



**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF SCIENCE EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

TOPIC:

**“THE IMPLEMENTATION OF A HANDMADE QUIET BOOK
TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH
BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA
“JUAN MONTALVO FIALLOS”, SALINAS, PROVINCE OF
SANTA ELENA. SCHOOL YEAR 2018-2019”**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR’S DEGREE IN ENGLISH

AUTHOR:

SILVESTRE DE LA CRUZ VICKY KATIUSKA

ADVISER:

MSC. VERA CRUZATTI ROSSANA NARCISA

LA LIBERTAD – ECUADOR

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STATEMENT OF AUTHORSHIP

I, VICKY KATIUSKA SILVESTRE DE LA CRUZ, with ID number. 2400086886, 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 "The implementation of a handmade quiet book to develop vocabulary in students of fourth basic grade at Escuela de Educación Básica "Juan Montalvo Fiallos", Salinas, Province of Santa Elena. School year 2018-2019". Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

Vicky Silvestre
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ADVISER'S APPROVAL

In my role as Adviser of the research paper under the title “The implementation of a handmade quiet book to develop vocabulary in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”, Salinas, Province of Santa Elena. School year 2018-2019”. Prepared by VICKY KATIUSKA SILVESTRE DE LA CRUZ undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its evaluation of the board of examiners.

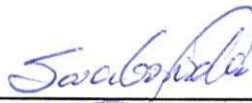
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I dedicate this research paper to those who have been during my whole career, to my parents; specially to my father Victor Silvestre who always supported and trusted me every day.

To my husband Efrain Baquerizo who gave me the strength to finish my career in difficult health problems and my daughter Alice Victoria who was the main engine to carry on with this.

To my sisters and brothers who always got me some advices to put in practice in life.

Moreover, I dedicate to all of the people who took part of my professional life and support in the development of this research project.

VICKY

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I wish to express my eternal gratitude to people who have been part of the research project. First of all, I want to thank God for letting me alive.

I would like to sincerely thank to my research project adviser who was a strong guide throughout this process, to UPSE for all the support during these 5 years and each professor for their patience, comprehension, and dedication.

Finally, I wish to thank to the principal at Escuela de Educación Básica "Juan Montalvo Fiallos" for her unconditional support in the application of the proposal.

VICKY

DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD; LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA.

Vicky Silvestre

VICKY KATIUSKA SILVESTRE DE LA CRUZ

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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

Vicky Silvestre

VICKY KATIUSKA SILVESTRE DE LA CRUZ

AUTHOR

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**AUTHOR: VICKY KATIUSKA SILVESTRE DE LA CRUZ
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ABSTRACT

These days, people are aware that learning a foreign language such as English, implies dominating the four language skills, and of course the vocabulary since it is a relevant part in this process. Most of the teachers who work in the educational area teach in a monotonous way, it causes learners can not reach the results expected to, and they can not be able to master the English language. Therefore, born the idea to implement an innovative learning strategy focus on Cognitive methodology which imply to use a handmade quiet book with activities to develop the vocabulary acquisition in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”. This research work has as main objective: to analyze the impact of the didactic strategy based on the implementation of a handmade quiet book used to teach the English language in nine years old children. To carry on the research, four groups of people who are the UPSE specialists were studied; the principal, the English teacher and the students of the Educational Institution previously mentioned. The events were recorded and the data were obtained through the use of multiple instruments and techniques: 1) interviews, 2) focus group, 3) observation (observation guide). The results obtained contributed to the application of the proposal. The proposal includes a handmade quiet book with 16 activities focused on vocabulary that the students had already learned, so this didactic resource was implemented as a reinforce the previous knowledge students acquired in past lessons. The students who were taught with this learning strategy obtained better results since the proposal offers them relaxing moments, while they learned in an easy and fun way. Therefore, the application of this kind of strategy in education can be a good pedagogical tool which can contribute to enhance the teaching learning process and as a result aid to improve the English level in learners.

