of description exercise**



#### **INSTRUCTIONS:**

- ◆ Teacher introduces the vocabulary from the unit about adjectives of description using cards and flashcards.
- ◆ Teacher provides students the vocabulary pronunciation three times and then asks students to drill the vocabulary learnt.
- ◆ Teacher shows students some cards with adjectives of description and asks for some volunteers to read them.
- ◆ Teacher pastes some posters on the board and give each student a card with an adjective of description.
- ◆ Students go to the board and paste their cards next to the posters.
- ◆ Students are evaluated by reading the descriptive adjectives form their cards.

**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal

#### 4.6.2.12 Activity N° 12 – Physical description using posters

<b>Unit 5:</b> I have two sisters?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Adjectives for physical description.	<b>Activity:</b> Physical description of famous people using posters
<b>Resources:</b> posters, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To recognize adjectives of description by describing physically some famous people using posters.	

#### Illustration N° 24: Physical description of famous people



#### INSTRUCTIONS:

- ◆ Teacher encourages students to remember the previous vocabulary.
- ◆ Students write a list of adjectives of description on the board.
- ◆ Teacher provides students the vocabulary pronunciation three times and then asks students to drill it.
- ◆ Teacher explains the use of He/she is..... and provides some oral and written examples.
- ◆ Teacher gives students the poster of a famous person and asks them to describe him/her physically.
- ◆ Students are evaluated by reporting the physical description of the famous person from the poster orally in front of the class.

**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal

#### 4.6.2.13 Activity N° 13 – Likes and dislikes board game

<b>Unit 5:</b> I have two sisters?	<b>Course:</b> Eighth Basic Year
<b>Lesson:</b> Likes and dislikes expressions	<b>Activity:</b> Likes and dislikes board game
<b>Resources:</b> posters, board.	<b>Time:</b> 20 minutes
<b>Objective:</b> To identify like and dislike expressions using cards and a board game in order to report likes and dislikes.	

#### Illustration N° 25: Physical description of famous people



#### INSTRUCTIONS:

- ◆ Teacher introduces the new vocabulary about likes and dislikes.
- ◆ Teacher provides students the vocabulary pronunciation three times and then asks students to drill the vocabulary learnt.
- ◆ Teacher provides students the vocabulary pronunciation three times and then asks students to drill it.
- ◆ Teacher explains the use of I like/prefer/love..... I don't like..... I hate..... I dislike..... and provide some oral and written examples.
- ◆ Teacher encourages students to work in pairs the game about likes and dislikes.
- ◆ Students are evaluated by playing a board game; they have to throw a die and report a sentence about likes and dislikes orally.

**Author:** Ana Rosalía Ordóñez Reyes

**Source:** Application of the Proposal

## 4.7 Strategies of improvement

Chart N° 18: Strategies of improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
English vocabulary lessons were based on traditional strategies.	English vocabulary lessons were supported by dynamic strategies.
English teacher just used exercises from English book.	Students had the possibility to learn and practice vocabulary with a variety of additional exercises.
Students evidenced a low level of English vocabulary knowledge.	Students significantly increased their knowledge of English vocabulary.

**Source:** Development of the proposal

**Author:** Ana Rosalía Ordóñez Reyes

## 4.8 Evaluation

In order to determine students' knowledge of English vocabulary, it was necessary the design and application of a pre test. This pre test (see Appendix N° 6, page 120) included some vocabulary topics that students should have learnt previously and should dominate.

The pre test had five exercises in which students had to fill in the blanks with the correct answer, match words correctly, finding words in a wordsearch, and others. In the case of the post test (see Appendix N° 7, page 123), students had to unscramble letters, circle the correct option, fill in the gaps, and others.

Both tests provided results that allowed the researcher to realize the real students' knowledge of vocabulary and know how much students need to improve. These results are presented in the chart below with the percentage of improvement of each student at the end of the proposal application.

