



**PENINSULA OF SANTA ELENA STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

**“HANDY RESOURCES TO DEVELOP VOCABULARY SKILL IN STUDENTS OF FOURTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA JUAN JACOBO ROUSSEAU IN SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017”.**

**RESEARCH PAPER**

**As a prerequisite to attain a:  
BACHELOR’S DEGREE IN ENGLISH**

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**CARRERA DE LICENCIATURA EN INGLÉS**

**“HANDY RESOURCES TO DEVELOP VOCABULARY SKILL IN STUDENTS OF FOURTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA JUAN JACOBO ROUSSEAU IN SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017.”**

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**La Libertad, February 17<sup>th</sup>, 2017.**

**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title “Handy Resources to develop vocabulary skill in students of fourth grade at Escuela de Educación Básica Juan Jacobo Rousseau, in Santa Elena, Santa Elena province, school year 2016-2017.” Prepared by Maria Helena Gordino Mota, undergraduate student of the English teaching career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after this project was advised, analyzed and reviewed, I approve it in its entirety, because it meets the needed requirements for its submission to the evaluation of the academic tribunal.

Sincerely.

---

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### **STATEMENT OF AUTHORSHIP**

I, María Helena Gordino Mota with ID number: 0908677560, undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to attain a bachelor's degree in English, in my performance as author of the research paper **“HANDY RESOURCES TO DEVELOP VOCABULARY SKILL IN STUDENTS OF FOURTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA JUAN JACOBO ROUSSEAU IN SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017”**, I certify that this work is consequence of my authorship, except for the quotes and statements, reflections properly referenced used in this research paper.

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## **DEDICATION**

I dedicate the present investigative project to those who accompanied me throughout my career studies and the completion of this research project, to my dear parents since they supported me during my study process at university and it helped me to succeed in the activities and tasks assigned; to my sons and my daughter who always believed me and gave me their support to complete this career favorably.

I personally dedicate this paper work to those persons who have become part of my professional formation at UPSE University and motivated me to succeed in every step I accomplished.

*Helena*

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*Helena*

## **DECLARATION**

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

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**ABSTRACT**

The principal object of this project is to enhance vocabulary knowledge through the implementation of handy resources to students of fourth grade at Escuela de Educación Básica Juan Jacobo Rousseau. To give technical support to the present research project it was necessary to implement and develop the following information; theoretical framework, interviews and surveys, diagnostic tests, and the implementation of the proposal. The proposal of the implementation of handy resources to enhance vocabulary in fourth grade students represents the main idea in this project. After the application of handy resources, it was evidenced a clear improvement in the learning of English vocabulary in the students, and the students felt more motivated to participate and learn by means of practical activities.

**Key words:** handy resources, vocabulary, didactic materials, English learning, students.

## **INTRODUCTION**

This work arose from the difficulty students have while they have to learn new vocabulary, and once they are able to handle handy resources and recognize new words, they will be enabled to apply it in different contexts. Furthermore the growing motivation of students related to English study as a foreign language in a globalized world increases the need of learning and usage of vocabulary.

Education and language learning processes stand for evident and continuous interaction between culture and social groups. It represents an important factor for students to learn new vocabulary since it will help to communicate with other people and cultures and to build up self-confidence.

There are several important handy resources available in educational environment at schools and most of them become more attractive for English learners. But there is still a low application since traditional procedures are governing teaching process. In fact, English is considered presently the second major spoken language around the world.

Now, many alternatives are available to learn English vocabulary inside or outside educational institutions, such as innovative methodologies; for instance, handy resources, so then choosing the adequate method requires understanding the issue.

The present project is related to the usage and performance of handy resources in fourth grade students.

Regarding the initial stage of the research work, first, the students were evaluated with a diagnostic test to measure the level of knowledge, in order to get the results concerning the learning of grammatical, written, spoken skills and the percentage

of known vocabulary, concluding that the methods used in teaching vocabulary are not really motivating and hence the lack of interest in the student. For this reason it was necessary to implement the mentioned test.

This work aims to devise a strategy within specific or special learning English, namely the use of lexicographical games for teaching English vocabulary at Escuela de Educación Básica Juan Jacobo Rousseau located in Santa Elena.

Chapter I describes the statement of the problem, context of the problem, research questions, significance, research object, defending ideas, scientific tasks.

Chapter II refers to the literature review, namely, previous research, philosophical basis, educational basis and legal basis.

Chapter III is based on the research methodology, which is related to the research approach, qualitative and quantitative methods, observation method; population and sample; data collection techniques; data analysis and interpretation of results; conclusions and recommendations.

Chapter IV presents the proposal; objectives; description of the proposal, this is information data, design and development of the proposal; achievement and results; conclusions and recommendations; timetable; resources and references.

## **CHAPTER I**

### **THE PROBLEM**

“HANDY RESOURCES TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH BASIC YEAR AT ESCUELA DE EDUCACION BASICA JUAN JACOBO ROUSSEAU IN SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017.”

#### **1.1. PROBLEM STATEMENT**

Nowadays, English as a second language around the world is the most spoken and beneficial language to English Learners and this continues to increase as more and more people need to learn this language. Learning English as a second language has had important linguistic, cultural, political and educational effects in society. Being able to speak English can contribute to raise the educational level of people around the world.

Due to the requirement of communicating in this globalized world, people have been forced to learn English in order to improve their professional fields. There are a lot of competitive people, work and social situations that make people need to develop the English language. Furthermore, in the competitive world, English language offers great opportunities for advancement not only to get good jobs but also to get benefits in personal life.

In Ecuador the government has introduced a more updated English language program in public schools. However, young learners find difficulties to learn English as a foreign language.

The students of fourth grade at Escuela de Educación Básica Juan Jacobo Rousseau do not achieve the standards of the current Ecuadorian curriculum.

Students cannot enhance English skills since they do not manage the alphabet efficiently and thus, they are not able to use vocabulary. Furthermore, students do not feel motivated, they are neither concentrated nor interested in learning English, thus, not paying attention during the activities in class, getting bored when building up a vocabulary activity.

Probably, teachers do not use appropriate methodologies or educational institutions do not employ effective resources to provide high motivation to young learners.

English as a foreign language involves four communicative skills which are reading, listening, writing and speaking. These four skills will entail components like syntax, pronunciation. Vocabulary in the English language has usually been difficult to acquire by learners whose language is not English. For example, learning the vocabulary may be very difficult for Spanish speaking learners because there is not consistency between consonants and vowels and their sounds. Therefore, the spelling of English is hard to develop due to the inconsistency between the letters and the English sounds.

## **1.2. CONTEXT OF THE PROBLEM**

The learning of spelling of the English words is a problem which English language learners around the world face. For example, languages have their own phonological and morphological system which usually can be inconsistent with other foreign languages.

In Ecuador learning English is relevant because children need to improve their lexicon in order to apply new word in their vocabulary daily. English should be taught from early ages since children can learn a foreign language.

There are different reasons why the teaching and learning of English in the Ecuadorian school settings is still not very effective. One reason can be the lack of technology and didactic resources in the English Learning process which is likely a problem several educational institutions have. As a consequence, the level of knowledge is weak and students have difficulties in acquiring English as a foreign language. Even though, English is necessary, the teaching of this language is not considered important in public schools nor is it part of the Ecuadorian culture and as a result students have a low level.

Nowadays, government has implemented many strategies and methodologies for teachers to apply in the classroom in order to enhance the four English skills and improve the student's pronunciation.



On the other hand, the contents and methodologies used in the teaching- learning process of English are necessary tools in the global and modern world.

Currently teachers find some problems for learners once they want to learn English or increase their lexical skill. The private school Juan Jacobo Rousseau located in Santa Elena counts with its own building. There is a large area of land, a family environment and with few students, but the students of fourth grade in this school need innovative techniques and resources to learn and develop the vocabulary aspect. They face several difficulties when they write and pronounce the words, for this reason, it is recommendable to elaborate Handy Resources to teach the spelling of vocabulary as useful and enjoyable tools to solve this problem so that students will have the option to practice and improve their lexical through innovative learning Handy Resources.

During the assessment of the spelling of the English words it was observed that fourth grade students presented many problems when hearing the words. For instance they confused the sounds of the English words and their corresponding consonants and vowels. Also, students tended to write English words incorrectly since they wrote the words as they were pronounced transferring Spanish like sounds to English words.

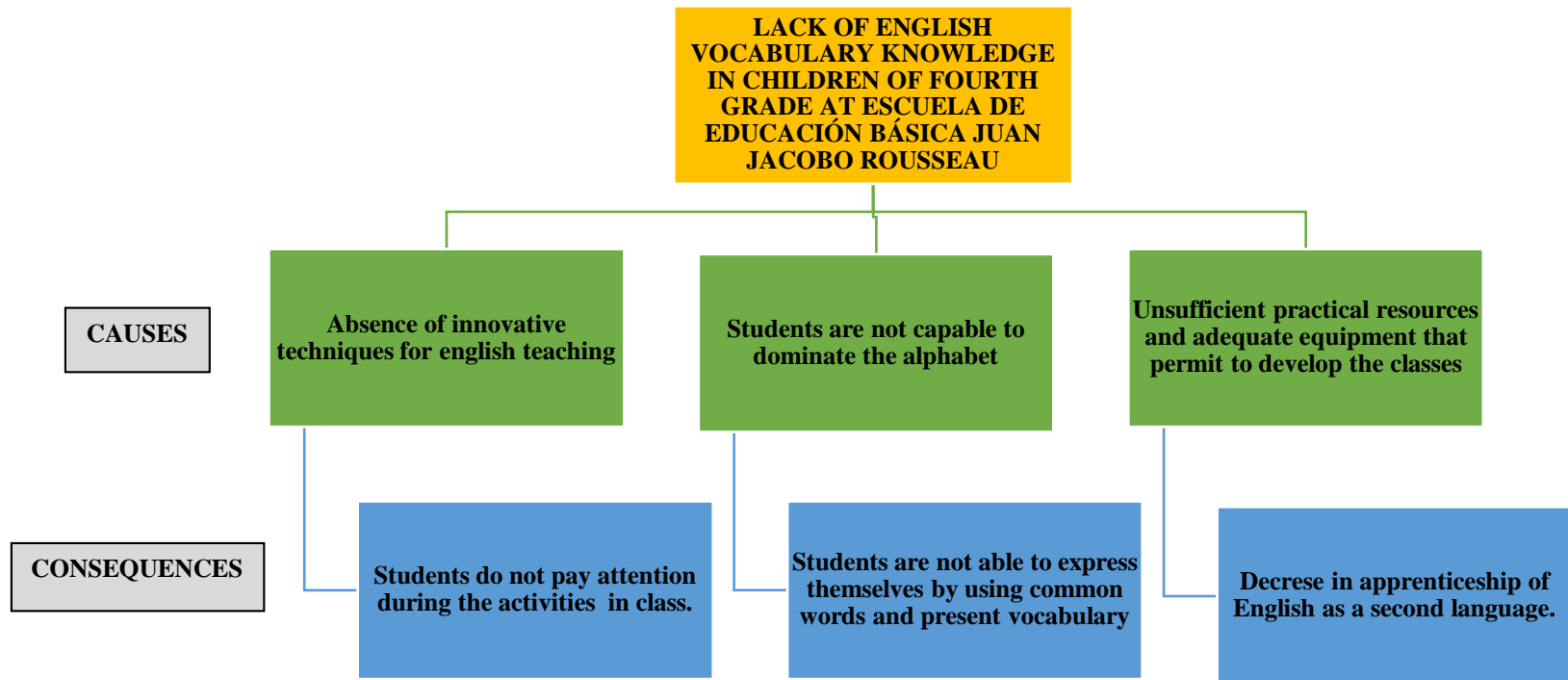
These are the main reasons for endorsing this project, which is expected to significantly improve the shortcomings found during the assessment, previously described.

Finally, this project is recommended for teachers and students of fourth grade. This research will improve and develop in the teaching –learning process and will help them in the knowledge of lexical skill. The Handy Resources learning modality is suitable, reasonable and convenient and face to face interaction with the students in order to they feel confident and motivate for learning English since early age.

### **1.3. PROBLEMS TREE**

The problems tree allow us to identify the causes that originate the lack, needs and problems pertaining the natural and social reality, and also permits to identify the effects produced.

According to the above mentioned, Konstantinov (1982) states the following: “The knowledge of real causal connection serves as a base for practical activity of men. By knowing the cause, we can give life to desirable phenomena for society and, in an opposite sense; we can battle undesirable and harmful phenomena”. And later he states that “causality is not a connection between ideas in a speculation, but rather a connection of real phenomena, where a phenomenon originates another one.”



**Chart 1.-** Problems Tree Analysis.  
**Author:** María Helena Gordino Mota.

#### **1.4. RESEARCH QUESTIONS**

- What methodological strategies are used by teachers in the teaching of English vocabulary in context?
- Does the teacher motivate learning context in English?
- What methodological strategies are appropriate in the teaching-learning process of English vocabulary in context?

#### **1.5. RATIONALE**

Many young learners get in the school with about six thousand words of oral vocabulary. They are expected to acquire another three thousand words during the year until fourth grade. However, all the words does not have equal requirement in children learning process. Thus, the point is which words we need to use for instruction? In the present research we will focus in several kind of vocabulary for instruction and evaluate vocabulary learning.

One of the relevant and dynamic components of learning a foreign language is vocabulary, because learning new words can allow to develop and understand statements and phrases in order to use communication effectively and words are indispensable in learning of a foreign language. (Holmes, Rutledge and Gauthier, 2009).

Vocabulary is fundamental for students from early ages, because this is the period of time when children discover new contexts and begin to get a lot of information and know the importance to learn English as a Second Language (ESL), where their

mind is suitable in order to receive, assimilate and start off their first communicative process in English. Also, learning vocabulary contributes to development of the ability to communicate effectively during oral presentations, such as short speech, songs, writing short paragraphs and reading comprehension. Students need to get efficient oral communication because this is going to support them in their academic performance. Learning and teaching vocabulary is still a topic of concern for students and teachers, respectively.

Furthermore, learning vocabulary can be more significant and enriching when children are learning a new language and they find a relation between the language and the action.

The implication and role of this investigation seeks to help all the students that need to learn English in different ways starting at early age. This will have a special sociological effect and promote the increase of motivation in student of fourth year. Additionally the contribution of this study will promote the teaching of English in a funny way.

Vocabulary knowledge process has appropriate contribution in language achievement for children from early ages. It is fundamental for second language learners. Certainly, when students learn vocabulary with appropriate methodologies their reading and oral production can increase. Vocabulary helps to improve and expand students' ideas and their lexis and it is an essential branch of education.

Moreover, the more vocabulary the students know the more they enhance their ability to write and speak correctly. Vocabulary is considered as a vital and necessary area of language teaching-learning process. With the grammatical structures, a limited knowledge can be transmitted but without vocabulary nothing can be communicated (Wilkins, 1972, p.97).

Through this project, Handy Resources application in students in the fourth grade through handling of didactic material, by means of different and innovative methodologies, students will identify the sounds and will understand the meanings of the words for writing, speaking, listening and reading correctly.

In conclusion, the students of fourth grade learn a new language and they need to feel motivated. Therefore, the prominence of this project will benefit directly the students of fourth grade at school Juan Jacobo Rousseau located in Santa Elena and they will be able to develop the English vocabulary through interaction, motivation and manipulation of resources.

#### **1.6. RESEARCH OBJECTIVE**

To develop vocabulary through Handy Resources in Fourth Grade Students at “Escuela de Educación Básica Juan Jacobo Rousseau”.

#### **1.7. IDEA TO DEFEND**

The use of Handy Resources with manual didactic materials as a pedagogical learning tool will develop and improve the Vocabulary in fourth grade students at “Escuela de Educación Básica Juan Jacobo Rousseau”, 2016-2017.

## **1.8. SCIENTIFIC TASKS**

- a) Addressing the theoretical framework to create Handy Resources for the development of vocabulary.
- b) Design of the research methodology needed to conduct this research project.
- c) Implementation and evaluation of the vocabulary using the Handy Resources modality.

## **CHAPTER II**

### **THEORETICAL BASIS**

#### **LITERATURE REVIEW**

This research work contains scientific evidences, concepts, bibliographic quotations, opinions and also statements from well recognized authors, which are accompanied by a personal analysis, leading to obtain important remarkable conclusions and findings about the present research work that complement the proposal of the thesis.

The present chapter II has been divided in four topics which are; (1) the philosophical basis that argue the scientific concepts base related to the research of the problem, (2) the educational basis that manifest the English teaching for vocabulary learning assisted by handy resources, it gives further explanation about the advantages and drawbacks when applying different teaching methodologies, (3) the description of the factors which create a bound between the theory and the research problem and (4) the legal basis which refers to the present laws and regulations about national education; such as those pertaining to The Constitution of the Republic of Ecuador, the Education Act and the Academic Regime and Ley Orgánica de Educación Intercultural (LOEI).



## **2.1. PHILOSOPHICAL BASIS**

### **2.1.1. Jean Piaget's philosophical foundation**

According to Jean Piaget, philosophical foundation is the set of rules and defines children's games as admirable social institutions. It presents a theory of nature in relation to cognitive structures of the subject. It makes sense to first find an action game of sensory-motor nature, then a game of representation, symbolic in nature, and later a combinatorial game that are for Piaget the regulated games.

Spontaneity is studied by Piaget as a second feature of the game, stating that both the investigation and scientific conduct have characteristics of spontaneous behavior towards socially required behavior. Piaget and Vygotsky (1933-1980) state that the game is a place of satisfaction of immediate desires. But while Vygotsky speaks of desires and epistemological needs, Piaget accepts the psychoanalytic interpretation that is ego desires of nature (compensation, displacement, etc.).

### **2.1.2. Chomsky's philosophical foundation**

Chomsky proposes the existence of an innate "black box", a "device for the acquisition of language", able to receive the linguistic input and, from it, derive universal rules of grammar. This input is very imperfect; the child is able to generate from it a grammar that generates well-structured sentences and determines which way they should be used and understood.

The problem with this theory is that it explains the similarity in language development of all children, even presenting all different stories reinforcement in the field of linguistics. For the fun factor is a very important element in the student's life since it establishes a connection between usual activities and those that happen in the classroom. The advantage they have is, they have known schemes for children and therefore provide a familiar framework to develop new learning.

### **2.1.3. Vygotsky's philosophical foundation**

Language precedes thinking and influences the nature of it: the levels of intellectual functioning depend on a more abstract language. Furthermore, speech and action are intimately connected. The complex behavior and more important is the role of language since early ages.

The best method to teach reading and writing is that the children do not read or write, but they are important. In the same way children learn to speak, they should learn to read and write (Vygotsky, 1978).

Vygotsky expresses his conviction that the written language develops like speech. He indicates his holistic inclination and awareness of the need for students to be immersed in the language to make easier the teaching-learning.

#### **2.1.4. James J. Asher's philosophical foundation**

Asher (1988) stated that brain switching can positively affect the consequence of a problem in different practical areas of people. Thus, he said that when gaining a second language, it is necessary to decode unusual noises by means of the right part of the brain before the left part is ready to talk.

He also presented a Spanish lesson by expressing directions and representing motions with the students. Later he invited the students to perform by their own the motions while they listened to the expressions in Spanish. It is not necessary to talk, but listening to new words and sounds and performing quickly, therefore the new language is accomplished using the right brain. It establishes a possibility to catch new statements rearranging parts that were taken previously.

