



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

TOPIC:

**“RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN
STUDENT OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN
BÁSICA TRECE DE ABRIL, LA LIBERTAD, PROVINCE OF SANTA
ELENA. SCHOOL YEAR 2015 -2016”.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’ S DEGREE IN ENGLISH

AUTHOR:

GLORIA GEOMAR URRUNAGA LEÓN

ADVISOR:

ABG. LEONARDO CHÁVEZ GONZABAY, MSc.

LA LIBERTAD – ECUADOR

2016



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

TEMA:

**“RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN
STUDENT OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN
BÁSICA TRECE DE ABRIL, LA LIBERTAD, PROVINCE OF SANTA
ELENA, SCHOOL YEAR 2015 -2016”.**

TRABAJO DE TITULACIÓN

Como un pre-requisito para obtener el título de:

LICENCIADA EN INGLÉS

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ADVISER'S APPROVAL

In my role as Advisor of the research paper under the titled “RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TRECE DE ABRIL. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015- 2016” done by Gloria Geomar Urrunaga León, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after orienting, guiding, reviewing, and studying this project, I approve it in its entirety, because it meets the requirements and is enough to be accepted by the Board of Examiners.

Sincerely

Abg. Leo A. Chávez Gonzabay, MSc.
ADVISOR

STATEMENT OF AUTHORSHIP

I, GLORIA GEOMAR URRUNAGA LEÓN with ID number 1307429140 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN STUDENTS EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA TRECE DE ABRIL. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 – 2016" certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Gloria Geomar Urrunaga León
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DEDICATION

Love is a feeling that people can demonstrate in important and difficult moments in life.

I dedicated this work to God, my beloved children: Johnny, Alexander, Josué, and Valentina, to my parents and sisters.

To God who gave me strength, and enough patience and wish to continue the academic development and preparation during all this time and my research work, that had had hard and magnificent moments, without them none of this long process would have been possible.

To my children because they were the ones that suffered the most, for the time I could not spend with them while I was working on my professional education, thanks to them for their comprehension and continuous support.

Thank you for all the love that you are giving me, you have been my inspiration, my axis to continue and to arrive to this final project, with the absolute conviction that you will always be my support, Thank you and I love you all.

Geomar

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God enlightens my steps and carries toward way of success.

First and foremost, I would like to express my deepest thanks to All Mighty God for giving me the intelligence, strength and health to conclude this research paper.

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Special recognition to my advisor Abg. LEO A. CHAVEZ GONZABAY, for his worthwhile ideas and suggestions that helped me to complete this research paper.

I would like to thank to The State University Peninsula de Santa Elena, especially I express my sincere gratitude to MSc. Glenda Pinoargote, Director of English teaching Career for giving me the opportunity to access to quality and qualified education, also to my **professors** and **classmates** in the different courses.

And finally, I would like to express gratitude to the authorities at Escuela Educación Básica “Trece de Abril” for allowing me to collect the data and execute my research proposal.

Geomar

DECLARATION

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

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“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece la Universidad Estatal Península de Santa Elena.

Gloria Geomar Urrunaga L.
I.D. 1307429140

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TOPIC:

RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL” LA LIBERTAD, PROVINCE OF SANTA ELENA 201 -2016.

Author: Gloria Geomar Urrunaga León

Advisor: Abg. Leo A. Chávez Gonzabay, MSc.

ABSTRACT

This project was created to encourage participation of young students in the process of learning the English language. This is a way of contributing to their integral development, using strategies, didactic activities and motivational techniques to facilitate language learning. The main problem observed in English teaching is the deficiency and inadequate application of teaching techniques and methodologies in the classroom. To give solution to this problematic, the teacher needs to use tools and strategies to help increase vocabulary skills the students. This study was supported by the classroom observation, the techniques and methodological strategies utilized by the English teacher allowed the development of a didactic tool such as a Resource Book to enhance vocabulary skills in learners, which will facilitate the improvement of the teaching-learning process. This research is focused on the importance of vocabulary skills and based on four fundamental axes: Motivation, Constructive Method, Didactic Activities and Teaching Vocabulary. Several aspects of each methodology were taken into consideration to design and to develop this Resource Book. This research involved the eighth grade students at Escuela de Educación Básica “Trece de Abril” as the main actors of this investigation and the school Principal. The author had a period of three months to frame this project, the initial data was gathered through a pre-oral and written test, interviews and a questionnaire.

Key words: Resource Book, Motivation, Constructivist Method, Didactic Activities, Teaching Vocabulary, Motivational Techniques, Strategies.

INTRODUCTION

English in Education is one the most important subjects in Ecuador. It is synonymous of great opportunities, especially in the labor field, but learning this language for many people is very difficult and complicated. Important authors agreed that in order to help students to achieve a wide range of vocabulary knowledge it is necessary to start with vocabulary, because it is the main block for the acquisition of any language. Wilkins, cited by Thornbury stated that: “while without grammar very little can be conveyed, without vocabulary *nothing can be conveyed*. (Thornbury, 2002).

Therefore, this project should be considered as an inclusion for the scholar’s teaching tools that any teacher can use in the classroom and can be applied as a good strategy for helping students to learn vocabulary.

Modern tools such as the internet are currently used, but it is inevitably to find ourselves facing the reality that we cannot avoid the fact that not many schools have a laboratory with basic needs to be adapted to the English teaching-learning task. In addition, some English teachers are not trained to handle the new technological programs, with this situation and previous investigation, we seek a basic tool that can be adapted and used in the school without such technologies and to give students the ability to learn the English language with the aid of just a Resource Book.

A Resource Book was created to improve vocabulary skills, this book contains

didactic activities that offer many benefits to students and professors such as: interacting, inter-relating or social relation among students and the community. This didactic tool allows the teacher and the students to apply new strategies and techniques with educational goals in their teaching-learning process.

This research was structured in four chapters:

Chapter I – The Problem: It specifies the Title, it also describes the problem statement, the significance, the Guideline questions, and, to finalize the chapter, the author mentions the Objectives of the research.

Chapter II – Theoretical Framework: It consists of the Literature Review, it also gives details about previous researches, the Philosophical Basis, and finally the Legal Basis.

Chapter III - Methodology: It also explains the methodological strategies in order to get a successful research. It also explains in detail the population sample and how it was handled, the types of research used, the techniques and instruments, how the data collection was gathered analyzed and interpreted; finally, the conclusion and recommendation of this research.

Chapter IV- The Proposal: It brings the Thesis Proposal, expresses the possible solution of the problem; it analyzed the outcomes of the students test results. It also states the proposal development, we put into consideration a Resource Book to aid develop student's vocabulary learning abilities, the Resource Book has games that motivate and stimulate the English class with songs to improve the vocabulary learning with fun.

CHAPTER I

THE PROBLEM

1.1 TITLE

“RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL”, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015 -2016”.

1.2 STATEMENT OF THE PROBLEM

At Escuela de Educación Básica “Trece de Abril” it was noted that eighth grade English students had poor general English vocabulary. Students did not know the difference between verbs and adjectives, and between adverbs and prepositional phrases. Also, it was noted that the school does not promote English incentives in the classroom such as pictures, English vocabulary on the walls and neither were dictionary available for the students. In addition, students seemed dis-motivated towards the learning and acquisitions of English as a second language.

At Escuela de Educación Básica “Trece de Abril”, another problem is that English teachers have not defined the activities, teaching methodologies and techniques to use in the classroom, most of them do not use up to date methods to motivate students and promote a high interest in learning a second language.

Further to this, the inappropriate book material that does not resemble the needs and reality of education in our country.

1.3 CONTEXT OF THE PROBLEM

Many countries in the world have progressed thanks to globalization. Because of English, these countries are able to easily communicate with one another. It is an international language that has expanded rapidly because of the high demand brought by globalization. Considered as the universal language that opens doors to great opportunities internationally to find jobs around the world. Due to the acquisition of a new language, “English” expanding and its teaching and learning is booming worldwide. It has created an interrelation of different types of people from all around the world.

Ecuador is a country with great disadvantages in the knowledge and skill of the English language, the low level of interest in learning this new language affects the learning process of the students because they think that English is not useful neither practical. In consequence, they do not show interest in learning. In addition, teachers do not use didactic resources to make the class more interesting and dynamic.

The level of English in Ecuador is worrying, in other words, it is really bad; students do not know enough vocabulary to express them correctly and fluidly. New vocabulary is vital in developing the skills and ability of reading and writing, in addition to speaking and listening.

In the Province of Santa Elena, almost every school has different kinds of problem because students do not know how to communicative in English with other people. They feel bored and have low level of motivation because they do not

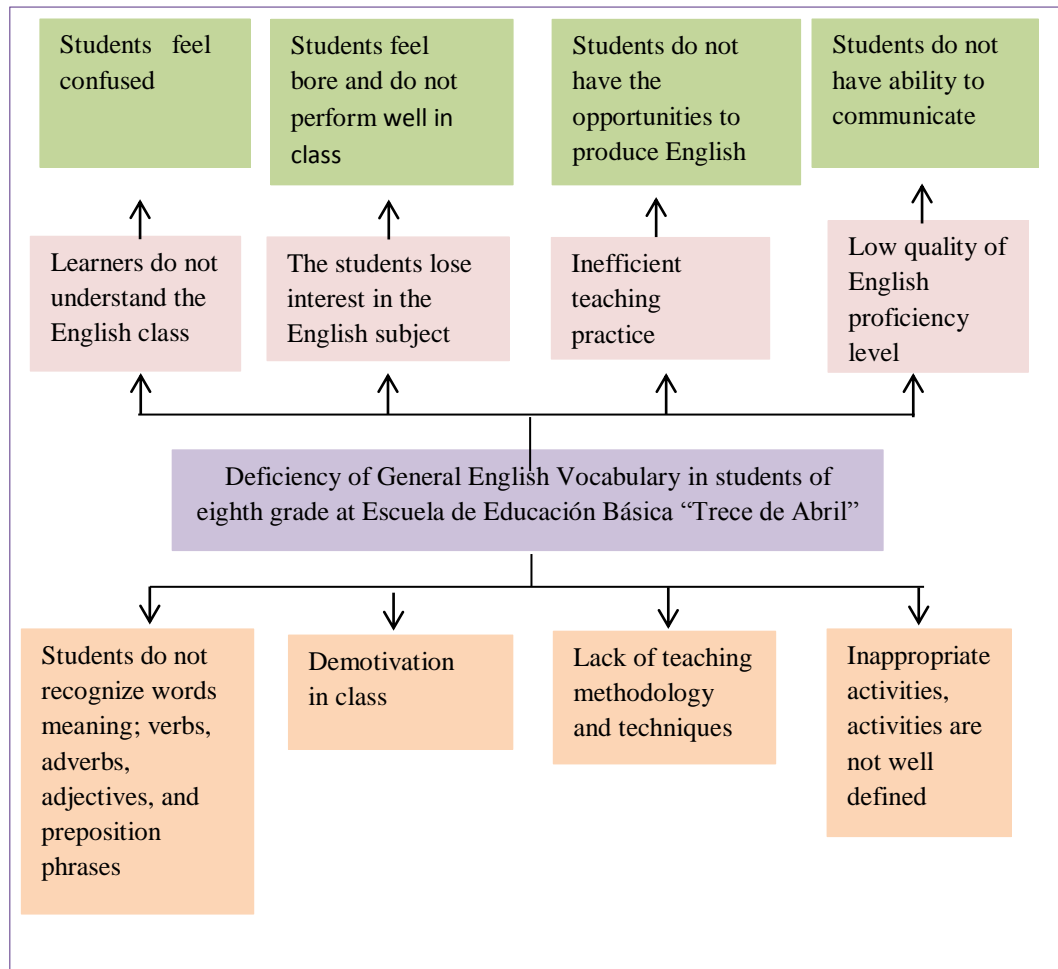
have enough vocabulary to communicate among themselves.

At Escuela de Educación Básica “Trece de Abril” school, which is located in the province of Santa Elena, La Libertad, teachers do not apply the adequate techniques to improve the student’s vocabulary and to improve student’s learning methodologies in English. Vocabulary knowledge is an important tool for second language learners because a limited vocabulary in a second language impedes successful learning and communication among themselves and people around the world.

Vocabulary is important to correct pronunciation, and comprehension of a new language, these are reasons why teachers have to discover techniques, adequate to improve English learning to ensure more interest in the students providing an interaction and motivation in the class and using different resources like resources book with different kinds of exercises to reinforce the knowledge into the classes with students. It gives the opportunity to learn in a meaningful way for eighth grade students at Escuela de Educación Básica “Trece de Abril” school.

The creation of a resource book to improve vocabulary of eighth grade students is a great idea to help the development and the acquisition of new vocabulary, this resource book will help students to enhance listening, speaking reading and writing, so spoken language will be more efficient and much easier to acquire.

Chart # 1: Problem Tree Analysis



Source: Eighth grade students at Escuela de Educación Básica "Trece de Abril".

Author: Gloria Geomar Urrunaga León.

1.4 RESEARCH QUESTIONS

- How can a Resource Book increase the motivation to learn English vocabulary?
- What is English vocabulary?
- Why is vocabulary important in the learning of English as a foreign language?
- What is Motivation?

- How can an English teacher increase motivation in class?
- How can didactic activities influence in the development of the vocabulary skills for eighth grade students?
- What kind of didactic activities can be applied in class to improve the vocabulary for eighth grade students?

1.5 RATIONALE

The purpose of this investigation is to develop the vocabulary skills in students for eighth grade at Escuela Educación Básica “Trece de Abril”, it is to train them to speak and to motivate them through the creation of a resource book, for this reason, I will apply this tool to develop their comprehensive abilities and increase their knowledge acquisition applied in the classroom. This tool is useful and important. It can help students to practice vocabulary regularly, and become more effective speakers.

With this research, we want to provide teachers with a guide to improve the teaching - learning process and thus change the traditional way of teaching by designing and developing a guide with active techniques and orientation about teaching the English language aimed to improve the learning skills of the eighth grade students at the Escuela de Educación Básica “Trece de Abril”, containing activities to enhance the vocabulary skills, to motivate students and awaken interest in the study of a foreign language “English”. The use of innovative techniques to open different avenues of possibilities that students could acquire more and solid knowledge to enable them to better cope with modernized world.

This research will help English teachers of the Escuela de Educación Básica “Trece de Abril” to be better trained and to better provide quality education to students who are attending the eighth grade of basic education, specifically in this foreign language.

It is also important that the Escuela de Educación Básica “Trece de Abril” could obtain appropriate and qualified English teachers and use them in different schedules, so this Resource Book becomes an everyday motivating tool for students and they could feel satisfied with the work undertaken in the classrooms.

This Resource Book is going to help students who are the principal actors in a classroom, as they will be able to carry out writing and speaking activities in order to improve their English knowledge. The main purpose of the development of this research work is to implement new techniques designed to improve the teaching of the English Language.

1.6 RESEARCH OBJECTIVE

To Improve vocabulary skill in students of eighth grade at Escuela de Educación Básica “Trece de Abril”.

1.7 IDEA TO DEFEND

Resource Book of pedagogical strategies with didactic activities and motivational techniques will contribute to the development of Vocabulary Skills in students of eighth grade at Escuela de Educación Básica “Trece de Abril”.

1.8 SCIENTIFIC TASKS

- To evaluate the English level knowledge in students of eighth grade.
- To implement and to evaluate the development of the vocabulary skills based in a Resources book.
- To design and implement didactic and motivational activities for enhancing the vocabulary skills learning process in students of eighth grade at Escuela de Educación Básica “Trece de Abril”.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous Research

Generally believed that in South America there is a limited knowledge in the use of the English language by students, and this is related to inadequate teaching strategy that negatively affect students learning. English teachers do not employ strategies to strengthen communicative competence, they continue to use traditional strategies that hamper the growth of student competition, as well as language skills such as reading, listening, speaking and writing, due to these deficiency student's grades are poor in an overall performance.

A resource book is a tool that establishes vision for academic vocabulary and with this advantage they will strengthen their common vocabulary towards understanding assessment and instructions.

2.1.1 Research around the world

In the world different books for different contexts or subject have been create: language books, for math, science, art and especially to teach English language, the main goal is to help young and adolescents in the learning-teaching process.

The aim of each resource is to encourage and young students or different people for whom these books were created, to develop the knowledge, skills and behavior. The creation of a resource book is helpful in many areas and more so in the educational field.

The objective of each resources book is also projected to help teachers who wish to become professional leaders to develop knowledge, skills and performance, where they can have the discretion to make their own decisions and be leaders for their students.

Resource book could also be used to control, to grade students and to maintain an up to date record of student's performance thought out the whole academic year.

English resource seeks to help students explore authentic consumer context and build valuable and widely applicable language skills in the process. The activities are designed to encourage thinking and analysis of the concepts, values and language related to consumer issues, and to engage students in creative ways.

ERIC Clearinghouse on Reading, English, and Communication Indiana University and The Family Learning Association (2002) under The Department of Education of the University of India, concerning about their educational programs took a leap to create a resource book for their "Character Through Literature" program, giving emphasis to the need of a guide to be followed not only by teachers but also parents and students.

This book was created to support the development of educational character, to give guidelines to parents in shaping the character of their children, to form individual character and leadership through literature, (Darras, 2002).

The Authors McCarthy and O'Dell, with help of different teachers create a Resource Book Activities to teach English and help primary school teachers. This resource book was created of results obtained of a year-long project called

Investigating Global Practices in Teaching English to Young Learners. In this book they have written ideas, and different kinds of activities, of techniques and strategies to motivate learners; teachers; it work in different contexts and conditions, small group or pair, large classes, with every types of resources. These ideas were considered and made the decision to create a didactic tool on focused on development of abilities of students. (McCarthy, O`Dell, 2008).

An Institution of International name, Cambridge University Press through Cambridge International Examinations, have created short book series to help student's primary and secondary level. These series are written and printed by Cambridge Primary, (for First Language learners). These series are numbered from 1 to 6 with individual lessons and are used as support for teachers that can help a child to start his learning or had deficiency in vocabulary knowledge. Cambridge establishes its clear goal for teachers and learners, this is a transition to Cambridge Global English (for English as Second Language learners), as innovation material for young learners as Second language, focused on the development of listening, speaking, reading and writing skills which learners will need to be successful in real life speaking scenarios. (English, 2014).

A Master's Project of the Department of Linguistics and English Language at Brigham Young University BYU Scholars Archive, encourages that the main idea about "Teaching Vocabulary Data-driven Learning was to write resource book to provide teachers with detailed knowledge of vocabulary, and corpus-linguistic. Teachers should be capable to teach less-frequently used words addressing the feature of vocabulary instruction and to encourage the use of motor skills in the

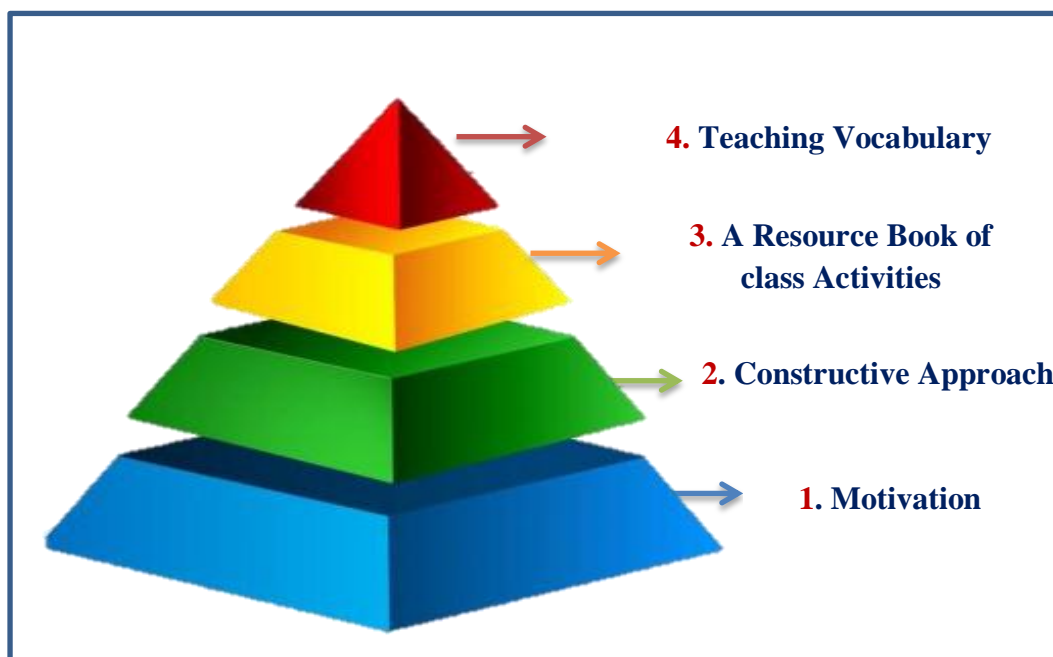
explanation of new vocabulary words in the classroom. The objective of this project research was to demonstrate how teachers can use data driven learning methods to teach vocabulary in a fun and motivational way for students learning English as a second language.

Shaw (2011) claimed that among the various topics are: “frequency knowledge, parts of speech knowledge, morphological knowledge, synonym knowledge, collocation knowledge, and register knowledge with a chapter on each topic” (Shaw, 2011).

The objective of this project research was to provide teachers with detailed knowledge of vocabulary, and corpus-linguistic. Teachers should be capable to teach less-frequently used words addressing the feature of vocabulary instruction and to encourage the use of motor skills in the explanation of new vocabulary words in the classroom.

The design of Resource Book to Improve Vocabulary Skill for eighth grade students at Escuela de Educación Básica “Trece de Abril, was based on four fundamentals axes, for the effectiveness of the investigation and the practice of the vocabulary teaching method.

Chart # 2: Fundamental Axes are based on the research



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”.

Author: Gloria Geomar Urrunaga León.

The development of this study starts with motivation, conceiving the importance of this element for the student’s formation and the education offered on their second language acquisition to keep students motivated in the classroom; also, seeing the characteristic of the constructivist approach as effective learning strategy applied to the teaching of English language. As a third point, the details guided through a resource book for the practice of the teaching methodology of vocabulary is also analyzed, therefore, the benefits of having a book with inside the classroom activities to guide the teaching and learning of the new vocabulary is not only helpful, but also necessary.

Finally, the concepts are tied to teaching vocabulary complemented by an innovative methodology. All human beings are subject to environmental stimulus

that can be picked up by the auditory, olfactory, tactile and visual sense gustatory (Oblinger, 2006).

2.1.2 What is Motivation?

Motivation is a perception of the senses that can be rejected or accepted, which is processed in the brain that reflects emotions and it plays a very important role in the process of ideas, information, thoughts and human being's creativity.

Studies of communication skills development show that motivation is a very important factor in the education. Students can better assimilate knowledge if they feel motivated. This motivation needs to include a willingness to adapt to the requisition of the workplace. Where this willingness exists, learners can make good progress in communication skills even with limited amounts of language knowledge (Nation, 2001).

Motivation is classified as: intrinsic and extrinsic. The first one has to see with facts connected with events that occur inside the classroom and this gives students inner motivation, the second one are facts connected with events that occur out of the classroom. It is important that teachers consider the emotions of their students, because this influences in a permanent way in the attention and learning of their learners, furthermore, the curricular theory or the Ecuadorian study programs, include the acquisition of abilities and attitude as well as knowledge. Motivation is so important in order to achieve a high academic performance; learning can be characterized as a cognitive process and rational motivation. (Guest, 2007).

Accordingly, the result is achieved when students feel motivation and capacity necessary to enjoy their task.

2.1.3 Constructivist Approach

In addition, this research is based on Jean Piaget's Cognitive development cognitive theory, Vygotsky's development of potential theory, and David Ausubel's meaningful learning theory, all three are constructive theories.

Understanding their roles during children's constructive play and learning and routinely allocate ample time for children to choose and engage in a wide variety of play-related activities, including constructive play with different blocks and other open materials. (Drew, Johnson, Christie, Meckley, & Nell, 2008).

Constructivism and Significant Learning says: Students build or rebuild objects of knowledge that are actually built. Constructivism, considering the different variables and viewpoints from the social, educational and psychological conception, enables a more complete view of this theory and its benefits to achieve in our students a quality education and with really significant learning. (Bhattacharjee, 2005).

2.1.4 Resource book

A resource book in English aims to help students to explore the contexts of real life and motivated dynamic and to develop a valuable and applicable scenario in the process of learning new language skills.

Activities, if they are well designed, could promote, stimulate and encourage

thinking, and it also could help to analyze concepts. Activities include a variety of different writing styles and types of texts. Some tasks require writing, while others require listening and the most important, speaking.

2.1.5 Vocabulary Book

“The e-book in the learning environment would increase opportunities for children to explore and practice new vocabulary important for school readiness”. (Roskos, Sullivan, Simpson & Zuzolo, 2016).