#### 4.9 Results of implementation

**Chart N° 19: Results of implementation**

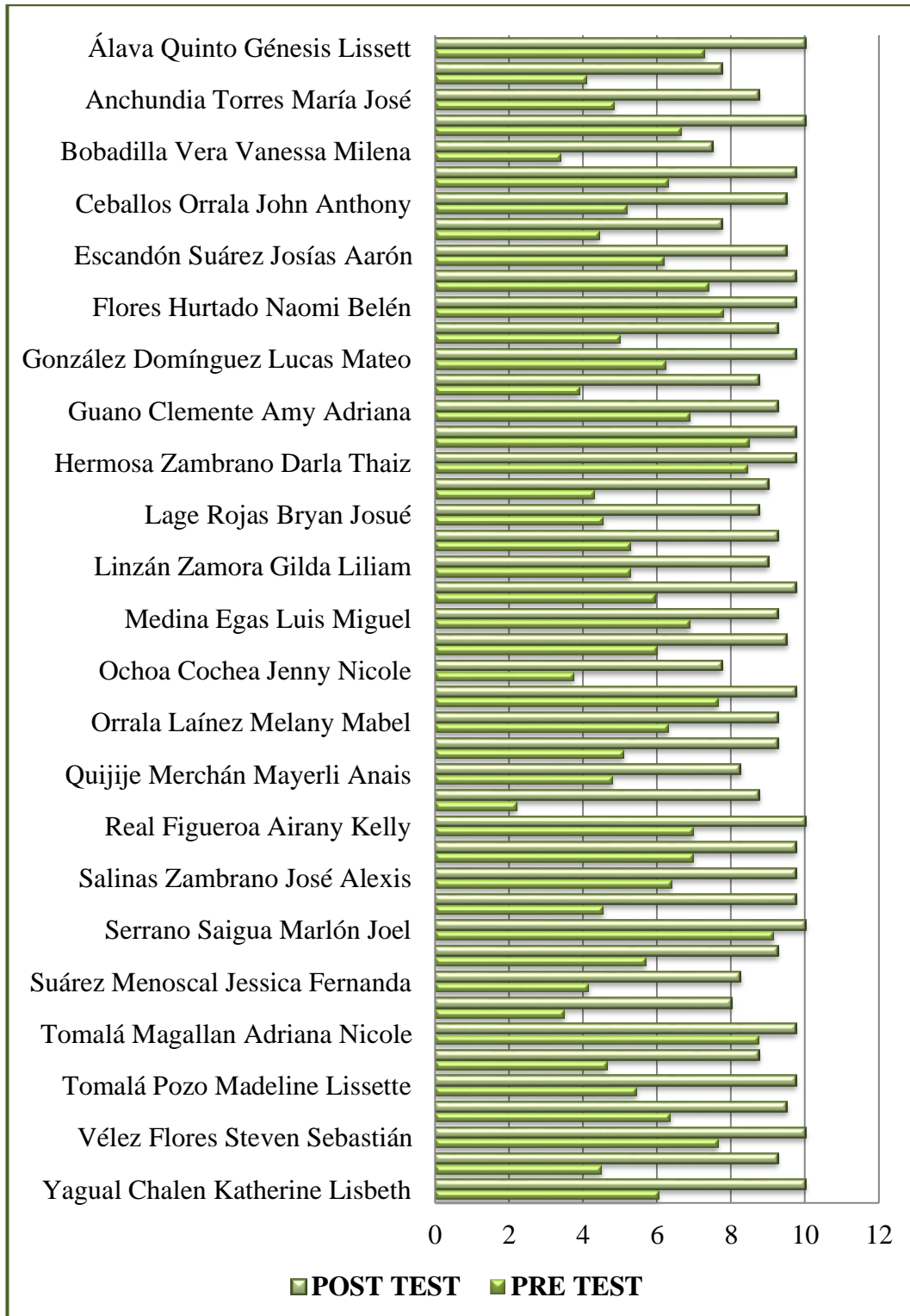
N°	APELLIDOS Y NOMBRES	PRE TEST	POST TEST	% OF IMPROVEMENT
1	Álava Quinto Génesis Lissett	7,3	10	27%
2	Altamirano Vera Jefferson Christian	4,1	7,75	36%
3	Anchundia Torres María José	4,85	8,75	39%
4	Beltrán Cajape Anthony David	6,65	10	33%
5	Bobadilla Vera Vanessa Milena	3,4	7,5	41%
6	Calderón González Ámbar Allessa	6,3	9,75	34%
7	Ceballos Orrala John Anthony	5,2	9,5	43%
8	Cedeño Zambrano Carlos Daniel	4,45	7,75	33%
9	Escandón Suárez Josías Aarón	6,2	9,5	33%
10	Figueroa Cochea Luis Angelo	7,4	9,75	23%
11	Flores Hurtado Naomi Belén	7,8	9,75	20%
12	Gonzabay Cáceres Jaime Ariel	5	9,25	43%
13	González Domínguez Lucas Mateo	6,25	9,75	35%
14	Gracia Obando Jordán Stiven	3,9	8,75	49%
15	Guano Clemente Amy Adriana	6,9	9,25	24%
16	Guzmán Saltos Luis Vicente	8,5	9,75	13%
17	Hermosa Zambrano Darla Thaiz	8,45	9,75	13%
18	Lage Rojas Adolfo Jordy	4,3	9	47%
19	Lage Rojas Bryan Josué	4,55	8,75	43%

Nº	APELLIDOS Y NOMBRES	PRE TEST	POST TEST	% OF IMPROVEMENT
20	Laínez Arévalo Erika Naomi	5,3	9,25	40%
21	Linzán Zamora Gilda Liliam	5,3	9	37%
22	Magallanes Rodríguez Arianna Michelle	5,95	9,75	38%
23	Medina Egas Luis Miguel	6,9	9,25	24%
24	Minaya Reyes Madeline Alejandra	6	9,5	35%
25	Ochoa Cochea Jenny Nicole	3,75	7,75	40%
26	Orrala Laínez Melany Mabel	6,3	9,25	30%
27	Oñate Tinillo Jerack Luis	7,65	9,75	21%
28	Pérez Guale Juan Camilo	5,1	9,25	42%
29	Quijije Merchán Mayerli Anais	4,8	8,25	35%
30	Ramírez Pilozo Ximena Yuleidi	2,2	8,75	66%
31	Real Figueroa Airany Kelly	7	10	30%
32	Rivera Beltrán Luis Miguel	7	9,75	28%
33	Salinas Zambrano José Alexis	6,4	9,75	34%
34	Santana Muñiz Ruth Betzabeth	4,55	9,75	52%
35	Serrano Saigua Marlón Joel	9,15	10	0,85%
36	Soriano Tomalá Rosa Ximena	5,7	9,25	36%
37	Suárez Menoscal Jessica Fernanda	4,15	8,25	41%
38	Tierra Zavala Kenia Denisse	3,5	8	45%
39	Tomalá Magallan Adriana Nicole	8,75	9,75	10%
40	Tomalá Pozo Carlos Lizandro	4,65	8,75	41%
41	Tomalá Pozo Madeline Lissette	5,45	9,75	43%
42	Valle Pozo Jeremy Josué	6,36	9,5	31%
43	Vélez Flores Steven Sebastián	7,65	10	24%
44	Vera Rodríguez Nallely Naomi	4,5	9,25	48%
45	Yagual Chalen Katherine Lisbeth	6,05	10	40%