#### **2.1.5. Stahl & Fairbanks's philosophical foundation**

Stahl (1986) stated that "vocabulary cannot be learned completely; it is developed with the time. Teaching vocabulary implies using it through different ways and not just looking up words in a dictionary." (p.1). It establishes that vocabulary knowledge needs to be gained with active practice, in classroom or in daily activities. Children should study vocabulary continuously so they are able to improve their skills and apply vocabulary in daily routines.

#### **2.1.6. Nation and Macalister's philosophical foundation**

Nation and Macalister (2010) pointed out that, "English vocabulary is complex, with three faces related to form, meaning, use, and also meaning linked to the roots of individual words". (p. 35-36). Accordingly it is necessary that children throughout educational stage learn how to master different levels of English vocabulary and understand the real meaning and usage of words.

#### **2.1.7. Flower's philosophical foundation**

According to Flower (2000), "words are the most important things students must learn. Grammar is important, but vocabulary is much more important". (p.5)

Each investigator postulates a particular statement and advocate for it regarding the importance of vocabulary learning. Nevertheless, vocabulary constitutes a valuable tool to develop English language, since the vocabulary is present in every task, business, occasion that involves communication.

#### **2.1.8. Fisher et al.'s philosophical foundation**

Fisher, Rothenberg, and Frey (2007) stated that "English Language Learners need both direct vocabulary instruction and immersion in important content" (p.3).

Instruction provided by the teacher and the use of adequate tools like handy resources, are very important in order to accomplish English learning in school, furthermore it depends on the teacher's ability to support the students by means of the review of English vocabulary.

## **2.2. EDUCATIONAL BASIS**

### **2.2.1. Montessori's educational foundation**

According to the pedagogist Montessori (2008), she argued that “the emotional and cognitive development to be achieved must be provided with motivation, where children feel desire to activate and develop in a pleasant and harmonious atmosphere and to apply manipulative materials or resources can improve their socio-affective condition”.

### **2.2.2. Jeremy Harmer's educational foundation**

According to Jeremy Harmer (2012) he claimed that “Language learning is an active process. It is not enough for learners just to have the necessary knowledge. The person has to develop the ability to communicate in a correct way with others, and learning a foreign language facilitates the development of the people and give them special skills”.

### **2.2.3. What are the advantages of teaching vocabulary in children?**

- Great ability to understand meaning of common words.
- Great creativity in the use of language.
- Ability to learn indirectly.
- Capacity for fun and game.
- The role of the imagination.
- Large capacity and need for interaction.

#### **2.2.4. How should be a teacher who teaches a child a Foreign Language?**

Teachers must encourage young learners facilitating an enjoyable environment, for that reason is necessary to show positive predisposition, patience, empathy, flexible and positive attitude, able to make a diagnosis of the playful interests, artistic talents in order to make English lessons an enthusiastic subject.

Learning to be patient with the child. The first thing in teaching a child how to learn something is to know what activities the child must be confident according to the child's age. In short, your understanding mentality should be of that age of the child. Children's brains are fairly different to adult brains - not just in size but also in processing. So when teaching a child, teachers should measure student's capacity and organize appropriate activities for each level.

It is tempting to just jump right in and try to teach them big phrases and ask them to recite them back to you. This is called mimicking. What the entire child is really doing is just repeating what you have said without knowing the context of the activity.

Playing word games is a good and funny way to help the child to memorize and practice the vocabulary. One funny game is to hide the toy animals or pick random objects around the room, and ask them to bring it. In this way teachers motivate and encourage the class.

Once the child has built up the vocabulary, teachers can teach short and easy phrases. At this point teachers should exploit the student's potential in order to improve vocabulary skills, such as reading, writing, speaking.

Teachers might do this activity at the beginning, middle or in the end of the class to strengthen student's knowledge. Start out with small phrases then go up to step by step.

#### **2.2.5. How do children learn vocabulary?**

Create a learning environment and support, doing something appealing to children, using a variety of different short activities with teaching methodologies that complement with interesting resources for teaching-learning process. Should be checked learning by repetition and stimulation. The environment must influence the process of a second language, which involves not only the class, but also family and the society around it.

When children learn to speak, they learn to speak the first words since they repeatedly hear the words, specific articles in their environment. Words like "ball", "cup", "more", "big", "juice", are words that children learn for the first time, as frequently occur in their environment. Young children learn and acquire new words through repeated exposure to them.

To give definitions of vocabulary from an early age usually is not a good way to teach a foreign language because children do not really understand the meaning. Young students increase vocabulary using teaching resources to manipulate the actual material for learning English. Research suggests that a minimum of 15 games with new words for a student is required to understand and use determined words.

Asking the right kind of questions and helping students to make connections among words that already know can be very effective. Asking questions like, “Where have you heard this word before,” “Can you think of another meaning for this word,” or just talking about word meanings and being cautious with definitions (substitute other words that do not make sense or sound funny) help kids to expand the way they think about words. If we build confidence and competence in dissecting and connecting words that students already know, this skill will start to translate and help kids with “problem solve” when they encounter unfamiliar words.

#### **2.2.6. English Teaching**

Teaching children involves some advantages as well as difficulties for teachers. Often, teachers in elementary and secondary schools have to follow the curriculum, writing tests, and assign tasks and evaluations to their students. Children can enjoy lessons more effectively if teachers apply dynamic and motivational activities using various materials suitable for teaching English and according to the ages of the students. In the present research, Students’ age range from six to eight years old.



English teachers are not stimulated to master specific activities and accurate monitoring curriculum, therefore, alumni's preferred activities can be reiterated twice or more times as needed. It also represents a benefit for children since they will become less shy and therefore not afraid of being imaginative and participative in each lesson.

According to Philips (1993), "the process of teaching children depends on their stage of development. If there are some activities that require some skills, students have not yet developed, it is recommended not to be included". Teachers are encouraged to select activities that are adequate for the schoolmate, namely, not below their intellectual level or too immature. It requires the employment of accurate strategies and specific training devices.

English teaching is based on main methodologies, but it also depends on personal analysis of the language understanding. The different methodologies are described as follows:

- Translation of grammar – considered to be the classical method.

It aims to translate a written text from English into native language of students.

- Direct Method – It focuses in the importance of speaking.

It allows the students to link meaning of words directly in English.

- Audio-linguicism – considered to be the first modern methodology.

It involves the execution of listening and speaking exercises.

- Humanistic Approaches – it comprehends a group of integral methods applied to language learning.

It is developed through students' interaction, relevant texts and vocabulary, listening understanding.

- Principled Eclecticism – it fits the method to the learner, and avoids the opposite.
- Communicative Language Teaching – is a modern method.

It involves the comprehension of English by students' participation and interaction; also the content should be established according to applicability of student experience.

### **2.2.7. EARLY LANGUAGE LEARNING IN SCHOOL**

Although learning foreign languages for school students is considered a very common activity presently, on the other hand, some authors and experts account for children's irresponsibility and disability to learn foreign languages. Donaldson (1970), considers that the best age to start to study a foreign language is when students are ten years old approximately or even later. The fact is very schoolmates have not developed their communication abilities at that period of time, and they always need to be given a major consideration, which can significantly loosen the learning process.

It is also stated that they are not capable to pay attention to the study program of a foreign language and so it is barely understood and applied by students.

Some people say that early language learning has no positive results on children and there is no alternative to be applied when young learners come from non-English environment and have classes once a week (for example, 45 minutes class per week). Therefore, such arguments are refuted by Pinter, he states that “although alumni in non-English locations have the opportunity to practice the language outside the school and there is no straight need or clear motivation to utilize and learn English, to introduce students to a new language provides an opportunity to increase their horizons and raise their enthusiasm and curiosity in the knowledge of languages ”.

#### **2.2.7.1. Advantages of language learning in young students**

Experts are discussing different feasible advantages of foreign languages learning at early ages. Children three years old have already acquired English basic skills based on their mother tongue. Therefore, it is appropriate and effective to start learning a second language and the acquisition of this knowledge now. It is also a period when capacity is highly developed in the brain. Usually the capacity is used inefficiently.

To reach an effective development, it needs to be strongly stimulated, namely, children of this age like to imitate, and consequently it enables them to express intonation and pronunciation correctly.

As a result, students are able to attain skills and abilities at the level of a native speaker when given the opportunity to imitate and train important skills.

Dunn (1990) presents a list of the fundamental advantages of learning foreign languages regarding school students as follows:

- It has a beneficial impact on the enhancement of their educational abilities,
- It allows the children to learn how to learn.
- Children are expected to be more adaptable and tolerant.
- It helps them to understand and get a different perspective from their mother tongue, for instance, by means of the study of a different grammar.

#### **2.2.7.2. Disadvantages of language learning in school**

On the contrary, there are several authors and experts who do not recommend English language learning at early ages and point out its disadvantage. Some factors might adversely affect apprenticeship, such as, lack of cooperation, changes of mood, emotional imbalance.

Sometimes children are disobedient and angry since they are committed to achieve what they want. Consequently their behavior can considerably ruin the lesson. Lojová (2005) further explains that children's strong emotiveness can produce teachers' loss of control over the activities children are told to do. It need to be consider the fact children react to everything at the moment, they are sensible, but also curious, so then it is important to catch their attention using innovative tools or just planning an exciting class and activities. Thus it can be concluded that teachers

of school must be patient enough, but severe when dealing with alumni even if it means that they spend a lot of time in class just organizing children.

Language learning at early ages does not always yield positive results since it is essentially based on teachers and teaching process quality.

Even though teachers may show a great deal of enthusiasm and they may demonstrate love to young children, they usually do not possess well training and foundations in the methodology of preschool teaching. There is a lack of qualified teachers who devote their time preparing methodology and organizing special training courses. However, it is the teacher who is responsible for children's success since it depends on his/her ability to set up positive and friendly learning environment for children (Fenclová, 2004).

Stephen Krashen, who is recognized for his theory of language acquisition, also hesitates whether early language learning can offer benefits to attendants. He thinks that when children do not live in English environment e.g. an English speaking country, they are not given much opportunity to speak English and the intended effect is not achieved, as well as native accent that is not acquired (Krashen, 2003).

#### **2.2.7.3. Principles of School Teaching**

Teaching school children should be an enjoyable practice, because it determinates their attitudes toward the English language learning. Children should emotively participate in all activities and games and they should feel safe when they do.

Teachers' task is to set up a friendly atmosphere and prepare handy activities suitable for them, for instance a lot of games, songs, chants. Teachers must know the following when they work with children.

It is convenient to apply activities to current situations and get a better ambient in the classroom, in this way children will learn in a positive way, allowing to increase their language and thus they will feel more comfortable. Recommended activities are:

- a) To review and repeat material children have already learnt, since it gives them sense of awareness and develops their self-confidence,
- b) To change activities briefly, like performing motoric and creative activities.
- c) Do not include complex grammar rules, since students do not understand them.
- d) To encourage alumni to use the target language, instead of using their mother tongue.
- e) To use authentic song, rhymes, poems, stories and different types of reading exercises.
- f) To employ gestures, mimes and non-verbal expressions, because they are easy to comprehend for children.
- g) To make an entertaining lesson and use the imagination to develop natural curiosity of children.
- h) Do not force learners to participate in class if they do not want to or they do not feel motivated.

- i) To discuss usual topics based on children's experience, family and home situations.
- j) To repeat exercises and games children know and like to do.

#### **2.2.7.4. Importance of English Teaching**

The need of English learning is increasingly growing since today's economy requires to communicate, meet other cultures, and do business, interchange products, services and more, furthermore English is one the most important languages worldwide and it is spoken in some continents.

To learn a second language is a viable form to lead businesses in potential areas, new regions and especially to gather, analyze information to take advantage of it and apply it advantageously.

It should be emphasized that scientific studies have demonstrated that learning another language promotes brain functionality and enhance creativity. It leads to understand the world from a completely different perspective and acquire a new appreciation of the society. Hence, it represents an empowering process for knowledge acquisition and communication ability.

Noam Chomsky (2006) said "No doubt, that comprehension of novel sentences is maybe the most important skill when one learns a foreign language because comprehension is the essence of fluency". It attempts to state that teachers need to

focus on the development of new ideas, novel sentences, so then students comprehend and take advantage of new vocabulary acquired.

Lozanov (1988) established some theories about teaching a foreign language. He realized the information was spreading very quickly and it was very difficult to people to keep up with its growing rate, independently the field studied, it continuously showed up vast information. Consequently it became a valuable issue to discover a new method for people to learn rapidly.

Lozanov (1988) also stated that both hemispheres of our brains act differently. According him, people who could learn in a faster form, were also able to complement employing left and right hemispheres, being that those hemispheres are responsible for certain functions.

He discovered the fact that children older than five years old learn 25 times faster than the adult rate. He discovered that the left hemisphere of the brain own specific characteristics such as, it is verbal, analytical, pragmatic, concrete, linear, whereas that the right hemisphere is all-inclusive, spontaneous, inventive, abstract, musical.

Regarding the above mentioned it is possible to state that it is convenient to take advantage of children's learning capability and to push them to learn new vocabulary using innovative techniques for instance handy resources, consequently improving their vocabulary domain.



### **2.2.8. About the English Teacher Standards**

An official document has been developed by the teachers of English to speakers of other Languages in order to meet in-service English Teacher Standards in Ecuador. These standards are being used in other countries for instance, United States, Paraguay and Albania.

It establishes five domains which support the general curriculum of English teaching.

First domain is termed “language”, it refers to language structure, communication ability, achievement of English language and its development towards fluency management.

Second domain is termed “culture”, it states that English teachers need to know about existing cultures in Ecuador, and the way it might affect English learning, since for some cultures, English is considered to be the fourth language, instead of the second language. And as a fourth language it entails to possibly affect the usage of language level where the culture is implanted.

Third domain is denominated Curriculum Development, it involves the planning process of English standards, management and exercise of standards, and also it attempts to employ effectively resources and technology.

Fourth domain is about “assessment”, it is focused on information recompilation and evaluation processes, furthermore it is applied to learners, in-class assessment towards the accomplishment of language proficiency.

Fifth domain, “Professionalism and ethical commitment”, it entails professional development of English teachers and to support them to keep up with modern methodologies in English teaching, tools, resources, among others.

Ecuadorian students are required to accomplish English Standards, in order to get the skills and apply the English language, upgrade their knowledge and communicate effectively.

The Common European Framework of Reference for Languages (CEFR) constitutes the standards of English language, because it involves teaching, learning, and assessment.

CEFR has established the proficiency levels as A1, A2 and B1, and they represent yardsticks for English language standards in Ecuador.

The sequence of levels is the following: level A1, required when completing 9th year General Basic Education; level A2, required for 1st year Bachelorship completion and level B1, when students succeed the 3rd year Bachelorship.

The following are the language skills that represent essential part of standards of English language: listening, speaking, reading and writing.

It is necessary to manage these four skills to get an English proficiency level and be able to communicate effectively; furthermore it will allow students to progress while performing career studies. Thus, teachers are encouraged to provide tools and develop students' skills to get at least a B1 level at the end of third year bachelorship, since it will empower students' career opportunities in various disciplines through college degree studies.

In the Appendix # 1, the workload for different level of General Basic Education is shown. The workload considers different study areas and subjects for each level of General Basic Education.

#### **2.2.9. English teaching in the fourth year of General Basic Education in Ecuador**

This educational level, pertaining to the Elemental General Basic Education area, aims to constitute capable readers, speakers and writers, in order to transmit ideas and enhance the students' knowledge base.

This level attempts to establish a culture of English readers and writers, also it applies the English as a Foreign Language concept, which engage the learners to participate in class activities, use innovative tools, develop main skills, while they learn different words and upgrade their knowledge.

English learners are encouraged to acquire English language through the performance of different activities such as songs, dance, art, music, crafts and implementation of activities during Math and Science classes, therefore it will lead to enhance English vocabulary.

#### **2.2.10. WHAT IS VOCABULARY?**

Hatch and Brown (1995) said that vocabulary is a set of words for a special language or a list or set of words that speakers might use to get fluency in language (p.1).

In the other hand, vocabulary refers to the spectrum of words used by speakers in different ways, to perform distinct activities such as listening, writing, speaking and grammar. Vocabulary comprehends all words of language which are particularly understood and used by the speaker of a specific language.

Then, the vocabulary can be defined as the words of a language, including phrases or individual elements and pieces of various words grouped and meaning of individual words.

##### **2.2.10.1. Vocabulary Teaching**

Vocabulary is the main equipment of English program in Elementary School. Most of the material is concern on mastering vocabulary.

The major aim of teaching program is to help the students to gain vocabulary and development the language in the correct way. When the teacher has to introduce

new words and ask the students to practice them, making clear the meaning and the ways these words can be used.

Vocabulary is important because it is the basic other element to gain skills like. The teacher must have a correct resource to introduce a new vocabulary such as flash cards, pictures, videos etc. to motivate to the children and as an important part of the skills of listening, speaking, reading and writing. Considering the importance of vocabulary competence, it is better to enter vocabulary earlier.

#### **2.2.10.2. The Ludic Applied in English Vocabulary Teaching**

Games do not produce knowledge, but they contribute the learning in the vocabulary aspect. This process of learning helps students because it allows or enables the creation of new language in order to facilitate the communication also helps the performance of new roles in the language, strength in some aspects of the personality of individuals, interaction of beings, among other benefits of the game.

Children enjoy and learn playing. It is important to development of the child during the first years; roles that allow assimilate the environment and feel confident with teachers and classmates.

According to Carl Rogers, he argued that teachers must be facilitators of learning in insofar as we help transform a group "free curiosity, allow that people evolve in their own interests, losing the sense of inquiry, open all the questions and

exploration, recognizing that everything is in process of change but never achieved totally, is a unforgettable group experience "(p. 90). It is in this context that arise Students worried about learning, they really want to learn, scientists and students really creative.

The game as an activity conducts to human development has its own space and its own time, as the game acts in the present tense removing the shadow of the past and the future. In the game only matters what happens at the time (which is why the child's game time is fleeting and very short). These internal spaces (the game) occur with high motivation, happiness, enjoyment and celebration, in which the player, just as the artist delivery to this activity, through a free and spontaneous action.

This research is based on various current, as it seeks to get closer to what research is based on principles proposed by Piaget, Friedrich Froebel, Vygotsky, and here some of their contributions in the educational system.

### **2.2.10.3. Importance of vocabulary**

Vocabulary is important aspect in our life. Every day students or people in general name objects, an event, and express our feeling using words. As Tailor (1991, p.1) says that in order to live in the world, we must name something. Names are essential for the construction of reality without a name it is difficult to accept the existence of an object, an event, a feeling. By assigning names, people impose a pattern and a meaning which allow us to manipulate the world.

According to Chamot and O'Mally ( 2007) he said “without some knowledge of vocabulary, neither language production nor language comprehension would possible, thus the growth of vocabulary knowledge is one of the most essential pre-requisite for language acquisition” (p. 68).

#### **2.2.10.4. The Purpose of Vocabulary Learning**

The purpose of learning process is mastery of the subject knowledge The First, students are expected to master basic knowledge of the subject to provide the other basis for mastering the higher skills of the subject. Like the other subjects, English has several stages that should be mastered by the students.

According to Bastanfar (2010), he claimed that an appropriate vocabulary is essential for a good communication and without that knowledge you cannot have communication, production nor comprehension.

#### **2.2.10.5. Knowledge and words relationship**

There are different types of words in every region and culture, and they are related to different meanings, subsequently it is important to master definitions in order to form ideas, concepts. Berta et al. stated that “the awareness of a term involves the acquirement of information of many sorts that is the language around the world.