There is a wide selection of additional vocabulary books now available. In many occasions, vocabulary books are targeted at specific needs, such as business or technical English, or are designed as preparation for public examination. Books on phrasal verbs have been principally popular. Vocabulary books cover a wide range of general English needs. A vocabulary book has significant role in the vocabulary acquisition; it serves as a glossary to remember learnt words or forgotten words.

2.1.6 Didactic Activities

Didactics is the part of pedagogical methods and learning techniques. It is a tool used by teachers to teach students to stimulate and to develop the learning of the four skills: Speaking, Listening, Reading, and Writing.

There are more possibilities that the didactic teaching-learning technique will be more useful if in the classroom the teacher will use a variety of resources.

The importance of the didactic resource is that it allows to develop all the productive and receptive abilities, it is important to say that the work of the teacher is to explore all didactic materials available that he or she will have with the purpose of developing the students aptitude.

The didactic activities, as well as strategies, techniques and skills are procedures used to control the activity of the students, to the extent that their application allow teachers to evaluate certain actions to reach the goal.

2.2 PHILOSOPHICAL BASIS

Rugut & Ahmed (2013) said that: Freire`s philosophy begins from a deep respect and humility before and oppressed people and respect for understanding of the word they inhabit or common sense. This knowledge is no less important than scientific knowledge of the professional/dominant group oppressor as he termed them”. (Rugut & Ahmed , 2013).

According to Osorio (2009) Cognitive psychology gives students an active role in the learning process. This processes such as motivation, beforehand knowledge students that can be manipulated to achieve learning more successful. (Osorio, 2009).

It has, as result, one of the most significant outcomes of learning. It is a successful activity in the application of the task and self-satisfaction.

Osorio said that: Ausubel was an American psychologist who`s most significant contribution to the field of educational psychology and educational science, and cognitive science. This is achieved when the student`s new knowledge is related

with everyday life events. In addition to their class participation, but it is necessary that students are interested in learning what is showing, mainly in the area of English that needs to present new vocabulary at all times. (Osorio, 2009).

Vygotsky, considers people as the result of social and historical process, knowledge is the result of social interaction. Consequently, we begin our knowledge through the use of symbols, getting closer to more complex knowledge, allowing internally to develop reasoning. Similarly to Vygotsky and Ausubel, they say that learning is a structure of knowledge that origins with our observation and recognition of events and manipulations object through concepts we already have, originating the constructivist knowledge. Vigosky says knowledge is essential for human being growth based on the society and environment where man develops. (McLeod, 2014).

Students begin to learn their first symbols at home and later on at school. The ability to learn is then acquired at home with the help of parents and family and it is carried on to school. At school, the teacher expertise could provide the bases to a successful cognitive learning experience.

In addition, vocabulary`s knowledge is important in the acquisition of a new language. Due to the significance of this language around the word, it indispensable to know the vocabulary for having good communication with people from others countries.

2.2.1 What is Vocabulary?

Vocabulary is one of the most important knowledge areas of teaching in acquiring

a second language; it is central part of language learning.

Nation (2011) stated that: vocabulary consists of the relationship between a word and its referent (the person, thing, action, condition, or case) it refers to the real or an imagined world. (Nation, 2001).

According to Wilkins, cited by Lessard-Clouston “while without grammar very little can be conveyed, without vocabulary *nothing can be conveyed*”. (Lessard-clouston, 2012).

The success of a person in the acquisition of a new language is dominated by vocabulary that links each one of the four skills in order to have a good communication.

2.2.2 Teaching Vocabulary

“The diverse features of a word or vocabulary can be usually mentioned as vocabulary knowledge. Nevertheless, what does vocabulary Knowledge mean?” (Easterbrok, 2013). “Mental lexicon is used here and glossed to mean how a person identifies words” (Aitchison, 2003).

“Learners carry around dictionaries and not grammar books” (Lessard-Clouston, 2012). Therefore, learning vocabulary helps students to understand and communicate with others in English. Vocabulary is usually a tool to remember, unlike grammar, vocabulary needs to be remembered at all times in order to ask and answer questions.

Different authors believe that there is a system extremely organized and complex

web-like group, called “mental lexicon”. It is a stay of in the mind in which the vocabulary used in different stages of our lives flows easily and with fluency. The words are stored and classified with relation to each other in different ways, “according to their characteristics and their meaning, form, collocation, syntactic properties, cultural background etc”. It is important to know how words are remembered and accumulated in the minds of students and how long-term memory is organized. Therefore, students need to be able to gather the for as long as possible.

As far as Thornbury, and taking the first point, this is repetition: He means that it is “repeated encounters with a word”. (Thornbury, 2004). For instance, in reading. Also, the importance of recovery and use of new words are remembered. While practice is important, students use the words in coherence with each other, using rhymes or using new elements to complete sentences.

Recalling along with a preamble, which means that, the presentation of new vocabulary is divided into sequences, followed by a normal review to be repeated by the learners later in periods varying gradually among them”. For example, at the end of the lesson, at the next class, there will be a feed-back of the previous class to ensure learners are assimilating the material presented. This procedure is executed during the whole vocabulary program. Another useful activity is the motivation, which is closely linked to paying attention. (Thornbury, 2004).

2.2.3 The importance of vocabulary acquisition

Consequently, knowledge and domain of vocabulary help students to explore the

new foreign language and builds an effective and lexical coordinated person in the development of successful communication through a variety of new words, understanding the similarities and differences between words as well as understanding the linguistic systems. (Alqahtani, 2015).

Vocabulary has an important role in the acquisition of a new language, it is essential for the successful learning of students (Schmitt, 2013). But teaching vocabulary, for many teachers is difficult and complicated, due to its complexity. In some cases the teachers do not know how to teach or how to start a class with students and have good results in the classroom.

Vocabulary is the most important part to express ideas among people; it is the central factor of learning a foreign language. In other words, the language is based on a set of words, it is almost impossible to communicate without words, to achieve a positive result in students, it is recommended that the teacher, develops, and analyzes the appropriate techniques that can be useful in the classroom. A main feature that a good teacher should have is that among her/his strategies the teacher will have a good didactic material that will help students in their process of teaching-learning vocabulary.

2.2.4 Definition of Vocabulary

Vocabulary is the total number of words that everybody needs to know to communicate ideas to express the speaker's meaning. Vocabulary is the principal component that will teach how to learn a foreign language, but this is more than a single words, it is the connection of a word link to another word to form two or three phrases to express an idea, this is defined as: Words to speak expressive

vocabulary and words that we hear as receptive vocabulary. (Nation & Schmitt, 2000).

2.2.5 Kinds of Vocabulary

Vocabulary is divided into two types: active and passive. The first type of vocabulary denotes that the students have been shown and that they are expected to be able to use, while, the second type refers to the words which the students will recognize when they hear them, but which they will probably not be able to pronounce them. (Bite & Bite, 2015).

2.2.5.1 Receptive Vocabulary

It is when learners recognize and understand when vocabulary is used in context, but students cannot produce; in addition, the vocabulary that learners identify when they see in readings but do not use it in speaking and writing. (Bite & Bite, 2015).

2.2.5.2 Productive Vocabulary

Productive Vocabulary is the words that the learners understand and can pronounce correctly in speaking and writing. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others. (Bite & Bite, 2015).

As far as understanding the concept of vocabulary acquisition is as important as eating on the daily basis. A good meal can be as productive for a person as a good vocabulary for communication. Vocabulary is learned through books, magazines,

movies and normal oral communication. (Faraj, 2015).

2.2.5.3 Vocabulary Mastery

With the purpose of understanding a language, vocabulary mastery is defined as the total knowledge of vocabulary, the superiority of the language skills is absolute domination that a person should have to express and to be able to understand other people. The success of language knowledge is to master the ability of processing words when we speak, this is achieved through own individual interest and motivation which plays an important role in the proficiency of this language skill. (Mofareh A. , 2015).

2.2.6 The Techniques in Teaching Vocabulary

The techniques used by teachers depend on some facts, such as the content, the time availability to develop the class, show and tell technique, drawing, illustration pictures, eliciting, reflection, and drilling just to name a few. The teacher should usually combine more than one teaching methodology, instead of using a single technique. This makes teachers to have some reasons for the use of certain techniques in the presentation of the vocabulary's teaching.

Teachers play an important role in guiding students. The teacher has to create an environment in which students feel confident, this is a way to motivate and they can also be praised for the efforts applied. In addition, students need to be surrounded by a setting where the teacher continually needs to speak in English, so students will see their teachers enjoy speaking the language, after that, they will imitate without worrying if they make mistakes when they are speaking.

Here are some techniques about vocabulary teaching: (Bite & Bite, 2015).

a. Show and Tell

This is a technique for vocabulary teaching that is common in beginners. Students will bring personal objects from home and will show the class because it is important to them. This technique will encourage students to create vocabulary not used before. It will also help visual ability to retain in memory and recall images.

b. Drawing

Drawing is an ability that can be practiced on the whiteboard, it can be used as a technique where students interact among themselves, and one student will say a word and the other students will try to draw it on the whiteboard. This way they practice vocabulary and image perception, this strategy can be used in different contexts and different topics. Drawing helps students to easily understand the word to connect different contexts. This activity can also be used as cards, games, guessing the words and other class activity.

c. Using Illustrations and Pictures

The selected images help to connect the knowledge of students with the pictures offered by the teacher. This activity can be used before, during or after the class explanation. It reinforces the learning cognitivism, it is an excellent way to remember the meaning of unknown words. These illustrations can be used with frequency and it really helps the vocabulary learning.

d. Mime, Expressions and Gesture

Mime is a technique that encloses the facial part of the body. The student utilizes the corporal movement to seek the meaning of the word; students must guess and talk to their classmates. Teaching gestures can be expressions and sometimes symbols that will help students to deduce the meaning of a word to express it orally.

e. Eliciting

This technique is a motivating methodology to encourage students to act and perform in class. It elicits students to talk through questions given by the teacher; in this way the students hear and answer as they understand. Although, students will sometime make mistakes and it will be corrected by the teacher or by the students.

f. Translation

Translation is a methodology applied by the teacher to ensure that students understand the real context of the class. It is, needless to say, not always recommended, but it is necessary in some cases when the student does not understand what she or he is listening or when it is just the beginning of a new theme.

g. Drilling

It is the ability to repeat once and again a word or activity to learn it correctly.

Drilling is employed to make learners get accustomed to the word form especially on how it sounds, to make learners more familiar with the word. Drilling is essential to scholars. Words or activities should be well pronounced or practiced because the scholars pronounce repeats as students listen to the sound and the sound will stay in the student's memory.

2.2.7 Learners' Active Involvement

LAI is an activity related to motivation and class participation. It is widely used in ESL classrooms. This technique helps to involve students in just about every class activity. The teacher encourages students to investigate the meaning of the word by elicitation. This technique covers elicitation and provides the opportunity to speak, as a way to verify student's comprehension.

2.2.8 Vocabulary learning strategies

According to Murcia (2001) cited by Mofareh claims that: there are three strategies to learn vocabulary:

1. Guessing from context,
2. Using word parts and mnemonic techniques to remember words, and
3. Using vocabulary cards to remember foreign language. (Mofareh A. , 2015)

The first strategy talks about guess work from context. This setting should present little complications due to the fact that students that are starting to learn a second language are normally guided by the teacher that she or he should give learners some clues about the class context and students should try to guess the meaning.

The second strategy consists on connecting keyword presented by the teacher or another classmate. Students will see or hear the vocabulary and they will remember the words as a mnemonic technique.

The last strategy suggests very useful material such as a notebook or vocabulary book. These tools are good strategies to teach and learn; therefore, they help to remember words as an autonomous work.

The Teacher may encourage learners to obtain a vocabulary notebook. It is very advantageous to students who need extra help. They can demonstrate how to set up a vocabulary notebook that is well-maintained and structured in a mode that it will be easy to recover words as a regular dictionary.

a. Written materials

This type of resource allows the development of all skills, in addition to the development of the student's ability to use, write and practice vocabulary. The resource book should be the essential tool to perform this activity, where students can practice reading and writing activities, in addition to listening to music, speaking making dialogues or oral presentations.

b. Audio visual material

Audio visual material is another contribution to the optimal development of abilities in students. It acts as a motivational mechanism for the progress of their capabilities in the teaching process and learning. Also, integration motivates

students and this helps them to be ready to learn activities such as flashcards, flipchart, and audio vocabulary.

c. Ludic elements

Ludic elements are playful games used in a variety of ways in and out of the classroom. These games can be practiced according to the necessity of the teacher and the students.

Learning to speak English involves creativity and ingenuity, the teacher who motivate her/his students by using animation techniques and expressions, such as songs, games, listening activities, writing sections and coloring books are an essential tool to learning for all adolescents, because it is an important part of the emotional development, motor autonomous and skills development to integrate their capabilities with the whole classroom. Games are a source of motivation and meaningful learning.

2.3 EDUCATIONAL BASIS

2.3.1 English Teaching at General Basic Education

Knowledge develops the powers to obtain significant learning to prepare for an intellectual life for the future. Education changes the development of people and helps in everyday life because it provides with the information which helps to solve problems.

Education is the process that facilitate learning of acquiring knowledge, skills, Over the years has been given to education as essential to exercise power in the

personal and social development in the world. Government officials displayed it as the way of freedom, economist source to improve their cash income. The sociologist Paulo Freire said that: “is the impetus for social change and consciousness of the oppressed classes”. (Rugut & Osman, 2013).

Consequently, for Las Naciones Unidas y los Activistas de los Derechos Humanos, Education is a fundamental right that allows people to be important part in society, in other words, education is a political necessity, economic and social obligation in the world. (Humanos, 2016).

In Ecuador as in many countries in Latin America, English is the language that is officially taught in most public and private institutions, Ecuadorian Board of Education, (2009). The privilege that this language has, could be the practical benefit students get from learning, being the most widely spoken language worldwide. In addition to this, much of technological, social, and scientific academic are information written in English, it is also important to interact and communicate in today’s globalized world.

Under the framework agreement on technical cooperation with the Great Britain government, the Ecuadorian Board of Education presented the Project Reforma Curricular in English, Project CRADLE 1992 -2010” which aims to establish solid bases in the English language study.

In the agreement, signed by the Ecuadorian and the Great British governments, on July 23, 1992, the Project changes and reforms the Ecuadorian English educational Curriculum called “Project CRADLE” was signed in order to provide

continued support to improve education and learning of the English language in schools and in the country. Alongside this program, assessments and diagnostics that are organized with workshops and interviews to teachers and students in order to know how to manage teaching English, concerns and problems presented by teachers and students, stipulated in Project Cradle (2008).

Project Cradle, implemented in 1993, provides innovation and strengthens to the process of learning the English language in order to develop students' communicative competence through the required language skills of listening, reading, writing and speaking. This process is subject to a system of performance indicators or standards of academic achievement and promotes the freely and fluency use of the English Language. Also granting appropriate structure for the development of a new English curriculum The CRADLE project, implemented in 1993, among other results, has achieved the following: "Production of the first edition of six books in the series of instructional texts called Our World Through English" (OWTE) written and published locally for teaching guide teachers. Through this study Project Cradle could identify the failures, as poor performance of students in English, they do not understand the language, and as a result of this deficiency they cannot communicate well because not even teachers speak English the correct way. (MASKANA, 2012).

Consequently, education has the objective of contributing toward the development of students' skills, to live together in their local communities, and to take a more proactive role as world populations.

2.3.2 What is the CEFR?

It is a framework, published by the Council Europe in (2001), which describes language, learners ‘ability in terms of speaking reading, listening and writing at six reference levels.’ (Cambridge, 2011).

Ministerio de Ecuador stated that, CEFR is a planning tool that offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It also plays a paramount role in language and education policy worldwide because it comprehensively describes (1) what language learners should be able to do at different stages of the learning process and (2) what knowledge and skill they need to develop communication effectively in the target language.” (Educación, 2014)

2.3.2 Approach Characteristics

The communicative –functional method for the English curriculum for eighth, ninth, and tenth year of Education General Basic (EGB) and first, second, and third year of Bachillerato, is characterized by two main features:

1. Focus on real-word contexts: Because students will ultimately have to use the language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom.

Classroom task activities must equip students with the necessary skills for communication in everyday contexts.

2. Relationship of language forms (grammar, vocabulary, and pronunciation)

and function (use): “Language techniques are designed to engage learner in the authentic, fictional use language for meaningful purposes”) (Educación, 2012).

As a result of this analysis in teaching and learning English as a second language teachers have the expectation that students in Ecuadorian public institutions get goals. Such as having the skills to understand information about a specific topic or in different science education fields that is written in English, achieve intercultural relationships among countries, job opportunities and career development within and outside the country.

2.3.4 Common Reference levels in the Ecuadorian educational system

CEFR establishes cut-off points between flexible levels, allowing scaling the levels and their descriptors to “suit local needs” yet, still relating them back to a common system, the three afore mentioned language proficiency levels will be applied in the public educational system gradually through a branching approach (Educación, 2012).

“In Ecuador English is optional before Eighth Grade in public schools, after which it is mandatory. The goals for English proficiency from Eighth Grade are mandatory by the National Curriculum and are based on CEFR reference level on”. A1 (beginner) in Grade 8-9 (Council, 2015).

2.3.5 Curriculum Overall Objectives

According to Ministerio de Educación:

- To ensure graduates attain a minimum level of proficiency in language B1, according to the CEFR, and
- To build up students’ communicative language competence in their linguistic, sociolinguistic, and pragmatic components through the development of the four language skills: listening, speaking, reading and writing. (Educación, 2012).

A1.1: By the end of the 8th year EGB, students will be able to:

Chart 3: Proficiency level for 8th grade

Listening	Reading
<p>In simple spoken texts, understand expressions words, and sentences related to the learner’s personal and educational background (e.g. personal information, house, daily life activities, curricular subjects, classroom equipment, classroom commands, etc.).</p> <p>Follow speech which is very slow and carefully articulated, with long pauses for them to assimilate meaning within the personal and educational domains.</p>	<p>Understand and identify very simple informational texts (e.g. labels, messages, postcards, catalogs, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required.</p> <p>Extract the gist and key information items from very simple informational texts.</p>
Speaking	Writing
<p>Produce slow, hesitant, planned monologues(i.e. with frequent pauses to search for expressions, backtracking, errors, etc.).</p> <p>Interact in a simple way by asking and answering simple questions about the learners’ personal and educational background.</p> <p>Communication is highly dependent on repetition at a slower rate of speech, rephrasing and repair.</p>	<p>Produce very simple informational texts that can have little or no detail, can have little variety in sentence structure, and may have some usage error.</p>

Source: Ministerio de Educación.

Author: Gloria Geomar Urrunaga León.

2.4 LEGAL BASIS

2.4.1 Ecuadorian Constitution

The Constitution of Ecuador (2008) establishes as general rules and priority the

of Ecuador (2008) establishes as general rules and priority the respect of the rights of citizens. The education will focus on the fundamental development of the rights of all Ecuadorian citizens to guarantee she/her holistic growth, and democracy; it will be participatory, intercultural and democratic promoting values in order to develop skills and abilities of students. (Educación, 2012)

2.4.2 Organic Law of Intercultural Education (2001)

This Law guarantees the right to education, determines the general principles and purposes that guide the Ecuadorian education, under the fair living act, multiculturalism and multi-nationality; and the relationships between their actors. It develops deepens rights, obligations and constitutional guarantees in education. It establishes the basic regulations for the structure, levels and modalities. Therefore, right to higher education, the educational activity is developed on the following general principles, which are the philosophical foundations, conceptual and constitutional that support, define and govern decisions and activities in education. (Medina, 2011).

2.4.3 Organic Childhood and Adolescence Code (2014)

Children and adolescents have the right to enjoy quality and free education. To have teachers, laboratories and adequate resources to impart and promote learning, it is to enjoy and encourage an environment of learning, to access to early education from zero to five years old. In addition, to open programs and projects for the development of children's knowledge in accordance with the learner's needs as well as education without distinction of gender, age or race in

equality conditions. (Nacional, 2014).

2.4.2 The fair living (2013)

The Fair living Act establishes the parameters for the balanced development of a society with the right of citizens to live in mutual agreement with respect of a healthy and balanced environment between neighbors and also the respect of nature. (Planificacion, 2013).

CHAPTER III

METHODOLOGY

3.1 Research Approach

This research will be based in qualitative method, the principal aim is to obtain information about the creation of a resource book to Improve vocabulary skill, learning and motivation of students of eighth grade at school “Trece de Abril”. With data, analysis and information obtained, try to find the solution and solve the problem of the lack of attention and low performance of students in the classroom. To obtain data and information that supports this thesis, qualitative research was made, because it is a social problems of educational character in which the answers made to specialists, teachers and students made the investigation possible.

These results were achieved through observation, interview, and survey to specialist, students, and principal director at school “Trece de Abril”. These methods and strategies help to solve the problem in this institution.

3.1.1 Methods

The qualitative method was used to analyze and interpret the collection data, qualitative research is the method frequently related with the social. It is about recording, analyzing and attempting to uncover the bottomless sense and significance of human conduct and their experiences, behaviors and feelings.

3.1.2 Qualitative Method

This method was used to gather data to generate a resource book to improve vocabulary skills. In order to achieve this goal, the researcher interviewed a specialist, the School Principal, an English teacher, and the eighth grade students of the Escuela de Educación Básica “Trece de Abril”.

With this method the author can categorize data patterns, have a certain degree of freedom and spontaneity into the interpretation of the answers of the participants, which can be about their personal attitudes, thoughts or behavior in which the participants can express themselves.

3.1.3 Observation Method

Observation is a modality used by the researcher to gather information by watching behavior or events happening on the spot. This method is applied to observe the phenomena that the author wants to study, there are different ways of looking at the population that needs to be studied. Researchers can use all five senses especially the sense of sight, so data and information can be collected using video cameras and personal notes. This observation method can also be applied in a classroom.

3.2 POPULATION AND SAMPLE

3.2.1 Population

The population selected for this research paper is based on the following

participants 44 students, 1 teacher, and 2 specialists, and 1 School Principal. The data was taken in the classroom of the eighth grade students at Escuela de Educación Básica “Trece de Abril” Which is located in La Libertad Province of Santa Elena.

Chart # 4: Población

Population			
Items	Description	population	Percentage
1	Principal	1	0,2 %
2	Teacher	1	0,2%
3	Students	44	92%
4	Specialists	2	0, 4%
	Total	48	100%

Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León

3.2.2 Sample

Because the population size is manageable with 44 students, no sample size formula will be applied.

3.3 DATA COLLECTION

3.3.1 Inductive Method

This method was applied for the observation of particular facts with intention of obtaining general information which contributes to an overall principle based on

observation events or experiences.

3.3.2 Direct Method

This method allows observe students and teachers in an English classroom while performing an activity. This process and what methodologies and strategies are used in the instruction of the English language. The direct observation naturally helps to obtain information about causes and effects of the problem, the application of a resource book with different activities to improve vocabulary skills in the process of learning English process as a second language on eighth grade students at Escuela “Trece de Abril”.

3.4 LEVEL AND TYPE OF RESEARCH

3.4.1 Level Research

This research is a feasible project as it is guided by the interrogation and not by of the hypothesis, by which it presents a proposal to try to resolve the specific problem of the institution.

This research paper uses the following types of research: field, descriptive and documentary.

3.4.2 Field Research

This is to search informal information outside of a laboratory in other words it is carried out in the same place of the events, which shall be the character descriptive, detailing step by step the processes that have to be investigated.

The data was collected in the place where the problem is at Escuela de Educación Básica “Trece de Abril”. Through this project try to such solution to the problem of deficiency of vocabulary at school, this will be applied in the context of eighth grade students because it is the principal people involved in the problem. In addition, observation, survey and interview were made to students, teachers and authorities of the institution.

3.4.3 Descriptive Research

Descriptive research is based on analysis of research in details, because it establishes an alternative proposal of educative methodology that will allow to the solution the of problem found through diagnostic test applied to the students of eighth at school “Trece de Abril”.

Describing behavior, and reactions of the participants involved in it, it was made through the observation and questions to identify the problem, causes, effects and try to find solutions to the problem of study to later write the collected information.

3.4.4 Documentary Research

The documentary research helped this project by selecting scientific theoretical foundation on the subject of investigation and it helped to analyzed and to interpret the contents of the data with the assistance and contribution of bibliographic material of some authors, in addition to documentary, previous studies and the internet. All these tools allowed the creation of theoretical background use as base to create a resource book to improve proficiency of

English.

3.4.5 Applied Research

This type of research will allow the implementation of a resource book in order to improve English vocabulary skills in students of eighth grade at school “Trece de Abril”. This project can be demonstrated and applied inside the field of study specifically at basic level of eighth grade.