KEY WORDS: Cognitive Approach, Learning Strategy, Didactic Resources, Sensorial Education, Vocabulary Teaching Vocabulary Learning, Vocabulary Acquisition.

INTRODUCTION

The educational setting has suffered a variety of changes lately, all of those modifications have made that professors, English teachers or teachers in general, apply innovative methods, techniques and even use technology in class, in order to make learners can acquire more easily a subject. Moreover, it has emerged different materials or didactic resources which can contribute, in a significant manner to aid within the teaching leaning process.

Therefore, the evolution of these didactic resources in class, remained the foremost idea in this research work in order to integrate them in the teaching process and also, they can be applied to complement the activities in class. That is the reason, the researchers launched the implementation of a handmade quiet book which contributed to develop vocabulary in students in the subject of the English language.

On the other hand, the learning of vocabulary is a need since it is relevant to communicate with people who speak English. Consequently, the application of a handmade quiet book to present and to develop the vocabulary acquisition, become in a significant didactic resource since it allows to catch the students' attention because of the colorful illustrations in each activity it contains.

The handmade quiet book with the activities was implement during two months in the educative institution previously mentioned. it worked as an aid to reinforce the book that students used in class focus on improve the vocabulary acquisition. Additionally, this research work covers significant information which contributed

to the stated problem, primarily focused on the vocabulary acquisition. Below there is a brief description of each chapter.

Chapter 1: This part includes the background of the problem to be considered, the students' deficiencies related to vocabulary acquisition, and even defines the objectives to solve these deficits.

Chapter 2: This part contains the theoretical references of authors such as Harmer, Thornbury; and others who contributed which their previous studies focus on the acquisition of a second language which were relevant in this research.

Chapter 3: This part implies the methodology which were applied in this research work, the instruments, and techniques of data collection used during the research procedure. Moreover, the interviews, the focus group, and observation which were applied to the population involved in this problematic

Chapter 4: It includes the beneficiaries and how they were exposed to the proposal, it describes how the proposal was developed with the students, the activities which were carried on using the handmade quiet book, and the final results.

CHAPTER 1

THE PROBLEM

1.1. PROBLEM STATEMENT

In the new era of globalization, learning English is a relevant tool, since English language has become in one of the essential languages around the world. It is set worldwide like the third language followed by Chinese and Spanish but in some areas, such Latin America is considered the second one. Besides, globalization has led to the great need to learn a language that is common to countries; particularly in Ecuador, in order to reach an effective communication around the world. Thus, failure to adjust to this demand would cause a great deterioration in the performance of the citizens of our country, and a huge delay in the development of it.

For instance, according to El Telégrafo (2014), it is mentioned that a score of 46.90 out of 100 ranked Ecuador in 48th place, with the lowest level of English among 60 countries in the world, according to an evaluation conducted by Education First (EF) . This is an international company specialized in language teaching. However, three years later, El Comercio (2017) stated that despite the importance of English, Ecuador still maintains a low level, according to the 2017 EF report. Ecuador ranked 55th out of 80 countries that participated in the English Proficiency Index (EPI). It means that the low level of English continues in our

country in spite of the new politics, curriculum and agreements that has been implemented in the field of teaching for the Ministry of Education of Ecuador.

For that reason, The Ministry of Education in 2014 generated the agreement N.052 that establishes the obligatory nature of the teaching English from the second grade of General Basic Education (EGB) to the third year of Bachelor in all public and private institutions in Ecuador. The agreement began to be implemented in the Sierra and Amazon Region in the school year (2016-2017), and was implemented in the school year (2017-2018) in the Coastal Region. The intention is that the students reach the B1 level when they leave the high school, and in that way learners have more academic, cultural and economic opportunities within this globalized world.