These are the main characteristics that belong to words and its usage:

Vocabulary is structured by frequency adverbs, verbs, names, pronouns among others.

The knowledge words provide has been divided in; style, it is linked to the context of information and to the level of formality; registry, it stands for language according to topic discussed, or information in discussion, work environment, such as engineering, technical, trading language; dialects, it depends on the culture and behavior of people involved, different regions might have different dialects due to the variety of people and since it is transferred from a past generation to the next one; semantic starring meanings and connotations and syntactic of words; morphology, it analyzes the form of words, the existing relationship between words, it also studies the parts of words such as stems, root words, prefixes and suffixes; the polysemy stand for different meanings attached to the same word, and translation, which involves to express words in another language or in mother tongue.

The process to form new words in English is to use existing words as roots to generate the new words, the most common processes for words creation are; conversion; nominal compounding; the use of derivational suffixes, like, -hood, -ility, -ness, -ing, they are used for derivation purposes. This latest is a very common practice, especially in Old English.



According to the lexicographer Philip Gove attributed many such words (words based on Greek or Latin roots) to the "international scientific vocabulary" (ISV) when compiling Webster's Third New International Dictionary (1961).

**Chart 2.-** Words' knowledge and usage.

<b>Feature</b>	<b>Elements</b>	<b>Receptive knowledge</b>	<b>Productive knowledge</b>
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in these words?	What words part are needed to express the meaning?
Meaning	Style and meaning	What is the meaning of the word form?	What word form can be used to express the meaning?
	Concepts and referents	What is included in this concept?	What items are related to the concept discussed?
	Relations	What other words people are encouraged to come up with?	Are there other words people could use instead of this one?
Use	Grammatical functions	What is the pattern of the word when it is presented?	What patterns are required to use this word?
	Collocations	What types of words are used with this one?	What types of words need to be used with this one?
	Constrains (registry, frequency, morphology)	Where, when, how often people would people expect to use this word?	Where, when and how often can people use this word?

**Source:** Modified from Nation (2001).

**Author:** María Helena Mota Gordino.

#### **2.2.10.6. Types of vocabulary**

Montgomery (2007) stated that “there are four types of vocabulary which are listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.”

Since vocabulary is linked to the main skills students need to master in English language study. Words’ perception and characteristics change at different vocabulary stages.

Nation (2001) pointed out that there are four principal vocabulary in texts; the group of the high frequency words that cover an 80% of words; academic words that represent the 9 % of the words; technical words, representing a 5 % of the words; and low frequency words, representing over the 5 % of words in texts.”

This statement might have a slanted description, since the vocabulary depends on sort of context under review, the content and the topic of author’s statement.

According to Nunan (1991), “The development of rich vocabulary is important when learners acquire the English as a foreign language”. Vocabulary is valuable asset regarding any language, the wider the vocabulary is handled, the better the understanding of English language.

Hedge (2000) claimed that “still in 2000, much of the material being used for classes included frequency vocabulary of the 1940s.” This means that teachers need

to be encouraged to update their study program, so then students are able to handle the latest vocabulary and can communicate correctly.

About the language system of English courses, Nation & Macalister (2010: p.38) stated that “the course should focus on generalizable features of the language. Accordingly, students will be capable of making immediate use of the language they are learning through creative use, precisely because they find it meaningful.”

The English course should provide details about language features, namely, grammar and vocabulary definitions, that permit students to recognize the most common words for instance, to learn how to write, pronounce, spell, read, by means of classes practice-oriented.

#### **2.2.11. WHAT THE HANDY RESOURCES ARE?**

They stand for the availability of physical objects the teachers and students use in classroom in order to accompany and support the English Language Teaching program, namely, it aims to increase, improve, and strengthen the learners’ linguistic, aesthetic, capabilities during the learning process. Some common representations are; books, newspapers, magazines, encyclopedias, posters, CD-Rom, games, cards, charts, pictures, photos, letters, drawings, among others. They exemplify important resource since learners may have restricted opportunity to focus in language training outside of educational environment.

### **2.2.11.1. Handy resources applied to English learning**

The importance of innovation processes has often been associated in relationship with educational innovation resources. Mainly because resources are curricular intermediaries, and if we want to influence the curriculum facet of teachers, teaching resources are an important field of action.

All teachers when dealing with the delivery of a class must select the resources and materials they plan to use. Many teachers think that it does not matter the material or resources that we choose because the most important goal is “to give the class” but they are wrong, it is essential to properly choose the resources and materials that are necessary for the development and enrichment of the process of teaching and student learning tools.

Handy activities, contribute to muscle development and neuromuscular coordination, but the effect of muscle activity is not located in certain masses but affects the entire body. Young learners need to find interaction between the knowledge and the object of study, it is necessary that pupils face with the teacher and the environment, they ask for questions and need to manipulate resources, materials, colors and shapes for the teaching and learning process.

With handy resources as a tool for teaching vocabulary, children feel confident and find interest for learning a foreign language. Additionally resources play an important role in the evolution of foreign language in children from early ages

because students start to assimilate certain language skills that are essential for teaching and maintain a relationship manipulating the resources in the classroom.

#### **2.2.11.2. Advantages of the application of Handy Resources**

At the stage of mental development of children the dominant concern is the game. The child immediately increases interest in the activity practiced for the pleasure of the game. At this stage children develop their analytical skills, concentration, synthesis, abstraction and generalization. Emotional development is crucial from an early age. According to UNICEF (2013) they stated that all children should be stimulated with different representations and symbolic games, thereby increasing emotional and affective behavior in order to obtain benefits to increase knowledge.

#### **2.2.11.3. How Handy Resources should be applied?**

Since children are visual, practical, imaginative learners, to handle various didactic tools allow them to keep in touch with new words and learn meaningful vocabulary they get through the activities proposed in the classroom.

The English teacher is able to find out lots of vocabulary related games and activities online he/she can implement and share with the kids, for instance colorful flashcards, drawings and more.

Another method is to implement lesson plans that involve students use different tools together such as flashcards, worksheets, mainboard and markers, drawings,

common objects according to the needs of the exercises. First the teacher introduces the objective of the class, then a brief description of the theme to be studied and target vocabulary.

Next, the teacher explains different activities to be performed by the students, while they use didactic materials and furthermore they interact each other. The class will be supported by worksheets already done of students and workable materials. Finally students' performance is assessed.

According to the terms detailed in the Curriculums of Mandatory Educational Levels Applied to Elemental General Basic Education introduced by the Ministry of Education, there are remarkable elements that support the teaching process, some of the most important and common are; the use of chants; chunks; cooperative learning that allows students form small groups and they are given task to be completed like jigsaw activities and information gaps; students' engagement, standing for the attitude learners show when completing a task and it is closely linked to the level of motivation learners exhibit; teacher profile as a facilitator during class because he/she needs to help the students develop their skills, if need is identified by the teacher; graphic organizers and information and communication technology in order to communicate with the class, store pedagogic information, and create resourceful material.

According to Nation & Macalister (2010), an English course should include meaning-focused input, language-focused learning, meaning-focused output and

fluency activities. It states that is important to comprehend vocabulary and the meaning of words, so then communication can be fluent enough.

#### **2.2.11.4. Recommendation for Handy Resources applicability**

According to the principles of the curriculum design, it entails to adapt skills with performance criteria, so then students activate their knowledge, attitude, skills while they participate in class activities, also they are able to do rather difficult math operations in order to apply this capability developed in real life situations.

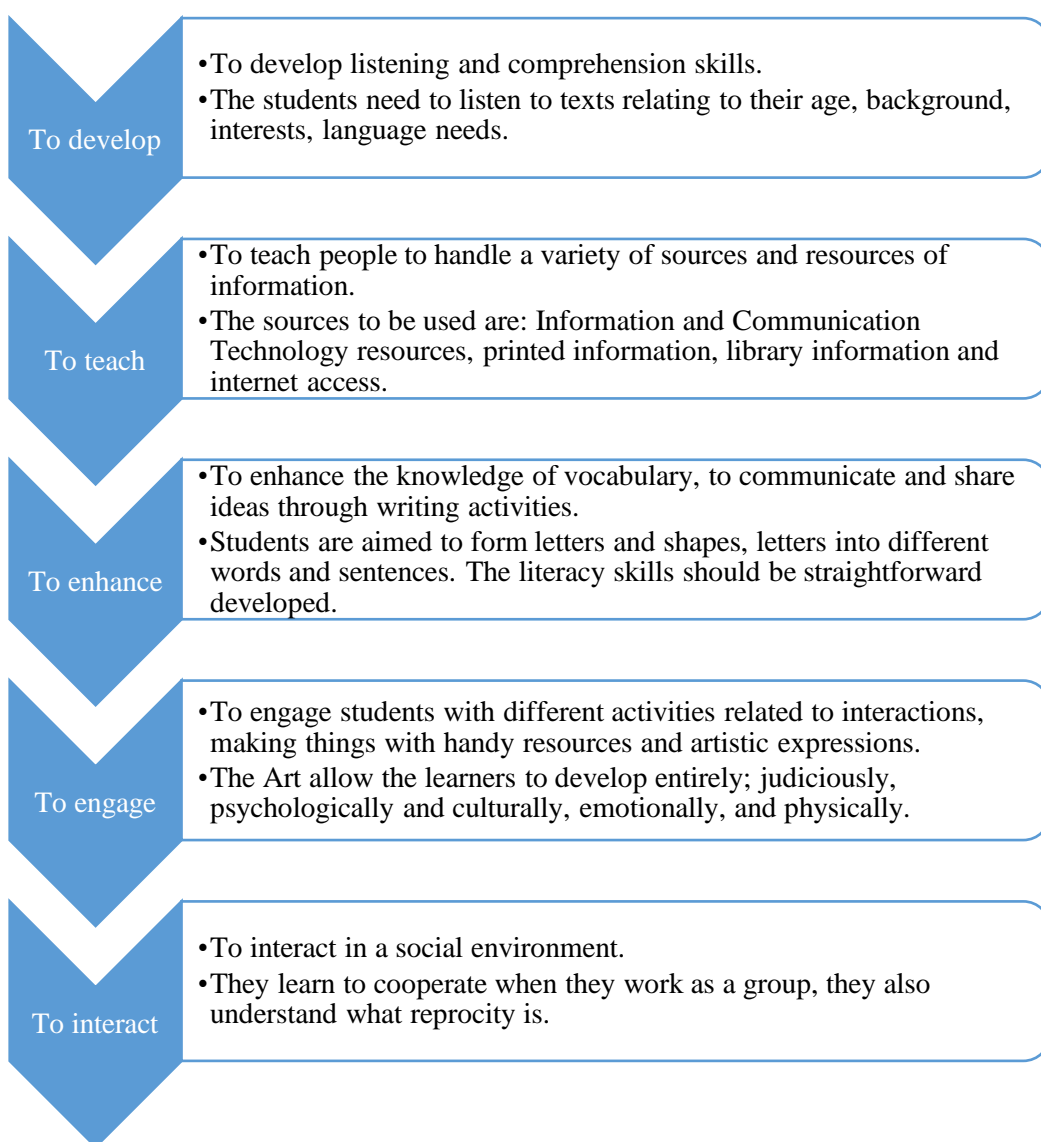
This can also be applied to the resources used in classes, since the resources should be focused in the target stated by the curriculum design.

To accomplish the students to improve their self-learning capability and work group skills, it is necessary to achieve handy resources usage, that is to say considering methods, resources, and different kinds of didactic materials.

The teacher is encouraged to instruct by means of handy resources and exercises that lead to the rational and critical thinking in students, individual and team work, furthermore it also needs to accomplish reading skills, research and distinct expression possibilities in pupils.

Regarding literary texts in context, it entails the use of stories and themes, either way oral or written texts, so then they become in valuable resources for learners.

Literary texts commonly used are on one hand, signs, rules, instructions, poetry, stories, legends, and myths, considered written texts; and by the other, chants, stories, verbal instructions, rhymes, songs, riddles, and jokes, represent the oral texts. Next a chart of processes about Handy Resources usage is shown, it represents main facts about findings when using different teaching methods and handy resources according to curricular threads;



**Chart 3.-** Findings about Handy Resources application in English teaching.

**Source:** Currículo de los Niveles de Educación Obligatoria.

**Author:** María Helena Mota Gordino.



### **2.2.11.5. Handy resources as a valuable tool in Ecuadorian educational institutions**

#### **Case Description**

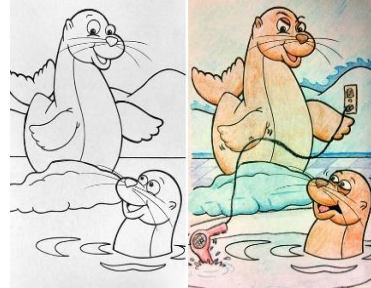
In Ecuadorian public educational institutions teacher usually employs common handy resources when teaching English classes to children, such as:

- Customized cards or cards featuring objects, names (flashcards).- The resource aims to look for development of thinking, creative skills of children, since they have to think of names, objects, sentences, verbs, related to game methodology proposed by the teacher. See Picture 3.
- Pictures and colored pencils.- Children are encouraged to use specific colors in pictures, also to come up with collage of colorful drawings on a paper or cardboard. See Picture 4.
- Crosswords.- The crosswords represent a very popular drill in class since it requires children think of many words, vocabulary as they can. And to figure out different positions and directions of the words in a printed paper. Exercises can be related to a main topic, such as animals, jobs, things, foods, groceries and more. See Picture 5.
- Puzzles.- One of the most popular games for children, they prefer to handle with the physic game in class, so then they are able to use the sense of touch. It helps children to develop analytical, thinking skills, but also to think about shapes, figures, relationship between objects and more. See Picture 6.
- Synonyms posters.- The teacher introduces a handy poster with groups of synonyms for different words, then children should be encouraged to use as many synonyms as they can to build ideas, sentences while they write and speak. This exercise fortifies children's vocabulary. See Picture 7.
- Rhyming words.- It is a common game in some other institutions, either public or private schools. The children must be encouraged to think of words which can be rhymed with a list of words given by the teacher. Children should think of words that sound very similar from the given ones. See Picture 8.

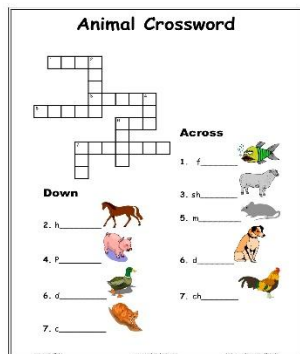
Next, figures about the handy resources at Ecuadorian educational institutions are shown:



Picture 1.- Flashcards



Picture 2.- Colored pictures exercises.



Picture 3.- Crosswords.



Picture 4.- Puzzles.



Picture 5.- Synonyms Posters.



Picture 6.- Rhyming words.

#### **2.2.11.6. Handy resources pedagogy**

The pedagogy of handy resources implemented in Ecuadorian schools, stands for the norms, laws or principles governing the teaching process oriented to the usage of didactic materials such as games, cards, charts, pictures, photos, among others, and subsequently it entails that teacher employs important and common Language Teaching Methods or a combination of methods like Grammar Translations, to support the translation of words to native Language; Audio Lingual practices, in order to perform listening and speaking exercises and configuration of phrases using the foreign language; the Community Language Learning in order to lead to the comprehension of English by means of active pupils interactions.

And most important is to use the Principled Eclecticism Approach, which invites to the learner to become independent and focused on motivation, furthermore it implies to adopt techniques and activities that are thought to be adequate for the several tasks and types of learners.

### **2.3. LEGAL BASIS**

To improve the educational process involves recognizing failures and overcome, so this project is supported in the following educational articles.

#### **2.3.1. Constitution of the Republic of Ecuador.**

The legal basis of this research is in the Constitution of the Republic of Ecuador, in the Education Act and the Academic Regime.

In the current Constitution of the Republic of Ecuador (Chapter II, Section Fifth, Articles 27, 28 and 29) states that:

**Art. 27** "Education will focus on the human being and ensure its development holistic, within the framework of respect for human rights ..."

**Art. 28** "Education will respond to the public interest and will not be at the service of Individual and corporate interest. Universal access, continuity is ensured, mobility and graduation without discrimination and compulsory level initial, basic and secondary education or its equivalent ".

**Art.29.** - "The State shall guarantee freedom of education, freedom of chair of the higher education, and the right of people to learn in their own language and cultural sphere.

The parents or their representatives would be free to choose for their daughters and sons an education consistent with their principles, beliefs and options pedagogical"

**Art. 7 lit. b)** Of the Organic Law of Intercultural Education, says that "...

The students are entitled to receive comprehensive and scientific training, contribute to the full development of his personality and capacities, respecting their rights, fundamental freedoms and promoting gender equality ..."

**Art. 37 and 38** of the Code of Childhood and Adolescence maintain that:

"Children and adolescents have the right to a quality education ..."

Articles statements refer to the rights enjoyed by and students' at all three levels of education about teaching and learning. Further considers that the teachers together with the rest of the educational actors must ensure the development of human beings

based on their development and psychosocial development. It means that the evolution of learning must be framed in the research plan.

### 2.3.2. “Ley Orgánica de Educación Intercultural (LOEI)”

Regarding the Ecuadorian Education Law LOEI (2009-2013), there are three levels that represent the educational system in Ecuador. The first one is the Initial Education; the second is the General Basic Education and the Bachelorship, termed in Spanish “bachillerato”.

According to the LOEI (2009-2013), in its article 42, it states that General Basic Education in Ecuador begins at five years old.

The process of inclusion of the English language in the Public Educational System of Ecuador is characterized the implementation of the Ten Year Education Plan, which is based on formation received by the students during pre-escolar, school and the first three years of secondary school, as shown below:

**Chart 4.-** Design of levels of formal education after implementation of Ten Year Education Plan.

<b>Education Level</b>	<b>Years of study</b>
General Basic Education	1
General Basic Education	6
General Basic Education	3
Bachelorship	
<b>Total</b>	<b>13</b>

**Source:** LOEI, 2009-2013.

**Author:** María Helena Gordino Mota

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. RESEARCH DESIGN**

It is related to the logical structure of the research project. It also describes the study type to be performed, for instance, descriptive, correlational, experimental, review; furthermore the sub-type of study such as descriptive-longitudinal. It also defines research participants and information to be collected.

Its objective entails to define research inquiry, hypotheses, independent and dependent variables, experimental design.

The data collection methods and the statistical analysis plan are part of the research methods and they will be detailed next.

##### **3.1.1. Research Approach**

This research work is based on different important techniques such as quantitative, qualitative, scientific and observation procedures, among others, in order to design, establish, implement and evaluate the utilization of “Handy Resources to Develop Vocabulary in Students of Fourth Basic Year at Escuela de Educación Básica Juan Jacobo Rousseau in Santa Elena, Province of Santa Elena”, school year 2016-2017. The adequate data organization, processing, jointly with qualitative and scientific procedures, are valuable to present the outcomes of this research.

### **3.1.2. Quantitative Research Method**

It is linked to two areas of science, social sciences and natural sciences, quantitative method is the organized empirical investigation of observable phenomena by means of statistics, mathematics or computational methods. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena.

This investigation aims to analyze the data with the help of statistics, so then the numbers will return a neutral result, and it can be generalized to the population of school Juan Jacobo Rousseau.

### **3.1.3. Qualitative Research Method**

The method tends to ask extensive interrogations; additionally it collects word facts given from phenomena or population assessed. It's necessary to look for themes and designate the information in themes and arrangements addressed to the specific people involved.