**Source:** Diagnostic and final test

**Author:** Ana Rosalía Ordóñez Reyes

**Graphic N° 10: Improvement of eighth basic year students**



Source: Diagnostic and final test

Author: Ana Rosalía Ordóñez Reyes



## **4.10 Conclusions and recommendations**

### **4.10.1 Conclusions**

1. Vocabulary is an essential part in the acquisition process of English language of eighth basic year students from Unidad Educativa “La Libertad” since it is needed for the oral or written production of the target language of for its whole comprehension.
2. Teachers need to avoid the use of traditional methodologies and strategies which include the excessive use of the English book.
3. The implementation of didactic strategies reinforced the vocabulary of students of eight grade developing their interaction and social skills as well. Therefore, students had the opportunity to learn new vocabulary in dynamic and enjoyable classes.

#### **4.10.2 Recommendations**

1. It is recommended that English teachers from Unidad Educativa “La Libertad” motivate students to develop or acquire as much vocabulary as possible since it is needed for the complete domain of the English language.
2. Teachers should update their teaching methodologies since the excessive use of English book affects the language development of students. Hence, it is necessary to vary the way of teaching, practicing or evaluating vocabulary.
3. This proposal is recommended because it is an encouraging form to learn new vocabulary and promotes the application of additional and didactic resources.
4. It is recommended that teachers implement different kinds of didactic strategies in order to reinforce English vocabulary contribute to motivate students to learn more vocabulary providing students classes with dynamism and playfulness.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 Budget

INSTITUTIONAL RESOURCES				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Unidad Educativa “La Libertad”		\$0.00	\$0.00
<b>SUBTOTAL</b>				<b>\$0.00</b>

MATERIAL RESOURCES				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
3	Paper ream	2 reams	\$5.00	\$10.00
4	Copies	200	\$0.05	\$10.00
5	Prints	600	\$0.30	\$180.00
6	CDs	3	\$0,75	\$2.25
<b>SUBTOTAL</b>				<b>\$203.75</b>

TECHNOLOGICAL RESOURCES				
N°	DESCRIPTION	QUANTITY-TIME	UNIT COST	TOTAL
14	Internet	3 months	\$22.00	\$66.00
15	Laptop	1	\$1000.00	\$1000.00
16	Camera	1	\$300.00	\$300.00
17	Flash memory	1	\$15.00	\$15.00
<b>SUBTOTAL</b>				<b>\$1,081.00</b>

OTHERS				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
18	Communication	3 months	\$10.00	\$30.00
19	Transportation	3 months	\$10.00	\$30.00
20	Lunch and Snacks	3 months	\$10.00	\$30.00
21	Unexpected expenses		\$100	\$100.00
<b>SUBTOTAL</b>				<b>\$190.00</b>

<b>TOTAL SUMMATORY</b>				<b>\$1,474.75</b>
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Author: Ana Rosalía Ordóñez Reyes

## 5.2 Timetable

Chart N° 20: Timetable

ACTIVITY	2015																2016																2017											
	AUG				SEP				OCT				NOV				DEC				JAN				FEB				MAY				JUN				AUG				MAR			
	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				
Socialization with the Advisor	■																																											
Elaboration Chapter I		■																																										
Review of Chapter I		■																																										
Elaboration Chapter II			■	■	■	■																																						
Review of Chapter II						■																																						
Field research at Unidad Educativa "La Libertad"						■																																						
Collection of Information							■																																					
Elaboration Chapter III							■	■	■	■																																		
Review of Chapter III										■																																		
Elaboration Chapter IV										■	■	■	■	■	■	■	■																											
Application of the Proposal														■	■	■	■	■	■	■																								
Elaboration Chapter V																																												
Elaboration of Preliminary Pages																																												
Review of Thesis Draft																																												
Delivery of Final Work																																												
Trabajo de Titulación Pre-defense																																												
Trabajo de Titulación Defense-Graduation Day																																												

Author: Ana Rosalía Ordóñez Reyes

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## Appendix

### Appendix N° 1: Survey Applied to Students



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES  
ENGLISH LANGUAGE TEACHING CAREER



**OBJECTIVE:** The purpose of this survey is to know your opinion about the importance of learning English and to know about vocabulary teaching in the classroom.

**INSTRUCTIONS:** Read each question and then choose the option that describes most your answer (X)

**Question N° 1:** According to your criteria, English language is .....

1.1	Very Important	
1.2	Important	
1.4	Useless	

**Question N° 2:** In your opinion, your English vocabulary knowledge is .....

2.1	Excellent	
2.2	Very good	
2.3	Good	
2.4	Regular	
2.5	Bad	

**Question N° 3:** Do you think that the English vocabulary lessons are enjoyable?

3.1	Strongly agree	
3.2	Agree	
3.3	Undecided	
3.4	Disagree	
3.5	Strongly disagree	

**Question N° 4:** Does your teacher apply different strategies to teach English vocabulary?

4.1	Yes	
4.2	No	
4.3	Partially	

**Question N° 5:** Do you consider that the strategies your teacher uses in the development of the classes contribute to improve your English vocabulary knowledge?