3.5 TECHNIQUES AND INSTRUMENTS

Techniques are instruments that will help the researcher during the process of data collection in order to organize it and bring the data collected in a coherence way, therefore, the organization of the work will be ordered throughout the investigation.

The following techniques will be utilized during and after the investigation: Observation, Survey, data collection instruments and Interviews.

The result obtained through these tools and the collaboration of the students, teacher and the School Principal, will help to resolve the problem of learning and to improve the vocabulary of the eighth grade students at Escuela de Educación Básica “Trece de Abril”.

3.5.1 Observation

It is a way to know important information such as the eighth grade student’s cognitive ability at school. Through this observation method, the researcher will find out the real situation of the school, in addition of student’s behavior, also to

know the methodologies or didactic strategies that teacher will use in the classroom.

3.5.2 Interviews

This resource will be used to obtain direct information from the School Principal at Escuela de Educación Básica “Trece de Abril”. It is a communication process where people were involved: a School Teacher, a University Specialist and the School Principal. Therefore, it will be possible to know the use of methodologies, tools, resources, didactic activities that teacher may use during the English classes.

3.5.3 Survey

It will be applied through a questionnaire that permits to identify the problem, and to get results about advantages and disadvantages of the application of a resource book to improve vocabulary skills in students of eighth grade.

3.5.4 Research Tool

The gathering data about the information is an important part in the investigation process. It determines the condition of the problem to study. A good research tool is an observable data register which is going to be used to analyze and interpret the results.

3.5.5 Audio Recorder

One of the principal instruments for interviews in a qualitative research work is

the audio- recorder. The audio-recorder permits to make a note of what the interviewers say. It is a useful tool for the research at the moment to start an interview.

All people involved in the research project work agreed the investigator recorded their voices.

3.5.6 Questionnaire

This is a document with some questions, necessary to analyze the legitimacy of the information. It was elaborated to get information about the problem, to observe and have a clear idea about the implementation of a resource book to stimulate vocabulary learning at the school.

3.5.7 Diagnostic Test

This tool will allow to measuring of the vocabulary knowledge level that the students had when this project started. This research will show the problem through a previous diagnostic test, which contains basic vocabulary words that were utilized with the students at Escuela de Educación Básica “Trece de Abril”. The diagnostic test was applied in order to identify the problem of lack of vocabulary and to make the proposal a valid solution to avoid the poor vocabulary level at the school.

3.5.8 Observation Guide

Before starting the implementation of this proposal, the observation method was used to observe an English teacher in her classroom for a week. The purpose of

these observations was to verify how a normal English class was given, if the teacher is using a proper technique and what was the willingness of the students to the subject presented.

These observations were relevant to demonstrate the strategies used by the teacher and the level of proficiency that the teacher has on the subject. The proposal of this study is to improve teaching and learning in students at Escuela de Educación Básica “Trece de Abril”, through the implementation of the book with the relevant vocabulary activities.

3.5.9 Camera and audio video

Technology tools that record images and record videos that the researcher will show as evidences in the analysis and development of the investigation.

One of the principal instruments used in the qualitative research for interviews was the audio- recorder. This permits to gather notes the interviewers. All population involved in this project agreed in recorder their voices.

3.6 DATA ANALYSIS

The data gathering plan will be completed according to the survey and interviews, to the Specialists, School Principal, teacher and students at Escuela de Educación Básica “Trece de Abril”. The survey was applied to eighth grade students.

3.6.1 Interview analyzed

The interviews were applied to the School principle, and English teacher. Also, it

was applied to two specialists.

3.7 DATA COLLECTION PLAN

The data gathering plan will be completed according to the survey and interviews, to the Specialist, School Principal, teacher and students at Escuela de Educación Básica “Trece de Abril”

Chart # 5: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve the student’s vocabulary skills
2. Who is it directed to?	Students of eighth grade at Educación Básica “Trece de Abril”
3. About what aspect?	To Create a Resource book to improve English vocabulary skill.
3. Who?	Gloria Geomar Urrunaga León
5. To Whom?	Students and Principal at Escuela de Educación Básica “Trece de Abril”
6. When?	School year 2015 – 2016
7. Where is data collected?	At Escuela de Educación Básica “Trece de Abril”
8. How many times?	3 months during the academic year 2015 - 2016
9. How?	Individually
10. What data collection techniques?	Through observations, Interviews, and surveys
11. With what?	Observation guides, questionnaires and video camera

Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”.

Author: Gloria Geomar Urrunaga León

3.8 INTERVIEW AND SURVEY

3.8.1 Interview directed to the Principal of Escuela de Educación Básica “Trece de Abril”.

The school’s Principal, Mrs. Gina Tousma Cusme from the Escuela de Educación Básica “Trece de Abril” was important. It was found that the problem investigated was relevant and it was of her concern. Her answers were very clear and meticulous providing special attention to the development, progress and achievement of the students.

Question 1: In this institution, is the English subject a priority? Why?

Analysis

No, it should be a priority. However, the Board of Education sends a regulated English curriculum for all Junior High and High Schools that need to be followed regardless of the student’s English knowledge.

Question 2: Do you consider that English language is very important? Why?

Analysis

Yes, it is important. Because English is the most spoken language around the world and students should start learning it in Grammar School; therefore, students in High School should already have knowledge of the language. This is an opportunity, when students will go toward foreign countries, it would not be difficult for them to communicate. Therefore, it is a useful tool in any professional

field.

Question 3: What type of didactic activities do students perform in a classroom?

Analysis

In addition to grammar, reading and listening, the institution has many needs to the level that is required from the students. Teachers have to have a high level of training to teach English and they should have the necessary equipment available to teach, but they do not have it at the moment, although, it is in process.

Question 4: What kind of didactic materials the teacher uses to teach English?

Analysis

They use the book called “Student Book & Workbook”, of Ministerio de Educaciòn, a tape recorder, a computer to use it with the latest technology.

Question 5: Do you consider listening to songs in English is important to improve vocabulary?

Analysis

Yes, it is important. In my opinion English is learned more by listening, it allows students to develop perfect audio capacity skill. To learn pronunciation, it would be an easy way to learn grammar.

Question 6: In the classroom, does the teacher use karaoke to improve and motivate the learning activities in the students?

Analysis

It is a good question. It is a very good technique. It is good to leave the monitory, it is easier, most students learn vocabulary through songs and they will learn the lyrics as well.

Question 7: Do you consider that by teaching a variety and comprehensible vocabulary, students could eventually master the English language? Why?

Analysis

Yes, of course, it is always good to start with vocabulary, this way students learn the meaning of many words that later they will link one by one and finally write a complete phrase that will eventually use to make small dialogues.

Question 8: Do you considerer important to evaluate teachers to measure the teacher's English level?

Analysis

Yes, teachers should continually be evaluated. This is the only way the institution can know what English level the teacher brings to help in the process of teaching and learning.

In this institution, there is only one teacher for the whole English program. This teacher has very few opportunities to go to seminars, but it is good to emphasize that teachers educate themselves, make their own independent work to improve knowledge, skills and methodology that the English subject requires for the benefit of students.

Question 9: How many hours of English a day do you think a student should have in order to learn a good amount of vocabulary?

Analysis

I believe that it could be an average of three to five hours a day, this is normally what public schools have and not five hours a week, in this way it is possible to evaluate the ability of language. In addition, I suggest that in order to have a good program, an institution should have a qualified English teacher with a vast vocabulary and a professional teaching methodology.

Question 10: What do you think it should be the best strategy to help students to develop English vocabulary? Mention One

Analysis

First, the teacher should master the English subject well, this means that she or he should have control of the pedagogical, technical, and teaching didactics well defined and have the ability to teach at school level.

Second, the institution should have a good English lab; however, the English teacher should have the right tools and the passion to motivate students to learn English.

3.8.2 Interview to English Teacher

This Interview was created for the English teacher Lcdo. Pedro Chòez Teacher at Escuela de Educación Básica “Trece de Abril”.

Question 1: Does the Institution have infrastructure and technological equipment to teach English?

Analysis

Yes, the elementary school has the equipment and tools to teach English, but there is a problem in the classroom there are not enough desks and chairs where the students can sit and work, this is a little complicated to teach a class.

Question 2: Which is the vocabulary English Knowledge of your students?

Analysis

This is a public school, and as you know in public schools the subject of English for the students in first grades is not obligatory, for this reason the vocabulary they know is very basic.

Question 3: Does the school have didactic resources according to the pedagogical lesson plan?.

Analysis

Not all the necessary materials, but the professor can use the audiovisual room to teach English using music and pictures.

Question 4: Do the students participate in extracurricular activities that help them to develop the learning of the English language? Mention one.

Analysis

There are not extracurricular activities in this school, for this reason the teacher

tries to explain all in the classroom and send easy homework to fulfill.

Question 5: What training do you consider an English teacher should have?

Analysis

The best, I think an English teacher should be prepared and keep updated at all times, especially in the pronunciation and grammar, but in public schools this is difficult, because the English teacher has few opportunities to attend to English seminars.

Question 6: What types of didactic tools do you use to improve teaching vocabulary?

Analysis

I normally use Videos, music CDs, card books, the student's notebook and the Resource English book.

Question 7: Do you get teaching training to improve and learn new methods to teach English?

Analysis

Yes I do, I was prepared abroad and I was trained in the American foreign language Council and I worked as a translator.

Question 8: Do you believe motivation is important for the students to learn English?

Analysis

Yes I do, English is a new language and students need to feel motivated to have interest in the learning of a subject that for them results difficult.

Question 9: Do you think that real life scenarios are necessary to prepare students to improve their learning?

Analysis

Yes I do, because they can start learning vocabulary with objects around the classroom. This is building knowledge with real life examples. Students can see the item and they can remember words and increase their vocabulary.

Question 10: Do you think with teaching strategies the students will learn new vocabulary?

Analysis

The students need to learn English in a fun and dynamic way, they only learn if the class is interesting, and using materials they can see constantly.

Question 11: What didactic activities do you use with your students to teach vocabulary?

Analysis

I use different didactic activities such as: read and complete the sentences, listen to music, games to teach vocabulary.

Question 12: Do you consider a resource Book with different activities is a good

aid to improve vocabulary skills?.

Analysis

It depends if the book is according to the student's knowledge level, because sometimes the book is harder and complicated and it is hard to explain or to understand for the teacher and for the students as well.

3.8.3 Interview to Specialists

This Interview was created for the Specialists. Lcda. Sara González Msc. and Lcda. Hipatía Mañay Mañay, Msc.

a. **Specialist # 1:** Lcda. Hipatía Mañay Mañay, Msc.

Variable # 1: Resources Book.

Question 1: What do you think is the best strategy to help the students develop vocabulary skills in the English Language? Mention one

Analysis

There are many strategies to develop vocabulary; however, the best strategy that I use to improve vocabulary in the classroom is games and I also provide some pieces of paper to write new words. Then, I quiz them about the activities we have just performed. After that, I encourage all of them to work with the vocabulary just learned and how it can be used in a sentence. They are going to get the new words and practice them in a speaking context, which it is the ways that it works.

Question 2: What is your opinion about the use of a Resource Book as didactic tool to teach English Vocabulary?

Analysis

A Resource book, I think, it is a good didactic tool because the students are going to improve their language.

Question 3: Do you consider that a good resource book with different activities would help them learn vocabulary?

Analysis

Yes, of course, I think that a good Resource Book is going to help students in order to improve vocabulary, but the teacher must select activities to have positive results to help students.

Question 4: What kind of didactic activities will you recommend that a Resource Book should have to develop vocabulary?

Analysis

For example, there could be some activities such as: guess and work, describing words, scramble, and crosswords. Also, it should include vocabulary in sentences, matching words, and filling up spaces, this is what I think that a resource should have.

Question 5: Which are the advantages to learn vocabulary with a resource book?

Analysis

The advantages of the resource book is that students can practice vocabulary and the same time they are going include the vocabulary that they have learned in the conversations, you can find the required information without complication.

Question 6: Why do you think that an activity book could help to motivate and learn vocabulary?

Analysis

Because, a well guided activity almost always achieve the objectives of teaching. Therefore, if the book contains colorful pictures, it will catch the attention and will motivate students to use the knowledge learned, and learning will be assimilated easily.

b. Specialist # 2: Lcda. Sara González Msc.

Variable # 2: Vocabulary Skills

Question 1: Why do you think that it is important to teach English vocabulary to the students in school?

Analysis

It is really important to teach vocabulary in the school because it is here where they will develop their skills; children learn rapidly everything they have been taught. Their brain processes and absorbs a lot of information without any problem and this is including the learning of a foreign language.

Question 2: Do you consider that didactic activities are important to develop vocabulary in English language?

Analysis

Yes, I think so. The activities are important because practicing vocabulary frequently allows students to have the opportunity to improve the language.

Question 3: Why do you believe that a vast and diverse vocabulary will help students to master the English language?

Analysis

Yes, to have a wide vocabulary range it is important to learn a new language, only this way the students can practice the communication in other languages.

Question 4: Do you consider that motivational techniques could help students to want to learn English vocabulary in class?

Analysis

Yes, of course, because if students are motivated they are going to learn more, it is indispensable that in every English class, teachers should practice dynamic activities to encourage and to create interest in the students in the English subject.

Question 5: Do you consider that English teachers use adequate didactic skills for the development of vocabulary?

Analysis

Yes, but I think teachers must carefully select the books that students are going to be using in the classroom to have a good teaching-learning process in addition to a good choice of didactic activities. Therefore, it is necessary to consider that there are not bad teachers, there are bad choices of strategies to use in the classroom.

3.8.4 Students` Survey

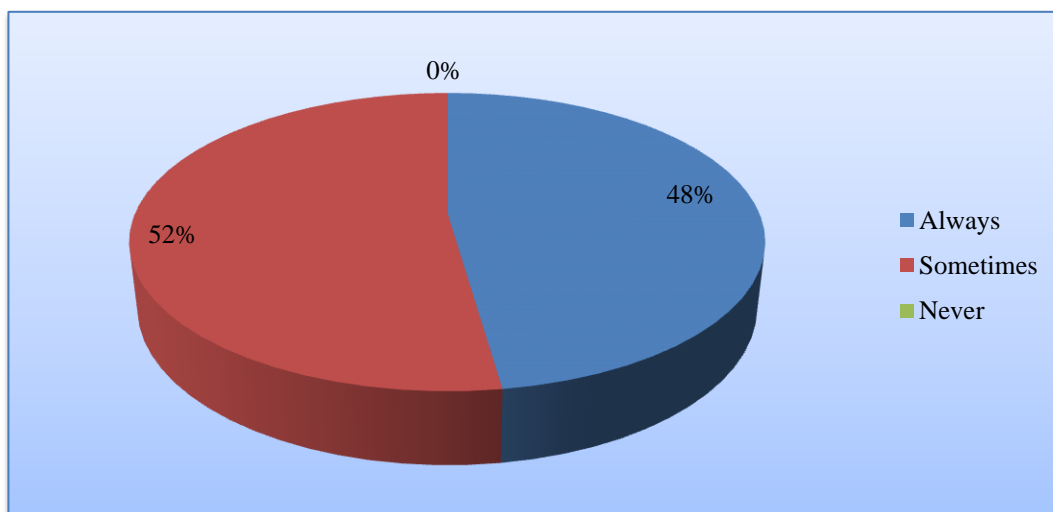
Question 1: Do you like English classes?

Objective: To determine the students´ interest about English learning.

Chart # 6: Interest in English class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	21	47,7%
Sometimes	23	52,3%
Never	0	0,0%
Total	44	100%

Graph #1: Interest in English class



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”.

Author: Gloria Geomar Urrunaga León.

Analysis

52% of students occasionally like learning English, 48% of students like English, the opinions like and not like English class are somehow divided, around half of the students feel interested to learn English language, while a few more than half do not like the subject.

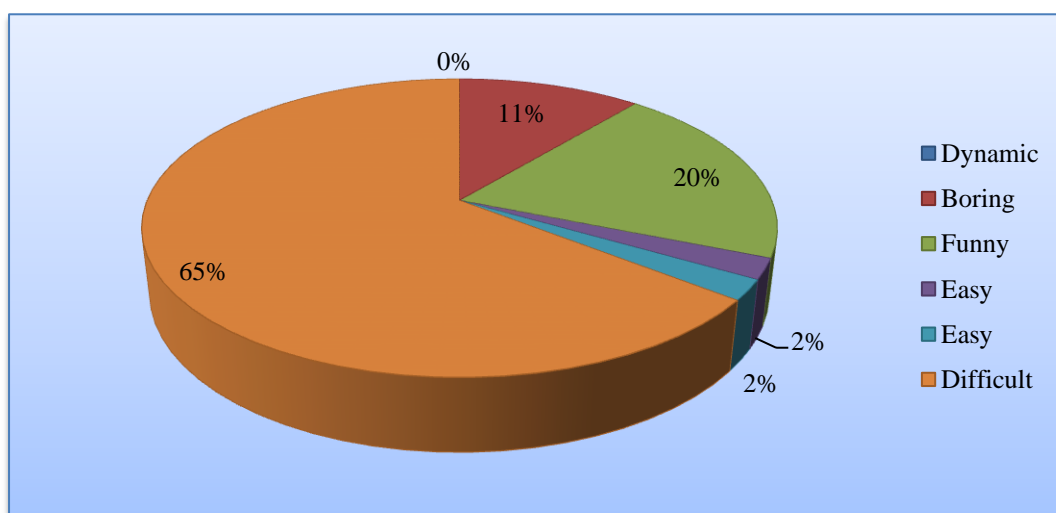
Question 2: How do you think the English classes are?

Objective: To express the student's opinion about English class.

Chart # 7: The English classes are or are not funny

ALTERNATIVES	FREQUENCY	PERCENTAGE
Dynamic	0	0,0%
Boring	5	11,4%
Funny	9	20,5%
Easy	1	2,3%
Difficult	29	65,9%
Total	44	100%

Graph # 2: The English classes are or are not funny



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril

Author: Gloria Geomar Urrunaga León.

Analysis

Through this question it was determined that 66% of students consider that English classes are difficult, because they do not understand the language, on the other hand, 21% think that classes are little funny, and 11% of the student believe that English classes are boring, only 2% consider that English classes are classes are somehow easy.

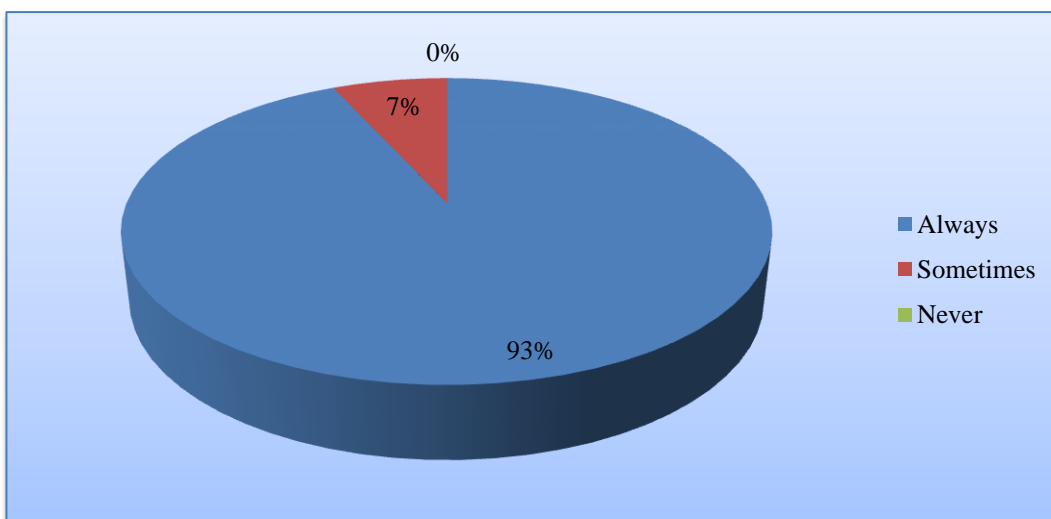
Question 3: Do you consider that English is an important subject in the curriculum?

Objective: To establish if English classes are important in the curriculum.

Chart # 8: The importance of the English class into Curriculum

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	41	93,2%
Sometimes	3	6,8%
Never	0	0,0%
Total	44	100%

Graph # 3: The importance of the English class into curriculum



Source: Eighth grade students at Escuela de Educación Básica” Trece de Abril”.

Author: Gloria Geomar Urrunaga León.

Analysis

93% of students consider that English is an important subject in the curriculum.

On the other hand, just a small percentage thinks that the English language is not necessary to have in the curriculum.

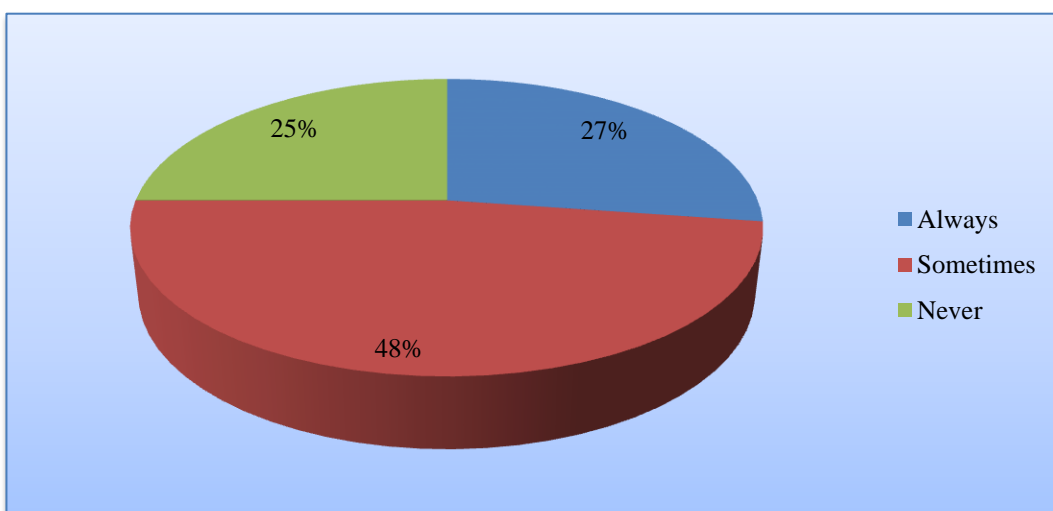
Question 4: Do you consider that English classes are sufficient to learn English vocabulary?

Objective: To diagnose if the hours of English classes are sufficient to learn vocabulary.

Chart # 9: The English classes are sufficient to learn vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	12	27,3%
Sometimes	21	47,7%
Never	11	25,0%
Total	44	100%

Graph # 4: The English classes are sufficient



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”.

Author: Gloria Geomar Urrunaga León.

Analysis

The opinions in this question are divided; some students think that the English schedule at school has enough hours to honestly learn vocabulary. While 48% do not agree that the English hours they get at school are not satisfactory to successfully learn English vocabulary. They express that they cannot improve

their ability and skill in the vocabulary, much less to develop communication.

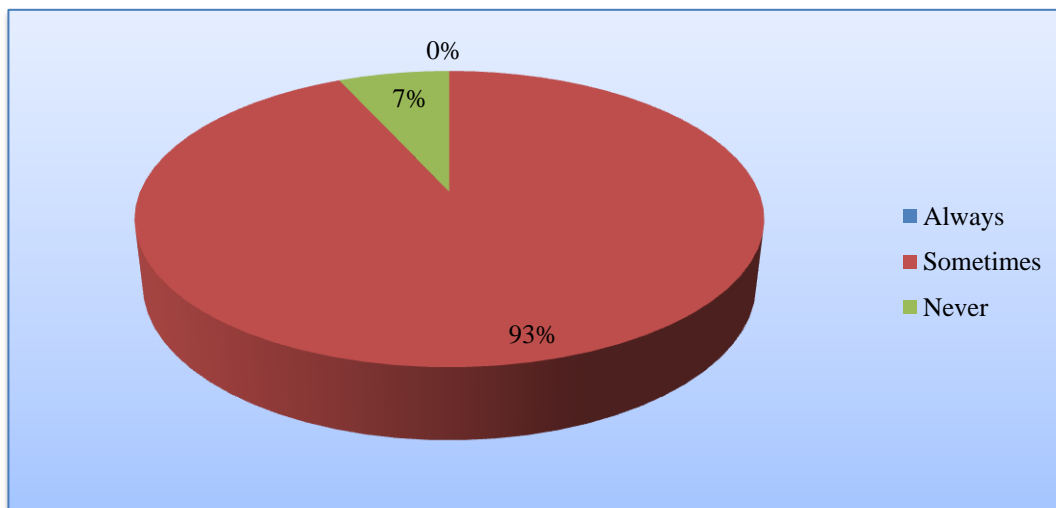
Question 5: Do you understand the instructions that your teacher provides in class?

Objectives: To know if students understand the English teacher's instruction.