For the present case, qualitative method was applied through observations, interviews and surveys at Escuela de Educación Básica Juan Jacobo Rousseau and other educational institutions. Qualitative method is also used to build up the comprehension of basic reasons, opinions, and motivations of actors involved. A commonly used method for qualitative data collection is the focus group.

Besides it generates information related to particular cases been analyzed, and if there are more general conclusions, they remain only as hypotheses.

By the other hand, quantitative methods lead to verify which of the hypotheses exposed are true.

#### **3.1.4. Scientific Research Method**

The scientific method represents a group of methodologies involved in the investigation process of a phenomenon. This premise points out that it is important to obtain new knowledge, rectify and incorporate knowledge that was already gotten.

This method consists in the following variables, methodical observation, measurement, examination, moreover the formulation, testing, and modification of hypotheses, according to The Oxford Dictionaries Online.

This stage was carried out through the search of data and information about the level of English knowledge of students in the research area. The previous information needed was taken from documentary information, personal experiences and surveys, among others.

#### **3.1.5. Observation Research Method**

It aims to analyze the problem or object of study in the environment where it occurs.



It supported the data gathering process in order to investigate and determine detailed information about causes and effects of the reduced level of comprehension of vocabulary of students and to understand the way the implementation of Handy Resources will permit to upgrade Vocabulary in Fourth Grade at Escuela de Educación Básica Juan Jacobo Rousseau.

### **3.1.6. TYPES OF RESEARCH**

This research is founded on a development project, because it introduces an educational proposal that allows solving the problem through diagnosis applied to students.

Next, the types of research implemented, are detailed.

#### **3.1.6.1. Bibliographic and Documentary Research**

Bibliographic and documentary information is necessary because texts, bibliographies, documents, consultations to several experienced sources will admit a better understanding of the research carried out so we can compare data, ideas, results, changes, this being a fundamental basis for an investigation with theoretical foundations.

#### **3.1.6.2. Exploratory Research**

The explorative research is directed for a problem or situation that has been poorly or not well defined, also it's performed in the middle where the events occur, it

looks for the comprehension of the origin of the problem and involvement for its application.

Exploratory research supports to decide the best research design, method for collection of data and selection of topics. It gives the pattern to establish definite conclusions, but high caution is needed.

After the application of this method to the thesis work, focused on the use of handy resources in the school Juan Jacobo Rousseau in Santa Elena, province of Santa Elena with students of the fourth year, the conclusions must be determined based on the objectives and results of this investigation.

### **3.1.6.3. Descriptive Research**

It is executed through observation and application of instruments with a view to developing the actual diagnosis of needs, it also provides answers to questions guidelines and analyzes scientific and technical proposal.

The observation stage was a preliminary process to identify the needs of fourth grade students. The instruments handled were photos, questions for students, activities in classroom, and others.

## **3.2. POPULATION AND SAMPLE**

When a research or survey is executed, the purpose is to gather information related to the actors involved. But it is necessary to delineate what a group of people is, specified as population or sample, to understand its influence, since the statistics

depend on the group taken into consideration.

The population represents the whole collection to be studied. In the other hand, the targeted group, referred as a sample, refers to a fraction of the population.

### 3.2.1. Population

It requires to gather information from every person of the group, the latest concept turns it into a difficult task, if there's a huge number of people inside study area.

So, smaller populations means an easier way to collect the information needed.

The population contemplated is the students of fourth grade at Escuela de Educación Básica Juan Jacobo Rousseau. In this investigation there was one course with 4<sup>th</sup> grade level and it shapes the population studied. The number of population members totalizes 20 students of fourth grade pertaining to Escuela de Educación Básica Juan Jacobo Rousseau. Also, information was gotten from interview with the Principal of the school, the English teacher, and two English specialists.

Chart 5.- Population detail.

<b>Population Members description</b>	<b>Number of men</b>	<b>Number of women</b>	<b>Total x member</b>	<b>Percentage (%)</b>
<b>Principal</b>		1	1	4,34
<b>English Teacher</b>		1	1	4,34
<b>Language specialist</b>	1		1	4,34
<b>Students of fourth grade of School Juan Jacobo Rousseau</b>	11	9	20	86,95
<b>Total</b>	12	11	23	100

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

### **3.2.2. Sample**

There was no need to get a sample of the population, since the number of actors involved at Escuela de Educación Básica Juan Jacobo Rousseau is manageable and the students investigated represent to the entire set of students of fourth grade level in the mentioned school.

### **3.3. DATA COLLECTION TECHNIQUES**

The techniques of data collection refer to the methods that we manage to obtain the knowledge. Such techniques could be surveys, interviews, observations, and other information regarding this matter. It effectively supports the research process to get evidence of the object of study.

The techniques used for data collections are presented below:

1. **The survey;** directed to children of fourth course.
2. **Field observation;** performed to get information about the English classes and to establish a diagnosis.
3. **Interview;** addressed to the principal, teachers and language expert.

#### **3.3.1. Surveys**

The survey was applied to the students of fourth grade in order to detect problems in vocabulary and to understand the utility of implementation of Handy Resources to develop vocabulary in the students.

Questions included in the survey are multiple choice type, so it turns the process of data recollection easier to develop.

The essential facts of this technique are:

- Information given by the respondents can be analyzed with quantitative methods by assigning numerical values to Likert-type scales, which refer to psychometric scales commonly involved in research that employs this technique. When it is needed to respond to a Likert questionnaire item, actors evaluated specify their level of agreement or disagreement on a symmetric and balanced agree-disagree scale for a group of declarations. Hence, the range attempts to capture the intensity of their feelings in each item of the questionnaire.
- Results obtained are commonly easier to analyze than those acquired by qualitative techniques.
- Evaluation tests implemented before and after the application of the research project can be compared and analyzed.

### **3.3.2. Field Observation**

It is used in investigative processes and gives assistance to the researcher to obtain more information.

Regarding this research work, the field observation technique was applied to the students of fourth grade at Escuela de Educación Básica Juan Jacobo Rousseau, resulting in the recognition of methods and strategies applied by teachers, so then

it allowed to work on the design of handy resources to improve vocabulary knowledge.

The imperative facts of this technique are:

- Allows for the learning of the interaction of a situation, frequency counts of determined actions and behaviors, presented on the evaluation.
- Excellent source for offering extra information about a particular group or environment, it might use video to provide related documentation.
- Generates qualitative, like narrative data; and quantitative data, for instance, frequency counts, and mean length of interactions.

### **3.3.3. Interview**

#### **3.3.3.1. Quantitative Research**

In Quantitative Research, the interviews are more structured and they are related to the employment a standard array of questions and it avoids other resources. The technique implemented in the present investigation was a survey applied to students at Escuela Juan Jacobo Rousseau, since this technique permits to establish affinity with respondents and it becomes easier to gain their cooperation.

#### **3.3.3.2. Qualitative Research**

In Qualitative Research, it aims to support the comprehension of the problem behind the observed results. This qualitative method will allow to seek answers to questions. It will provide the evidence about the use of handy resources to build up

vocabulary and will generate findings that were not determined. This method is focused on obtaining specific information about opinions, and behaviors of the population. The face to face interview also allows the researcher to define ambiguous answers and when appropriate, hunt for follow-up information. If large samples are involved the method turns into impractical since possible disadvantages are time consuming and expensive. (Leedy and Ormrod, 2001)

### **3.4. RESEARCH TOOLS**

#### **3.4.1. Camera**

Pictures from class work with students were taken throughout the research work at Escuela de Educación Básica Juan Jacobo Rousseau. It was also necessary to take pictures to the principal and specialists to evidence the activities performed and to establish proof of the vocabulary English level of students of fourth grade at Escuela de Educación Básica Juan Jacobo Rousseau.

#### **3.4.2. Questionnaire**

This is a truthful tool because the people respond to the questionnaires concerning argumentative issues in particular considering that their responses are anonymous. The most of the people participating in this questionnaires do not give back them, so a representative sample might not be obtained from those who complete the task assigned and give back them. (Leedy and Ormrod, 2001).

## Dependent Variable: English Vocabulary Comprehension and Development

Chart 6.- Data Collection Plan.

BASIC QUESTIONS	EXPLANATION
1.- What for?	To upgrade and increase the vocabulary
2.- From which people or objects?	Students of fourth grade at Escuela de Educación Básica Juan Jacobo Rousseau
3.- About what aspects?	Vocabulary, pronunciation, writing, listening, reading aspects.
4.- Who?	Students of fourth grade.
5.- To whom is the research directed while using instruments for data collection?	Principal, English specialists, English teacher, primary level students.
6.- When?	Academic year 2016-2017.
7.- Where?	Escuela de Educación Básica Juan Jacobo Rousseau.
8.- How many times?	Eight times a month.
9.- How?	Field study applied to the population of students: Fourth grade students of Escuela de Educación Básica Juan Jacobo Rousseau.
What data collection techniques?	Survey, field observation, interviews.
With what?	Camera, paper-based interviews, surveys, computer, internet information sources, data processing softwares.

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.



### **3.5. QUALITATIVE DATA ANALYSIS**

#### **3.5.1. Interview addressed to the teacher of Escuela de Educación Básica**

**Juan Jacobo Rousseau, Lcda Elsi Benítez**

**1) Question: Do the teachers appropriately use materials in their English lessons?**

Interpretation: teachers stated that the right materials are not always used due to lack of resources or adequate strategy guide for the activity to be performed.

**2) Question: Do the resources for vocabulary teaching facilitate learning?**

Interpretation: absolutely, all the teachers interviewed agreed that educational resources facilitate and motivate the class, and develop the capacity of students and their learning becomes more effective.

**3) Question: Do you think children learn English better with games, songs, dialogues, and others?**

Interpretation: here there was a controversy, since some teachers mentioned that it is great to work with games, songs, dialogues among others, but nevertheless not all resources above mentioned are useful or help in students' needs, because some of the students think they constitute a diversion resource and consequently will not help them to advance in the English learning process.

The main fact is that the resources are not properly used the most of the time.

**4) Question: Do you think communication is better if students know English vocabulary?**

Interpretation: teachers interviewed agreed that this is the fundamental basis of all language and obviously facilitates learning another language and communication skills.

**5) Question: Do you think the use of teaching materials improves vocabulary?**

Interpretation: the respondents agreed, but as mentioned above, it needs to be focused on a particular activity and addressed to a specific achievement.

**6) Question: How do you describe the use of instructional materials applied by the English teacher?**

Interpretation: They are usually not applied efficiently, as the teachers often do not have a necessary guide to focus the action with what is needed to achieve.

**7) Question: Do you choose the instructional materials you apply in your teaching practice?**

Interpretation: often the materials are chosen by the teachers. But sometimes due to the lack of resources or lack of knowledge relating how to use those materials, leads to avoid using particular resources and thus adversely affecting the learning process.

**8) Questions: Does the teacher use English extra material to reinforce the English language knowledge?**

Interpretation: already mentioned in the previous question, it is used but not always for the reasons given.

**9) Question: Do you dedicate time during the week for practice spelling class activities?**

Interpretation: most of our respondents said they spend a few hours in this activity.

**10) Question: What are the most difficult problems when students write vocabulary in English?**

Interpretation: the major difficulties encountered by our respondents are; ignorance of the words from its meaning, pronunciation and writing itself. Since there is not suitable method to learn vocabulary, it is difficult or almost impossible to write in the language.

**3.5.2. Interview addressed to the Principal of Escuela de Educación Básica  
Juan Jacobo Rousseau, Psic. Susana Gómez Jurado Devine**

**1) Question: In a completely globalized world, do you need to learn English?**

Interpretation: Yes, because the dominant language at present is English and it permits you to communicate in anywhere, but even when you do not know the native language of the place, English can be used and some people will understand the language.

**2) Question: Do you believe learning English vocabulary will help to learn English?**

Interpretation: Of course I do, I think that is the foundation not only to learn English, but to any language you want to learn.

**3) Question: Do you think children learn English better with games, songs, dialogues, readings and others?**

Interpretation: of course, the more strategies used to learn is better, remember that we are different worlds and thus learn differently, not always the same.

**4) Question: Does the teacher help children to learn vocabulary easily?**

Interpretation: Yes, as long as they are trained to help in the needs that are presented to the student.

**5) Question: Does the teacher reinforce vocabulary learning with complementary activities?**

Interpretation: Well, a lot of teachers do, but some of them only give reinforce based to the curriculum established by the Ministry of Education without contributing much to the advancement of the student are governed.

**6) Question: What do you think is the technique can increase vocabulary in children?**

Interpretation: I would not know exactly, but I think to use as many tools of all kinds as possible; technology, games, songs, among others, increases their vocabulary.

**7) Question: In your institution, how do you describe the use of didactic materials applied to the teaching-learning process of English language?**

Interpretation: Well, actually, regarding this issue we have some difficulties because we do not have many material resources, and teachers do not develop or implement strategies to have the resources with which they have to produce better results. This prevents the teaching-learning process to work as expected.

**8) Question: what factors limit the learning process of the language English?**

Interpretation: apart from the above, the lack of teachers with a good level or language knowledge makes our students do not develop their abilities to learn the language and learning process needed to achieve our goals.

**3.5.3. Interview addressed to the specialists**

- a) Interpretation of Specialist's reply: Vanessa Ortiz Quinde.
- b) Interpretation of Specialist's reply: Lcdo. Gabriel Parrales P.

**1) Question: Do you think that vocabulary is an important aspect to learn English? Why or why not?**

**Interpretation:**

- a) Lcda. Vanessa Ortiz claimed that vocabulary is an important aspect to learn English. It is considered a fundamental tool and it also represents the base for every language.
- b) Lcdo. Gabriel Parrales stated that vocabulary is important because the words depend on our personal knowledge. Furthermore, the more vocabulary students handle, the better the quality of the communication.

**2) Question: What is the most common strategy to enhance the acquisition of English language in children?**

**Interpretation:**

- a) Lcda. Vanessa Ortiz stated that the most common strategy applied in educational institutions is the usage of handy resources such as pictures and cards, but also

playing songs in English while the students try to identify new vocabulary can be considered a good strategy to improve English language in children.

b) Lcdo. Gabriel Parrales said the most common strategies employed by teachers are flashcards, printed pictures and realia.

**3) Question: Do you consider games and manual didactics are important factors in the teaching and learning process? Why?**

**Interpretation:**

a) Lcda. Vanessa Ortiz agreed with the idea of considering games and manual didactics as important factors for English learning process. She stated that it stands for a funny way to learn English, instead of being a formal and routine mechanism of study.

b) Lcdo. Gabriel Parrales pointed out that it is very important since students enjoy didactic materials that engage their interest.

**4) Question: What are the advantages of using handy resources during the teaching-learning process?**

**Interpretation:**

a) Lcda. Vanessa Ortiz claimed that using handy resources represents a tool that will improve the teaching process into a meaningful and better practice in the classroom.

Its main advantage is that it represents a tool which is easy to use for the teacher and hard to forget for the children, since they will enjoy the activities performed while they learn new vocabulary and interact each other.

b) Lcda. Gabriel PARRALES thinks that handy resources are valuable tools because students are able to learn English in a funny form.

**5) Question: What strategy have you applied to build up vocabulary?**

**Interpretation:**

a) Lcda. Vanessa Ortiz said she's applied different tools based on handy resources, for instance, cards, games and real objects.

b) He mentioned he's applied interactive flash cards with slides or movements, games, realia to build up sentences using new words.

**6) Question: Do you think that building up vocabulary through a handy resource would be convenient to fourth grade students?**

**Interpretation:**

a) She claimed "Absolutely". According to her, the most important thing of building up vocabulary through a handy resource is to be able to complement the teaching-learning process with writing activities.

b) He claimed that it could be a little bit difficult if students do not study the previous vocabulary. Also, he stated that it will be challenging for students to know new vocabulary by means of didactic materials.

**7) Question: Have you ever used handy resources to improve vocabulary in your English classes?**

**Interpretation:**

a) Lcda. Vanessa Ortiz confirmed she has used handy resources to improve vocabulary many times. She thinks it is a helpful tool since it allows to assess the

knowledge they've gained and permit students to get fluency as soon as they put in practice the new vocabulary in a dialogue.

b) He answered "Of course". He said he surfs the internet every day to find out interesting educational information to improve vocabulary in students.

**8) Question: Would you support the implementation of handy resources to build up vocabulary in students of fourth grade?**

**Interpretation:**

a) She would support the application of handy resources to build up vocabulary, because it does not matter the age of the students, the main fact is that handy resources stand for a successful resource for the teaching process.

b) He completely agrees. He considers handy resources are appropriated and relevant methods in order to enhance the students' vocabulary, because they learn by playing.

**9) Question: Do you consider handy resources as a helpful resource in your English classes?**

**Interpretation:**

a) She claimed that handy resources constitute a perfect complement of an English class, and when it is not present or used in the classroom, the class will not be successful and complete.

b) He said that all types of strategies constitute helpful methods to improve English classes.



**10) Question: Will handy resources work out the vocabulary problems in students of fourth grade?**

**Interpretation:**

a) Lcda. Vanessa Ortiz stated that the use of Handy resources will be like the presentation of new vocabulary, also by engaging speaking and writing skills throughout the learning process it will help to solve vocabulary problems in students.

b) He stated that handy resources will work out vocabulary problems, besides students should save printed materials they use in classes.

**11) Question: Do you consider that using manual didactics is important to motivate students? Why?**

Interpretation:

a) Lcda. Vanessa Ortiz agreed about using manual didactics is important to generate motivation in students. She argued that children like to play, manual didactic resources prepare students brain to obtain new knowledge, making it easier to overcome various tasks during the learning process of English.

b) Lcdo. Gabriel Parrales ensures that good performance of the class depends on the teachers' motivation. If teachers do not employ innovative teaching methods, it will be difficult for students and teachers to keep up with the class program.

## **INTERPRETATION OF RESULTS**

### **Analysis of the Interview to the teacher from Escuela de Educación Básica**

#### **Juan Jacobo Rousseau**

According to the teacher of Escuela de Educación Básica Juan Jacobo Rousseau, Lcda. Elsi Benitez Troup, she agrees about the importance of using practical teaching material to encourage students and improve English knowledge. She also rely on the fact of implementing different resources such as songs, games, among others to develop English vocabulary, but some teachers are not able to apply some activities and resources because they ignore its application method.

As a conclusion they agree about the English vocabulary should be fortified by means of instructional resources, reinforce material and classes oriented to develop main skills in students.

### **Analysis of the Interview to the Principal from Escuela de Educación Básica**

#### **Juan Jacobo Rousseau**

The Principal of the school, Psi. Susana Gómez-Jurado thinks that it is very important students master English vocabulary and basics of English language since it constitutes a fundamental tool worldwide.

She also stated that the English teachers are well enough trained to target English skills in children, but additionally sometimes it is required to have more knowledgeable teachers to keep up with vocabulary needs in a globalized world.

As a conclusion, there is a lack a didactic materials in educational institutions, but teachers should develop instructional material to allow a better understanding of the

subject, and also the teachers need to be more knowledgeable so they are able to strengthen students' capabilities and skills, English fluency.

### **Analysis of the Interview to the Specialists.**

According to Lcda. Vanessa Ortiz, English vocabulary is an important aspect to get fluency in English. The use of handy resources represents the neuralgic component of the learning program since it entails to develop the main skills needed for English usage, such as writing, listening, reading abilities. Also it is addressed to every age, but it is necessary to develop motivation in students so then every goal established, especially the vocabulary management will succeed.

According to Lcdo. Gabriel Parrales there are several innovative methods linked to handy resources that teacher can apply to enhance vocabulary knowledge of students since many different sources of information about teaching methods and techniques are available nowadays, such as internet.