Although Spanish is considered the official Language in Ecuador and spoken by the major part of its population, The Ecuadorian Ministry of Education (2014) created a National Curriculum Guidelines for English as a Second Language (ESL), that standard is familiar with the Common European Framework or Reference (CEFR). The objective of the CEFR is to prepare students of Basic and Bachelor Education to feel immerse in the real life context included English. Teachers also apply these strategies in schools to develop the four language skills, in order to practice the language at school and outside of this, so it opens different opportunities for them.

These days, people in Ecuador should be aware that English language is everywhere for example in technology, latest discoveries, social communication and others so learn it, should be seem as a necessity to achieve goals in all areas of daily life and to broad the horizons of people, because learning a second language will benefit residents in their professional development since it has to become such an indispensable need as live since a long time ago; coming to improve different style of living.

Mastering the English language can make students, who dominate the English language skills (reading, writing, listening and speaking) reach a better future since at the present time, learning this language represents an indispensable requirement in many areas such as education, business, jobs, politics, technology and others. Likewise, they have the opportunity to know new cultures and traditions from other countries, so it is the opportunity to relate to the world and understand in a better way the society where we live.

1.2 CONTEXT OF THE PROBLEM

As soon as possible, the researcher had the chance to walk into the courtyard of the Escuela de Educación Básica, “Juan Montalvo Fiallos”, located in the Salinas city, province of Santa Elena. The researcher realized the problems that most of the students of fourth basic grade in that educative institution had related to learning English, particularly in the vocabulary acquisition. Thus, those problems affect the teaching learning process of English language are the following:

In spite of students have received basic knowledge related to English language and also, they have taken English class from first grade, it has not been enough since they continue demonstrating the same problems in vocabulary acquisition. For instance, learners received few hours of English class, specifically only one-hour per week; it causes they do not develop the four language skills, which help them to apply English in the classroom in order to keep an interaction with the teacher. Moreover, traditional class and few didactic resources, applied in class by the teacher causes learners do not acquire the vocabulary from the different topics (numbers, colors, professions, and others) which are taught and as a result they do not boost the vocabulary acquisition and get confused with other similar words or they do not recognize them.

On the other hand, teachers should look for some new didactic resources according to the students' grade, since the teacher needs to engage learners to the topic in order to make students learn to practice activities of the class that was learned and, in that way, provide them security: it means the teacher should give to their students relaxing moments with love and interactivity. Another important circumstance is that the topics are not suitable for child's age, so it could be the reason why the students can not reach good results in every English class to increase their vocabulary knowledge.

In order to avoid the problems mentioned teachers should have continuously training in which professional in education teach to them how to teach in a properly

way the different subjects particularly the English language, applying didactic resources accompany with new innovative methods and techniques, making more easily the teaching learning to the students. Therefore, the use of a handmade quiet book as a support of the basic textbook of the institution to reinforce the knowledge, will allow the students to make a funny environment and get the necessary vocabulary while practicing pronunciation and the oral skill with the objective they gain the needed words, which help them in present and obviously in their future student's life.

On the other hand, (Piaget, 1984) stated that learning begins with the first sensorimotor experiences, formed with cognitive development and language, where learning continues through the construction of mental structures, based on the integration of the cognitive processes themselves, where the person builds knowledge through continuous interaction with the environment. Therefore, for the child to reach its maximum mental development, it must cross from its birth different and progressive stages of the cognitive development. The child can not skip any of these stages and can not be forced to reach them faster. In turn these stages are divided into stages of cognitive development. These stages and psychological structures are developed from innate reflexes, organized during childhood in behavior patterns, internalized during the second year of life as models of thought, and develop during childhood and adolescence in complex structures intellectuals that characterize adult life.

Likewise, (Piaget, 1979) established in his theory focus on the cognitive development that in the **Third period: Stage of specific operations (from 7 to 12 years)** the child can apply logic. In other words, it means that children can apply this new understanding to concrete objects (those who have experimented with their senses). That is, the objects imagined or those that have not seen, heard, or touched. Therefore, the application of didactic resources such as a handmade book that let learners to have a good knowledge without to have the risk to forget the words, systematically including vocabulary in which they have to use some cognitive aspects such as their main senses (touch and sight).