Chart # 10: The Instructions the teacher into the class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	0	0,0%
Sometimes	41	93,2%
Never	3	6,8%
Total	44	100%

Graph # 5: Instructions the teacher into the class



Source: Eighth grade students at Escuela de Educación Básica "Trece de Abril".

Author: Gloria Geomar Urrunaga León.

Analysis

This question shows that 93% of students do not understand the instructions given by the teacher, compared with 7% of students stating that they sometimes understand the instructions of the teacher.

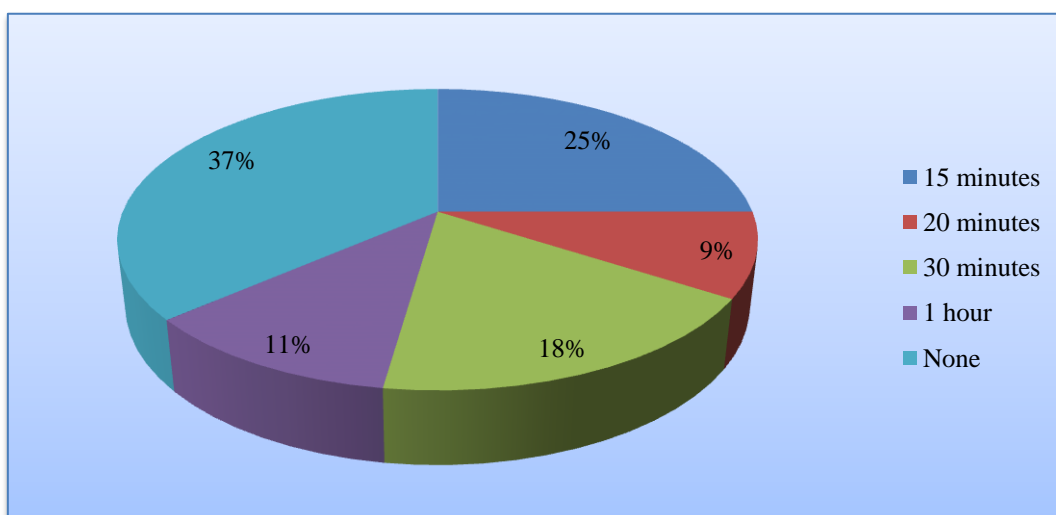
Question 6: How much time do you dedicate to learn English on the daily basis?

Objectives: To determine the time spent studying English out of the classroom.

Chart # 11: The time necessary to learn the English language.

ALTERNATIVES	FREQUENCY	PERCENTAGE
15 minutes	11	25,0%
20 minutes	4	9,1%
30 minutes	8	18,2%
1 hour	5	11,4%
None	16	36,4%
Total	44	100%

Graph # 6: Time to learn the English language



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León.

Analysis

With not surprise, in this question 37% of students do not devote time to study English This indicates tittle interest that the students have in the subject. And only 11 % of the respondents stated that they spend almost an hour practicing English after they leave the classroom.

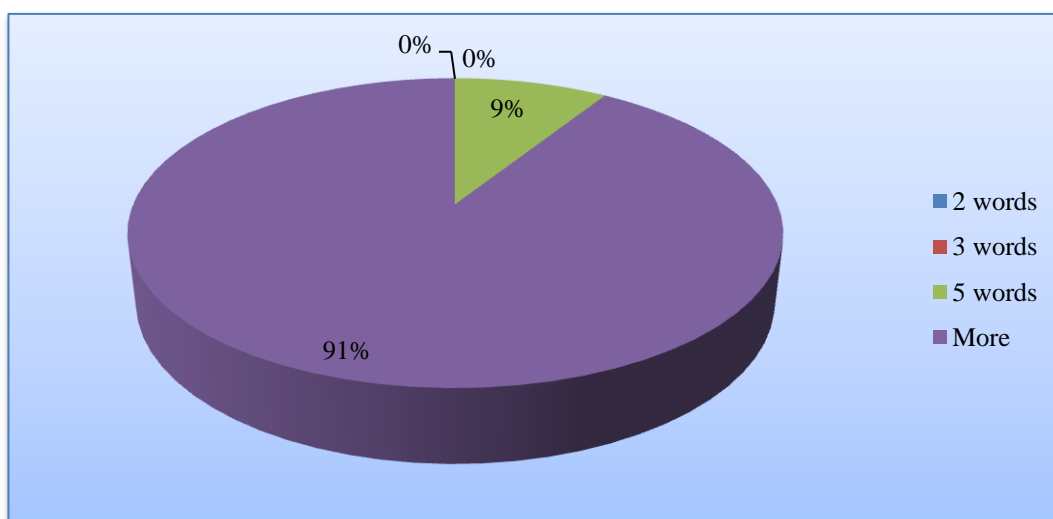
Question 7: How many new words do you learn in each English class?

Objective: To determine the quantity of words that the students learn in each class.

Chart # 12: Quantity of the new words that students learn per class

ALTERNATIVES	FREQUENCY	PERCENTAGE
2 words	0	0,0%
3 words	0	0,0%
5 words	4	9,1%
More	40	90,9%
Total	44	100%

Graph # 7: Quantity of the new words that students learn per class



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León.

Analysis

According to the question, 93% of students agreed that they learn more than five words per class. This is a good sign, because only 9% of the students responded that they have learned less than 5 words per class.

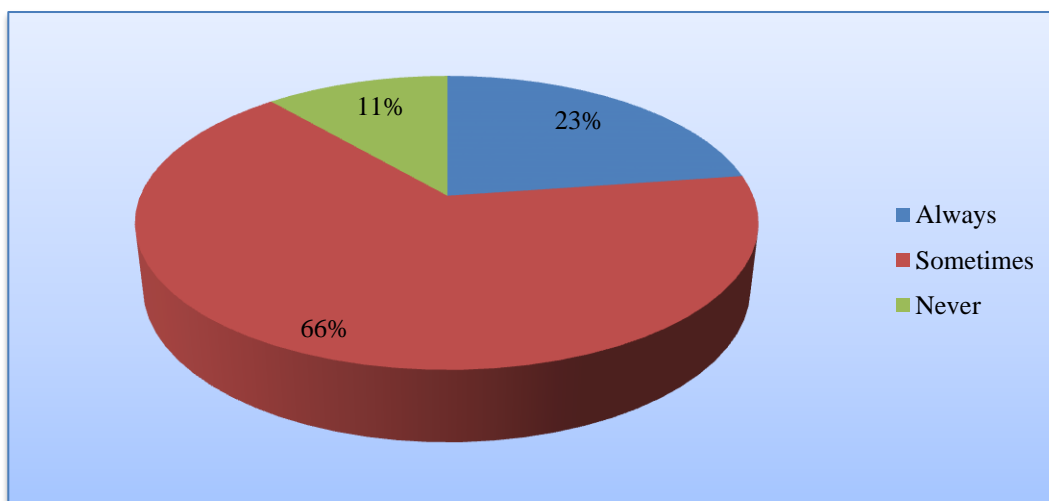
Question 8: Do you think that the English teacher applies good teaching strategies in the classroom?

Objective: To identify teaching strategies applied in class.

Chart # 13: The strategies in classroom

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	10	2,7%
Sometimes	29	65,9%
Never	5	11,4%
Total	44	100%

Graph # 8: The strategies in classroom



Source: Eighth grade students at Escuela Educación Básica “Trece de Abril”.

Author: Gloria Geomar Urrunaga León.

Analysis

For questions number 8, 66% of the students stated that the English teacher **sometimes** applies good strategies to teach English in the classroom. On the other hand, only 23 % of the respondent stated that the English teacher **always** applies good strategies to teach English in the classroom.

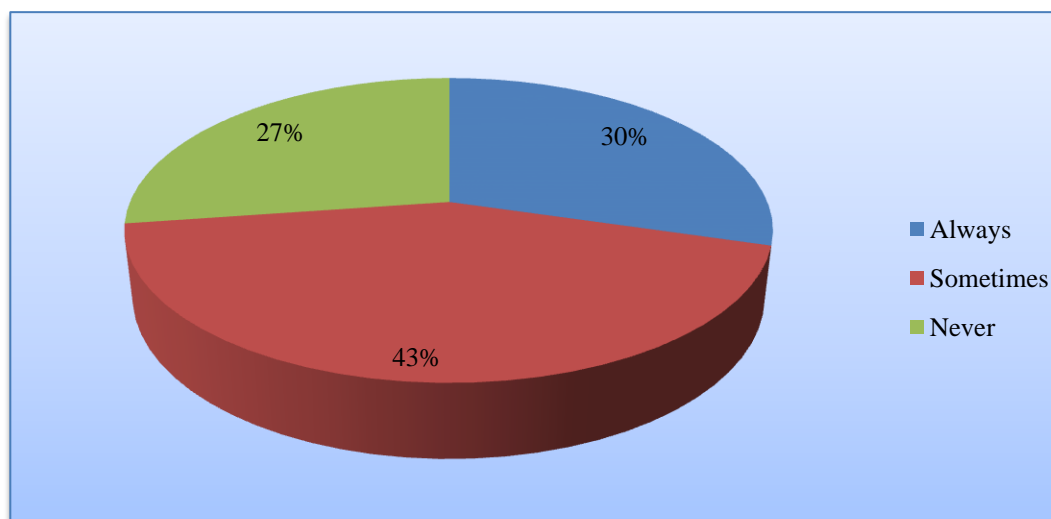
Question 9: Does the school use pedagogical tools to teach-learn English?

Objective: To determine the availability of pedagogical tools to teach-learn English

Chart # 14: Pedagogical tools to teach-learn English at school

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	13	29,5%
Sometimes	19	43,2%
Never	12	27,3%
Total	44	100%

Graph # 9: Pedagogical tools to teach-learn English at school



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León

Analysis

This was one key question in the survey, and it was not surprise to find out that 43% of the students stated that the school **sometimes** uses pedagogical tool to teach English. Only 30% of the respondents certified that the school **always** uses pedagogical tools to teach English.

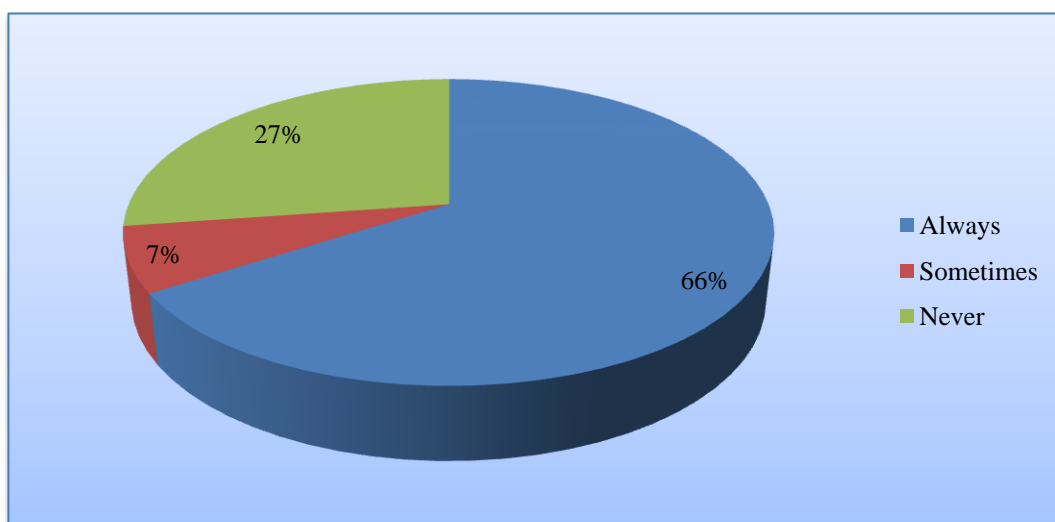
Question 10: Do you consider necessary the implementation of a resource book to have students vocabulary practice only to improve their English skills?

Objective: To implement a Resource Book to learn Vocabulary.

Chart # 15: The importance of a resource book to learn Vocabulary.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	29	65,9%
Sometimes	3	6,8%
Never	12	27,3%
Total	44	100%

Graph # 10: The importance of a resource book to learn English.



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León

Analysis

For this question, 66% certified that the implementation of a Resource Book is helpful to improve the vocabulary skills. On the other hand, there were 27% of respondents that stated that a Resource Book is not necessary to learn English vocabulary in school. Only 7% of the students surveyed declared that the use of a Resource book is sometimes useful to learn new vocabulary words in English.

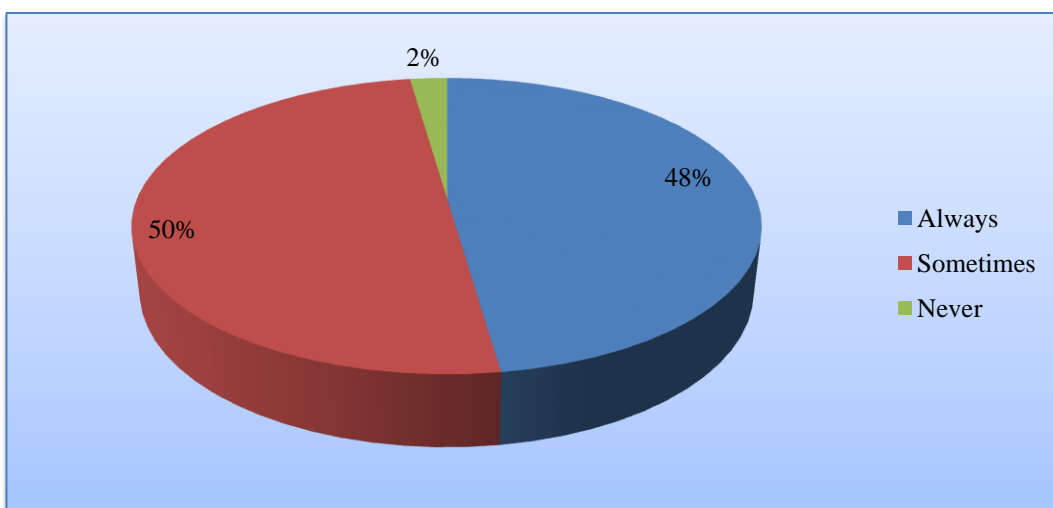
Question 11: Do you consider that stories are a good didactic methodology to develop interaction and motivation in English class?

Objective: To determine if stories are a good didactic methodology.

Chart # 16: Stories: a good didactic methodology

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	21	47,7%
Sometimes	22	50,0%
Never	1	2,3%
Total	44	100%

Graph # 11: Stories: a good didactic methodology



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León.

Analysis

Responses to question eleven indicate that 50% students **sometimes** consider that stories are a good didactic methodology to develop to motivation in classroom and 48% the respondents certified that using stories is **always** a good methodology for interaction and motivation in the English class.

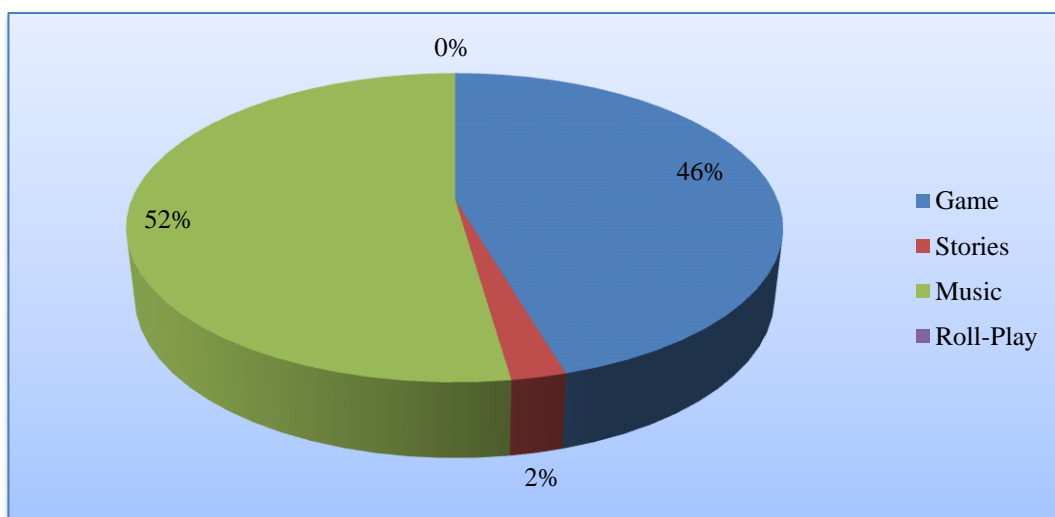
Question 12: What type of strategies would you like your teacher to use to teach English vocabulary?

Objective: To identify the teachers' strategies to teach vocabulary.

Chart # 17: Types of strategies to learn vocabulary

ALTERNATIVE	FREQUENCY	PERCENTAGE
Game	20	45,5%
Stories	1	2,3%
Music	23	52,3%
Roll-Play	0	0,0%
Total	44	100%

Graph # 12: Types of strategies to learn vocabulary



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León.

Analysis

Music has always been a key strategy to teach and to learn English. 52% of the students agree that music was a primary methodology to teach English vocabulary. In addition to 46 % of the students stating that different games were a primary option to teach and to learn English.

3.9 ANALYSIS OF RESULTS –STUDENTS

Results demonstrated that students of eighth grade at Escuela de Educación Básica “Trece de Abril” have divided opinions whether like or not English subject, a few more of half of the students feel interested to learn English language, while the other half occasionally likes learning English, they consider that English is difficult, for this reason the students do not understand the instructions given by the teacher in classes. The students believe that English classes are boring, and they do not dedicate time to learn English. Furthermore, English teacher sometimes applies good strategies to teach English in the classroom. This was one key question in the survey, and it was not a surprise to find out that the students stated that the schools sometimes use pedagogical tools to teach English. The students consider that the implementation of a Resource Book is helpful to improve the vocabulary skills. It is a good didactic methodology to develop motivation and interaction in classroom in the learning English process.

3.10 CONCLUSIONS AND RECOMMENDATIONS

3.10.1 Conclusions

- ❖ English Vocabulary skills for eighth grade students at Escuela de Educación Básica “Trece de Abril” have not been developed effectively; as a result of this, the vocabulary on the students is very poor. The English teacher did not use the adequate methodology in classes to motivate students in the process of Teaching-Learning new vocabulary.
- ❖ Through the survey we determined that most of students agreed that English subject is important, and more than half stated that they like the English class. But, this is difficult because they do not understand simple instructions that the teacher gives in the classroom and they lose interest in the English subject.
- ❖ According to the survey, it was analyzed that students need to dedicate more time to practice a foreign language.
- ❖ It was observed that the teacher does not apply adequate strategies to teach English in the classroom.
- ❖ The school does not have educational pedagogical tools to support the teaching –learning process to develop the vocabulary skills of students in the class.
- ❖ The students agreed that it is necessary to implement a Resource Book with didactic activities and motivational techniques is necessary to practice vocabulary.

3.10.2 Recommendations

- ❖ An important characteristic is that the teacher must always go from the simple to the complex level of learning on any activity to help students to understand the topic.
- ❖ The teacher needs to apply motivational techniques and strategies in the classroom to create interest in the students in the English subject.
- ❖ It is necessary that the teacher provides the students with dynamic didactic activities because it will help the learning of English vocabulary.
- ❖ The English teacher needs to encourage student's participation with educational activities to develop vocabulary skills.
- ❖ The teacher should create a pleasant environment to teach, she or he should use the Resource Book with didactic activities to innovate strategies to teaching English according to the students' English knowledge.
- ❖ It is important and necessary to design a good and adequate Resource Book for the eighth grade students and help them to improve their vocabulary skills.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATION DATA

Title of Proposal

Resource Book to Improve Vocabulary Skill in students of eighth grade at Escuela de Educación Básica “Trece de Abril” La Libertad, Province of Santa Elena School year 2015– 2016.

Executing Institution

Escuela de Educación Básica “Trece de Abril”

Beneficiaries

Students of Eighth grade at Escuela de Educación Básica “Trece de Abril”

Location

La Libertad city, Province of Santa Elena.

Estimated time execution

3 Months

Responsibles

Author: Gloria Geomar Urrunaga León.

Advisor: Ab. Leo A. Chávez Gonzabay, MSc.

4.2 Proposal Background

Education is not a simple act of transmitting information, it is the educational process that leads to effective teaching and learning positive, permanent or continuous and English is not the exception. Great challenges of modern education are presented in an active education which promotes creativity, motivation, learning individual or group student work to positively contribute to the development of attitudes and skills necessary for the English learner to learn a new language.

The development of this proposal is to implement an educational resource to help students learn new words and have a wide vocabulary to facilitate and achieve better communication inside and outside the classroom, where the teacher interacts with students and transmits significant knowledge and to allow students to construct their own knowledge, which could facilitate the proper use and development of English skills with activities that help understand the language.

4.3 Significance

Speaking a new language correctly is a task that takes time, and for most students it is very difficult, due to this present reality, it is important for the teacher to have different alternatives to use with the students and eventually to use in the whole school. It is important that teachers in this area show new alternatives of education according to the need of the student and the institution, due to this problem it was considered important to create a resource book to help the eighth grade students at Escuela de Educación Básica “ Trece de Abril” to learn new English

words and to develop their vocabulary so that in the future, students could have a wide range of vocabulary words to fluently use it and to be able to speak the language appropriately.

This proposal was designed to help learning of new vocabulary in the English language to the students of eighth grade at Escuela de Educación Básica “Trece de Abril”. This research is based on how to motivate students to learn vocabulary and to develop English skills (speaking, reading, listening, writing) creating a book resource as a technique of teaching that supports student learning, where students will find defined activities that will be used to learn better and reinforce learning in class, where the main beneficiaries are the students. Changing traditional teaching where the teacher was only one who could speak in class and students were limited to listening. Changing the traditional education to modern is to use new techniques and methods that could facilitate the academic process.

This proposal was developed to contribute in the quest to help students to improve and to develop the skills of English in class, to give the teacher a useful and necessary resource, a methodology generating action of knowledge in students and to transform the classroom into a dynamic scenario where they feel confident and motivated to learn a new language, which is essential nowadays.

4.4 Objectives

4.4.1 General Objective

To develop didactic activities and motivational strategies, using a Resource Book in order to strengthen and to improve English level knowledge, focusing in

vocabulary skills in students of eighth grade at Escuela de Educación Básica “Trece de Abril”.

4.4.2 Specific Objectives

- To identify the appropriate didactic activities according to the necessity of students from eighth grade at Escuela de Educación Básica “Trece de Abril”.
- To establish motivational strategies in class to develop the students’ interest to learn English.
- To implement the book of activities as the principal tool offered to improve students’ vocabulary.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

4.5.1 Design of the Proposal

This project applies instructional design; the purpose is to develop a didactic tool that links didactic activities and motivational techniques through a Resource Book to expand English vocabulary skill in students of eighth grade at Escuela de Educación Básica “Trece de Abril”.

The Process of teaching and learning English vocabulary should be presented in color graphics, in color pictures and animated music in order students to feel attracted to the new language they are trying to acquire. When a teacher does not have access to technology, a Resource Book is the best tool that he or she can use to help students understand the material prepared for the day.

This resource book is based on previously selected activities to develop interacting and learning vocabulary among students. Students will practice vocabulary activities taken from the Resource book in order to improve learning abilities in their own environment.

4.5.2 Development of the Proposal

The goal of this project is to help increase the level of English vocabulary in students of eighth grade at Escuela de Educación Básica “Trece de Abril”. Students could get motivated by the Resource Book presented in this project and generate the interest needed to learn English.

Learning a wide range of English vocabulary is of great benefit for English students to help the communication among students including the teacher and the community in general.

This Resource Book has been carefully prepared for the knowledge level of the eighth grades students. It has six different chapters with two topics per chapter. Every topic is equally divided in 12 color pages lessons and each lesson contains an average of 7 to 10 activities to work individually, per couples or in groups that encourage students to motivate themselves to study, practice and learn the vocabulary exposed in the Resource Book. The lesson's procedure includes an example, motivational activities, and vocabulary activities to connect one word with another, where students will build their own knowledge step by step.

These activities will be used in the educational process of the English learning class. The procedures are easy and funny and facilitate the process of the English

study about vocabulary and will achieve the development of all skills.

Therefore, motivation is an important factor in the education 's progress, students need to feel motivated to grasp the new vocabulary presented in each lesson, the link techniques for each stage are games, flashcard, flipchart, realia education, and audio CDs with different songs, poems, and natural sounds form the environment

These methods provide support of the teaching-learning procedure used by the teacher with her students in the classroom. This Resource Book provides explicit teaching methods and teaching-learning techniques to improve vocabulary skills

4.5.3 What is a Resource Book?

A Resource book is designed to establish basis knowledge skills in students with low, medium and advanced level according to their background and age in the area of English language. A Resource Book is a tool that contributes to increase the level vocabulary skills on student and it is a reliable asset for teachers and teacher's aids. Within the Resource Book, there are activities developed to activate the listening, speaking, reading and writing skills for individual students, couples and group work. The Resource Book is designed to help ease the need of students, the principal characteristic is the color pictures and different type and font words that induce new knowledge to the students. This book as an educational tool that engages children to become active readers and participating. In addition, to become creative in their own knowledge and to enhance their own English language learning.