The motivation constitutes an important factor to be addressed in class, because it will lead to encourage students to participate and get their selves involved in the English course while improving vocabulary acquisition.

### 3.6. QUANTITATIVE DATA ANALYSIS

Survey directed to students of fourth grade at “Escuela Juan Jacobo Rousseau”

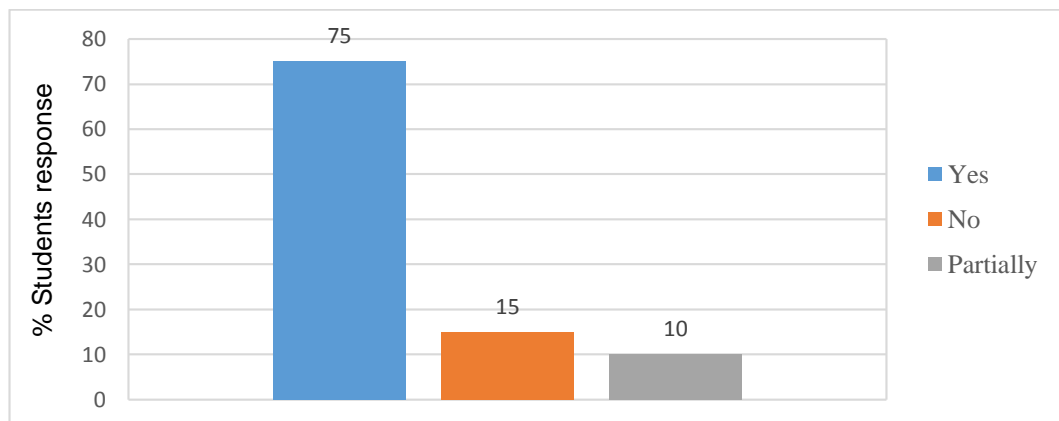
#### 1. - Do you like English language?

Chart 7.- Students like English language.

Response	Frequency	Percentage (%)
Yes	15	75
No	3	15
Partially	2	10
Total	20	100

Source: Escuela de Educación Básica Juan Jacobo Rousseau.

Author: María Helena Gordino Mota.



Graph 1.- Histogram for results of question 1 of the Survey.

Source: Escuela de Educación Básica Juan Jacobo Rousseau.

Author: María Helena Gordino Mota.

The 75% of students like English language; 15% of students do not like English language and the 10% moderately like English.

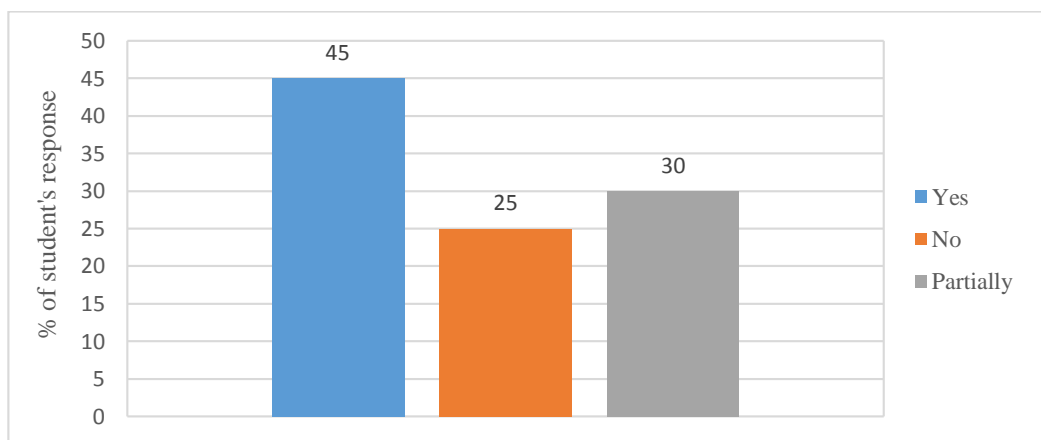
## 2. - Do you believe English is important for daily activities?

Chart 8.- Importance of English for daily activities.

Response	Frequency	Percentage (%)
Yes	9	45
No	5	25
Partially	6	30
Total	20	100

Source: Escuela de Educación Básica Juan Jacobo Rousseau.

Author: María Helena Gordino Mota.



Graph 2.- Histogram for results of question 2 of the survey.

Source: Escuela de Educación Básica Juan Jacobo Rousseau.

Author: María Helena Gordino Mota.

The 45% of students believe English is important for daily activities; 25% of students do not think it's important and 30% of students partially believe English is important.

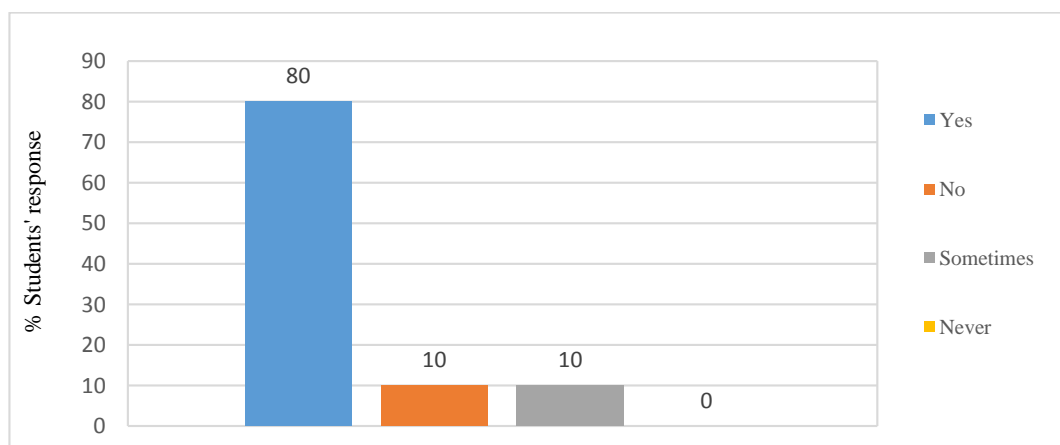
### 3. - Does your English teacher use didactic material in English classes?

**Chart 9.-** The use of didactic materials in English classes.

Response	Frequency	Percentage (%)
Yes	16	80
No	2	10
Sometimes	2	10
Never	0	0
Total	20	100

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.



**Graph 3.-** Histogram for results of question 3 of the survey.

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

The 80% of students said that their English teacher uses didactic material in classes.

A 10% of students said their English teacher does not use didactic material and

another 10% of students also said that their teacher sometimes uses didactic material

in English classes. The 10% of students didn't agree with other classmates since

they stated that their English teacher never uses didactic material in classes.

The most of students (80%) agree about the English teacher uses didactic material

in classes.

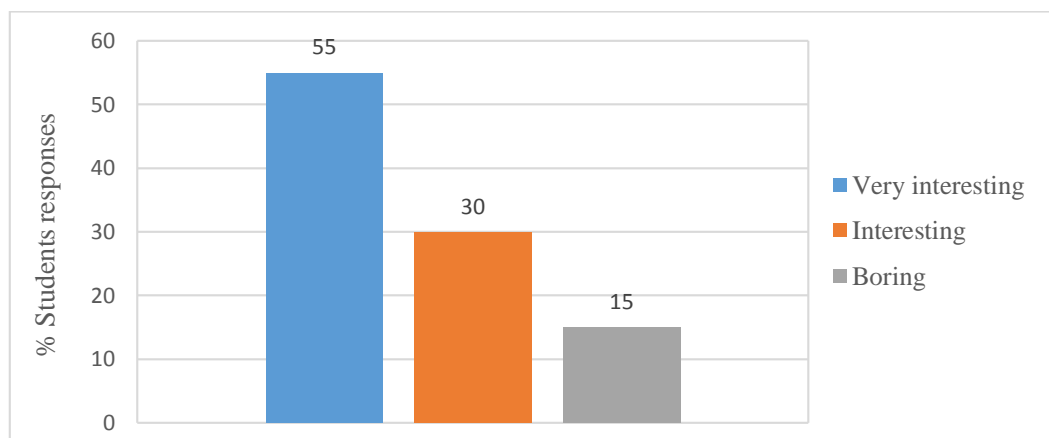
#### 4.- Do you consider English classes very interesting/interesting/boring?

**Chart 10.-** English classes are very interesting, interesting or boring.

Response	Frequency	Percentage (%)
Very interesting	11	55
Interesting	6	30
Boring	3	15
Total	20	100

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.



**Graph 4.-** Histogram for results of question 4 of the survey.

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

The 55% of students think English classes are very interesting.

The 30% of students think English classes are interesting.

The 15% of students think English classes are boring.

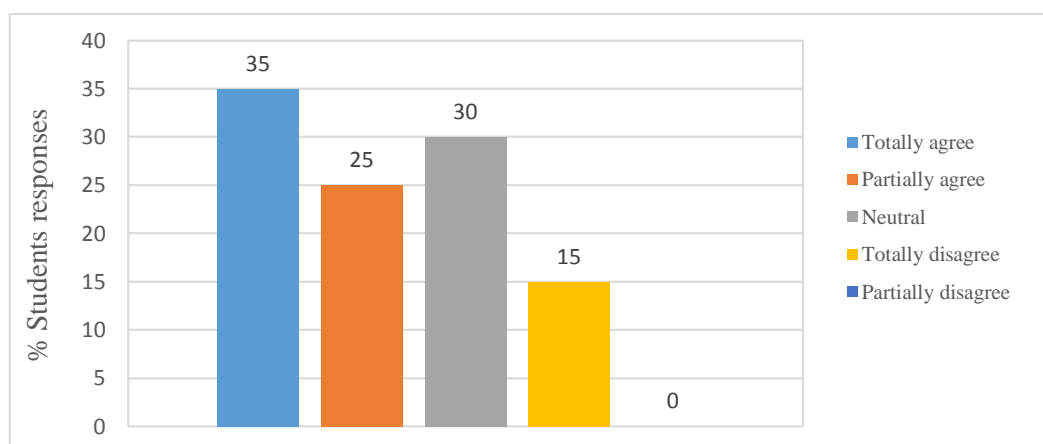
**5. – Do you consider that vocabulary aspect is necessary to improve English acquisition?**

**Chart 11.-** The need of vocabulary aspect to improve English acquisition.

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Totally agree	7	35
Partially agree	5	25
Neutral	6	30
Totally disagree	2	15
Partially disagree	0	0
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.



**Graph 5.-** Histogram for results of question 5 of the survey.

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

The 35% of students totally agree about vocabulary aspect is necessary to improve English acquisition.

The 25% of students partially agree about vocabulary aspect is necessary to improve English.

The 30% of students prefer not to agree neither disagree about necessity of vocabulary aspect.

The 15% of students partially disagree about the necessity of vocabulary aspect.



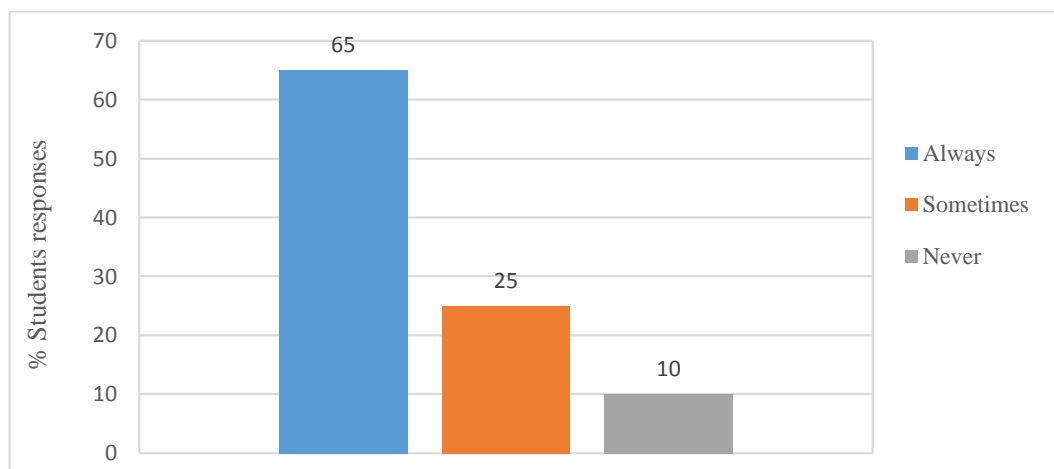
## 6. - Does your teacher motivate you in English classes?

Chart 12.- Motivation in English classes.

Response	Frequency	Percentage (%)
Always	13	65
Sometimes	5	25
Never	2	10
Total	20	100

Source: Escuela de Educación Básica Juan Jacobo Rousseau.

Author: María Helena Gordino Mota.



Graph 6.- Histogram for results of question 6 of the survey.

Source: Escuela de Educación Básica Juan Jacobo Rousseau.

Author: María Helena Gordino Mota.

The 65% of students think that their English teacher always motivates them in English classes.

The 25% of students think that their English teacher sometimes motivates them in classes.

The 10% of students do not agree with other classmates since they think their English teacher never motivates them in classes.

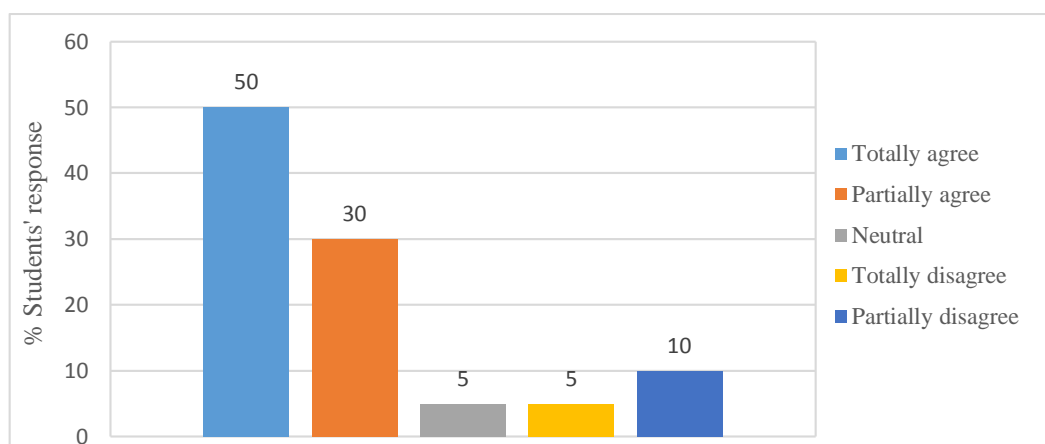
7. -Do you consider handy resources as helpful resources in your English classes?

**Chart 13.-** Handy resources as helpful tools in English classes.

Response	Frequency	Percentage (%)
Totally agree	10	50
Partially agree	6	30
Neutral	1	5
Totally disagree	1	5
Partially disagree	2	10
Total	20	100

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.



**Graph 7.-** Histogram for results of question 7 of the survey.

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

The 50% of students totally agree about handy resources are helpful resources in English classes.

The 30% of students partially agree about handy resources are helpful resources in classes.

The 5% of students have a neutral opinion about helpfulness of handy resources in classes.

The 5% of students are totally disagree about handy resources are helpful resources in classes.

The 10% of students are partially disagree about handy resources are useful in classes.

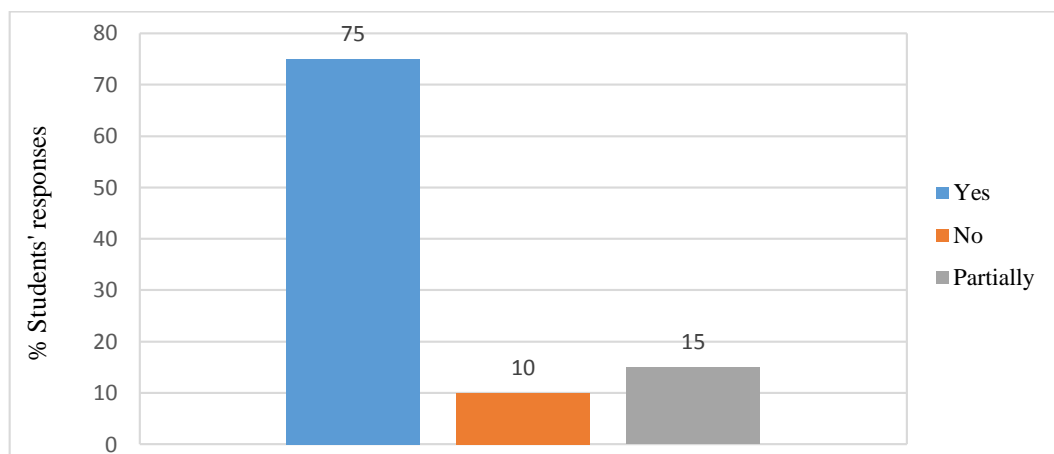
**8. - Will handy resources work out the vocabulary problem?**

**Chart 14.-** Handy resources work out the vocabulary problem.

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	15	75
No	2	10
Partially	3	15
Total	20	100

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.



**Graph 8.-** Histogram for results of question 8 of the survey.

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

The 75% of students think that the employment of handy resources will work out the vocabulary problem.

The 15% of students partially agree about handy resources will work out vocabulary knowledge needs.

The 10% of students disagree about handy resources will work out vocabulary problems in class.

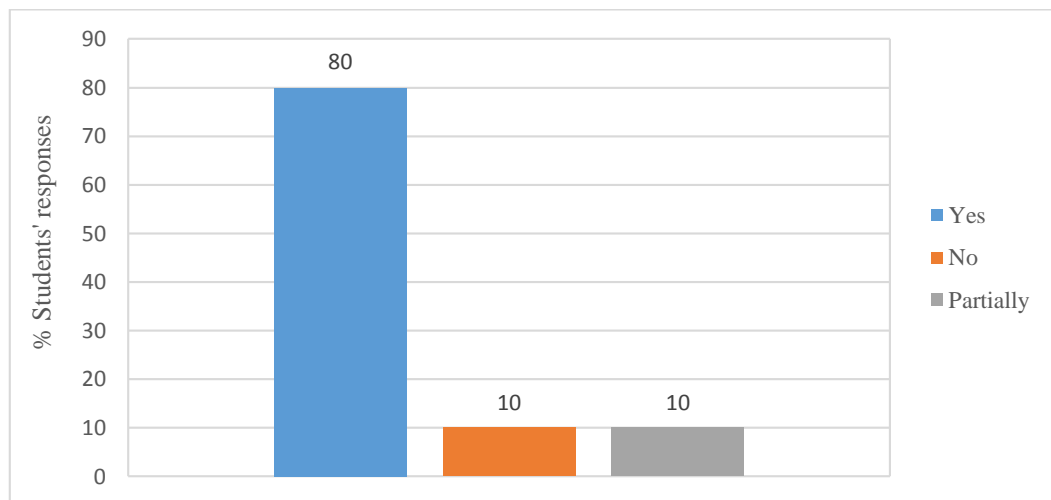
**9. Do you believe that the use of handy resources will aid students to develop English skills?**

**Chart 15.-** The use of handy resources to develop English skills.

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	16	80
No	2	10
Partially	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.



**Graph 9.-** Histogram for results of question 9 of the survey.

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

The 80% of students believe that the use of handy resources will support them to develop English skills.

The 10% of students do not believe handy resources will help them to develop English skills.

The 10% of students are partially supporting the idea of handy resources will help them to develop English skills.