5.1	Strongly agree	
5.2	Agree	
5.3	Undecided	
5.4	Disagree	
5.5	Strongly disagree	

**Question N° 6:** How often does your teacher use didactic strategies to teach English vocabulary?

6.1	Always	
6.2	Often	
6.3	Sometimes	
6.4	Rarely	
6.5	Never	

**Question N° 7:** Which of these strategies does your teacher use to teach English vocabulary?

7.1	Posters	
7.2	Flashcards	
7.3	Games	
7.4	Songs	
7.5	Videos	
7.6	None	

**Question N° 8:** According to your criteria, didactic strategies should be .....

8.1	Illustrative	
8.2	Motivating	
8.3	Original	
8.4	Practical	
8.5	Dynamic	
8.6	Others	

**Question N° 9:** Do you consider that the application of didactic strategies support the improvement of your English vocabulary knowledge?

9.1	Strongly agree	
9.2	Agree	
9.3	Undecided	
9.4	Disagree	
9.5	Strongly disagree	

**Thanks for your collaboration**

## Appendix N° 2: Interview Applied to the English Teachers



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES  
ENGLISH LANGUAGE TEACHING CAREER



**OBJECTIVE:** The purpose of this interview is to know your opinion about the importance of learning English and to know about vocabulary teaching in the classroom.

**Question N° 1:** How do you consider English language?

---

**Question N° 2:** How do you consider the English vocabulary knowledge of your students?

---

**Question N° 3:** Do you think that your English vocabulary lessons are enjoyable?

---

**Question N° 4:** Do you apply different strategies to teach English vocabulary?

---

**Question N° 5:** Do you consider that strategies you use in the development of the classes contribute to improve the English vocabulary knowledge of your students?

---

**Question N° 6:** How often do you use didactic strategies to teach English vocabulary?

---

**Question N° 7:** What kind of strategies do you use to teach English vocabulary?

---

**Question N° 8:** What are the benefits of using didactic strategies in your vocabulary lessons?

---

**Question N° 9:** Which of the strategies you have applied in your vocabulary classes students like most?

---

**Thanks for your collaboration**

### Appendix N°3: Interview Applied to the Principal



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES  
ENGLISH LANGUAGE TEACHING CAREER



**OBJECTIVE:** The purpose of this interview is to know your opinion about the importance of learning English and to know about vocabulary teaching in the classroom.

**Question N° 1:** Do you consider that learning English is significant nowadays? Why?

---

**Question N° 2:** How do you describe the English classes in your institution?

---

**Question N° 3:** Do you think that vocabulary is significant for the English language learning? Why?

---

**Question N° 4:** Do you think that your English teachers apply appropriate strategies in the development of their classes?

---

**Question N° 5:** Do you consider that the students from your institution have a

good level of English vocabulary?

---

**Question N° 6:** Do you consider that the application of didactic strategies supports students from your institution to upgrade their English vocabulary? Why?

---

**Question N° 7:** According to your opinion, what are the benefits of using didactic strategies to teach English vocabulary?

---

**Thanks for your collaboration**

**Appendix N° 4: Interview directed the English language teaching specialist**



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**  
**FACULTY OF SCIENCES OF EDUCATION AND**  
**LANGUAGES**  
**ENGLISH LANGUAGE TEACHING CAREER**



**OBJECTIVE:** The purpose of this interview is to know your opinion about the importance of learning English and to know about vocabulary teaching in the classroom.

**Question N° 1:** In your opinion, how important is learning English in the present time?

---

---

**Question N° 2:** What role does English vocabulary play in the learning of this language?

---

---

**Question N° 3:** Do you think that English teachers implement appropriate strategies and methods in their classes?

---

---

**Question N° 4:** Do you think that English language learners learn English vocabulary satisfactorily? Why?



---

---

**Question N° 5:** Does the application of didactic strategies contribute to the learning English vocabulary? In which ways?

---

---

**Question N° 6:** What are the benefits of using didactic strategies to teach English vocabulary?

---

---

**Thanks for your collaboration**

### Appendix N° 5: Observation Guide

GENERAL INFORMATION		
<b>Observer:</b> Ana Rosalia Ordoñez Reyes	<b>Institution:</b> Unidad Educativa “La Libertad”.	
<b>Observed Teacher:</b> Pablo Rojas Arévalos	<b>Course:</b> Eighth basic year	
<b>Date:</b> December 8 <sup>th</sup> , 2015	<b>Beginning time:</b> 07H50	<b>Finishing time:</b> 08H20
<b>Objective:</b> To evaluate the teacher’s strategies and methodology applied to develop English vocabulary in a daily class.		

N°	DESCRIPTION	YES	NO	PARTIALLY
<b>Introduction and Content</b>				
1	Teacher establishes the objectives of the vocabulary lesson.			
2	Teacher introduces the English vocabulary appropriately.			
3	Teacher provides students the opportunity to listen to the word.			
4	Teacher asks students to do drilling exercises.			
5	Teacher shows students a picture, symbol or graphic representation of the target vocabulary.			
6	Teacher discusses the meaning of the word with students.			
7	Teacher provides students a description, explanation or example of the new vocabulary.			
<b>Methodology</b>				
8	Teacher applies teaching strategies which lead and motivate students to learn vocabulary.			
<b>Didactic Resources</b>				
9	Teacher uses didactic materials to teach vocabulary.			
10	Teacher utilizes didactic material correctly.			
11	Teacher encourages students to practice vocabulary with the didactic material.			
12	The use of didactic material promotes the students’ motivation to learn vocabulary.			
13	The use of didactic resources provides students opportunities to produce the English vocabulary.			
14	The use of didactic resources stimulates the participation of all students into the vocabulary lesson.			
<b>Evaluation</b>				
15	Teacher verifies the results of vocabulary learning through the application of feedback activities.			
16	Teacher evaluates the students.			