A Resource book gives the opportunity to learn a variety of vocabulary in order to improve the process of studying a new language for the learners, in order to integrate new strategies in the learning process and to develop motivational techniques that involve knowledge of basic language. It shows different didactic activities provided in different levels and abilities easy for the students to follow and learn.

4.5.3.1 Advantages to Handling a Resource Book

- ❖ Improve the Development of all skills
- ❖ Expand the level of vocabulary Knowledge
- ❖ Increase Motivation to learn English
- ❖ Use of electronics and computer lab is not needed

In the construction of new knowledge and techniques to learn them will be based in Total Physical Response and Constructivist Methods. First, it is the interaction between teacher and students where students focus their attention on verbal aspect and body movements that the teacher performs to which students respond, these images remain in the student's mind longer than other type of cognitive instructions and are easier to remember. Second, constructivism method connects previous knowledge acquired by the student and to use it in conjunction with the new knowledge exposed to be learned.

4.5.3.2 Proposal of Didactic Topics

a. Topics

➤ **Meet People around the World**

- Greeting / Nationality
- Family

➤ **Describing People**

- Colors / Hair style /
- Physical Description (adjectives for physical)
- Body parts

➤ **Special Days**

- Days of the week
- Months of the year

➤ **Present Progressive**

- Action verbs
- Clothes

➤ **My City**

- Prepositions of Place
- Names of places

➤ **Daily Routines**

- A day in my life

a. Activities Proposed

- Show Vocabulary
- Games
- Songs/ audio
- Individual activities

- Role-Play
- Interviews
- Routines

b. Daily Language

- Greeting: Good morning / Hello. How are you? What is your name?
- Request: Please, can you help me?
- Petition: Can I go to the bathroom?
- Daily Instructions: close the book, open the book, look at the book, close the door, open the window, let us go home.
- Phrases for Classroom Management, be quiet, sit down, stand up.
- To praise the student: good, very good, well done, excellent, congratulations

4.5.3.3 Where will the Resource Book be used?

This project will be held in the Escuela de Educación Básica “Trece de Abril” exactly in the eighth grade classroom. Even though, the classroom has forty-five students the space is not big enough for them, much less to use technological equipment to lecture a class, A Resource Book will be an important didactic tool to use into the classroom, it does not occupy physical space and the students can carry it at all times in their bag packs.

The students work with a book provided by the Ministry of Education “English Student’s Book”, this material covers all English skills contents such as: grammar, pronunciation, spelling in addition to listening. This sort of material along with a

lot of complicated vocabulary and fussy instructions makes students to get confuse at the end of the class day. Due to this fact, students do not understand the regular student's book vocabulary. This makes a difficult and uneasy English class to follow and to understand.

The difference between a Resource Book and an English student's Book, is that a Resource book was created specifically to teach and to learn and to practice vocabulary in a dynamic way and objectively to facilitate and to motivate students in their learning English process at their own pace.

4.5.4 English Resource Book at Escuela de Educación Básica “Trece de Abril”

A Resource Book is a good strategy to develop vocabulary at Escuela de Educación Básica “Trece de Abril”. This Resource Book will be applied to improve the four learning English skills such as writing, speaking, reading, and listening. The students learn in original formal and dynamic way. Furthermore, it is a very useful tool for the institution to provide strategies for the teacher to use different methodology and to practice different approach with his/her students. This project had the participation of 45 students, with the authorization of the school Principal and the collaboration of the English teacher of the Institution.

In addition, a Resource Book takes different ideas from the internet, the activities are set and classified thinking to improve and enhance the vocabulary skills of the learners through the activities and motivation among students.

Resource Book

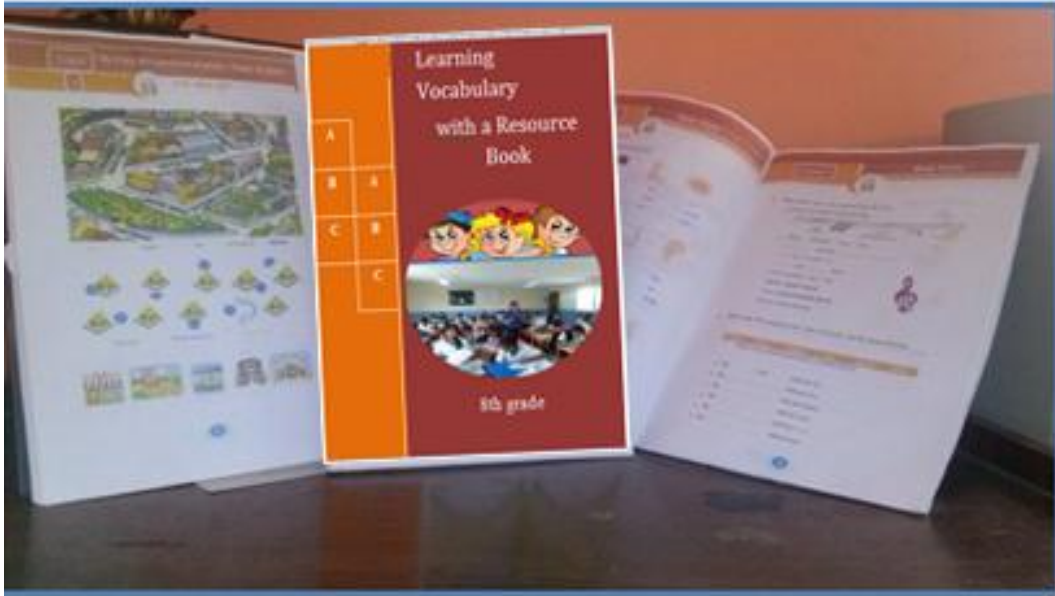


Illustration # 1: Resource Book “Vocabulary Learning”
Author: Gloria Geomar Urrunaga León.

4.5.5 Goals for the Resource Book tool

- ❖ Improve the vocabulary skills
- ❖ Motivate the students to learn English
- ❖ Enhance knowledge and cooperation

4.5.6 Evaluation

The student’s knowledge before the implementation of this project was at a low level. This was evidenced through a test performed previously to the implementation of this proposal. The test was prepared according to the knowledge level that students were supposed to be familiar with. This test was designed according to course and English level that students currently are studying. This evidence will be presented in a statistical chart.

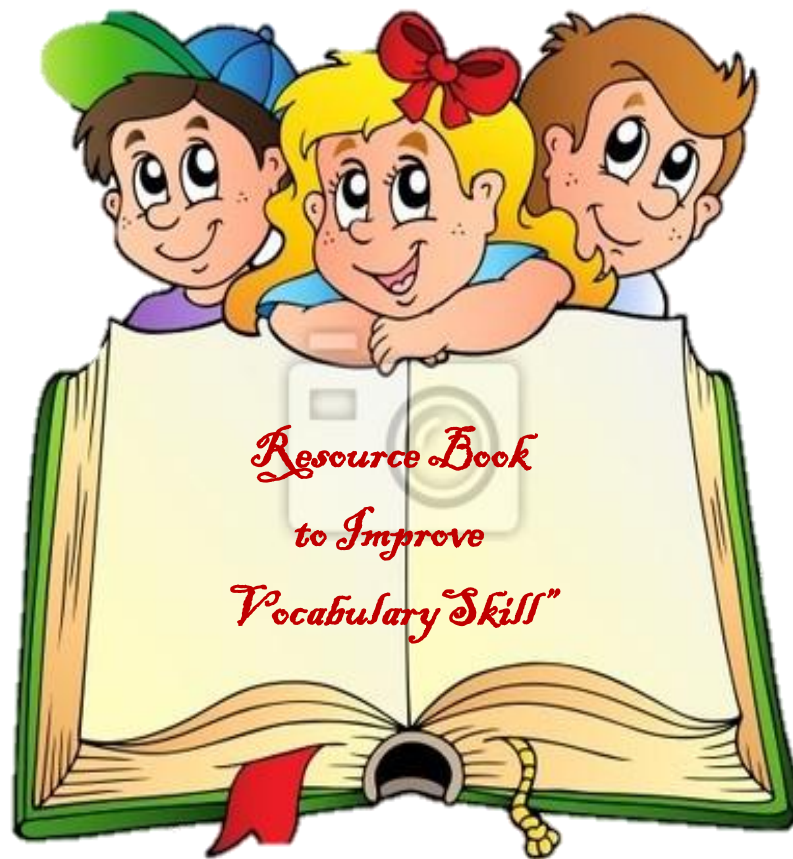
Students of Eighth Grade



Illustration # 2: A group of students show the Resource Book
Author: Gloria Geomar Urrunaga León

Workshop

*For Eighth grade Students at
Escuela de Educación Básica
"Trece de Abril"*



Workshop # 1

Lesson # 1: Greeting and Nationality.



Illustration # 3: Students work in pairs. They introduce between classmates.

Author: Gloria Geomar Urrunaga León.

Objective: To be able to ask and answer questions, for greetings and nationality.

1. Individual Activity: Listen and sing.

Good morning. Good morning.

Good afternoon

Good evening. Good evening

Good night Good night.

**Nice to meet you. Nice to meet you,
too.**

Good bye Good bye See you!

see you later

Good morning. Good morning

Good afternoon

Good evening. Good evening


Good night. Good night.

**Nice to meet you. Nice to meet
you, too.**


Good bye Good bye See you!

see you later


2. **Individual Activity:** Write the greetings down in the correct picture. Use the words in the box.

Good night	Good afternoon	Good evening	Good morning
			

3. **Couple Activity:** Look at the pictures and read.



I am Joshua.
I am From
Ecuador.
I am 13 years
old. I



a .Hello, Mary
b. How are you?
a. Very well.
b. Where do you
live?
a. I live in Salinas.

4. **Couples Activity:** Look at the pictures above and complete the sentences with phrases from the pictures.

- a. My name is Joshua. I am from _____ I _____ years old. I live in _____.
- b. What is your name? _____. How are you? _____.
Where do you live? I live in _____.
- c. She is _____. She is _____. She is _____ years old. She lives in _____. She is _____.

5. **Individual Activity:** Listen to the song and fill in the blanks spaces. Then the sing the song.

Good morning **Good** _____. Good morning **Good** _____.

Good afternoon **Good evening.**

Good _____ **Good night.**

Good _____.

Nice to meet you. **Nice** _____
too.

Good bye **Good bye** **See you!**
see you later

Good afternoon **Good evening.**

Good _____ **Good night**

Good _____

Nice to meet you. **Nice** _____,
too.

Good bye **Good bye** **See you!**
see you later

6. Couples Activity: Complete the dialogue using similar question and answers about personal information of a classmate.



I am from Chile.
a. Where.....
b. I am.....
a. How old.....
b. I..... and you
a. I.....too, bye.

7. Dialogue:

Couples Activity: Practice the interview with Cindy.

Angelo: **Good morning** Miss

Angelo: **What is your name?**

Angelo: **How are you** Cindy?

Angelo: **Where are you from?**

Angelo: **Where do you live?**

Angelo: **How old are you?**

Angelo: **Good bye** Cindy

Cindy: **Good morning** Mr.

Cindy: **My name is** Cindy

Cindy: **I am** fine

Cindy: **I am from** Peru

Cindy: **I live in** Canada

Cindy: **I am** 12 years old

Cindy: **bye bye** Mr.

8. Individual Activity: Complete the dialogue with your personal information.

Use the vocabulary learned.

Good morning.

My name is _____

I am from _____. **My nationality is** _____.

I am _____ **year old.** **I live** _____.

9. Group Activity: Match each country with the correct pictures. Then write the language and the nationality.

1. Canada 2. Spain 3. Ecuador 4. United States



Shirley is from _____
She is _____



Nathalie is from _____
She is _____



John is from _____
He is _____



Danny is from _____
He is _____

Workshop # 2

Lesson # 2: Family Members



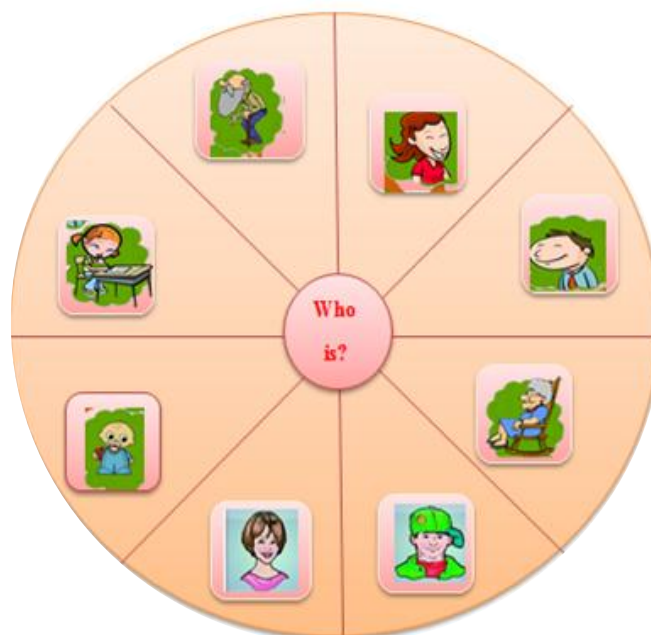
Illustration # 4: The student recognizes family members.

Author: Gloria Geomar Urrunaga León.

Objective: To identify family members

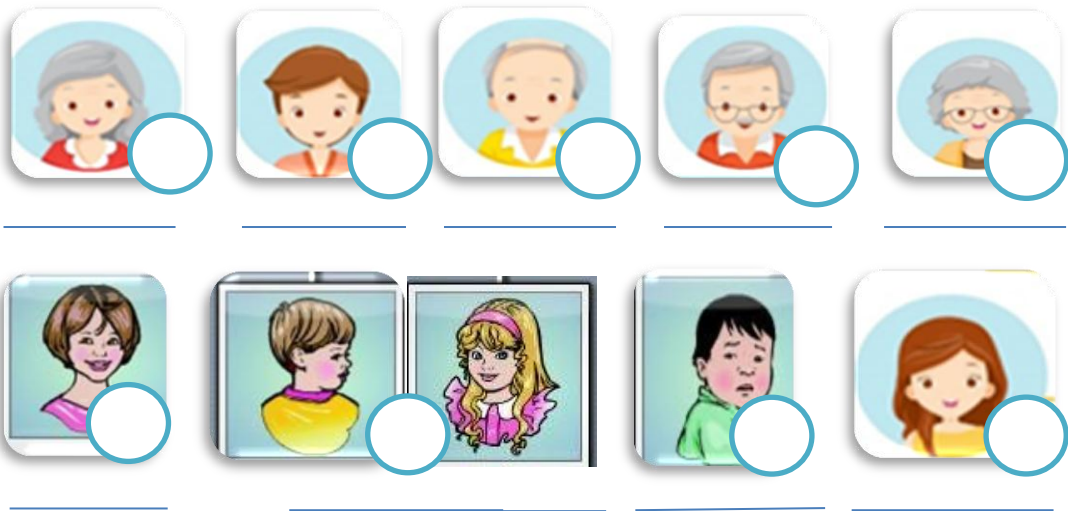
1. Game

Who is?



2. Group Activity: A list of fifteen words is given from (A to O). Below, there is a list of fifteen drawings. Write the letter and the word beneath the drawing.

- a) grandfather** **b) sister** **c) grandmother** **d) uncle** **e) children**
f) mother **g) aunt** **h) daughter** **i) brother** **j) son**
k) father **l) nephew** **m) niece** **n) baby** **o) wife**



3. Game

Group Activity: Look at the family tree, choose from inside the bag the words and put them in the correct order.



<https://www.google.com.ec/search?imagenes+arbol+com>

4. Couples Activity: Look at the family tree. According to the numbers you found in the tree and complete the sentences.

1. My name is Gabriel and I am Chilean.
2. My _____. He is Canadian. His name is Daniel.
3. Andrea is Barbarita's _____. She is from Spain.
4. Mario is my _____. He is from Italy.
5. My _____ and my _____ are English.
6. Margarita is Aracely's _____. She is from France.
7. Valentina my _____ buys a car in Mexico.
8. Alejandro's _____. She is from Greece.

5. Autonomous Activity: Using the example above and introduce your family.

Then, they tell their classmates.

.....

.....

.....

.....

Workshop # 3

Lesson # 3: Colors and hair style



Illustration # 5: Students work group talk about different colors and hair styles.

Author: Gloria Geomar Urrunaga León.

Objective: To improve vocabulary skills of students through songs, games, didactic activities to read and to write.

What do you look like?

1. Individual Activity: Listen to the adjectives: Vocabulary.

<https://www.youtube.com/watch?v=sEDy0wGaXJY>

2. Individual Activity: Write on the lines the parts of the face.



3. Couples Activity: Unscramble the letters and write the correct words.

a. ylruc _____

f. rae _____

- b. dnolb _____
- c. tgiarts _____
- d. yvwa _____:
- e. gnol _____
- g. eson _____
- h. htuom _____
- i. ecaf _____
- j. eey _____

4. Group Activity: Put color wigs to a classmate, and describe your classmate.

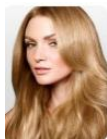
5. Individual Activity: Match with a line the pictures and words.



Straight



Blond



Wavy



Curly

Long



Short



6. Autonomous Activity: Put color wigs on your head, and describe yourself.

Workshop # 4

Lesson # 4: Adjectives



Illustration # 6: The student describes physical appearance.

Author: Gloria Geomar Urrunaga León.

Objectives: To improve the oral expression through description.

Describing people

1. Individual Activity. Look at the pictures and chose the correct adjective.



beautiful / ugly



old / young



short / tall



chubby / thin



weak / strong

short/ big

young / old

thin/ fat

2. **Couples Activity:** Match with a line - each adjective to its opposite.

beautiful

tall

thin

strong

young

ugly

weak

old

short

chubby

3. **Individual Activity.** Listen to the audio again and circle the correct word.

a. handsome

e. thin

i. young

m. small

b. short

f. tall

j. pretty

n. fat

c. wavy

g. ugly

k. weak

o. big

4. **Individual Activity:** Read and underline - family members in blue, colors in green and adjectives in red – then classify the words in order.

I am Karen. I am 38 years old. I live with my daughter, my son and my brother. We are similar and different at the same time. I am tall and thin, my hair is long, wavy and red. My eyes are big and green. My daughter is Mary. She is short. Her hair is short, straight and red. Her eyes are big and blue. John is my son. He is tall and athletic. He has curly and black hair. His eyes are small and brown. His nose is big.

Member Family

Colors

Adjectives

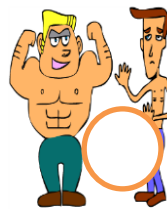
5. Couples Activity: Read the descriptions and write the correct letter in the circle with the picture.

a. Mateo is a short kid. He is very intelligent. He has green eyes, black and short hair.

b. Angelo is tall. He is not very old. He has blue eyes. He has blond hair.

d. Ken and Jose are brothers, Jose is strong, and Ken is weak.

c. Cindy is young. She has curly hair and big honey colored eyes.



6. Individual Activity: Read and draw Mary`s description.

Mary is tall and chubby. She is beautiful. She has big eyes, small mouth. She has red and curly hair.

7. Autonomous Activity: Write sentences using the vocabulary you know. Then, read them to your classmates.

Example:

1. **My brother has big eyes, short ears and black hair.**

2. _____

3. _____

4. _____

5. _____

8. Couples Activity: Look at your classmate. Then, describe his/her physical appearance.

1. _____

2. _____

3. _____

Workshop # 5

Lesson # 5: Body Parts



Illustration # 7: Students Listen and vocabulary practice.

Author: Gloria Geomar Urrunaga León.

Objectives: Objective: To recognize the body parts.

1. Game



Hagman

H U M A N B O D Y

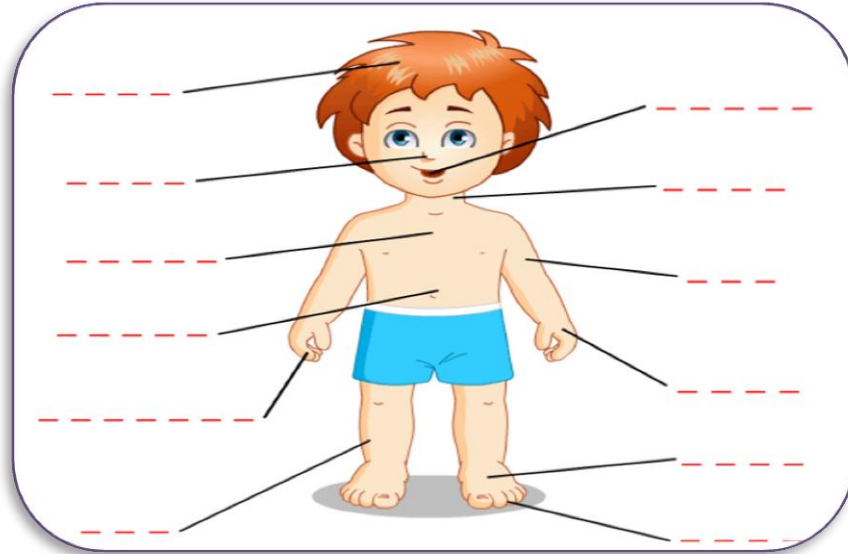


2. Individual Activity: Point to the human body vocabulary. Then, listen to the audio of the body parts.

youtube.com/watch?v=4oNOA3HnGG

3. Individual work: Label the different parts of the body using the words in the box

stomach	finger	head	shoulder	chest	hand
leg	foot	mouth	nose	arm	toes



<https://www.google.com.ec/searc&source=hp&q=imagen+body+of+parts>

4. Couples Activity: Read and circle the correct word.



foot
stomach
eyes



head
nose
hair



toes
ankle
leg



ear
mouth
eyes



hand



toes



eyes



knee

foot

arm

hair

ear

finger

head

elbow

mouth

5. **Couples Activity:** Listen to the song and write the lyrics.

[youtube.com/watch?v=h4eueDYPTIg](https://www.youtube.com/watch?v=h4eueDYPTIg)



Head Shoulder Knee Toes

_____ shoulder _____

eyes, ears, mouth, nose

_____ ears _____ nose

head, shoulder, knee, toes

march march march

let us all march march march

get your body charged.



6. **Couples Activity:** Write sentences with parts of the body. Use the words in the box.

ears	tongue	feet	eyes	hands	nose
------	--------	------	------	-------	------

<https://www.youtube.com/watch?v=EO6HiV6HVys>

a. We walk with our _____.

b. We hear with our _____.

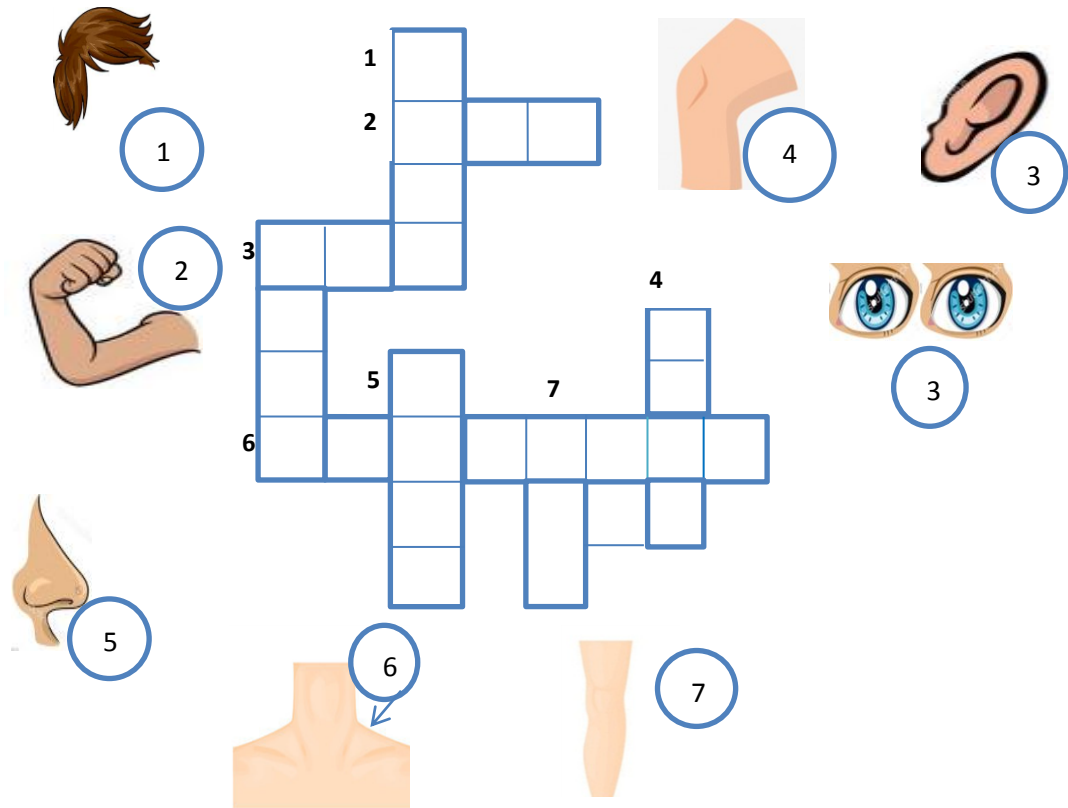
c. We smell with our _____.

d. We touch with our _____.

e. We see with our _____.

f. We walk with our _____.