Thus, with each vocabulary activity children have to touch the handmade book and speak, so in that way while students do the activities they can learn new vocabulary, to learn the words through to see and at the same time practice speaking saying the words, phrases, short sentences. Also children can create with their own hands the didactic resources, recognize its texture and objects used for making the handmade quiet book and others, becoming the teaching learning process effective, interactive, and interesting.

1.2.1 Problem Tree

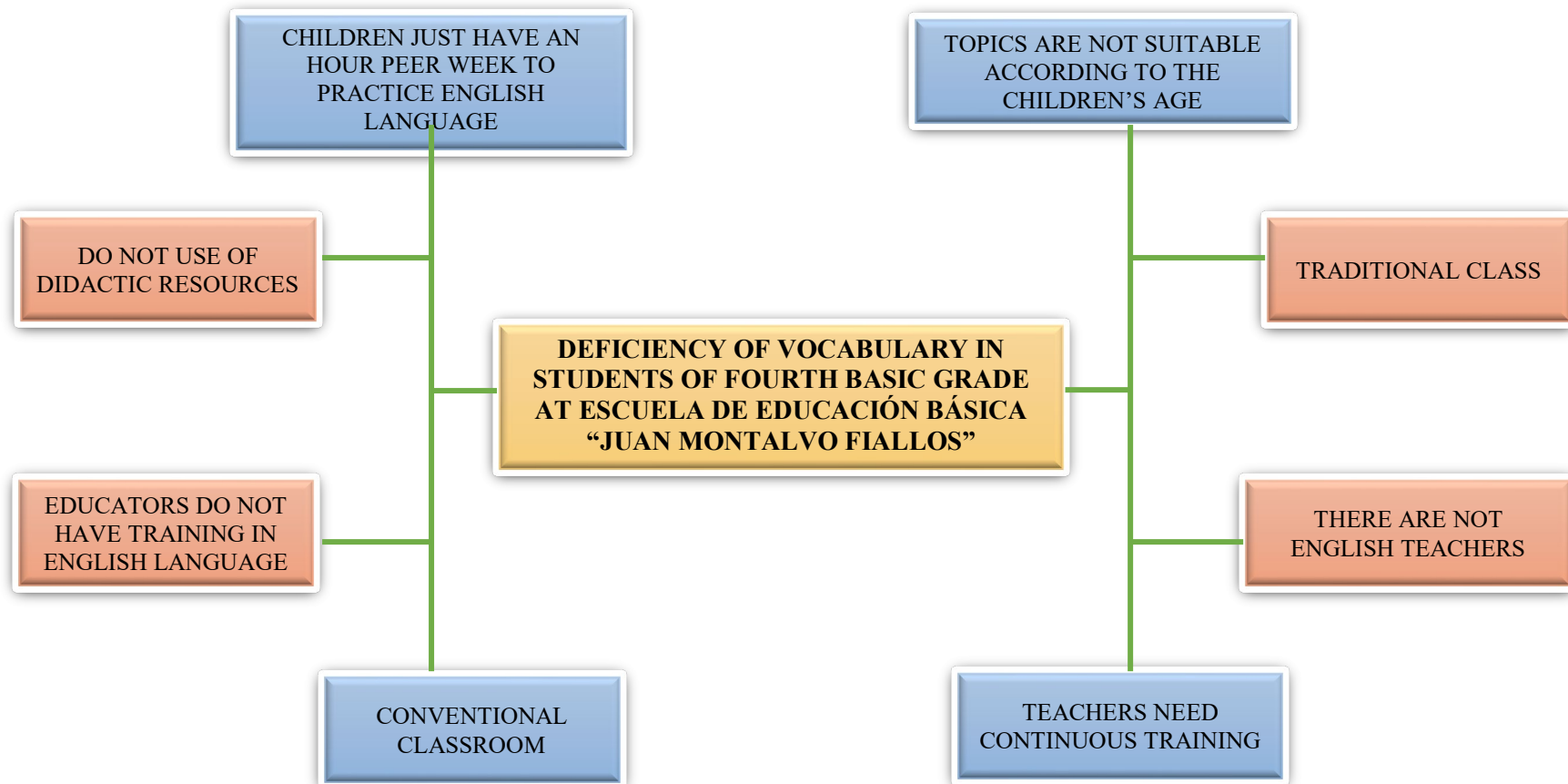


Illustration 1: Problem tree analysis

1.3. RESEARCH QUESTIONS

1. How relevant is the use of didactic resources for English teachers?
2. What is the impact of the handmade quiet book in teaching English?
3. What are students' attitude towards activities using this didactic resource in the classroom?
4. How can the use of this didactic resource contribute to improve vocabulary in students?

1.4. RATIONALE

The use of a handmade quiet book can be an effective didactic resource that should be implemented and applied in different subjects in the teaching learning process mainly in English class since it could aid to develop the oral production in children so this pedagogical strategy seems to be a good, fun, and interesting engaging method; which can help children to practice their pronunciation, learn new vocabulary, increase their motivation, creativity and interpersonal development, and at the same to promote the classroom interaction among the teacher and students.

This research work allows students to experiment new manners of learning, focus on reinforce the previous and new knowledge children have, utilizing a handmade quiet book, following the topics from the English textbook that is provided for the government with the aim children will be able to use the English language in the real life and in different contexts within this globalized world.

Therefore, the main purpose of this study is to improve the vocabulary acquisition and words pronunciation in students of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos” to delete the empty spaces in the vocabulary in order to fill the misunderstood of words that are common in the target language in the school. Thus, the implementation of a handmade quiet book with several activities as an extra supplement of the English textbook can awake the children’s imagination become the English class more comfortable, interesting, and fun.