**Author:** Ana Rosalía Ordoñez Reyes

**Appendix N° 6: Pre Test Applied to Students**



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES  
ENGLISH LANGUAGE TEACHING CAREER**



<b>STUDENT'S NAME:</b>		<b>/10</b>
<b>GRADE:</b>	<b>DATE:</b>	

- 1. – Fill in the blanks and complete the chart. (0.20 each item)**  
( /2.80).

NUMBER	CARDINAL NUMBER	ORDINAL NUMBER
<b>Ex: 1</b>	<b><u>One</u></b>	<b><u>First</u></b>
_____	Three	_____
5	_____	_____
_____	Seven	_____
_____	_____	Eleventh
12	_____	_____
16	_____	_____
20	_____	_____

- 2. – Complete the blanks with the correct letter and find the Day of the Week.(0.25 each item) ( /1.5)**

- Ex. M o n d a y
- \_\_\_\_\_ u \_\_\_\_\_ d \_\_\_\_\_
- W \_\_\_\_\_ n \_\_\_\_\_ s \_\_\_\_\_
- \_\_\_\_\_ s \_\_\_\_\_ a \_\_\_\_\_
- F \_\_\_\_\_ i \_\_\_\_\_
- \_\_\_\_\_ a \_\_\_\_\_ u \_\_\_\_\_ y
- S \_\_\_\_\_ n \_\_\_\_\_

3. – Read the statements below and then circle the correct Month of the year. (0.20 each item). ( /2.20)

P B A J O J I B Z S T S Z P F  
 Z T Q J A N U A R Y A Z U E N  
 E M T J U L Y D K S K V G I J  
 O A F V C N E A R K G F K R C  
 I R Z O A D Y E M N S N Y S N  
 R C R R F M B A P R I L R L Z  
 E H A Q R M T V T Y L H A Q K  
 B W F F E G T I P P T I U F H  
 M U X C B O C T O B E R R H O  
 E C E Q M N E G I A U F B S T  
 T D H Q E W A B U I T X E M T  
 P A D I V E B G S W J S F G U  
 E L D C O X U O J J G U A S M  
 S H N G N S Y Y Q D G P N G L  
 C P J D T U P X G Z J X U E O



~~JANUARY~~  
 FEBRUARY  
 MARCH  
 APRIL  
 MAY  
 JUNE  
 JULY  
 AUGUST  
 SEPTEMBER  
 OCTOBER  
 NOVEMBER  
 DECEMBER


4. Read the passage below and complete the gaps with the correct word (School Supplies) from the box. (0.25 each item). ( /2)


Pencil case	Pen	Schoolbag	Sharpener	Colored pencils
Markers	Book	Glue		Pencil

I always prepare my Ex: schoolbag  because I have to put into my

\_\_\_\_\_ , my \_\_\_\_\_ , my \_\_\_\_\_  and my

\_\_\_\_\_  with all my \_\_\_\_\_  and \_\_\_\_\_

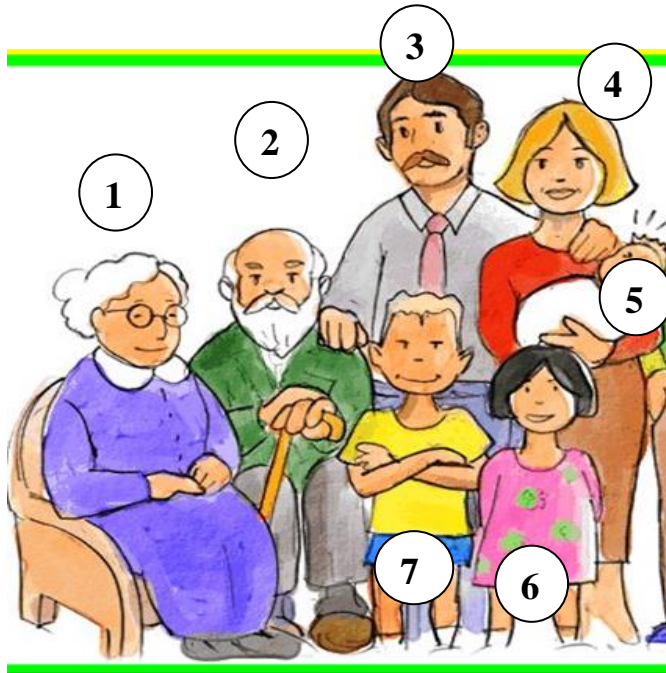
. I do this because I always forget to keep my English

\_\_\_\_\_  and when I have to paste something, I borrow some

\_\_\_\_\_  to my classmates.

5. Match the number of the circle next to the correct member of the family.  
(0.25 each item). ( /1.50)

- Ex: Baby 5
- Father \_\_\_\_\_
- Mother \_\_\_\_\_
- Grandfather \_\_\_\_\_
- Grandmother \_\_\_\_\_
- Son \_\_\_\_\_



**Appendix N° 7: Post Test Applied to Students**



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**  
**FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES**  
**ENGLISH LANGUAGE TEACHING CAREER**




<b>STUDENT'S NAME:</b>		<b>/10</b>
<b>GRADE:</b>	<b>DATE:</b>	

**1. – Unscramble the letters and write the correct ORDINAL NUMBER.**  
 (0.25 each item) ( /2)

Ex: S T R I F	S E N C O D	F U O R H T
<u>FIRST</u>	_____	_____
S E V T E H N	H T X I S	H T E I G H
_____	_____	_____
H I T R D	N T H I N	T E N H T
_____	_____	_____