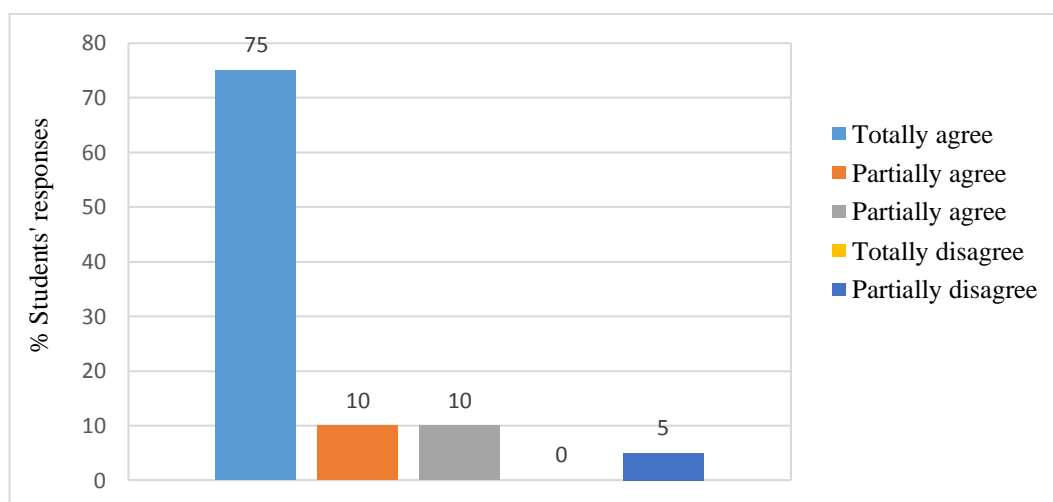
**10. - Would you like to learn English using handy resources?**

**Chart 16.-** Learning English by using handy resources.

Response	Frequency	Percentage (%)
Totally agree	15	75
Partially agree	2	10
Neutral	2	10
Totally disagree	0	0
Partially disagree	1	5
Total	20	100

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.



**Graph 10.-** Histogram for results of question 10 of the survey.

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

The 75% of students totally agree. They would like to learn English using handy resources.

The 10% of students are partially agree since they are not sure about using handy resources to learn English.

The 10% of students are neutral in their opinion since they prefer to express neither agreement nor disagreement, they would rather keep neutral.

Any of the students totally disagree about using handy resources to learn English.

The 5% of the students partially disagree with the idea of using handy resources to learn English.

The main fact is that the most of students agree about the use of handy resources to learn English, and they expect to enjoy the class while they learn new vocabulary and learn how to manage new tools and materials.

## CHAPTER IV

### ALTERNATIVE PROPOSAL

#### 4.1. TITLE OF PROPOSAL

“APPLICATION OF DIDACTIC RESOURCES TO ENHANCE VOCABULARY KNOWLEDGE IN STUDENTS OF FOURTH BASIC YEAR AT ESCUELA DE EDUCACION BASICA JUAN JACOBO ROUSSEAU IN SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2016-2017.”

#### 4.2. DESCRIPTION

**Executing Institution:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Country:** Ecuador.

**Province:** Santa Elena.

**City:** Santa Elena.

**Beneficiaries:** Students of Fourth Basic Year at Escuela de Educación Básica Juan Jacobo Rousseau.

**Time:** Morning.

**Genre:** Boys and Girls.

**Socioeconomic level:** Middle class.

**Time for execution:** 8 weeks.

**Author:** María Helena Gordino Mota.

**Advisor:** Lcda. Jeanette Cevallos. Magíster.

**Staff of Escuela de Educación Básica Juan Jacobo Rousseau.**

**Principal:** Susana Gómez-Jurado Devine. Psychologist.

**Vice principal:** Lcda. Alicia González.

**Coordinator of English Teachers:** Elsi Benitez Troup.

**Chart 17.-Beneficiaries.**

<b>SCHOOL</b>	<b>BENEFICIARIES</b>	<b>TOTAL OF PEOPLE</b>
UNIDAD EDUCATIVA JUAN JACOBO ROUSSEAU	Fourth Grade Students	20
	Teacher	1
	Principal	1
	<b>TOTAL</b>	<b>22</b>

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau

**Author:** María Helena Gordino Mota.

**4.2.1. Information Data**

**Justification and Importance**

Nowadays, the English learning process entails to use a variety of strategies addressed to get the students involved in development of class activities; to strengthen their fundamental language skills, reading, writing, spelling, speaking, listening, among others. Alumni also need to apprehend knowledge from new words and useful vocabulary, enhance their critical thinking and communication.

Sometimes, repetitive activities in class, furthermore the lack of entertaining tools might produce unsuccessful apprenticeship of the English language, namely, teachers' priority is to carry out motivating, dynamic, handy strategies and resources to enhance English fluency and specially vocabulary management in English Language Learners (ELLs).



The investigation was executed since the teachers prioritize the use of text and almost exclusively dictionary in the School of Basic Education JUAN JACOBO ROUSSEAU. Although these are very important and help both the teacher and the student, they should not be considered the only materials teachers employ to perform their educational task.

At the school it was possible to identify the need of knowledge assessment based on computer activities that complement the learning through application of handy resources. It can facilitate the teaching through a vast variety of tasks, activities such as readings, pictures that can be used as entertaining tools.

For the reasons above mentioned, the established proposal is to develop educational materials of different types designed for each specific unit.

This material serves as a guideline for teachers of English in the school of Basic Education JUAN JACOBO ROUSSEAU, in order to get a continue development of practical teaching materials by themselves and with the support of his students. However, the material developed in the present research refers only to certain topics related to this educational level but rather it encourages teachers to develop more teaching tools by their own initiative without expecting to acquire them from the institution.

This proposal also aims to demonstrate that the training materials developed by teachers or students themselves, are not necessarily an expensive material because they can be made from materials such as magazines, cardboard or other cheap

materials that can be purchased as markers, colored paper and others. The latest allows to encourage the students to learn how to make their own materials.

In addition activities performed by students, promote creativity, proactivity whereas they learn and practice vocabulary and enhance conversational skills.

Therefore, this proposal contributes significantly to the educational process to benefit students who may learn motivated by a wide variety of teaching materials that will capture interest by the most pleasant and dynamic subject. At the same time, teachers will be able to teach their class by means of interactive and efficient practices.

According to the previous statement, the application of handy resources at Fourth Basic Year of Escuela de Educación Básica Juan Jacobo Rousseau stands for a method thought to be useful and functional and English Language Learners will enjoy to handle.

### **Foundation and proposal**

The main objective of educational system in Ecuador is the development of abilities and skills involving the student holistically, consequently the teaching-learning procedure will encourage and contribute to achieve meaningful learning and quality education.

According to Eduard Spranger (1882). He thinks that "between the living being and the surrounding world a reciprocal relationship is established, a series of mutual

influences the average influences the individual, but the individual influences on the environment”

The environment where the classes are held constitute very important factors, since it can affect positively the progress of learning.

Therefore, the teacher supports the development of critical and independent sense in students, so then it allows students to become part of the development of their country in the future and contribute actively in that process.

## **OBJECTIVES**

### **General Objective**

To strengthen vocabulary and communication skills through the application of handy educational materials at 4<sup>th</sup> Basic Year of Escuela de Educación Básica Juan Jacobo Rousseau, in Santa Elena city, Santa Elena province.

### **Specific Objectives**

- To provide training materials based on handy resources to give support in the teaching work.
- To contribute to the enhancement of quality of English language that learners receive by application of strategies, tools and up to date activities.
- To socialize training materials, namely handy resources activities, in order to allow the students get familiar with materials and practice as many times as needed to become proficient in English.
- To implement and evaluate by means of different activities that students are able to perform in class using manageable resources, to get their vocabulary increases substantially.

#### 4.2.2. Design and Development of the Proposal

### HANDY RESOURCES TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH BASIC YEAR AT ESCUELA DE EDUCACIÓN BÁSICA JUAN JACOBO ROUSSEAU IN SANTA ELENA, PROVINCE OF SANTA ELENA.



**Illustration 1.-** Handy Resources Collage.  
**Author:** Maria Helena Gordino Mota.

#### **Definition**

Handy resources stand for relatively new and innovative techniques that allow to use and comprehend a wide variety of activities and the words involved.

According to Taralunga (2006), she claims about the lessons of reinforcing of knowledge and of developing skills and abilities. She states:

“Those lessons have a valuable importance, since the skills are developed and enhanced on previously attained knowledge. It stands for practical lessons, and it is strongly recommended that the major focusing should be addressed to the application of drills. These latest facilitate the progress of distinct skills and abilities in a stress-free and entertaining form.

There is no doubt, different pattern practices can go on and on and the longer the drills the more opportunities for obtaining fluency when speaking English.”

Namely, the application of handy resources related activities, can effectively support the English learning process and can lead to obtain fluency when using English language.

The main handy resources applied during this research work are:

- Recognize the Alphabet.
- The Alphabet Bingo.
- Parts of the House.
- The Numbers.
- The time
- Clothes.
- Learning English by singing.
- Robus.
- Body parts.
- My First English Dictionary.

Valuable resources are very common in many educational institutions, such as pictures, printable tests or activities, in case there is a laboratory, digital activities, videos, and others. These factors complement the achievement of English vocabulary.

### **Recommendations for using handy resources**

- Teachers should design an entertaining activity using practical resources, in order to pursue students to get involved in the tasks proposed and to succeed in the goals established.
- English classes to be performed must strongly relate to the content of the study program.
- Classes should be interactive since children need to continuously keep up with the content of class.
- Teachers need to explain students about the expected goals for each drill assigned.
- Students should focus on the completion of goals of the tasks and also recognize the tools and materials they are able to use.
- Once they've learned and practiced new phrases and vocabulary, they should be required to come up with sentences and to prepare a short dialogue with other classmates.

### **Advantages of using handy resources**

- Handy resources activities awakes students' interest in English Language Learning.
- Challenging exercises produce motivation in students, which allows to increase the rate of participation of students during class.
- The drills proposed in the present work lead to enhance of main skills of English language, such as vocabulary, listening, reading, writing, speaking and grammar.
- Once students perform the exercises with the teacher, they can be easily reproduced by students everywhere, whether the right materials are acquired or not, and consequently it allows to enhance vocabulary and strengthen skills already developed in class.

## PROPOSAL FOR APPLICATION OF HANDY RESOURCES

<b>ACTIVITY # 1</b>	
Activity: Recognize the alphabet.	Time: 30 minutes
	
<p><b>Illustration 2.-</b> Students are spelling the words.  <b>Author:</b> Maria Helena Gordino Mota.</p>	
Objective: To use the letters of the alphabet in order to name objects.	Skills: listening, reading, writing, spelling, pronunciation.
<p>Procedure:</p> <ul style="list-style-type: none"> <li>▪ Pictures are depicted on the board.</li> <li>▪ Students should spell the objects shown in the pictures.</li> <li>▪ Students choose the adequate letters (printed letters) in order to build the right name of each object and they stick the letters below the corresponding pictures.</li> <li>▪</li> </ul>	
Tools: Pictures and cards.	Evaluation Test: Worksheet



# WORKSHEET # 1

## ACTIVITY: RECOGNIZE THE ALPHABET

Exercise: use the letters of the alphabet in order to name objects.

 <u>C</u> _ _	 <u>T</u> _ _	 <u>H</u> _ _ _
 <u>S</u> _ _	 <u>B</u> _ _ _	 <u>S</u> _ _ _ _ <u>B</u> _ _
 <u>B</u> _ _ _	 <u>S</u> _ _ _	 <u>C</u> _ _ _
 <u>D</u> _ _	 <u>B</u> _ _	 <u>P</u> _ _

## ACTIVITY # 2

Activity: Alphabet Bingo.

Time: 30 minutes



**Illustration 3.-** Students are recognizing the sounds through Bingo.  
**Author:** Maria Helena Gordino Mota.

Objective: To recognize the letters of the alphabet.

Skills: Reading, spelling, writing, pronunciation.

Procedure:

- Letters cards are randomly picked from a box and they are told to the class.
- Students must complete at least one blank letter on the table.
- Then they are required to build some words with the same letter as an initial.
- Students need to come up with two sentences and employ those words.

Tools: Customized bingo table, cards with letters, box, tape.













Evaluation Test: Worksheet

## WORKSHEET # 2

### ACTIVITY: ALPHABET BINGO

Exercise: Name each picture using the words below and circle the letter for its beginning sound.

**Practice Test II**

 <b>b f d</b>	 <b>c s t</b>	 <b>h d b</b>
 <b>w v j</b>	 <b>q j p</b>	 <b>c v j</b>
 <b>r g l</b>	 <b>c q i</b>	 <b>u y k</b>
 <b>o m d</b>	 <b>f w a</b>	 <b>w v g</b>

DINOSAUR SUN BYCICLE "VALENTIN CARD" PEN CAT  
GLASS CUP KISS DRUM "SPIDER WEB" GIRAFFE

### ACTIVITY # 3

Activity: Parts of the house.

Time:  
30 minutes



**Illustration 4.-** Students are identifying the parts of the house.  
**Author:** Maria Helena Gordino Mota.

Objective: To identify the main parts of the house.

Skills: Reading, listening, writing, spelling, pronunciation.

Procedure:

- The teacher publishes on the board pictures of common spaces of a house: living room, kitchen, garage, etc.
- Then the student takes a paper with the name of a specific place of the house and he/she should pronounce it correctly.
- The student sticks it on the corresponding picture.

Tools: Board, pictures of the inside of a house, signs with names of house areas, dictionary and paper for notes and pencil.

Evaluation Test:  
Worksheet

### WORKSHEET # 3

#### ACTIVITY: PARTS OF THE HOUSE

Exercise: Complete the following words related to the main parts of the house.



**Illustration 5.-** Parts of the house.  
**Author:** Maria Helena Gordino Mota.

- |                        |                         |
|------------------------|-------------------------|
| 1. R _ _ _             | 6. G _ _ A _ _          |
| 2. B _ _ _ O _ _       | 7. G _ _ _ _ N          |
| 3. _ A _ _ _ _ M       | 8. L _ _ _ D _ _        |
| 4. L _ _ _ _ G R _ _ _ | 9. D _ NN _ _ _ R _ _ _ |
| 5. K _ _ _ _ N         | 10. H _ _ L             |

## ACTIVITY # 4

Activity: The Numbers

Time: 30 minutes



**Illustration 6.-** Students are recognizing the sounds through Bingo.  
**Author:** Maria Helena Gordino Mota.

Objective: To practice numbers vocabulary, to learn correct pronunciation.

Skills: Reading, listening, writing, pronunciation.

Procedure:

- Pictures associated to different numbers are introduced to the children.
- Students count the paper fingers and pick up the corresponding letters to complete the numbers.
- Then, they are individually asked to say the name of the number contained in the pictures.











Tools: Pictures, signs with numbers, markers, board, paper for notes and pencil.

Evaluation Test: Worksheet

**WORKSHEET # 4**

**ACTIVITY: THE NUMBERS**

**WORK SHEET # 4.**  
**ACTIVITY: STUDYING NUMBERS.**  
Exercise: Fill in the missing letter to spell the number shown.

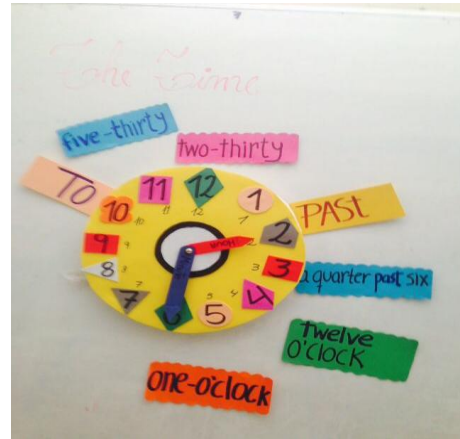
 Z---o	 o---	 T-o	 Th---
 f---	 F-v-	 --x	
 se---	 ei---	 -i-e	

**Illustration 7.-** Worksheet of Numbers activity.  
**Author:** Maria Helena Gordino Mota.

## ACTIVITY # 5

Activity: The time

Time: 30 minutes



**Illustration 8.-** Students are manipulating the clock and learning to say the time.  
**Author:** Maria Helena Gordino Mota.

Objective: To learn to say the time with an analog clock.

Skills: Reading, listening, writing, pronunciation.

Procedure:

- A didactic clock is shown and introduced to the students.
- The clock; time configurations: hours, minutes are widely explained to the children.
- Then, every student is asked to identify the time by reading the hour and minute hands shown by the analog clock.
- Also students are asked to set a specific time on the clock according to the time detailed in the cards.

Tools: analog clock, signs with different times, markers, board, paper for notes and pencil.

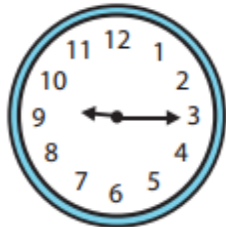
Evaluation Test: Worksheet



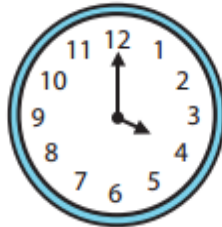
## WORKSHEET # 5

### ACTIVITY: THE TIME

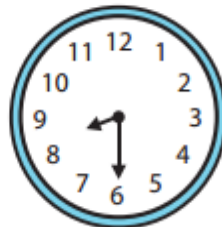
Exercise: Write the time under the first set of clocks. The first one is done.



9:15



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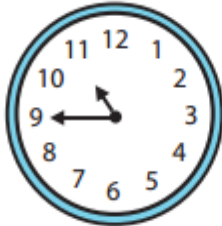
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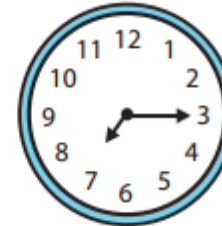
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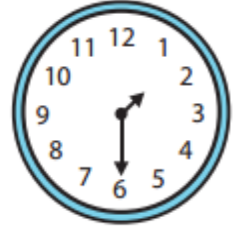
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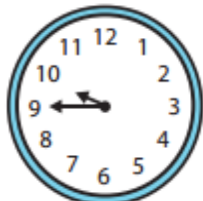


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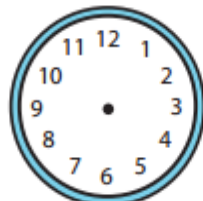


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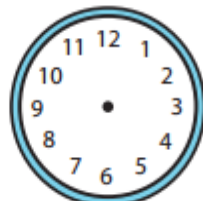
Now draw the hands on these analog clock faces to match the digital time already given.  
The first one has been done for you.



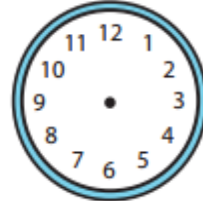
9:45



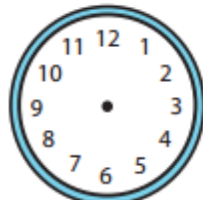
12:15



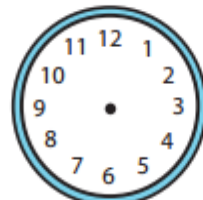
3:30



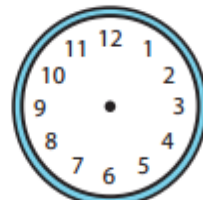
7:00



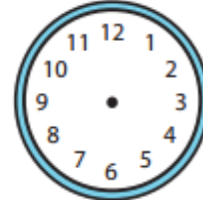
10:15



6:00



5:15



11:00

## ACTIVITY # 6

Activity: Clothes.

Time: 30 minutes



**Illustration 9.-** Students are trying different clothes.

**Author:** Maria Helena Gordino Mota.

Objective: To identify clothes employing dices and realia.