7. Couples Activity: Look at the pictures. Write body parts.



<https://www.google.com.ec/search?ite=&source=hp&q=imagen+body+of+parts>

8. Individual Activity: Listen to audio again and vocabulary practice, writing words that you listen on the Resource Book.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Workshop # 6

Lesson # 6: Days of the week.



Illustration # 8: The student talks about their favorite day.

Author: Gloria Geomar Urrunaga León.

Objective: To talk about a special day in the life of students.

A day in my life

1. Individual Activity: Listen to the days of the week vocabulary.

[youtube.com/watch?v=36n93jvjkDs](https://www.youtube.com/watch?v=36n93jvjkDs)

2. Couples Activity: Choose which the correct spelling is.

- | | | | |
|-------------|-----------|-------------|--------------|
| a. Sunday | b. Monday | c. Tusday | d. Wednesday |
| Sonday | Menday | Tuesday | Wednesdey |
| Sundey | Monday | Tuesday | Wenesday |
| e. Thursday | f. Friday | g. Satorday | |
| Thursdey | Fraidey | Saturday | |

Thourday

Fridays

Saturdey.

3. **Couples Activity.** Number the days of the week in the correct order. Then write on the line.

<input type="radio"/> Friday	<input type="radio"/> Monday	<input type="radio"/> Thursday	<input type="radio"/> Wednesday
<input type="radio"/> Sunday	<input type="radio"/> Tuesday	<input type="radio"/> Saturday	

a. _____

e. _____

b. _____

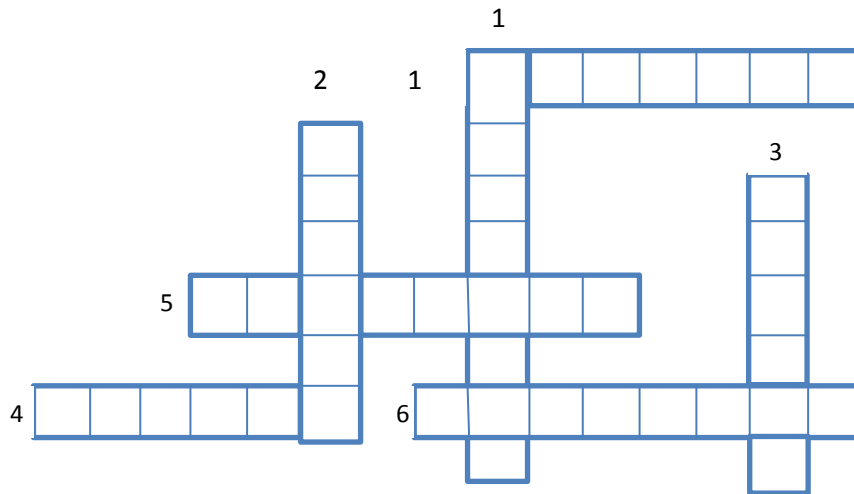
f. _____

c. _____

g. _____

d. _____

4. **Group Activity:** Complete the crossword with the days of the week.



Down

Across

1. Fourth day of the week.

1. Second day of the week.

2. Fifth day of the week.

4. Third day of the week.

3. First day of the week.

5. Seventh day of the week.

6. Sixth of the week.

<https://www.google.com/ec/search?q=imagen+crossword+day+of+the+week&>

5. Couples Activity: Unscramble the letters and find the day of the week.

DAYESTU _____ **SRUTHDAY** _____

EDNESDAWY _____ **RIDAFY** _____

DAYRATSU _____ **DAUNSY** _____

DAYMON _____

6. Couples Activity: Complete the crossword with the days of the week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1st	Social Studies		Mathematics		
2nd					
3rd				English	
4th		English			
5th	Language				School P.

7. Group Activity: Read again and mark true or false.

TRUE FALSE

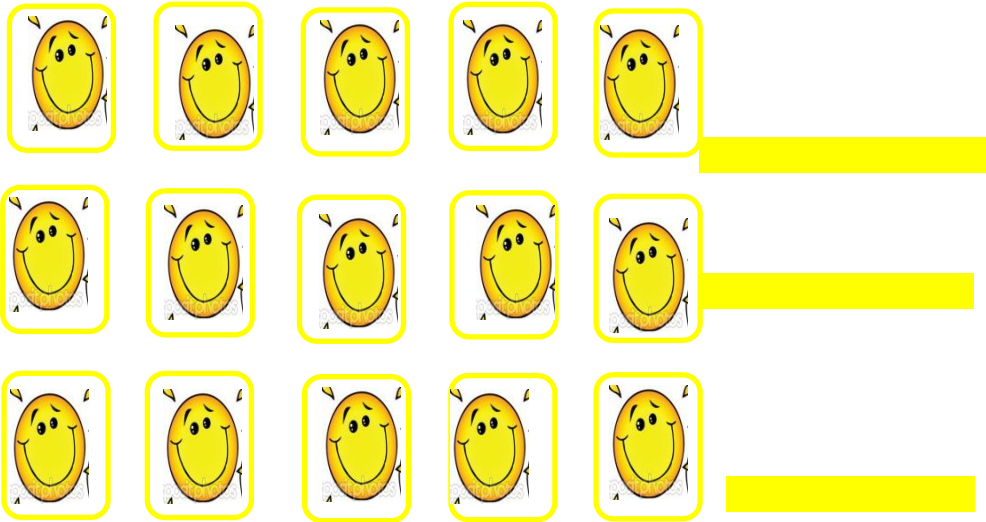
- a. **First class on Tuesday is Art.** _____
- b. **Third class on Monday is English.** _____
- c. **The first class on Thursday is Language.** _____
- d. **Art class is on the second hour on Friday.** _____
- e. **The third class on Wednesday is Science.** _____

8. Individual Activity: Listen to your teacher and write the days of the week.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

9. GAMES:

MEMORY GAME: Find the correct word and match the picture.



10. Couples Activity: Read and complete the sentences.

- a. The first day of the week starts on _____
- b. The last day of the week is _____
- c. The day in the middle of the week is _____
- d. The day before Friday is _____
- e. The second day of the week is _____
- f. The weekend days are _____ and _____

Workshop # 7

Lesson # 7: Months of the year



Illustration # 9: Students identify Important Dates.

Author: Gloria Geomar Urrunaga León.

Objective: To give information about important celebrations.

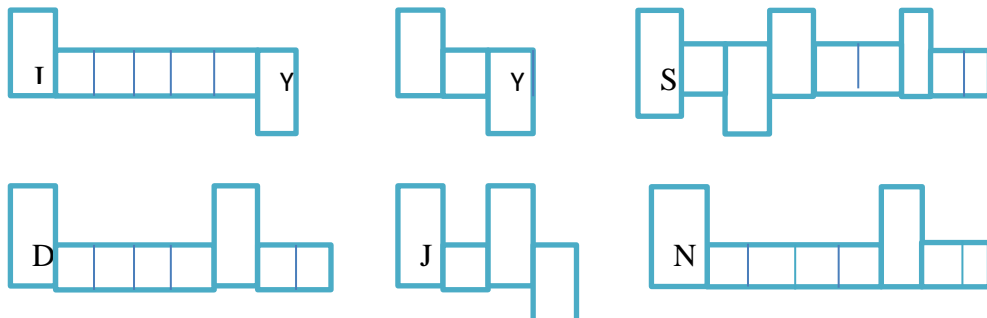
1. GAME

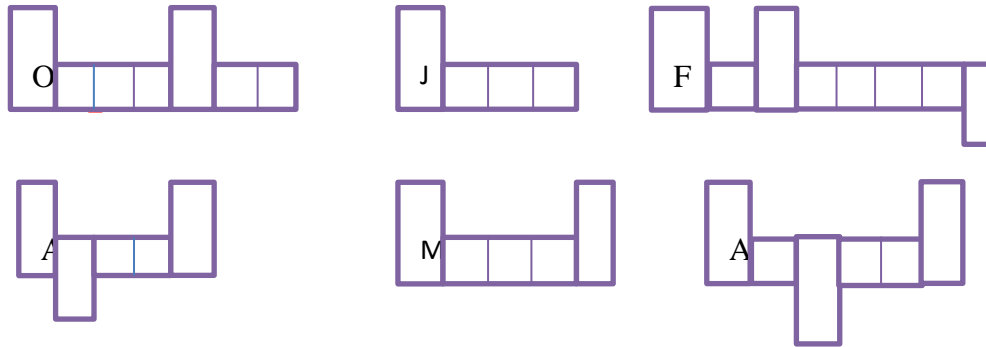
The dynamic “go and stop”

2. Individual Activity: Listen to the vocabulary months of the year.

www.youtube.com/watch?v=v608v42dKeI&list=RDIPeAo1hz8GA&index=

3. Couples Activity: Look and write the missing letters. Then, write in the correct order the Months of the year.





1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
10. _____

5. Couples Activity: Read and match the holiday with the dates.

- | | |
|--|--|
| <p>a. Children`s Day</p> <p>b. Women`s Day</p> <p>c. Christmas</p> <p>d. Mother`s Day</p> <p>e. Teacher`s Day</p> <p>f. Valentine`s days</p> | <p>Its on February 14th.</p> <p>Its on April 13th.</p> <p>Its on the second Sunday of May</p> <p>Its on June 1st.</p> <p>Its on March 9th.</p> <p>Its on December 25th.</p> |
|--|--|

7. Group Activity: Write a special date according to the months of the year. Use the words in the box.

Independence Day U S A	Birthday 8 th grade	Coat of Arms Day
New Year	Day of the Death	National Banners day

January

November

August

July

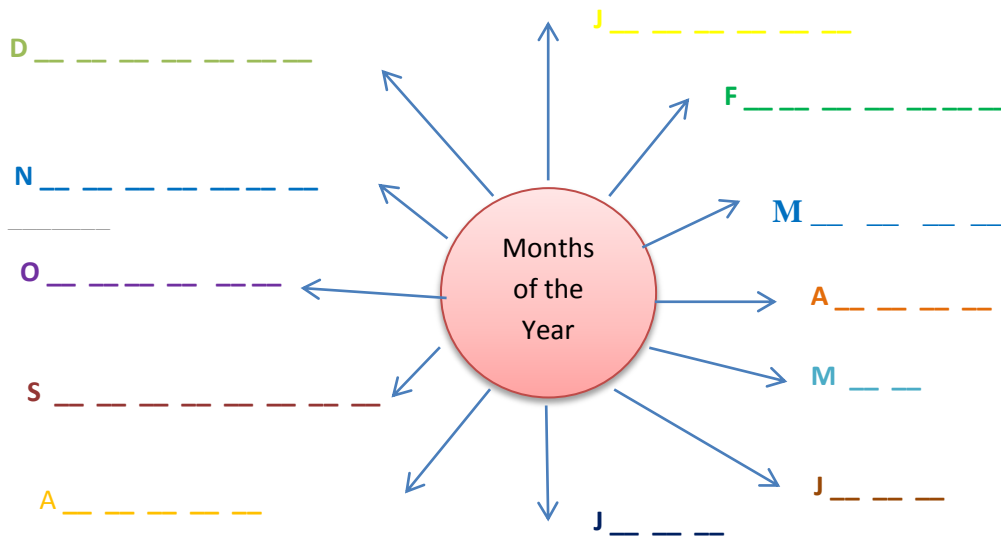
October

September

8. Couples Activity: Build a pyramid of the months of the year using the clues.

-----	Mother`s Day
-----	Children`s Day
-----	Independence Day U S A
-----	Eighth month of the year
-----	Coat of Arm`s Day from Ecuador
-----	The Day of the Death

9. Couples Activity: Write the months of the year around the circle.



9. Group Activity: Answer the following questions.

What day is today? _____

When is your Birthday? _____

When is Independence Day in your country? _____

When is the Coat of Arm's day? _____

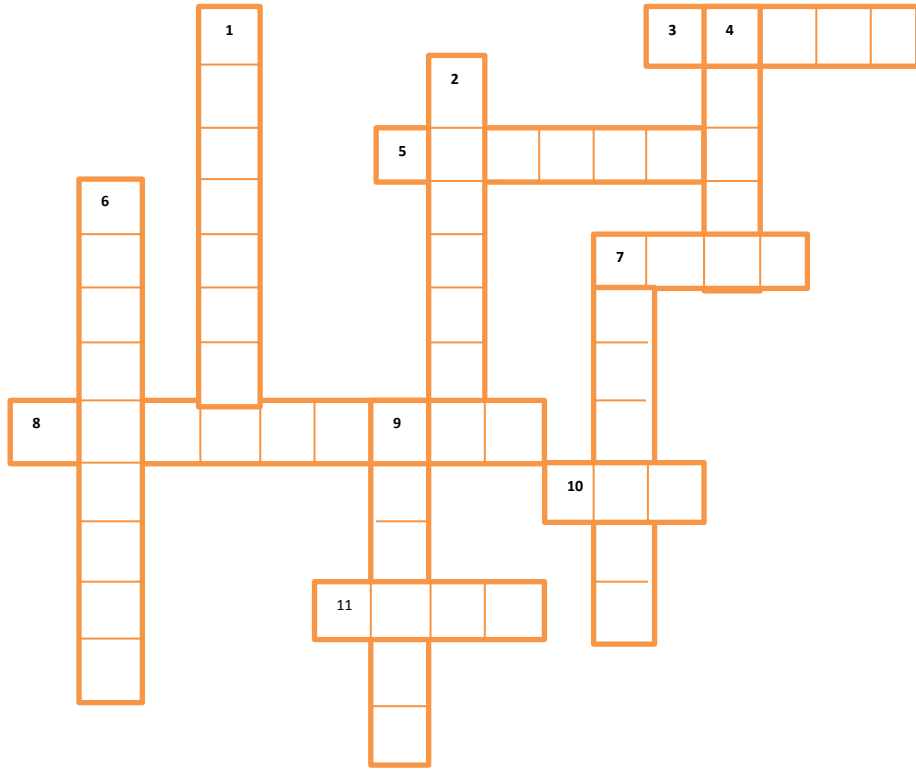
When is Labor Day? _____

Suppose today is December 31st, what a day is tomorrow? _____

10. Group Activity: Complete the conversation with days of the week and months of the year

- a. New Year is _____. (date)
- b. My mother`s birthday is _____. (date)
- c. This year my birthday is _____. (day of the week)
- d. My best friend`s birthday is _____. (date)
- e. The Days of the Death is _____, (date)
- f. Mother`s Day is _____

11. Group Activity: Complete the crossword.



Workshop # 8

Lesson # 8: Action Verbs



Illustration # 10: Students work in groups with a picture. What are they doing?

Author: Gloria Geomar Urrunaga León.








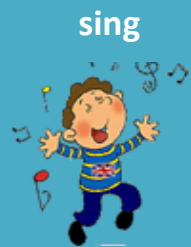
Objective: To express what people are doing at the moment of speaking.

What are you doing now?

1. Song to motivate the class.

www.youtube.com/watch?v=ITM3E_VOvc

2. Group Activity: Find in your class who can do these things. Then write sentences.

			
read	swim	talk	dance
			
watch TV	play	walk	sing

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

3. Individual Activity: Look at the picture and circle the correct verb.



- write
- dance
- sleep



- read
- sleep
- play



- read
- talk
- eat



- run
- play
- eat

4. Couples Activity: Write the “i n g” form of the verbs to change to the present progressive tense.

S. Present	P. Progressive	S. Present	P. Progressive
a. Write	= <u>writing</u>	j. Jump	_____
b. Draw	_____	k. Read	_____
c. Dance	_____	l. Sing	_____
d. Talk	_____	m. Walk	_____
e. Run	_____	n. Swim	_____
f. Eat	_____	o. Drink	_____
g. Watch TV	_____	p. Play	_____
h. Sleep	_____	q. Study	_____
i. Listen	_____	r. Read	_____

5. Couples Activity: Complete with the appropriate form of the verb in parentheses. Using present progressive.

Marcia and Alex _____ (run) to the finish line.

Miguel _____ (write) a letter.

Daniela _____ (sing) romantic music.

Melissa _____ (draw) a picture for her parents.

José and Andrés _____ (cook) a chocolate cake.

My sister _____ (watch TV) in bed.

My Classmate _____ (listen) to music.

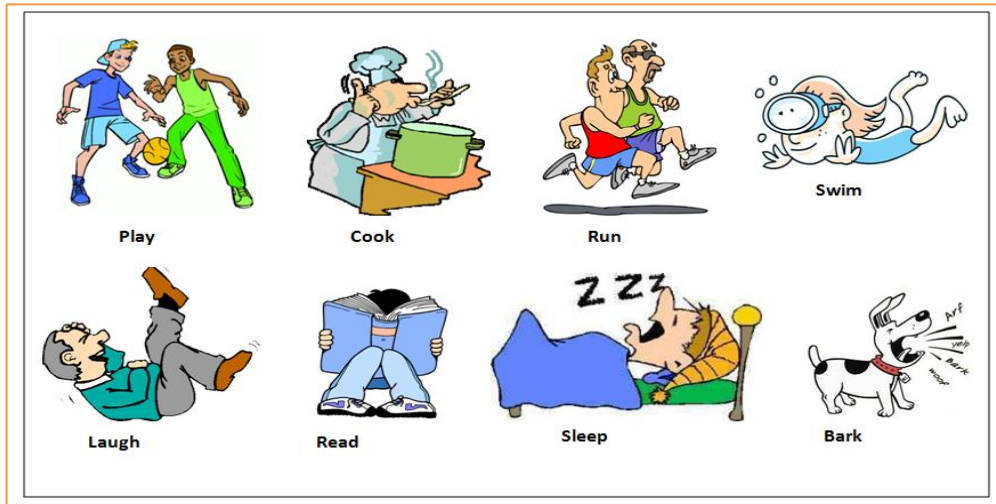
The Teacher _____ (write) adjectives on the white-board.

My Mother _____ (talk) with the English Teacher.

Raquel _____ (eat) an apple in the class.

5. Couples Activity: Look at the pictures and guess what are the students doing?

Take turns with your partner and say what they are doing. Then write the answers.



[www. google.com.ec/search?q=image+present+continuous](http://www.google.com.ec/search?q=image+present+continuous)

Josè _____ **football.**

Luisa _____ **lunch.**

Daniela _____ **on the sea.**

Her grandmother _____ **on my bed.**

Angelo _____ **a book.**

Juan and Richard _____ **the marathon.**

My uncle Alexander _____ **on the floor**

6. Couples Activity: Write sentences about each of the pictures in the present progressive. Using the cues provided.



Swim / in the lake



drink/milk

Josè is swimming in the lake



sleep / on her bed



talk /on the phone

7. Individual Activity: Look around the classroom and write. What are your classmates doing?

8. Individual Activity: Match the picture with the correct verb.



watch TV.
 read
 dance
 sleep
 jump
 write
 drink



Workshop # 9

Lesson # 9: Clothes



Illustration # 11: Students work in groups with a picture. What are they wearing?
Author: Gloria Geomar Urrunaga León.

Objective: To describe and to talk about clothes they are wearing

WHAT ARE YOU WEARING TODAY?

1. Individual Activity: Listen to the clothing vocabulary.

www.youtube.com/watch?v=-jJbXmf-RUg

2. Individual Activity: Look and write the missing letters.



d _ _ _ _ s



s _ _ _ _ t



s _ _ _ _ r



s _ _ _ _ s



b _ _ _ _ s T - s _ _ _ _ s _ _ _ t s _ _ _ t

3. Individual Activity: Match the words with the pictures.

4. Group Activity: Look at exercises 1-2 above and write in the appropriate column the words plural and singular.

SINGULAR	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

PLURAL	
1	5.
2	6.
3	7.
4	

5. Couples Activity: What do you wear and where do you wear it? Complete the words.



1. You wear a _____ on your _____
2. You wear a _____ around your _____
3. You wear _____ on your _____
4. You wear _____ on your _____
5. You wear _____ on your _____

6. Individual Activity: Look at the pictures and complete the sentences.



Linda is wearing her new _____.



The _____ is red and yellow.

Rosa has red _____.



Monica can wear her beautiful _____.



Danilo cannot wear his _____ for the party.

7. **Couples Activity:** Listen to the audio and circle the words you listen.

www.youtube.com/watch?v=15a5fCxqy2Y

- a. skirt d. underwear g. gloves j. belt m. coat
- b. blouse e. sunglasses h. pants k. socks n. hat
- c. shirt f. jeans i. scarf l. shoes o. cap

8. **Couples Activity:** Match the images with the words below. Then write the correct number in the circle.



www.google.com.ec/search?q=worksheet+clothes

- | | | | |
|-----------|-------------|----------|----------|
| 1. suit | 2. boots | 3. dress | 4. skirt |
| 5. shorts | 6. scarf | 7. shoes | 8. pants |
| 9. socks | 10. sweater | | |

9. **Individual Activity:** Write sentences about what John is wearing

- a. John is wearing a purple and blue wool cap.
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____



10. Game

BINGO

B	I	N	G	O
SWEATER	BLOUSE	GLOVES	PANTS	TIE
SKIRT	SOCKS	FREE SPACE	SWIMSUIT	CAP
HAT	SHORTS	BELT	SHOES	SCARF
BOOTS	DRESS	JEANS	T-SHIRT	SUNGLASSES

Workshop # 10

Lesson # 10: Prepositions of place.



Illustration # 12: Students work and identify different places in the city.

Author: Gloria Geomar Urrunaga León.

Objective: To give information where some places are located.

1. Individual Activity: Solve the puzzle. Find the prepositions of place.

1

2

3

4

5

6

1

2

3

4

5

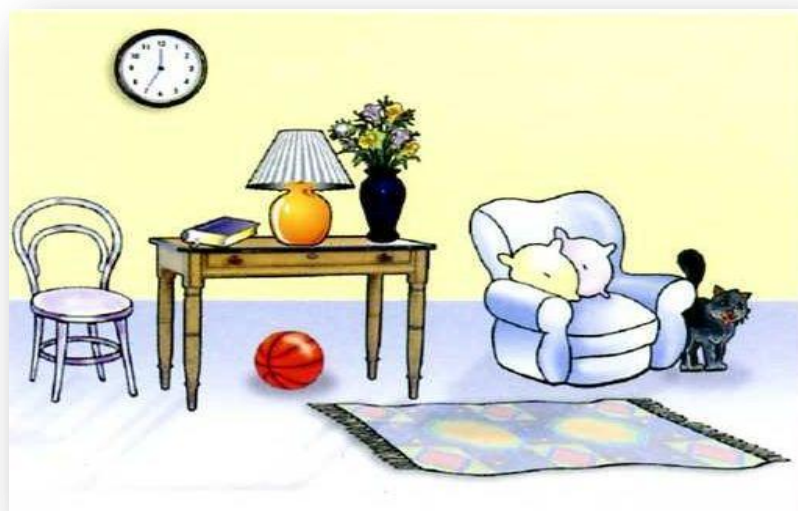
6

2. Individual Activity: Write the correct preposition of place of the pictures.



3. Individual Activity: Look at the pictures and complete the sentences with:

On, between, next to, in front of, behind.



<https://www.google.com.ec/search?q=imagine+de+preposition+of+place>

1. The cat is _____ the armchair and table.
2. The ball is _____ the table.
3. The lamp is _____ the vase and book.
4. The book is _____ the table.

- 5. The carpet is _____ the floor.
- 6. The flower is _____ the vase.
- 7. The pillow is _____ the armchair.