**2. –Look at the pictures below, read the options and circle the correct occupation. (0.25 each item) ( /1.75)**

<p>a) Singer                  b) Doctor                  c) Author</p>	<p>a) Soccer player                  b) TV presenter                  c) Actor</p>	<p>a) Doctor                  b) Singer                  c) TV presenter</p>	<p>a) Actress                  b) Actor                  c) Basketball player</p>
--	--	--	---

			
a) Singer b) Doctor c) Electrician	a) Actress b) Doctor c) Electrician	a) Tennis player b) Soccer player c) Basketball player	a) Electrician b) Actor c) Doctor

3. Complete the blanks with the correct letter and find the Family Members. (0.25 each item) ( /1.5)

Ex.B a b y

- F \_\_\_ t \_\_\_ e \_\_\_
- \_\_\_ o t \_\_\_
- G \_\_\_ n \_\_\_ f \_\_\_ r
- G \_\_\_ d m \_\_\_ e \_\_\_
- S \_\_\_
- \_\_\_ a u \_\_\_ t e \_\_\_

4. Find the words from the list below in the word search. (0.25 each item)

( /2.75)

J E G X K <u>C O M P U T E R</u> Y F H C T X R E N O H P L L E C B S T M P P L A Y E R E P Q D B R Z E M S E U H X Z V E L R E X R O L L E R B L A D E S A B Y V O B E S N M L E V Q N O X K I W I F V Y I I S Q U C B G J D E C P O I W Z J K D Q E X X E O Y B N Z S C A B V C T K I O D C S D V D I L G S M A E M G K L Q D G W V O Y A K K H F A G E G D H T T Y N I M S U Z M D V D P L A Y E R L L V K O E F G Q D Y C R G M H T R V O S K C A P K C A B R M Y L L	CELLPHONE SKATEBOARD DVDPLAYER VIDEOGAMES COMPUTER BICYCLE ROLLERBLADES BACKPACK MAGAZINES TELEVISION DVDS MPPLAYER
--	--

5. –Read the list of countries in the chart below and color the correct nationality. (0.50 each item) ( /2)

	COUNTRY	NATIONALITY
1	Ecuador	Ex: Ecuatorian
		Ecuadorianese
		Ecuador
2	Japan	Japanes
		Japanese
		Japanese
3	Brazil	Brazilese
		Brazilien
		Brazilian
4	Mexico	Mexicon
		Mexican
		Mexicese
5	China	Chinese
		Chinen
		Chinan



**Appendix N° 8: Students' names of eighth basic year**

N°	FULL NAME OF STUDENTS
1	Álava Quinto Génesis Lissett
2	Altamirano Vera Jefferson Christian
3	Anchundia Torres María José
4	Beltrán Cajape Anthony David
5	Bobadilla Vera Vanessa Milena
6	Calderón González Ámbar Allessa
7	Ceballos Orrala John Anthony
8	Cedeño Zambrano Carlos Daniel
9	Escandón Suárez Josías Aarón
10	Figueroa Cochea Luis Ángelo
11	Flores Hurtado Noemí Belén
12	Gonzabay Cáceres Jaime Ariel
13	González Domínguez Lucas Mateo
14	Gracia Obando Jordán Stiven
15	Guano Clemente Amy Adriana
16	Guamán Saltos Luis Vicente
17	Hermosa Zambrano Darla Thaiz
18	Lage Rojas Adolfo Jordy
19	Lage Rojas Bryan Josue
20	Laínez Arévalo Erika Noemí
21	Linzán Zamora Gilda Liliam
22	Magallanes Rodríguez Arianna Michelle
23	Medina Egas Luis Miguel
24	Minaya Reyes Madeline Alejandra
25	Ochoa Cochea Jenny Nicole
26	Orrala Laínez Melany Mabel
27	Oñate Tinillo Jerack Luis

N°	FULL NAME OF STUDENTS
28	Pérez Guale Juan Camilo
29	Quijije Merchán Mayerly Anais
30	Ramírez Pilozo Ximena Yuleidi
31	Real Figueroa Airany Kelly
32	Rivera Beltrán Luis Miguel
33	Salinas Zambrano José Alexis
34	Santana Muñiz Ruth Betzabeth
35	Serrano Saigua Marlon Joel
36	Soriano Tomalá Rosa Ximena
37	Suárez Menoscal Jessica Fernanda
38	Tierra Zavala Kenia Denisse
39	Tomalá Magallán Adriana Nicole
40	Tomalá Pozo Carlos Lizandro
41	Tomalá Pozo Madeline Lissette
42	Valle Pozo Jeremy Josue
43	Vélez Flores Steven Sebastián
44	Vera Rodríguez Nallely Naomi
45	Yagual Chalen Katherine Lisbeth

**Source:** Secretary Department at Unidad Educativa “La Libertad”

## Appendix N° 9: Legal Articles

### Chart N° 21: Legal Articles

ARTICLE	DESCRIPTION
<p>Constitution of Ecuador Fifth Section “Education” Art. 26</p>	<p>“Education is a right of people throughout their lives and an unavoidable and inexcusable duty of State. It constitutes a priority area of the public policy and state investment, guarantee of the equality and social inclusion and indispensable condition for the good living. People, families, and the society have the right and the responsibility to participate in the educative process”.</p>
<p>Constitution of Ecuador Fifth Section “Education” Art. 27</p>	<p>“Education will be centered in the human being and it will guarantee his/her holistic development, in the respect framework to human rights, to the sustainable environment and to the democracy; education will be participative, mandatory, intercultural, democratic, inclusive and diverse, of excellence and warmth; education will promote the equity of gender, justice, solidarity and peace; education will stimulate the critical sense, the art and the physical culture, the individual and community initiative, and the development of competences and capacities to create and work”.</p>
<p>Constitution of Ecuador- Title VII “Régimen del Buen Vivir” First Section “Education” Art. 343</p>	<p>“The National System of Education will have as purpose the development of individual and collective capacities and potentialities of people, which makes possible the learning, and the generation and use of knowledge, techniques, arts and culture. The system will have the person who learns in the center, and it will work in a flexible, dynamic, inclusive, effective, and efficient way. The National System of Education will integrate an intercultural vision according to the geographical, cultural and linguistic diversity of the country, and to the respect of communities, towns and nationalities rights”.</p>