Skills: Reading, listening, writing, pronunciation.

Procedure:

- The dice with the names of different common clothes, and real clothes are introduced to the students.
- The students are encouraged to throw a customized dice in order to determine the name of the cloth they need to wear.
- The children say the name of the cloth they got and immediately they get dressed with the same cloth stated.
- Consequently they are told to briefly explain about the cloth they are used to wear.

Tools: dice, real garment, pencil, paper, dictionary.

Evaluation Test: Worksheet

## WORKSHEET # 6

### ACTIVITY: CLOTHES

Exercise: Arrange the letters regarding regional clothes' names and write down the correct name for each set of words presented.

<b>1</b>	<b>T/H/A</b> _____	
<b>2</b>	<b>T/S/I/H/R</b> _____	
<b>3</b>	<b>I/K/S/T/R</b> _____	
<b>4</b>	<b>S/P/N/A/T</b> _____	
<b>5</b>	<b>A/C/K/T/E/J</b> _____	
<b>6</b>	<b>S/S/R/D/E</b> _____	
<b>7</b>	<b>L/A/N/D/S/A/S</b> _____	
<b>8</b>	<b>R/S/O/H/S/T</b> _____	
<b>9</b>	<b>I/E/T</b> _____	
<b>10</b>	<b>S/A/T/E/W/E/R</b> _____	

## ACTIVITY # 7

Activity: Learning English by singing.

Time: 30 minutes

**THE WEATHER (LYRICS)**

There are four seasons that happen in a year  
Spring, Summer, Autumn, Winter  
Spring, Summer, Autumn, Winter  
There are four seasons that happen in a year  
Spring, Summer, Autumn, Winter  
Spring, Summer, Autumn, Winter  
Can you tell me what season it is?  
Let's take a look

**SPRING**

Can you tell me what season it is?  
Let's take a look

**SUMMER**

Can you tell me what season it is?  
Let's take a look

**AUTUMN**

Can you tell me what season it is?  
Let's take a look

**WINTER**

There are four seasons that happen in a year  
Spring, Summer, Autumn, Winter  
Spring, Summer, Autumn, Winter  
There are four seasons that happen in a year  
Spring, Summer, Autumn, Winter  
Spring, Summer, Autumn, Winter



**Illustration 10.-** Students are getting ready to sing the Weather song.  
**Author:** Maria Helena Gordino Mota.

**Objective:** To come up with a song using lyrics about the weather.

**Skills:** Reading, listening, writing, pronunciation.

**Procedure:**

- The teacher gives worksheets with the lyrics of the song about the weather.
- Then students are told to complete the blank spaces in the lyrics, while they hear the audio of the song.
- When they are done, they should sing the song and use the lyrics to complete the task.

**Tools:** computer, speakers, printed lyrics, paper, pencil, dictionary.

**Evaluation Test:**  
Worksheet

## WORKSHEET # 7

### ACTIVITY: LEARNING ENGLISH BY SINGING

Exercise: Complete the blank spaces in the following lyrics of the song THE WEATHER, with the words in the box below.

#### THE WEATHER.

There are four \_\_\_\_\_ that happen in a year  
\_\_\_\_\_, Summer, \_\_\_\_\_, Winter

Spring, Summer, Autumn, Winter

There are four seasons that happen in a year

Spring, \_\_\_\_\_, Autumn, \_\_\_\_\_

Spring, Summer, Autumn, Winter

Can you \_\_\_\_\_ me what season it is?

Let's \_\_\_\_\_ a look



#### SPRING

Can you tell me what season it is?

Let's take a look



## SUMMER

Can you tell me what season it is?

Let's take a look



## AUTUMN

Can you tell me what season it is?

Let's take a look



## WINTER

There are \_\_\_\_\_ seasons that happen in a \_\_\_\_\_

Spring, Summer, Autumn, Winter

Spring, Summer, Autumn, Winter

There are four seasons that \_\_\_\_\_ in a year

Spring, Summer, Autumn, Winter

Spring, Summer, Autumn, Winter

autumn	summer
tell	four
take	year
seasons	winter
happen	spring

## ACTIVITY # 8

Activity: Robus.

Time: 30  
minutes



**Illustration 11.-** Students are recognizing the pictures in order to write their names.  
**Author:** Maria Helena Gordino Mota.

**Objective:** To identify the vocabulary related to names of objects, animals, and its correct pronunciation in order to build up sentences.

**Skills:** Reading, listening, writing, pronunciation.

**Procedure:**

- Several pictures are put on the board and the cards of letters are arranged on the table.
- The students see a specific figure and try to recognize the name related to the object in the figure.
- Once the name is gotten, children are encouraged to put the letters orderly below the corresponding picture and stick them, while they spell the letters employed and tell the name aloud.
- Later, kids are told to read a sentence from the board and to build up another sentence by their own.

**Tools:** Pictures, scotch tape, markers, scissors, magazines, newspapers, dictionary, paper for notes and pencil.

**Evaluation Test:**  
Worksheet

## WORKSHEET # 8

### ACTIVITY: ROBUS

Exercise: Match each word in the left column to the corresponding picture in the right according their specific names.

1. DOCTOR

2. MUSICIAN

3. FIREFIGHTER

4. CHEF

5. BIRD

6. STUDENT

7. CHAIR

8. CELLPHONE

9. NOTEBOOK

10. FAN





## ACTIVITY # 9

Activity: Body parts.

Time: 30 minutes



**Illustration 12.-** Students are completing and writing the parts of the body.

**Author:** Maria Helena Gordino Mota.

**Objective:** To identify the parts the body.

**Skills:** Reading, listening, writing, pronunciation.

**Procedure:**

- The paper board-made parts of the body are put on the table and showed to students.
- Each student should pick a body part and build the human body by hands and by parts on the board.
- They stick the body part and say the name of that specific part of the body, the name should be written next to the paperboard.

**Tools:** paperboard body parts, scotch tape, markers, scissors, dictionary, paper and pencil.

**Evaluation Test:** Worksheet

## WORKSHEET # 9

### ACTIVITY: BODY PARTS

Exercise # 1.- Identify the body parts in the picture and write them down next to each line.



HEAD	MOUTH	CHEST	LEG
EAR	FINGERS	LEG	
FOOT	NOSE	FACE	
HAND	TOES	ARM	

Exercise # 2.- Find the hidden names of body parts in the alphabet soup.

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

## ACTIVITY # 10

Activity: My first English dictionary.

Time: 30 minutes



**Illustration 13.-** Students are making their own English dictionary using the vocabulary.  
**Author:** Maria Helena Gordino Mota.

**Objective:** To build up sentences with the vocabulary acquired from the ten activities.

**Skills:** Reading, listening, writing, pronunciation.

**Procedure:**

- Students set aside a list of vocabulary from the activities performed.
- Children should build up ten sentences in the present tense employing at least one of the words of vocabulary list per sentence and write them down on a cardboard, besides they have to stick related figures.
- They say their sentences aloud, and amend possible mistakes in pronunciation with the support of the teacher.

**Tools:** blank cardboard, glue, markers, scissors, dictionary, paper and pencil.

**Evaluation Test:**  
Worksheet

**WORKSHEET # 10**

**ACTIVITY: MY FIRST ENGLISH DICTIONARY**

**Write down at least twenty words from your vocabulary list of the ten activities you performed.**

- |            |            |
|------------|------------|
| 1.- _____  | 11.- _____ |
| 2.- _____  | 12.- _____ |
| 3.- _____  | 13.- _____ |
| 4.- _____  | 14.- _____ |
| 5.- _____  | 15.- _____ |
| 6.- _____  | 16.- _____ |
| 7.- _____  | 17.- _____ |
| 8.- _____  | 18.- _____ |
| 9.- _____  | 19.- _____ |
| 10.- _____ | 20.- _____ |

**Create 5 sentences with the words from your vocabulary list above.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### **Strategies of Improvement**

The strategies of improvement applied such as use of handy resources; innovative games; team work; among others, pretend the students fortify English skills and vocabulary knowledge throughout ten constructive and entertaining activities.

The difference between the beginning and the end of this proposal is detailed below:

**Chart 18.-** Strategies of improvement implemented in the research proposal.

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none"> <li>▪ Teacher uses traditional teaching methods in classroom.</li>   <li>▪ Students learn vocabulary without using didactic materials.</li>   <li>▪ Children are used to underline new words or phrases to memorize them in order to study English.</li>   <li>▪ They routinely study from student book and writing exercises.</li>   <li>▪ There are no acceptable tools that allow transmitting vocabulary, and complement English learning process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher applies ingenious exercises to improve apprenticeship; like flashcards, interactive games in order to encourage students to learn vocabulary.</li>   <li>▪ Students learn vocabulary by means of didactic materials, and also they learn how to do their own, such as paintings, costumed cards.</li>   <li>▪ Teacher employs repetition strategy. It permits the students unintentionally memorize vocabulary and strengthen pronunciation skills.</li>   <li>▪ Children are enrolled in interactive exercises, enjoy, while they enhance vocabulary. The teacher employs.</li>   <li>▪ Teachers master different teaching tools, which are for instance, videos, music, computer based exercises, besides they permit to enrich the quality of English and communication between the teacher and students.</li> </ul>

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

### 4.3. RESULTS OF APPLICATION OF ACTIVITIES

**Chart 19.-** Diagnostic test results before application of proposal and activities.

<b>No.</b>	<b>APELLIDOS Y NOMBRES</b>	<b>GRADE</b>
1	ALVARADO LAINEZ LUIS FERNANDO	6
2	ALVAREZ SORIANO LUIS CARLOS	5
3	BORBOR YAGUAL SASKYA ALEXANDRA	8
4	CANTOS DE LA TORRE ALEX JUNIOR	8,3
5	CONCHA CORTES VICENTE VALENTINO	6
6	ESTACIO FLORES JARETH ALEJANDRO	4
7	GILER JALCA MARÍA GABRIELA	5,5
8	LIMONES RICARDO DIEGO MARCEL	5
9	MORALES ASECNCIO NEICER JOSUE	6,5
10	MUÑOZ SALINAS XAVIER DANILO	9,2
11	PESANTES RODRÍGUEZ ENRIQUE ISRAEL	8.7
12	QUIMÍ ARIAS VALERIA STEFANIA	8
13	SARAGURO ZUÑIGA YULIANA VALENTINA	9
14	SARMIENTO CRUZ GIOVANNA ODETTE	5
15	TENORIO CHAVEZ RUDITH ANTONELLA	8,9
16	UYAGUARI MITE MATÍAS DANIEL	5
17	VERA TANDAZO PABLO STEBAN	6
18	YUGCHA RODRÍGUEZ ARIANNA ELIZABETH	5,8
19	ZAMBRANO QUIRUMBAY ERICKA LISBETH	6
20	ZULETA LARREA JESSICA ALEXANDRA	6

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

**Chart 20.-** Final test results after application of proposal and activities.

No.	APELLIDOS Y NOMBRES	GRADE
1	ALVARADO LAINEZ LUIS FERNANDO	9
2	ALVAREZ SORIANO LUIS CARLOS	9,2
3	BORBOR YAGUAL SASKYA ALEXANDRA	10
4	CANTOS DE LA TORRE ALEX JUNIOR	10
5	CONCHA CORTES VICENTE VALENTINO	8,7
6	ESTACIO FLORES JARETH ALEJANDRO	7,9
7	GILER JALCA MARÍA GABRIELA	8,5
8	LIMONES RICARDO DIEGO MARCEL	6,5
9	MORALES ASECIO NEICER JOSUE	7,9
10	MUÑOZ SALINAS XAVIER DANILO	9
11	PESANTES RODRÍGUEZ ENRIQUE ISRAEL	9,2
12	QUIMÍ ARIAS VALERIA STEFANIA	9,8
13	SARAGURO ZUÑIGA YULIANA VALENTINA	10
14	SARMIENTO CRUZ GIOVANNA ODETTE	9
15	TENORIO CHAVEZ RUDITH ANTONELLA	9,5
16	UYAGUARI MITE MATÍAS DANIEL	6,9
17	VERA TANDAZO PABLO STEBAN	8,7
18	YUGCHA RODRÍGUEZ ARIANNA ELIZABETH	7,2
19	ZAMBRANO QUIRUMBAY ERICKA LISBETH	8,9
20	ZULETA LARREA JESSICA ALEXANDRA	7,9

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.

**Chart 21.-** Percentage of improvement.

No.	PRE-TEST	POST-TEST	% OF IMPROVEMENT	No.	PRE-TEST	POST-TEST	% OF IMPROVEMENT
1	6	9	50%	11	8,7	9,2	6%
2	5	9,2	84%	12	8	9,8	23%
3	8	10	25%	13	9	10	11%
4	8,3	10	21%	14	5	9	80%
5	6	8,7	45%	15	8,9	9,5	7%
6	4	7,5	87,5%	16	5	6,9	38%
7	5,5	8,5	54%	17	6	8,7	45%
8	5	6,5	30%	18	5,8	7,2	24%
9	6,5	7,9	22%	19	6	8,9	48%
10	9,2	9,5	3%	20	6	7,9	32%

**Source:** Escuela de Educación Básica Juan Jacobo Rousseau.

**Author:** María Helena Gordino Mota.



## Analysis of pre and post test results

According to the grades scale implemented by the Ecuadorian Ministry of Education, the following considerations should be taken into account to evaluate children's accomplishment in class:

**Chart 22.-** Grades scale approved by Ecuadorian Ministry of Education.

QUALITATIVE SCALE	QUANTITATIVE SCALE
Student dominates the required learning	9,00-10,00
Student gets the required learning	7,00-8,99
Student is close to get the required learning	4,01-6,99
Student does not get the required learning	$\leq 4$

**Source:** Executive Decree No. 366, published in Official Gazzet No. 286, of July 10<sup>th</sup>, 2014.

**Author:** María Helena Mota Gordino.

From the results obtained, the following analysis can be stated:

For the pre-test:

- 65 % of the students have a low English level, since they obtained at most 6,99 as a grade for the test. Namely, they are close to get the required learning.
- 25% of students got the required learning, consequently, they got between 7 and 8,99 as a grade.
- A 10 % of students dominate the required learning, because they got between 9 and 10.
- The medium grade of pre-test for students is 6,6.

For the post-test:

- 10% of students got at most 6,99, namely, they are close to get the required learning.

- The 40 % of students got the required learning. They got between 7 and 8,99 as a grade.
- And finally, 50 % of students dominate the required learning. They got excellent grades that range from 9 to ten.
- The medium grade for post test results is 8,7 out of 10.

As a conclusion, children improved their English level after the activities were performed and thanks to their personal motivation and dedication.

Both sceneries, pre and post-test medium grades, percentage of improvement, are introduced in the following chart:

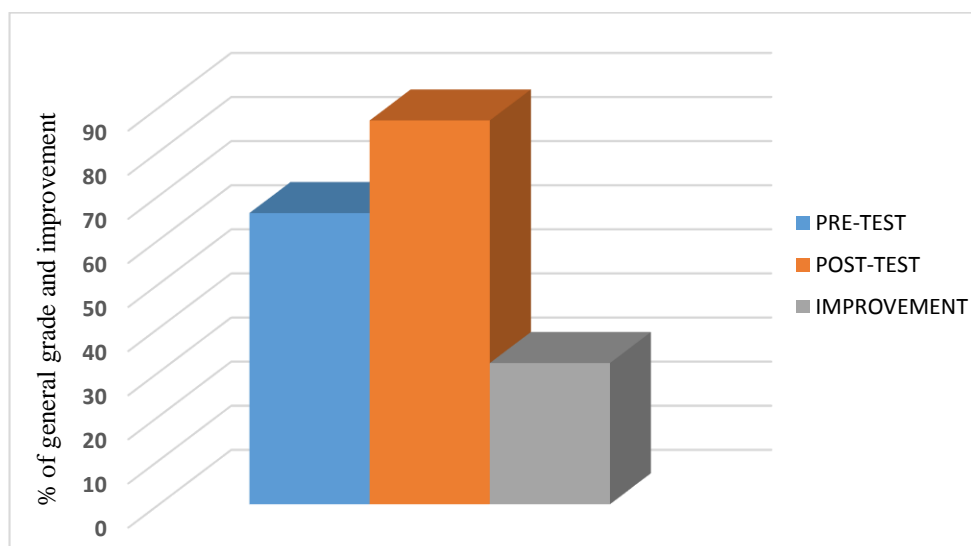
**Chart 23.-** Results for pre, post-test and improvement percentage in students.

PRE-TEST	POST-TEST	IMPROVEMENT %
6,6	8,7	32 %

**Source:** Escuela de Educación Básica Juan Jacob Rousseau.

**Author:** María Helena Mota Gordino.

Next, a comparative statistical graphic is shown. Medium pre and post test grades, and improvement factor as a percentage basis are depicted.



**Graph 11.-** Comparative Statistical Graphic of test results

**Source:** Escuela de Educación Básica Juan Jacob Rousseau.

**Author:** María Helena Mota Gordino.

#### **4.4. CONCLUSIONS AND RECOMMENDATIONS**

##### **Conclusions**

- English vocabulary constitutes an important aspect to develop fluency and enhance skills in English language.
- The application of handy resources, hence, the use of flashcards, songs, vocabulary games, puzzles, pictures, among others, in classroom is a common used strategy to strengthen the knowledge of English language, and consequently it allows the students to improve conversational skills, and empowers their ability to comprehend new words, ideas, contexts.
- It is necessary to overcome the existent gap between up to date vocabulary people are using, and the lack of vocabulary the majority of students have. So then it is necessary to reinforce English curriculum, to strengthen students' abilities regarding vocabulary knowledge, namely, words meaning, pronunciation, writing, reading and spelling.

##### **Recommendations**

- Implementation of handy resources in teaching learning process of English in schools, furthermore the teachers should be able to understand the procedure and goals to achieve in every activity.
- Development of daily activities oriented to enhance English vocabulary in students, so then they feel encouraged to use new word. It will support the conversational skills of students and will fortify other basic abilities in order to prepare them for future situations.

- Parental Support in English study at home, consequently reinforcing necessary abilities and obtaining positive results in the knowledge of English language faster.

#### 4.5. TIMETABLE

No	Activities	2016												2017				
		FEB/APR			MAY/JUL			AUG/OCT			NOV/JAN			FEB/MAY				
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	4	
1	Socialization with tesis advisor.	X																
2	Thesis designing.	X																
3	Elab Chap I.		X															
4	Chap I completion.		X															
5	Elab Chap II.			X	X													
6	Field Research at J.J. Rousseau				X	X												
7	Survey Implementation					X												
8	Analysis and Interpretation of Results.					X	X											
9	Elab Chap III.							X	X									
10	Interviews; planning and execution.								X									
11	Analysis and Interp of results									X								
12	Elab Chap IV.									X	X							
13	Implementation of the Proposal.										X	X						
14	Review of thesis draw.											X	X					
15	Delivery of final work.													X	X			
16	Pre defense of thesis.															X		
17	Defense of thesis at Academic Council																	X

**Author:** María Helena Gordino Mota.

## 4.6. ADMINISTRATIVE FRAMEWORK

### Detail of materials and resources employed

#### 4.6.1. Human Resources

**Chart 24.-** Detail of human resources used in the research.

QUANTITY	DESCRIPTION
20	Students of fourth grade at Escuela de Educación Básica Juan Jacobo Rousseau.
1	English teacher of Escuela J.J. Rousseau.
1	Principal of Escuela J.J. Rousseau.
2	Specialists.
1	Advisor.