4. Individual Activity: Look at the picture and answer **True False**



	TRUE	FALSE
The clock is on the pillow.	_____	_____
The pants are next to the cat.	_____	_____
The cat is under the bed.	_____	_____
The socks are in the shoes.	_____	_____
The magazine is between the pants and pillow.	_____	_____

www.google.com.ec/search?q=imagene+de+preposition+of+place

5. Couples Activity: Unscramble the letters and write the correct prepositions of place.

- a) rednu _____
- b) hindbe _____
- c) ewentb _____
- d. texn to _____
- e. on eht enroot of _____
- f. assorc mrfo _____

Workshop # 11

Lesson # 11: Name the different places

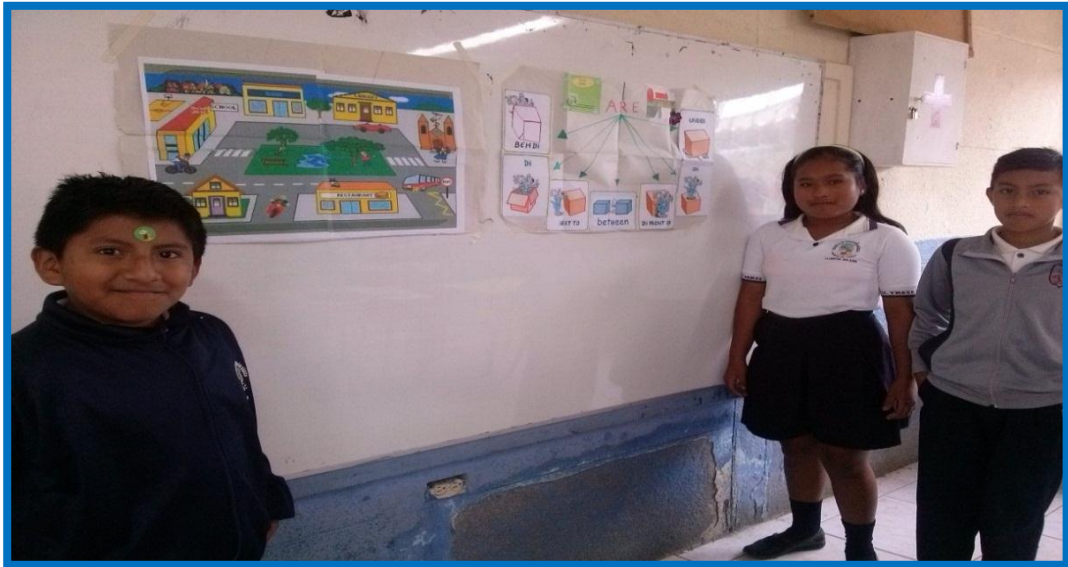


Illustration #13: Students explain where located different places are.

Author: Gloria Geomar Urrunaga León.

Objectives: To express location of place in the city.

My Favorite Place

1. Individual Activity: Look at the picture and write on the line the places you know.



<https://www.google.com.ec/search?q=preposition+of+location+exercises=10>


- a. _____ e. _____ i. _____
 b. _____ f. _____ j. _____
 c. _____ g. _____ k. _____
 d. _____ h. _____ l. _____


2. Couples Activity: Find the names of the city's place, and write on the line.


u	b	h	t	j	k	t	h	e	a	t	e	r	d	_____
n	s	c	w	i	e	m	l	i	b	r	a	r	y	_____
i	t	g	t	h	f	s	c	h	o	o	i	s	g	_____
v	s	u	p	e	r	m	a	r	k	e	r	t	x	_____
e	c	s	h	o	p	p	i	n	g	m	a	l	l	_____
r	i	h	t	n	r	o	b	h	e	u	f	y	c	_____
s	d	r	u	g	s	t	o	r	e	s	z	b	a	_____
i	a	r	k	r	h	r	o	j	i	e	f	a	f	_____
t	a	s	r	o	c	h	k	t	y	u	y	n	e	_____
y	t	e	w	b	s	h	s	w	h	m	g	k	n	_____
p	o	s	n	p	o	s	t	o	f	f	i	c	e	_____


3. Individual Activity: Write on the lines the name of the city's place.

Movie Theater	Church	Restaurant	Post Office
School	Police Station	Bakery	Bank











4. Couples Activity: Look at the picture and complete the sentences. Use the prepositions of place.



The bank is _____ the library.

The Restaurant is _____ the bus stop and the post office.

The School is _____ the park.

The bus stop is _____.

The park is _____ the restaurant.

5. Individual Activity: Look at the pictures and circle the correct name of place.



park / drugstore



shopping / bank



library / theater



bank / drugstore



airport/church



hotel / library



supermarket/ bank



bus station/store

6. Read and complete the sentences. Use the words in the box.

Mall	Museum	Theater	Supermarket
Library	School	Park	

- a) I can buy juice in a supermarket
- b) I can find interesting books in a _____
- c) I can see old things in _____
- d) I can watch movie in _____
- e) I can buy some clothes in _____
- f) I can walk to the _____
- g) I can buy fruits _____

7. Couples Activity. Look at the map and complete these directions.



<https://www.google.com.ec/search?q=preposition+of+location+exercises+1024&bi>

- a) The hospital is _____ the cinema.
- b) The bank is _____ Town Hall.
- c) The Supermarket is _____ The Theater.
- d) The Museum is _____ On Oak Street and Second Avenue.
- e) The park is _____ Bus Station.
- f) The Restaurant and Post office are _____ on Maple and Oak Street and _____ Second and Third Avenue.

8. **Autonomous Activity:** Draw a big map of your neighborhood or your favorite place and tell your classmate about it.

Workshop #12

Lesson: Daily Routines



Illustration # 14: Students work in groups, they interview between classmates.
Author: Gloria Geomar Urrunaga León.

Objective: To talk about the habits and routines

What do you normally do?

1. **Couples Activity:** Circle the correct word of the daily routines in each pair of sentences.



brush my teeth / brush my hair



wake up / eat breakfast







go to bed / get up



get dress /take a shower **brush my teeth/get back home** get up/watches TV

2. Individual Activity: Match the words with the pictures by writing the correct number in the circle.

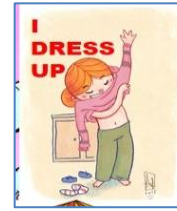
			
	<ol style="list-style-type: none"> 1. Get up 2. Wake up 3. Brush my teeth 4. Take a shower 5. Surf the Internet 6. Get dressed 7. Have breakfast 8. Go to school 		
			

<https://www.google.com.ec/search?q=imagen+daily+routine>

3. Individual Activity: Look at the pictures. Then number the activities from 1 to 10 according to your routine on school days.



___ wakes up ___ goes to sleep ___ brush my teeth ___ watch TV ___ go to











___ gets up ___ eat breakfast ___ go back home ___ Take a shower ___ dress up

4. **Individual Activity:** Listen to the song.

<https://www.youtube.com/watch?v=eUXkj6Ezw>

5. **Couples Activity:** Read and match the word with picture.

	<p>I wake up. I get up. I take a shower. I brush my teeth. I get dressed. I brush my hair. I eat breakfast. I go to school.</p>	
		
		
		

<https://www.google.com.ec/search?q=imagen+daily+routines>

6. **Group Activity:** Complete the sentences. Write the correct verb form in simple present of the daily routines. Use the words in the box.

wake up go to bed get back home go to school eat breakfast
take a shower do homework surf internet watch TV

1. She _____
2. He _____



- 3. He _____
- 4. He _____
- 5. She _____
- 6. he _____
- 7. They _____
- 8. He _____
- 9. They _____

2



1



5



8



9



7



3

7. Couples Activity: Look at the exercise above and do a role – play about your routines

8. Couples Activity: Find someone in class and do an interview about your daily routine.

Use yes/no question.

Student`s Name: _____

YES

NO

Get up at 6:00 A.M

Brush your teeth at 6:15

Have breakfast at 6:30

Go to school at 6:45

Arrive home at 1:30

Take a shower at 1:45

Do homework 3:00 P.M

Watch TV at 5:00 P.M

Go to bed at 9:00 P.M

9. Group Activity: Complete your schedule. Use the words from the he box. Then tell a friend about your daily routine.

have/ eat breakfast	go to bed	take a shower	have/eat lunch
do homework	brush my teeth	watch TV	surf the internet
get dressed	brush my hair	get back home	get up

6:15 AM Wake up	13:00 P.M.
6:30	13:30
6:45	3:30
7:00	5:00
7:30	6:00
8:00	8:30
8:30	9:30
9:30	9:30

4.6.1 Vocabulary Skills Rubric

Chart # 18: Vocabulary Rubric to Assess student's Performance

Excellent 10-9	Complete knowledge of vocabulary. Excellent at Identifying word meaning. No spelling problems.
Very Good 8-7	Good vocabulary knowledge. Good at identifying word meaning. No problems with spelling.
Good 6-5	General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering understanding.
Fair 4-3	Still acceptable vocabulary knowledge. Still able to identify word meaning. some spelling problems without fully interfering understanding.
Fail 2-1	Lack of vocabulary knowledge. Misspelled words. Unable to identify word meaning.

4.6.2 Analysis of Results

4.6.2.1 Diagnostic test results

Eighth grade students participated in the project and the diagnostic test indicates the deficit in the vocabulary skills in them.

Chart # 19: Diagnostic test scores

N°	Names	Diagnostic Test
1	Alejandro Cabrera Kerly E.	2
2	Alfonzo Rodriguez Anahí Shirley	2
3	Ascencio Tigrero Shirley Leonor	1,5
4	Ávila Pozo Manuel Santiago	1,5
5	Borja Landázuri Alejandro.	4
6	Cedeño Ascencio Danitza J.	1
7	Chele Del Pezo Pierre Alexander	2

8	Cruz Pozo Katherine Nayely	2
9	De La Cruz Tigreiro Jackson Harry	2,5
10	Del Peso Santo Mabell Judith	2
11	Gonzabay Pozo Keyla Monserrat	1
12	González Tomalà Jandri Leonel	2,5
13	Guale Rodríguez Cindy Marina	2
14	Holguín Reyes Kleiner Steven	1
15	Mora Tomalà Steven Daniel	2
16	Morales Láinez Luis Armando	1,5
17	Morales Rodríguez Darío Andrés	2
18	Muñiz Malavé Edder Jordy	2
19	Muñiz Reyes Domènica Briggitte	2
20	Muñiz Yagual Ruth Yaritza	1,5
21	Neira Rodríguez Ronaldo Ismael	1
22	Nieto Tóala Francisco Samuel	2,5
23	Ormaza Villamar Ángelo Reynaldo	1,5
24	Orrala Pico John Anthony	2
25	Perero Almeida Aida Leonor	1
26	Pilay Holguín Jonathan Jasmani	2,5
27	Pilay Reyes Anthony Stick	2
28	Pincay Solis Yumira Alejandra	2
29	Pozo Guale Caroline Alexandra	1,5
30	Quimis Lucas Melanie Michelle	1,5
31	Ramos Morales Edgar Jair	2
32	Reinoso Rodríguez Andrea Elizabeth	3
33	Rivera Limones Niexer Josué	1,5
34	Rodríguez González Steven Ariel	3
35	Rodríguez Reyes Jonathan Wladimir	2
36	Rosales Tomalà Melanie Denisse	1,5
37	Tigreiro Limones Karen Michelle	1
38	Tomalà Quinde Yaritza Nicol	2
39	Tomalà Torres Gerson Nilson	3
40	Triviño Tigua Ana Cristina	3
41	Vera Villòn Elena Elizabeth	2
42	Villao Manzo Niurka Denisse	2
43	Yagual Guale Nury Tamara	1
44	Yagual Tumbaco Nathaly Jacqueline	3

Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León.

Chart # 20: Results of diagnostic test score

Results of Vocabulary skills 8th grade of EBG “Trece de Abril”	
Students	Scores
1	4
5	3
4	2,5
18	2
9	1,5
4	1

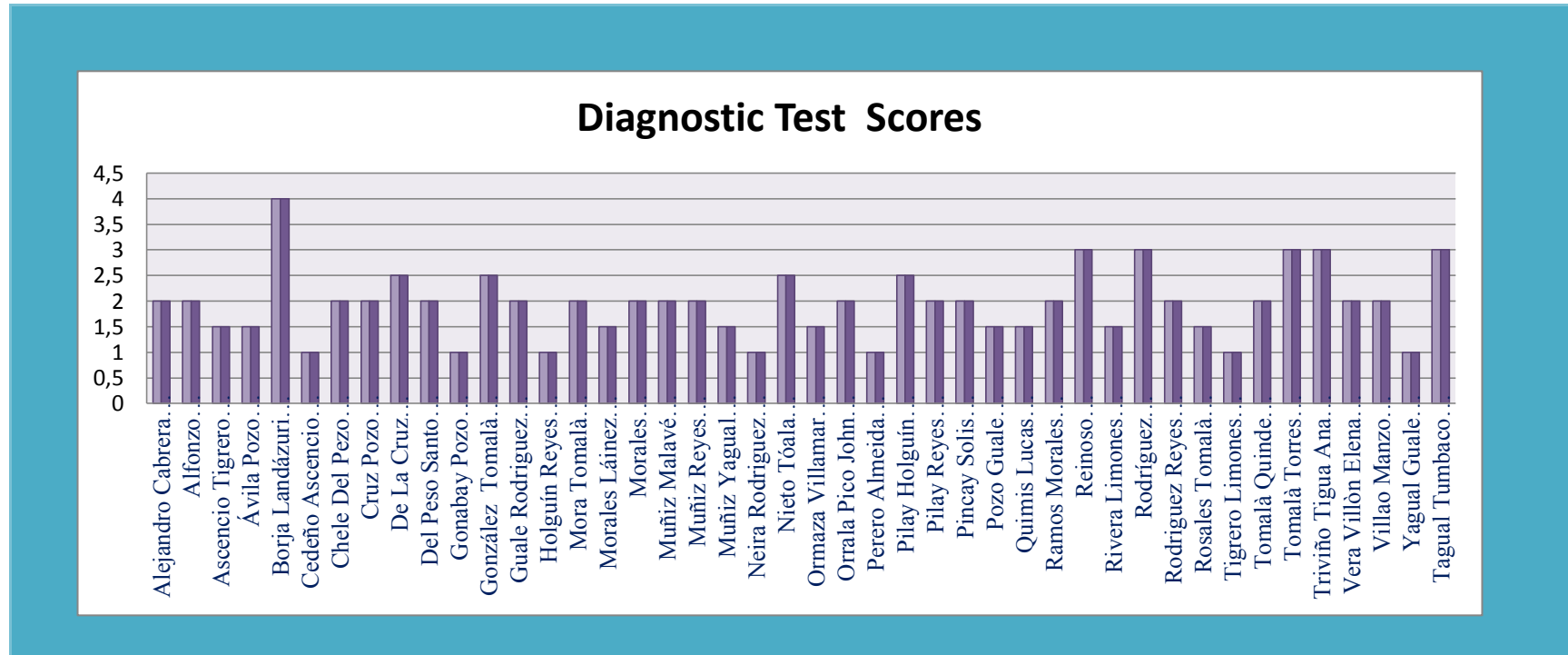
Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León.

4.6.2.2 Diagnostic Test Score

This graphic shows that the majority of students in the eighth in grade in the Escuela de Educación Básica “Trece de Abril” has a deficient vocabulary skill development.

Graph # 13: Results of the Vocabulary test of the eighth grade students



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León.

4.7 Comparison between the diagnostic test and final results

Chart # 21: Comparison between the diagnostic test and end Resource Book result

Nº	Names	Diagnostic Test scores	End Resource Book	Improvement percentage
1	Alejandro Cabrera Kerly E.	2	5	30%
2	Alfonzo Rodriguez Anahí S	2	5	30%
3	Ascencio Tigreiro Shirley L.	1,5	5,5	40%
4	Ávila Pozo Manuel S	1,5	5	35%
5	Borja Landázuri Alejandro	4	7	30%
6	Cedeño Ascencio Danitza J.	1	6	50%
7	Chele Del Pezo Pierre A.	2	5,5	35%
8	Cruz Pozo Katherine N	2	5,5	35%
9	De La Cruz Tigreiro Jackson	2,5	6	35%
10	Del Peso Santo Mabell J.	2	5	30%
11	Gonzabay Pozo Keyla M.	1	4,5	35%
12	González Tomalà Jandri	2	4,5	25%
13	Guale Rodríguez Cindy M.	2	5	30%
14	Holguín Reyes Kleiner S.	1	4	30%
15	Mora Tomalà Steven Daniel	2	8	60%
16	Morales Láinez Luis A.	1,5	6	45%
17	Morales Rodríguez Darío A.	2	5	30%
18	Muñiz Malavé Edder Jordy	2	5	30%
19	Muñiz Reyes Domenica B.	2	6	40%
20	Muñiz Yagual Ruth Yaritza	1,5	6	45%
21	Neira Rodríguez Ronaldo I.	1	5	40%
22	Nieto Tóala Francisco S.	2,5	6	35%
23	Ormaza Villamar Ángelo R.	1,5	4,5	30%
24	Orrala Pico John Anthony	2	5	30%
25	Perero Almeida Aida L.	1	5	40%
26	Pilay Holguín Jonathan J.	2,5	6	35%
27	Pilay Reyes Anthony Stick	2	5	30%
28	Pincay Solis Yumira A.	2	5	30%
29	Pozo Guale Caroline A.	1,5	5	35%
30	Quimis Lucas Melanie M.	1,5	6	45%
31	Ramos Morales Edgar Jair	2	6	40%
32	Reinoso Rodríguez Andrea	3	6	30%
33	Rivera Limones Niexer J.	1,5	5	35%
34	Rodríguez González Steven	3	8,5	55%

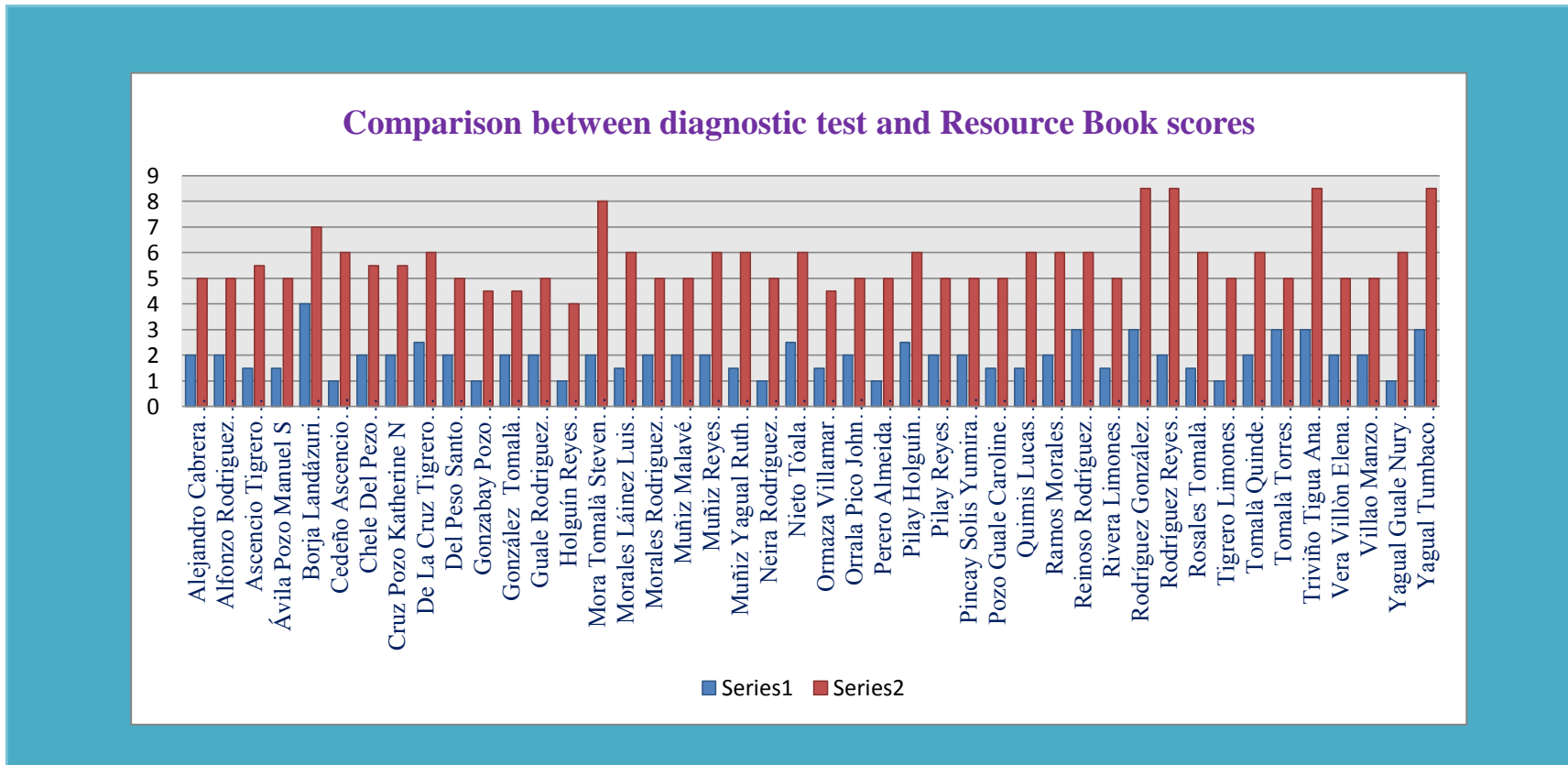
35	Rodríguez Reyes Jonathan	2	8,5	65%
36	Rosales Tomalà Melanie D.	1,5	6	45%
37	Tigero Limones Karen M.	1	5	40%
38	Tomalà Quinde Yaritza .	2	6	40%
39	Tomalà Torres Gerson N.	3	6	30%
40	Triviño Tigua Ana Cristina	3	8,5	55%
41	Vera Villòn Elena Elizabeth	2	5	30%
42	Villao Manzo Niurka D.	2	5	30%
43	Yagual Guale Nury Tamara	1	6	50%
44	Yagual Tumbaco Nathaly J.	3	8,5	55%

Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León.

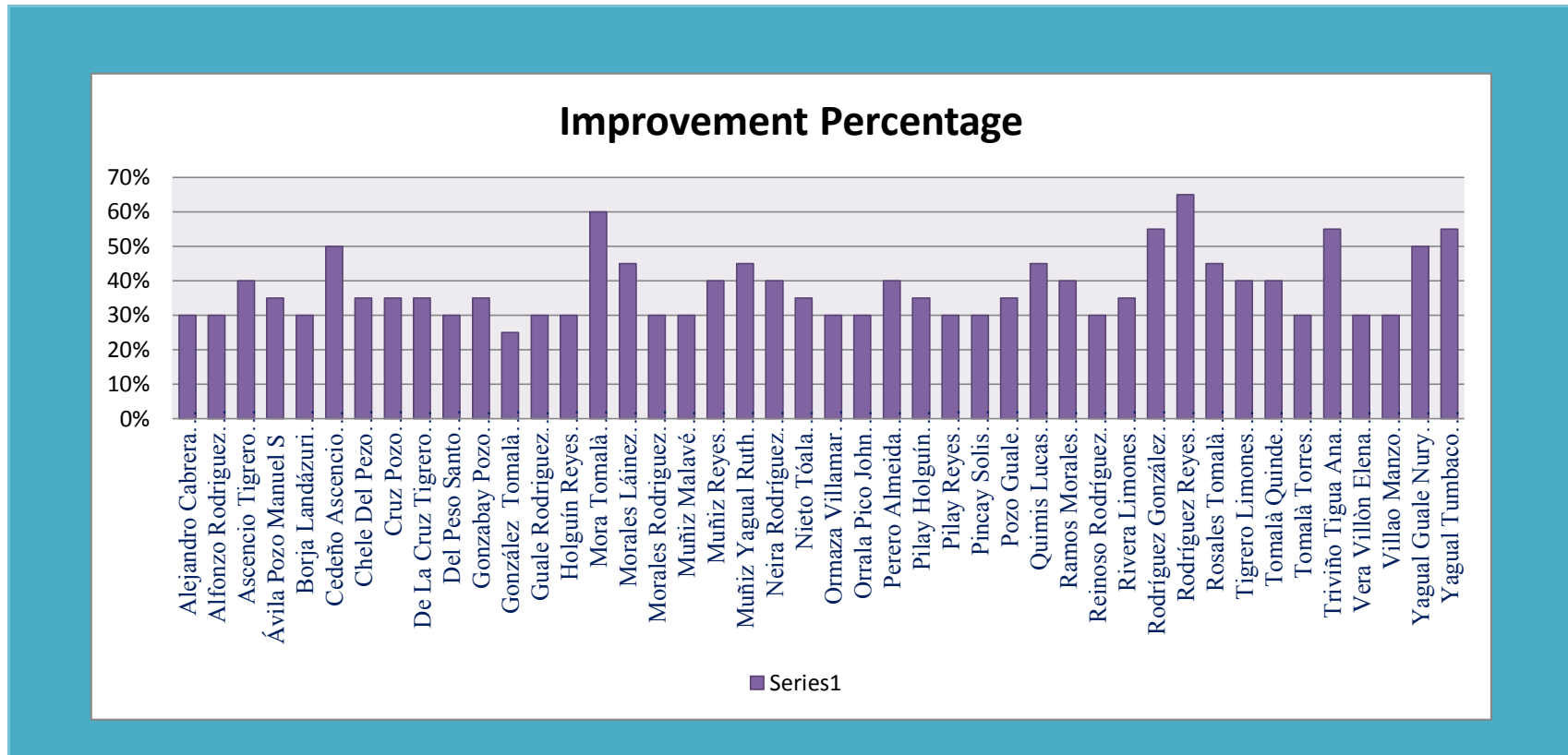
4.7.1 Analysis of the students' results

Graph # 14: Comparison between diagnostic test and end Resource Book scores



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”
Author: Gloria Geomar Urrunaga León.