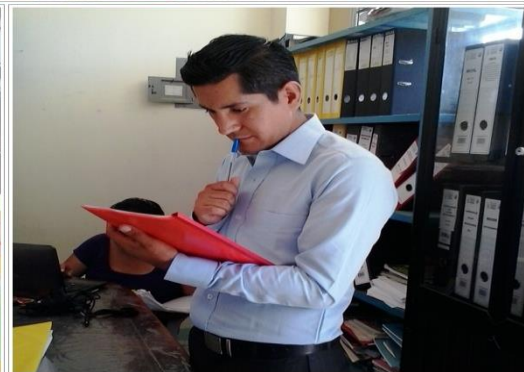
ARTICLE	DESCRIPTION
<p style="text-align: center;">Childhood and Adolescence Code Art. 37 Right to Education</p>	<p>Children and adolescents have the right to an education of good quality. This right demands of an educational system that:</p> <ol style="list-style-type: none"> <li>1. Ensure access and permanence of every child to a basic education and adolescents to the bachillerato or its equivalent;</li> <li>2. Respect cultures and specificities of each region and place;</li> <li>3. Consider flexible educational proposals and alternatives to attend the necessities of all children and adolescents, taking priorities to those who have disabilities, work or live in a situation which requires greater opportunities to learn;</li> <li>4. Ensure children and adolescents have teachers, didactic materials, laboratories, facilities, infrastructure and adequate resources and have a favorable environment for the learning. This right includes the effective access to the early education from zero to five years old, and therefore, it will be developed flexible programs and projects, appropriated for the cultural necessities of the learners; and,</li> <li>5. Respect the ethical, moral and religious convictions of parents and children and adolescents.</li> </ol> <p>Public education is secular at all levels, mandatory until the tenth year of basic education and free until the bachillerato and its equivalence.</p> <p>The State and its pertinent organisms will ensure that educational institutions provide services with equity, quality and opportunity, and also ensure the right of parents to choose the education that most suits to their sons and daughters.</p>

### Appendix N° 10: Picture-Interview with the Principal



Author: Ana Rosalía Ordóñez Reyes

### Appendix N° 11: Interview with the English Teachers



Author: Ana Rosalía Ordóñez Reyes

## Appendix N° 12: Students of eighth basic year



**Author:** Ana Rosalía Ordóñez Reyes

## Appendix N° 13: Students during the Survey



**Author:** Ana Rosalía Ordóñez Reyes

**Appendix N° 14 Picture-Students during the Diagnostic Test**



**Author:**Ana Rosalía Ordóñez Reyes

**Appendix N° 15: Students during the final test**



**Author:**Ana Rosalía Ordóñez Reyes

**Appendix N° 16: Investigator during the Proposal Application 1**



**Author:**Ana Rosalía Ordóñez Reyes

**Appendix N° 17: Investigator during the Proposal Application 2**



**Author:**Ana Rosalía Ordóñez Reyes



**Appendix N° 18: Students during the proposal application**



**Author:** Ana Rosalía Ordóñez Reyes

**Appendix N° 19: Students during the proposal application**



**Author:** Ana Rosalía Ordóñez Reyes

Appendix N° 20: Additional resources – cards



Author: Ana Rosalía Ordóñez Reyes

Appendix N° 21: Additional resources – readings

**Ordinal Numbers**

Betty Amir Grace Jake Noor

If Betty is first in line,  
 - who is third?  
 - who is fifth?  
 In what position is Amir?  
 Jake is \_\_\_\_\_ and there are \_\_\_\_\_ children in front of him.

Colour the dress of the 3rd child blue  
 Colour the jumper of the 5th child pink  
 Colour the shirt of the 2nd child red  
 Colour the shirt of the 4th child green  
 Colour the coat of the 1st child orange

---

**Meet My Family 02**

**1** Read about each family.

**2** Complete the family tree.

**3** Draw the next link.

ISLCollective.com

**FIND SOMEONE WHO .....**

Are you a .....	NAMES
Author?	
Singer?	
TV presenter?	
Tennis player?	
Soccer player?	
Basketball player?	
Actor?	
Actress?	

Author: Ana Rosalía Ordóñez Reyes

## Appendix N° 22: Acceptance letter from the Institution



### UNIDAD EDUCATIVA

"LA LIBERTAD"

Aprobado por resolución Ministerial N° 3256 del 11 de Abril de 1986

Santa Elena – La Libertad

Teléf.2934443



La Libertad, 17 de diciembre del 2015  
Oficio N° 211-R-UELL

Master Of Arts.

GLENDIA BEATRIZ PINOARGOTE PARRA

DIRECTORA DE LA ESCUELA DE IDIOMAS Y CARRERA

LICENCIATURA EN INGLÉS UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

La Libertad.-

De mis consideraciones:

Informo a Ud. que esta rectoría no tiene ningún inconveniente, para que la Srta. ORDOÑEZ REYES ANA ROSALÍA, realice las investigaciones respectivas relacionadas al tema y tesis de grado **DIDACTIC STRATEGIES TO REINFORCE VOCABULARY TO STUDENTS OF EIGHTH BASIC YEAR AT UNIDAD EDUCATIVA LA LIBERTAD.**

Particular que hago conocer a Ud. para los fines pertinentes.