**Source:** Escuela de Educación Básica Juan Jacob Rousseau.

**Author:** María Helena Mota Gordino.

#### 4.6.2. Material Resources

**Chart 25.-** Cost of material resources used in the research.

QUANTITY	DESCRIPTION	UNIT COST (\$)	TOTAL COST (\$)
900	B/W copies	0,05	45,00
200	B/W prints	0,10	20,00
100	Color prints	0,30	30,00
2	Ream paper	4,50	9,00
4	Printer inks	30	120,00
2	CD's	1,00	2,00
4	Pens	0,50	2,00
6	Folders	0,50	3,00
1	Flash drive	8,00	8,00
5	Paperboard	0,25	1,25
60	Cardboard	0,20	12,00
20	Magazines, newspapers	0,80	16,00
2	Glue	0,70	1,40
36	Colored pencils	2,00 (per 12 u)	6,00
20	Didactic materials in general	0,50	10,00
	<b>TOTAL</b>		<b>285,65</b>

**Source:** Escuela de Educación Básica Juan Jacob Rousseau.

**Author:** María Helena Mota Gordino.

#### 4.6.3. Technological Resources

**Chart 26.-** Cost of technology resources used in the research.

<b>TIME (MONTHS)</b>	<b>DESCRIPTION</b>	<b>UNIT COST(\$)</b>	<b>TOTAL COST (\$)</b>
12	Internet service per month	30	360
12	Telephone service: calls and messages per month	20	240
	<b>TOTAL</b>		<b>600</b>

**Source:** Escuela de Educación Básica Juan Jacob Rousseau.

**Author:** María Helena Mota Gordino.

#### 4.6.4. Financial Resources

**Chart 27.-** Detail of financial resources used in the research.

<b>DESCRIPTION</b>	<b>UNIT COST (\$) per month</b>	<b>TOTAL COST (\$)</b>
Transportation and others	30	360
<b>TOTAL</b>		<b>360</b>

**Source:** Escuela de Educación Básica Juan Jacob Rousseau.

**Author:** María Helena Mota Gordino.

#### 4.6.5. Total Budget

**Chart 28.-** Detail of total budget to do the research work.

<b>ITEM</b>	<b>DESCRIPTION</b>	<b>TOTAL COST (\$)</b>
1	Material Resources	285,65
2	Technological resources	600,00
3	Financial resources	360,00
	<b>TOTAL BUDGET</b>	<b>1245,65</b>

**Total investment in the present research project: \$ 1245,65.**

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### **Virtual Upse Library.**

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# APPENDIXES

**Attachment 1.-** Workloads of sublevels of General Basic Education.

Area	Subject	Sublevels of General Basic Education		
		Elemental	Medium	Higher
Language and Literature	Language and Literature	10	8	6
Mathematics	Mathematics	8	7	6
Social Sciences	Social Sciences	2	3	4
Natural Sciences	Natural Sciences	3	5	4
Cultural and Artistic Education	Cultural and Artistic Education	2	2	2
Physical Education	Physical Education	5	5	5
Foreign Language	English	3	3	5
School Project		2	2	3
Total Pedagogical Hours		35	35	35

**Attachment 2.-** Constitution of Ecuador.

<b>Article</b>	<b>Description</b>
Art. 27	Education will focus on the human being and ensure its holistic development, within the framework of respect for human rights, sustainable environment and the democracy; it will be participative, mandatory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will promote the gender equality, justice. solidarity and peace; it will stimulate the critical sense, art and physis culture, individual and community initiative, and the development of competences and capacities in order to create and work.
Art. 28	Education will respond to the public interest and will not be at the service of individual and corporate interest. Universal access, continuity is ensured, mobility and graduation without discrimination and compulsory at the initial, basic and secondary education levels or its equivalent. (...)
Art. 29	The State will guarantee freedom of education, freedom of chair of the higher education, and the right of people to learn in their own language and cultural sphere. The parents or their representatives would be free to choose for their daughters and sons an education consistent with their principles, beliefs and pedagogical options”

**Attachment 3.- Regulation to Organic Law of Intercultural Education.**

<b>Article</b>	<b>Description</b>
<p>Art. 5. Literals a through i</p>	<p>Rights of the students.- The rights of the students are as follows:            a) To accede, move, stay, to graduate and get the title without discrimination according to academic merits;            b) To accede to pertinent, good quality superior education, that allows to start an academic and/or professional career considering equality of opportunities.            c) To dispose and accede to adequate resources to superior formation; guaranteed by the Constitution;            d) To participate in the evaluation process and the accreditation of their career:            (...)</p>
<p>Art. 27</p>	<p>Denomination of educational levels.- The National System of Education has three levels: Initial, Basic and Bachelorship.            (...)            The level of Basic General Education is divided in 4 sublevels:            Preparatory.- It corresponds to first grade of Basic General Education and preferably it is offered to five years old students.            Elemental Basic.- It corresponds to 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade of Basic General Education and preferably it is offered from six to eight years old students.            Medium Basic.- It corresponds to 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades of Basic General Education and preferably it is offered from nine to eleven years old students.            Superior Basic.- It corresponds to 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grades of Basic General Education and preferably it is offered from twelve to fourteen years old students.            (...)</p>
<p>Art. 39</p>	<p>The school education.- It has three levels: Initial Education level, Basic Education level, and Bachelorship Education level.</p>
<p>Art. 40</p>	<p>Initial Education level.- The initial education level is the process of accompaniment to integral development that considers cognitive, affective, psychomotor, social, of identity, autonomy, affiliation to the community and region of boys and girls from three to five years old, it guarantees and respect their rights, cultural diversity and linguistic, own rhythm of increase and learning ship, and empowers their capacities, abilities and skills.            (...)</p>
<p>Art. 42</p>	<p>Basic General Education level.- The Basic General Education develops the capacities, abilities, skills and competences of girls, boys and teenagers from five years old onwards, to participate in critical, responsible and solidary way in civic life and continue bachelorship studies. The Basic General Education is composed of ten years of mandatory attention in which, the acquired capacities and competences are reinforced, amplified and deepened in the last</p>



Article	Description
	stage, and basic disciplines are introduced, thus guaranteeing its cultural diversity and linguistic.
Art. 43	<p>Bachelorship Education level.- The unified general bachelorship incorporates three years of mandatory education following the general basic education. It aims to give a general formation and cross-cutting preparation to the people in order to guide them to the elaboration of life projects and to integrate to society as responsible, critics and solidary human beings. It develops in the students, permanent capacities of learning ship and civic competences, and prepare them for work, entrepreneurship, and to get access to superior education.</p> <p>(...)</p>

**Attachment 4.- Code of Childhood and Adolescence.**

<b>Article</b>	<b>Description</b>
Art. 37	Right to the education.- The boys, girls and teenagers have the right to education of quality. This right demands of an educational system that: 1. guarantees the access and the permanence of every boy and girl to basic education, as well as for teenagers till bachelorship or its equivalent; 2. Respect the cultures and specificities of each region and place; 3. Contemplate educational flexible proposals and alternatives to attend the needs of all boys, girls and teenagers, with priority to people who have incapacity, work or live in a situation that requests more opportunities to learn; (...)
Art. 38	Aims of the education programs .- Basic and medium education will ensure the knowledge, essential values and attitudes for: a) Development of personality, the aptitudes, physic and mental capacity of the boy, girl and teenager till their maximum potential in a ludic and affective environment; b) promoting and practicing the peace, the respect to human rights and fundamental liberties, the no discrimination, tolerance, diversity appreciation, the participation, dialogue, the autonomy and cooperation; c) exercising, defending, promoting, transmitting childhood and adolescence rights; d) preparing them to execute a responsible citizenship, within a free, democratic and solidary society; (...)

**Attachment 5.- Student's Survey.**



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

**Dear teacher, this interview will give support in the process of obtaining valuable input for a research paper titled “Handy Resources to develop vocabulary in students of fourth basic year at Escuela de Educacion Básica Juan Jacobo Rousseau in Santa Elena, province of Santa Elena. School year 2016-2017.”, please take 5 minutes to answer the questions honestly; the answers will be exclusively used in this research work. Thanks in advance.**

**1. - Do you like English?**

- Yes
- No
- Partially

**2. - Do you believe English is important for daily activities?**

- Yes
- No
- Partially

**3. - Does your English teacher use didactic material in English classes?**

Yes

No

Sometimes

Never

**4. - Do you consider English classes?**

Very interesting

Interesting

Boring

**5. - I consider that vocabulary aspect is necessary to improve English acquisition.**

Agree

Disagree

Totally agree

**6. - Does your teacher motivate you in English classes?**

Always

Sometimes

Never

**7. -Do you consider hand resources as a helpful resources in your English classes?**

Agree

Disagree

Totally agree

Partially

**8. - Will handy resources work out the vocabulary problem?**

Yes

No

Partially

**9. Do you believe that the use of handy resources will aid students to develop English skills?**

Yes

No

Partially

**10. - Would you like to learn English using handy resources?**

Yes

No

**Attachment 6.-** Teacher's interview.



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

**FACULTAD DE CIENCIAS DE EDUCACIÓN E IDIOMAS**

**CARRERA DE LICENCIATURA EN INGLÉS**

**Dear teacher, this interview will give support in the process of obtaining valuable input for a research paper titled “Handy Resources to develop vocabulary in students of fourth basic year at Escuela de Educación Básica Juan Jacobo Rousseau in Santa Elena, province of Santa Elena. School year 2016-2017.”, please take 5 minutes to answer the questions honestly; the answers will be exclusively used in this research work. Thanks in advance.**

- 1) Question: Do the teachers use materials in their English lessons appropriately?
- 2) Question: Do the resources for vocabulary teaching facilitate learning?
- 3) Question: Do you think children learn English better with games, songs, dialogues, and others?
- 4) Question: Do you think communication is better if students know English vocabulary?
- 5) Question: Do you think the use of teaching materials improves vocabulary?

- 6) Question: How do you describe the use of instructional materials applied by the English teacher?
- 7) Question: Do you choose the instructional materials you apply in your teaching practice?
- 8) Question: Does the teacher use English extra material to reinforce the English language knowledge?
- 9) Question: Do you dedicate time during the week for practice spelling class activities?
- 10) Question: What are the most difficult problems when students write vocabulary in English?

**Attachment 7.-** Principal's interview.



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

**Dear Principal, this interview will give support in the process of obtaining valuable input for a research paper titled “Handy Resources to develop vocabulary in students of fourth basic year at Escuela de Educación Básica Juan Jacobo Rousseau in Santa Elena, province of Santa Elena. School year 2016-2017.”, please take 5 minutes to answer the questions honestly; the answers will be exclusively used in this research work. Thanks in advance.**

- 1) Question: In a completely globalized world, do you need to learn English?
- 2) Question: Do you believe learning English vocabulary will help to learn English?
- 3) Question: Do you think children learn English better with games, songs, dialogues, readings and others?
- 4) Question: Does the teacher help children to learn vocabulary easily?
- 5) Question: Does the teacher reinforce vocabulary learning with complementary activities?



6) Question: What do you think is the technique can increase vocabulary in children?

7) Question: In your institution, how do you describe the use of didactic materials applied to the teaching-learning process of English language?

8) Question: what factors limit the learning process of the language English?

**Attachment 8.- Specialist's interview.**



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

**Dear Specialist, this interview will give support in the process of obtaining valuable input for a research paper titled “Handy Resources to develop vocabulary in students of fourth basic year at Escuela de Educación Básica Juan Jacobo Rousseau in Santa Elena, province of Santa Elena. School year 2016-2017.”, please take 5 minutes to answer the questions honestly; the answers will be exclusively used in this research work. Thanks in advance.**

- 1) Question: Do you think that vocabulary is an important aspect to learn English?  
Why or why not?
- 2) Question: What is the most common strategy to enhance the acquisition of English language in children?
- 3) Question: Do you consider games and manual didactics are important factors in the teaching and learning process? Why?

- 4) Question: What are the advantages of using handy resources during the teaching-learning process?
- 5) Question: What strategy have you applied to build up vocabulary?
- 6) Question: Do you think that building up vocabulary through a handy resource would be convenient to fourth grade students?
- 7) Question: Have you ever used handy resources to improve vocabulary in your English classes?
- 8) Question: Would you support the implementation of handy resources to build up vocabulary in students of fourth grade?
- 9) Question: Do you consider handy resources as a helpful resource in your English classes?
- 10) Question: Will handy resources work out the vocabulary problems in students of fourth grade?
- 11) Question: Do you consider that using manual didactics is important to motivate students? Why?

**Attachment 9.-** Students' names.

INSTITUTION:

ESCUELA DE EDUCACIÓN BÁSICA JUAN JACOBO ROUSSEAU

CITY: SANTA ELENA, SANTA ELENA PROVINCE, ECUADOR

<b>No.</b>	<b>SURNAMES AND NAMES</b>
1	ALVARADO LAINEZ LUIS FERNANDO
2	ALVAREZ SORIANO LUIS CARLOS
3	BORBOR YAGUAL SASKYA ALEXANDRA
4	CANTOS DE LA TORRE ALEX JUNIOR
5	CONCHA CORTES VICENTE VALENTINO
6	ESTACIO FLORES JARETH ALEJANDRO
7	GILER JALCA MARÍA GABRIELA
8	LIMONES RICARDO DIEGO MARCEL
9	MORALES ASECNIO NEICER JOSUE
10	MUÑOZ SALINAS XAVIER DANILO
11	PESANTES RODRÍGUEZ ENRIQUE ISRAEL
12	QUIMÍ ARIAS VALERIA STEFANIA
13	SARAGURO ZUÑIGA YULIANA VALENTINA
14	SARMIENTO CRUZ GIOVANNA ODETTE
15	TENORIO CHAVEZ RUDITH ANTONELLA
16	UYAGUARI MITE MATÍAS DANIEL
17	VERA TANDAZO PABLO STEBAN
18	YUGCHA RODRÍGUEZ ARIANNA ELIZABETH
19	ZAMBRANO QUIRUMBAY ERICKA LISBETH
20	ZULETA LARREA JESSICA ALEXANDRA

**Attachment 10.- Pre-test.**

**RESEARCHER: MARIA HELENA GORDINO MOTA**

**PARTICIPANTS: FOURTH GRADE STUDENTS**

**SCHOOL: JUAN JACOBO ROUSSEAU**

**DIAGNOSTIC TEST**

NAME: .....DATE:.....

1. Listen to the teacher and write the words.

1. \_\_\_\_\_ 4. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_

3. \_\_\_\_\_ 6. \_\_\_\_\_

2. - Look at the pictures and complete the word.



g \_ r \_ \_ f e



b \_ d \_ o \_ m



d \_ e \_ \_



e \_ g \_ t



f \_ m \_ I \_

**Attachment 11.- Post-test.**  
**ESCUELA DE EDUCACIÓN BÁSICA**  
**“Juan Jacobo Rousseau”**  
**POST-TEST**

Student's name: \_\_\_\_\_ Grade: Fourth Basic Year  
 Date: \_\_\_\_\_

1. Look at the pictures and order the letters (0,50 e/o).



E/L/G/S  
 \_\_\_\_\_



M/R/A  
 \_\_\_\_\_



C/T/K/E/A/J  
 \_\_\_\_\_



T/R/E/I/W/N  
 \_\_\_\_\_





S/S/R/D/E  
 \_\_\_\_\_

2. Look the number and circle the correct word. (0,50 e/o)

a) <b>25</b>	b) <b>15</b>	c) <b>50</b>
- two	- fifteen	- one
- twelve	- fifty	- fifty
- twenty-five	- five	- ten

3. Write the time you see from the clock.

	<p>What time is it? It is _____.</p>
	<p>What time is it? It is _____.</p>

4. Match the name of the pictures. ( 1 p e/o)

a) dog



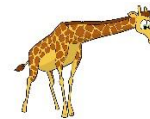
b) cat



c) cup



d) shorts



e) giraffe



**Attachment 12.-** Photos of interviews to Principal, Teacher and Specialists of Escuela de Educación Básica J. J. Rousseau.



**Photo 1.-** Interview directed to the Principal of Escuela J. J. Rousseau.



**Photo 2.-** Interview to the English teacher of Escuela J. J. Rousseau.





**Photo 3.-** Interview directed to the Specialist, Lcdo. Gabriel Parrales P.



**Photo 4.-** Interview directed to the Specialist, Lcda. Vanesa Ortiz.

**Attachment 13.-** Photos of survey directed to students.



**Photo 5.-** Survey directed to 4<sup>th</sup> grade students of Escuela J.J.R.

**Attachment 14.-** Photos of different locations at Escuela J. J. Rousseau.



**Photo 6.-** Entrance to Escuela de Educación Básica J. J. Rousseau.



**Photo 7.-** Social areas at Escuela de Educación Básica J.J. Rousseau.

**Attachment 15.-** Diagnostic test applied to fourth grade students.



**Photo 8.-** Diagnostic test applied previous to the application of the proposal.

**Attachment 16.-** Activities and Proposal for application of Handy Resources.



**Photo 9.-** Activity No.1: Recognize the Alphabet.



**Photo 10.-** Activity No. 2: Alphabet Bingo.



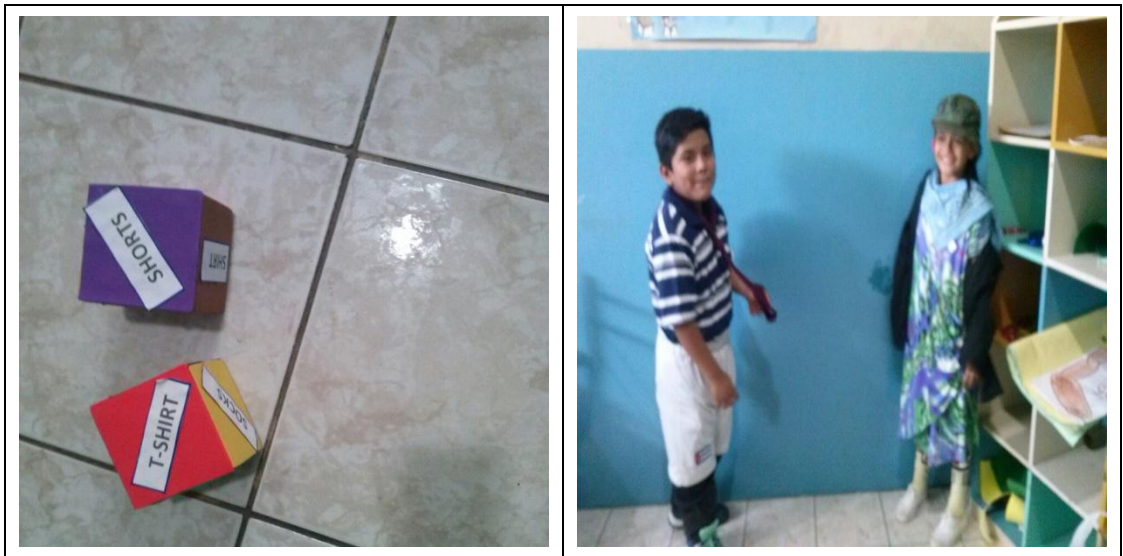
**Photo 11.-** Activity No. 3: Parts of the House.



**Photo 12.-** Activity No. 4: The Numbers.



**Photo 13.-** Activity No. 5: The time.



**Photo 14.-** Activity No. 6: Clothes.





**Photo 15.-** Activity No. 7: Learning English by singing.



**Photo 16.-** Activity No. 8: Robus.



**Photo 17.-** Activity No. 9: Body parts.



**Photo 18.-** Activity No. 10: My first English Dictionary.