Graph # 15: Improvement percentage



Source: Eighth grade students at Escuela de Educación Básica “Trece de Abril”

Author: Gloria Geomar Urrunaga León.

4.8 Strategies of improvement

Chart # 22: Strategies of Improvement

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none">• Classes without didactic resources.• Tradicional English classes.• Low level of vocabulary activities.	<ul style="list-style-type: none">• Students acquire competences on the use of new didactic resources.• English classes using didactic and motivational strategies• Increase vocabulary activities

Author: Gloria Geomar Urrunaga León.

4.9 CONCLUSION AND RECOMMENDATION

4.9.1 Conclusion

- ❖ During the teaching-learning process, the activities offered in this proposal were very useful and beneficial to develop learning abilities in the students.
- ❖ The didactic activities and innovative strategies presented in this Resource Book are instructive tools that contributed to the students' educational process.
- ❖ The students of Eighth Grade improved their skills through the use of the Resource Book by applying different didactic activities and strategies.
- ❖ The application of a Resource Book of didactic activities measured and improved the students' educational skills to learn new vocabulary.
- ❖ The Resource Book of didactic activities allowed students to develop their independent skills such as: Listening, Speaking, Reading and Writing.

4.9.2 Recommendations

- ❖ A colorful Resource Book should really catches the student's attention. It will be used as a complement to the teaching-learning English vocabulary process.
- ❖ The teacher should develop motivation techniques to encourage students in the classroom.
- ❖ The teacher should plan teaching strategies to develop activities in class in an organized way to improve vocabulary learning skills.
- ❖ The teacher should create a pleasant environment to teach, she should use the Resource Book with didactic activities to innovative strategies for teaching English according to the students' English knowledge.
- ❖ A Recourse Book should be recommended to be used in different grades at Escuela de Educación Básica "Trece de Abril".

TIMETABLE

Chart # 23: Research Project Work Timetable

ACTIVITIES	2016																																						
	Feb.				March				April				May				June				July				August				Sep				Nov			Feb		M ar	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	1	2	1	3
Appointment with tutor	x																																						
Delivery of Proposal Project Work		x	x	x																																			
Development and Delivery Chapter I.																																							
Revision and correction Chapter I																																							
Development of Chapter II																																							
Revision and Correction Chapter II																																							
Development of Chapter III																																							
Revision, Correction Chapter III																																							
Development of Chapter IV																																							
Revision and Correction Chapter IV																																							
Implementation of the Proposal Project Work																																							
Development Abstract Introduction, Preliminary																																							
Deliver of Proposal project work																																							
Pre-defense of Thesis																																							
Defense of Thesis																																							
Graduation																																							

Author: Gloria Geomar Urrunaga León

GENERAL RESOURCES

5.1.1 Materials

Chart # 24: Materials Resources

N°	DESCRIPTION	UNIT COST	TOTAL COST
8	Ream Paper	\$ 3,00	\$ 24,00
12	Ink	\$ 4.50	\$ 54,00
	Others	\$ 1,00	\$ 30,00
	TOTAL		\$ 93,00

Author: Gloria Geomar Urrunaga León.

5.3.2 Technology

Chart # 25: Technological

DESCRIPTION	UNIT COST	TOTAL COST
Computer	\$ 500,00	\$ 500,00
Printer	\$ 130,00	\$ 130,00
Internet	\$30,00	\$ 300,00
Pendrive	\$12,00	\$ 12,00
CDs	\$1,00	\$1,00
TOTAL		\$ 943,00

Author: Gloria Geomar Urrunaga León.

5.1.3 Economic

Chart # 26: Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 30,00	\$ 30,00
Others expense	\$ 50,00	\$ 50,00
TOTAL		\$ 80,00

Author: Gloria Geomar Urrunaga León.

5.1.4 Budget

Chart # 27: Budget

DESCRIPTION	TOTAL COST
Materials	\$ 93,00
Technology	\$ 943,00
Economic	\$ 80,00
TOTAL	\$1126,00

Author: Gloria Geomar Urrunaga León.

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Appendix # 1: Constitución del Ecuador

Artículo	Descripción
Art. 26	<p>La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado..</p> <p>Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.</p>
Art. 27	<p>La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.</p>
Art.28	<p>La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente.</p> <p>Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones.</p> <p>El aprendizaje se desarrollará de forma escolarizada y no escolarizada.</p> <p>La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.</p>
Art. 347 (Numeral 8)	<p>Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales</p>

Appendix # 2: Childhood and Adolescence Law Code

Artículo	Descripción
<p>Art.37 (numeral 1,2,3)</p>	<ol style="list-style-type: none"> 1. Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que: 2. Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente. 3. Respete las culturas y especificidades de cada región y lugar.. 4. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender.

Appendix # 3: Law Intercultural of Education

Artículo	Descripción
<p>Art.6</p>	<p>e. Asegurar el mejoramiento continuo de la calidad de la educación;</p> <p>d.. Asegurar que todas las entidades educativas desarrollen una educación integral, co-educativa, con una visión transversal y enfoque de derechos;</p>
<p>Art. 19</p>	<p>El Estado en todos sus niveles de gobierno y en ejercicio concurrente de la gestión de la educación, planificará, organizará, proveerá y optimizará los servicios educativos considerando criterios técnicos, pedagógicos, tecnológicos, culturales, lingüísticos, de compensación de inequidades y territoriales de demanda. Definirá los requisitos de calidad básicos y obligatorios para el inicio de la operación y funcionamiento de las instituciones educativas.</p>

Appendix # 4: Interview directed to Specialist # 1



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE EDUCACIÓN E IDIOMA CARRERA LICENCIATURA EN INGLÉS SPECIALIST'S INTERVIEW

This interview will contribute to obtain important data for the research paper **RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL” LA LIBERTAD, PROVINCE OF SANTA ELENA 2015 -2016.**

Specialist # 1

1. What do you think is the best strategy to help the students develop vocabulary skills in the English Language? Mention one
2. What is your opinion about the use of a Resource Book as didactic tool to teach English Vocabulary?
3. Do you consider that a good resource book with different activities would help them learn vocabulary?
4. What kind of didactic activities will you recommend that a Resource Book should have to develop vocabulary?
5. Which are the advantages to learn vocabulary with a resource book?
6. Why do you think that an activity book could help to motivate and learn vocabulary?

Appendix # 5: Interview directed to Specialist # 2



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE EDUCACIÓN E IDIOMA CARRERA LICENCIATURA EN INGLÉS SPECIALIST'S INTERVIEW

This interview will contribute to obtain important data for the research paper **RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL” LA LIBERTAD, PROVINCE OF SANTA ELENA 2015 -2016.**

Specialist # 2

1. Why do you think that it is important to teach English vocabulary to the students in school?
2. Do you consider that didactic activities are important to develop vocabulary in English language?
3. Why do you believe that a vast and diverse vocabulary will help students to master the English language?
4. Do you consider that motivational technics could help students to want to learn English vocabulary in class?
5. Do you consider that English teachers use adequate didactic skills for the development of vocabulary?

Appendix # 6: Interview Directed to Principal



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE EDUCACIÓN E IDIOMA CARRERA LICENCIATURA EN INGLÉS PRINCIPAL`S INTERVIEW

This interview will help to obtain important data for the research paper titled **RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL” LA LIBERTAD, PROVINCE OF SANTA ELENA 2015 -2016.**

1. In this institution, is the English subject a priority? Why?
2. Do you consider that English language is very important? Why?
3. What type of didactic activities do students perform in a classroom?
4. What kind of didactic materials the teacher uses to teach English?
5. Do you consider listening to songs in English is important to improve vocabulary?
6. In the classroom, does the teacher use karaoke to improve and motivate the learning activities in the students?
7. Do you consider that by teaching a variety and comprehensible vocabulary, students could eventually master the English language?
8. What do you think it should be the best strategy to help students to develop English vocabulary? Mention One.
9. Do you believe motivation is important for the students to learn English?
10. Do you think that real life scenarios are necessary to prepare students to improve their learning?
11. What didactic activities do you use with your students to teach vocabulary?
12. Do you consider a resource Book with different activities a good aid to improve vocabulary skills?

Appendix # 7: Teacher`s Interview



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD DE CIENCIAS DE EDUCACIÓN E IDIOMA CARRERA LICENCIATURA EN INGLÉS TEACHER`S INTERVIEW

This interview will contribute to obtain important data for the research paper **“RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL” LA LIBERTAD, PROVINCE OF SANTA ELENA 2015-2016”**.

1. Does the Institution have infrastructure and technological equipment to teach English?
2. Which is the vocabulary English Knowledge of your students?
3. Does the school have didactic resources according to the pedagogical lesson plan?
4. Do the students participate in extracurricular activities that help them to develop the learning of the English language? Mention one.
5. What training do you consider an English teacher should have?
6. What types of didactic tools do you use to improve teaching vocabulary?
7. Do you get teaching training to improve and learn new methods to teach English?
8. Do you believe motivation is important for the students to learn English?
9. Do you think that real life scenarios are necessary to prepare students?
10. Do you think with teaching strategies the students will learn new vocabulary?
11. What didactic activities do you use with your students to teach vocabulary?
12. Do you consider a resource Book with different activities is a good aid to improve vocabulary skills?

Appendix # 8: Student's Survey



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE EDUCACIÓN E IDIOMA
CARRERA LICENCIATURA EN INGLÉS
STUDENT'S SURVEY**

This interview will contribute to obtain important data for the research paper **“RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL” LA LIBERTAD, PROVINCE OF SANTA ELENA 2015-2017”**.

1. Do you like English classes?
a) Always b) Sometimes c) Never
2. How do you think the English classes are?
a) Dynamic c) Funny e) Difficult
b) Boring d) Easy.
3. Do you consider that English is an important subject in the Curriculum?
a) Always b) Sometimes c) Never
4. Do you consider that English classes are sufficient to learn English vocabulary?
a) Always b) Sometimes c) Never
5. Do you understand the instructions that your teacher provides in class
a) Always b) Sometimes c) Never
6. How much time do you dedicate to learn English on the daily basis?
a) 10 minutes b) 20 minutes c) 30 minutes
d) 1 hour d) none

7. How many new words do you learn in each English class?

- a) 2 words b) 3 words c) 5 words
d) More

8. Do you think that the English teacher applies good teaching strategies in the classroom?

- a) Always b) Sometimes c) Never

9. Does the school use pedagogical tools to teach-learn English

- a) Always b) Sometimes c) Never

10. Do you consider necessary the implementation of a resource book to have student's vocabulary practice only to improve their English skills?

- a) Always b) Sometimes c) Never

11. Do you consider that stories are a good didactic methodology to develop interaction and motivation in English class?

- a) Always b) Sometimes c) Never

12. What type of strategies would you like your teacher to use to teach English vocabulary?

- a) Game b) Stories c) music
d) Roll- Play

Appendix # 9: Diagnostic test

DIAGNOSTIC TEST FOR EIGHTH GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA “TRECE DE ABRIL”

NAME DATE:

Grammar Sequence

SIMPLE PRESENT

PERSONAL INFORMATION AND GREETINGS

1. Read the questions. Then, answer them with your personal information.

What is your name? _____

How are you? _____

How old are you? _____

Where are you from? _____

What is your nationality? _____

ADJECTIVES FOR PHYSICAL DESCRIPTION

2. Look at the family pictures and describe in each one of them. Use the words bank.

Shoes	small	attractive
black	straight	beautiful
elegant	dress	tall



My Father is _____, _____ and

has _____ hair.

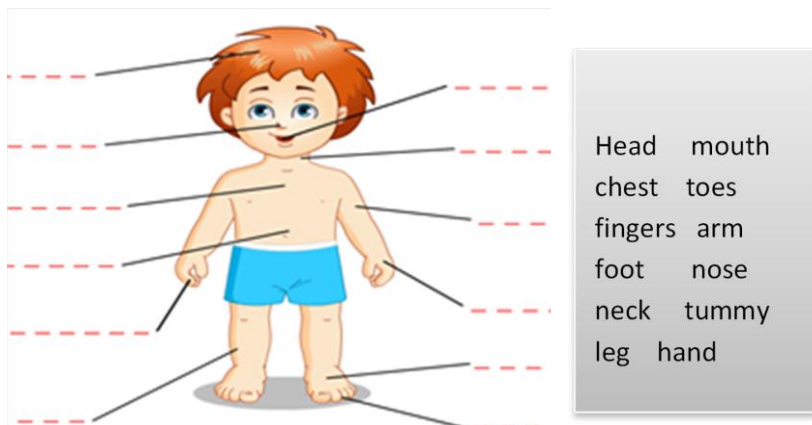
My mother is _____, _____

and has _____ hair.

My sister is _____, she wears

_____ and red _____

3. Label the different parts of our body using the words in the box.



SPECIAL DATES

4. People celebrate special dates in different parts of the world. Complete the sentences below with the months of the year, days on the week or dates.

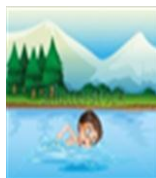
- | | | |
|----------------------------|-------------------------|----------|
| 1. 14th February | 3. 25th December | 5. _____ |
| 2. 1 st January | 4. 15 th May | |

- a. Christmas is _____
- b. My birthday is _____
- c. Mother`s day is _____
- d. Valentine`s days is _____
- e. New Years is _____

PRESENTE PROGRESSIVE: VERBS

5. Choose and circle the correct word according to the pictures.

swim



write

dance

like

talk

love



eat



play

say

look



have

read

enjoy



listen

sleep

drink



dream

run

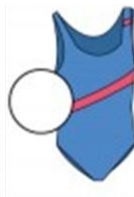
5. Complete the sentences with corret form the verb using the present progressive

- a. Bob _____ (play) soccer.
- b. The girls _____ (listen) music.
- c. Mary and Sammy _____ (walk) toward at school.
- d. Dogs _____ (run) at the beach.
- e. Peter _____ (write) a letter

Clothes

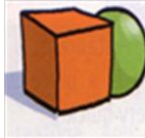
6. Write in the circle the correct number according the pictures. Then, write the words.

1. boots	2. swimsuit	3. pants	4. skirt	5. shoes	6. dress
----------	-------------	----------	----------	----------	----------



PREPOSITION OF LOCATION

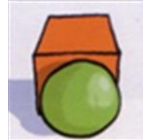
7. Choose the correct words, about proposition of location. Where is the ball?



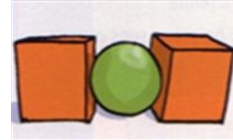
next to/ on



in / behind



in front of /under



between / next to

DAILY ROUTINES

8. Match the letter with correct routine.

Brush your teeth (a)

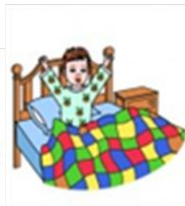
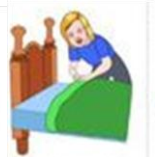
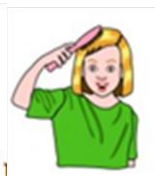
Wake up (b)

Brush your hair (c)

Take a shower (d)

Go to bed (e)

Do homework (f)



Appendix # 10: Acceptance letter



ESCUELA DE EDUCACIÓN BÁSICA "TRECE DE ABRIL"

Dirección: Ciudadela General Enríquez Gallo, Ave. 12 e/calles 38 y 39
AMIE: 24H00254 -Teléf.: 2783442 -Email: ceb_trecedeabril@yahoo.es
La Libertad – Santa Elena



La Libertad, 30 de Mayo del 2016
Oficio N° 277 – EEBTA

Master
Glenda Pinoargote Parra
DIRECTORA DE LA CARRERA LICENCIATURA EN INGLES
En su despacho.-

De mis consideraciones

Reciba Ud. nuestro más atento y caluroso saludo a nombre de E.E.B. "TRECE DE ABRIL", con los mejores deseos de que su gestión administrativa siga en marcha ascendente en beneficio de toda la comunidad peninsular.

En contestación al oficio N° CLI-UPSE-2016-110-OF, le comunico que la Señora Gloria Geomar Urrunaga León, tiene nuestra aceptación para la ejecución de su proyecto de titulación "Resource Book to Improve Vocabulary Skill", en la EEB "Trece de Abril", en calidad de Directora de la Institución Educativa Autorizo a la Estudiante antes mencionada a que realice su Proyecto de Titulación en la Institución que dirijo, durante el tiempo que estime conveniente por lo que le daremos las facilidades a fin de que pueda cumplir con vuestro objetivo.

Particular que comunico a usted para los fines pertinentes.

Atentamente


Lic. Gina Touma Cusme
DIRECTORA (E)



Attachment # 11: School Certificate



ESCUELA DE EDUCACIÓN BÁSICA "TRECE DE ABRIL"

Dirección: Ciudadela General Enriquez Gallo, Ave. 12 e/ calles 38 y 39
AMIE: 24-H00254 -Teléf: 2783442 -Email: ceb_trecedeabril@yahoo.es
La Libertad – Santa Elena



La Libertad, 24 de Octubre del 2016
Oficio N° 309 – EEBTA

Master
Glenda Pinoargote Parra
DIRECTORA DE LA CARRERA LICENCIATURA EN INGLES
En su despacho.-

De mis consideraciones

Reciba Ud. nuestro más atento y caluroso saludo a nombre de E.E.B. "TRECE DE ABRIL", con los mejores deseos de que su gestión administrativa siga en marcha ascendente en beneficio de toda la comunidad peninsular.

En contestación al oficio N° CLI-UPSE-2016-110-OF, en el que se autorizó a la **Señora Gloria Geomar Urrunaga León**, efectúe el proyecto de titulación "**Resource Book to Improve Vocabulary Skill**", en la EEB "Trece de Abril", en calidad de Directora de la Institución Educativa **CERTIFICO** que la Estudiante antes mencionada culminó con éxitos la investigación de su Proyecto de Titulación en la Institución que dirijo.

Particular que comunico a usted para los fines pertinentes.

Atentamente


Lic. Gina Touma Cusme,
DIRECTORA (E)



Appendix # 12: Adviser certificate

La Libertad, 08 de Noviembre de 2015

CERTIFICACIÓN DEL DIRECTOR DE TRABAJO DE TITULACIÓN

Abg. LEO A. CHAVEZ GONZABAY, MSc, TUTOR DEL TRABAJO DE TITULACIÓN DEL EGRESADO **GLORIA GEOMAR URRUNAGA LEÓN** DE LA CARRERA DE LICENCIATURA EN INGLÉS.

CERTIFICA:

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

Atentamente.



Ab. Chávez Gonzabay Leo A. MsC.

C.I. 0906716766

DOCENTE TUTOR

Appendix # 13 Antiplagiarism Certificate

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA



La Libertad, 8 de Noviembre del 2016
CERTIFICADO ANTIPLAGIO
001-TUTOR LACHG-2016

En calidad de tutor del trabajo de titulación denominado “RESOURCE BOOK TO IMPROVE VOCABULARY SKILL IN STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACION BASICA “TRECE DE ABRIL”, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2015 - 2016”, elaborado por la estudiante Gloria Geomar Urrunaga León, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, Escuela de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema anti-plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente

Ab. Chávez Gonzabay Leo A. MSc.

C.I.: 0906716766

DOCENTE TUTOR

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA



Chapter I

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UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES ENGLISH TEACHING CAREER
TOPIC:
PROPOSAL PROJECT WORK
RECURSO BOOK TO IMPROVE VOCABULARY SKILLS FOR EIGHTH GRADE STUDENTS AT ESCUELA DE EDUCACION BASICA 'TRECE DE ABRIL', LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2013 - 2016
AUTHOR: Geomar Umrigar
LA Libertad
CHAPTER I
CHAPTER I
THE PROBLEM
1. True
RECURSO BOOK TO IMPROVE VOCABULARY SKILL FOR EIGHTH GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA "TRECE DE ABRIL", LA LIBERTAD, PROVINCE OF SANTA ELENA.

Chapter II

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It is important to know how words are remembered and stored in the minds of students and how long-term memory is organized. Therefore, students need to be able to gather the information for as long as possible. While practice is important, students use the words to continue with each other, being typical of the new elements to complete sentences. Resulting from this is a demand, which means that the presentation of new vocabulary is divided into sequences, followed by a demand review to be repeated by the learners later in periods ranging from several days to several weeks. For example, at the end of the lesson, at the next class, there will be a feedback of the previous class to ensure learners are assimilating the material presented. This procedure is a recurrent activity, which is useful in the classroom, which is clearly a key to learning attention. (LIT-ROB-06-3-0622-1/History, 2016).

2.3.3 The importance of vocabulary acquisition Consequently, knowledge and domain of vocabulary help students to explore the new foreign language and build an effective and local coordinated person in the development of communication through a variety of new words, understanding the similarities and differences between words as well as understanding the English system. (LIT-ROB-06-3-0622-1/History, 2016).

Teaching vocabulary for many teachers is difficult and complicated, due to its complexity. In some cases the teachers do not know how to teach or how to start a class with students and to have good results in the classroom.

The vocabulary is the most relevant element among people in the external field of learning of a foreign language. In other words, the language is based on a set of words. It is almost impossible to communicate without words. To achieve a positive result, the teacher must know, understand, and analyze the appropriate techniques that can be useful in the classroom. A main feature that a good teacher should have is that among her/his students the teacher will have a general objective material that will help students in their process of learning.

Chapter IV

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CHAPTER IV 4.2. Proposal Background Education is not a simple act of transmitting information, it is the educational process that leads to effective teaching and learning positive, permanent or continuous and English to test the exception, great challenges of modern education is presented in an active education which promotes creativity, motivation, learning individuals or group students work to positively contribute to the development of attitudes and skills necessary to have the English learner to learn a new language. The development of this proposal is to implement an educational resource to help students learn new words and have a wide vocabulary to facilitate and achieve better communication inside and outside the classroom, where the teacher interacts with students and transmit significant knowledge and to allow students to construct their own knowledge, which could facilitate the proper use and development of English skills with activities that help understanding the language. 4.3 Significance Speaking a new language is not a task that takes time, and for most students is very difficult, due to the present reality, it is important for the teacher to have different alternatives to use with the students and eventually to use in the whole school. It is important that teachers in this area show new alternatives of education according to the need of the student and the institution, due to this problem it was considered important to create a resource book to help the eighth grade students at Escuela de Educación Básica " Trece de Abril" to learn new English words and to develop their vocabulary so that in the future, students could have a wide range of vocabulary available to use and to be able to speak the language appropriately. This proposal was designed to help learning new vocabulary in the English language to the students of eighth grade at Escuela de Educación Básica "Trece de Abril" this research is based on how to motivate students to learn vocabulary and to develop English skills (speaking, reading, listening, writing) creating a book resource as a technique of teaching that supports student learning, where students will find defined activities that will be used to learn better and reinforce learning in class, where the main beneficiaries are the students. Changing traditional teaching where the teacher was only one who would speak in class and students were limited to listening. Changing the education traditional to modern is to use new techniques and methods that could facilitate the academic process. This proposal was developed to contribute in the quest to help students to improve and to develop the skills of English in class, to give the teacher a useful and necessary resource, a methodology generating action of knowledge to students and to transform the classrooms into a dynamic scenario where they feel confident and

Appendix # 14: UNODEA Certificate



Picture # 1



Picture # 1: Interview with Specialist 1.
Author: Gloria Geomar Urrunaga León.

Picture # 2



Picture # 2: Interview with Specialist.
Author: Gloria Geomar Urrunaga León

Pictures # 3



Picture # 3: Interview with Principal at Escuela de Educación Básica “Trece de Abril”.
Author: Gloria Geomar Urrunaga León.

Picture # 4



Picture # 4: Interview with English Teacher at Escuela de Educación Básica “Trece de Abril”.
Author: Gloria Geomar Urrunaga León.

Picture # 5



Picture # 5: Diagnostic test to students.
Author: Gloria Geomar Urrunaga León.

Picture # 6



Picture # 6: Students practicing the use of vocabulary with a game “Memory Game “
Author: Gloria Geomar Urrunaga León

Picture # 7



Picture # 7: Strategy of improvement in the classroom.
Author: Gloria Geomar Urrunaga León.

Picture # 8



Picture# 8: Strategy of improvement in the classroom
Author: Gloria Geomar Urrunaga León.

Picture # 9



Picture # 9: Students working in groups with resource Book.
Author: Gloria Geomar Urrunaga León.

Picture # 10



Picture #: Escuela de Educación Básica “Trece de Abril”
Author: Gloria Geomar Urrunaga León.