Muy atentamente

  
MSc. Sixter Palma Murga

RECTOR



## Appendix N° 23: Certification of the proposal application

	<b>UNIDAD EDUCATIVA "LA LIBERTAD"</b>	
	Aprobado por resolución Ministerial N° 3256 del 11 de Abril de 1986 Santa Elena – La Libertad Teléf.2934443	
<b>El suscrito Rector de la Unidad Educativa "LA LIBERTAD", del Cantón La Libertad, MSc. Sixter Palma Murga</b>		
<b>Certifica:</b>		
<p>Que, la Srta. <b>ORDOÑEZ REYES ANA ROSALÍA</b>, con cédula de Identidad N° 0923312235, estudiante de la Escuela de Idiomas y Carrera de LICENCIATURA EN INGLES de la Universidad Estatal Península de Santa Elena, desarrolló e implementó el tema de investigación <b>DIDACTIC STRATEGIES TO REINFORCE VOCABULARY TO STUDENTS OF EIGHTH BASIC YEAR AT UNIDAD EDUCATIVA LA LIBERTAD</b>, jornada matutina, desde el 17 de diciembre del 2015, hasta el 26 de enero del presente año.</p>		
<p>Esto lo certifico en honor a la verdad, pudiendo la interesada hacer uso de este documento como a bien tuviere.</p>		
<p>La Libertad, febrero del 2016</p>		
 <b>Msc. Sixter Palma Murga</b> RECTOR		

**La Libertad 11 de Agosto del 2016**

**CERTIFICADO ANTIPLAGIO**

**003-TUTOR XAAB-2016**

En calidad de tutor del trabajo de titulación denominado **“DIDACTIC STRATEGIES TO REINFORCE VOCABULARY TO STUDENTS OF EIGHT BASIC YEAR EGB AT UNIDAD EDUCATIVA“LA LIBERTAD”, LA LIBERTAD, SANTA ELENA. 2015 – 2016”** elaborado por la estudiante **ANA ROSALÍA ORDÓÑEZ REYES**, 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 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

---

Xavier Antonio Almeida Briones  
C.I. 0913534749  
DOCENTE TUTOR

## Urkund report

The screenshot displays the Urkund web interface. The top navigation bar includes the Urkund logo and tabs for 'Lista de fuentes' and 'Bloques'. The main content area is divided into two columns. The left column contains document metadata: 'Documento' (ANA ORDOÑEZ-TESIS COMPLETA-URKUND.docx), 'Presentado' (2016-07-25 13:48), 'Presentado por' (anitaordonez1@gmail.com), 'Recibido' (xalmeida.upse@analysis.orkund.com), and 'Mensaje' (Ana Ordoñez Tesis). A yellow highlight in the message indicates that 1% of the document's text is present in the source list. The right column, titled 'Lista de fuentes', shows a table with columns for 'Categoría' and 'Enlace/nombre de archivo'. The table contains one entry: 'CHAPTER-IV.docx'. Below the table are sections for 'Fuentes alternativas' and 'La fuente no se usa'. At the bottom, a toolbar offers options like 'Reiniciar', 'Exportar', and 'Compartir'. A secondary window at the bottom shows a document preview with a table of contents for 'ARCHIVO DE REGISTRO URKUND: UNIVERSIDAD ESTADAL PENÍ...'.

Documento	Presentado	Presentado por	Recibido	Mensaje
ANA ORDOÑEZ-TESIS COMPLETA-URKUND.docx (D21202288)	2016-07-25 13:48 (-05:00)	anitaordonez1@gmail.com	xalmeida.upse@analysis.orkund.com	Ana Ordoñez Tesis <a href="#">Mostrar el mensaje completo</a>

Categoría	Enlace/nombre de archivo
	<a href="#">CHAPTER-IV.docx</a>

1% de esta aprox. 35 páginas de documentos largos se componen de texto presente en 1 fuentes.

0 Advertencias. Reiniciar Exportar Compartir

83% #1 Activo Archivo de registro Urkund: UNIVERSIDAD ESTADAL PENÍ... 83%

CHAPTER I	CHAPTER I
THE STATEMENT OF THE PROBLEM	THE STATEMENT OF THE PROBLEM
TITLE	TITLE
"DIDACTIC STRATEGIES TO REINFORCE VOCABULARY TO STUDENTS OF EIGHT BASIC YEAR EGB AT UNIDAD EDUCATIVA "LA LIBERTAD" I A LIBERTAD. SANTA FI FNA. 2015 - 2016"	DIDACTIC STRATEGIES TO REINFORCE VOCABULARY IN STUDENTS OF EIGHT BASIC YEAR EGB AT UNIDAD EDUCATIVA "LA LIBERTAD" I A LIBERTAD. SANTA FI FNA. 2015 - 2016"

**La Libertad, 11 de Agosto del 2016**

**CERTIFICACIÓN DEL DIRECTOR DE TESIS**

ING. XAVIER ANTONIO ALMEIDA BRIONES MSc. TUTOR DEL  
TRABAJO DE TITULACIÓN DE LA EGRESADA ANA ROSALÍA  
ORDÓÑEZ REYES

**CERTIFICA**

Que una vez revisados los convenios de la investigación y desarrollo del borrador del informe final del Trabajo de Titulación, éstos 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.

---

Ing. Xavier Almeida Briones, MSc.  
DOCENTE TUTOR