To be more specific, the most interesting way to learn vocabulary is to catch the student’ attention with new and innovative ways of teaching, in this case through jazzy didactic resource. Moreover, it is important to mention the researcher and the idea to implement a handmade quiet book as a supplement of the English textbook, who plays an important role within this research work, becoming in the aid that children of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos” need in the acquisition of knowledge. Just for this way, students can be able to practice their oral production including pronunciation and learning new vocabulary only using this practical, easy, fun and didactic tool in English Language class.

Besides, the age of the children of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos” is not a problem to learn a second language since Álvarez (2010) established that in various studies in the field of Psychology and Pedagogy refer to the importance of beginning to study a second language at an early age since the child's brain is very molding and susceptible to new learning.

Due to in the first years of the children's life, the brain starts structuring the different nexuses among its neurons. Thus, if during this early process, children begin new learning, as in this case English as a second language, children will benefit in two ways. The first is that the children's brain will continue to increase their neural connections and the second is that they can learn at a faster pace and more easily. This suggests the best age to start studying a foreign language is between three and twelve years. It also joins the fact that at these ages, children can learn better and there are no pressures of various kinds that can hinder the children's learning. Therefore, this is why learning a foreign language at an early age greatly improves cognitive development and therefore children who learn English as a second language from early childhood demonstrate several cognitive advantages compared to children who do not.

Meanwhile, there are no learning difficulties, special learning problems, or a disease that affects cognitive development. For instance, children who have learning difficulties are those who show a significant educational discrepancy between their estimated intellectual potential and their actual level of achievement, in relation to the basic disorders in the learning process. That may or may not be accompanied by a demonstrable dysfunction of the central nervous system and may not show mental retardation or an educational or cultural deficiencies and neither serious emotional disturbances or sensory loss (Bateman, 1965).

Children with special learning problems show a mismatch in one or more of the basic psychological processes, which encompass the understanding or use of spoken or written language. They can refer in hearing disorders, speech thinking, reading, spelling or math. They include problems referred to as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, aphasia, etc. But learning problems due to visual delays, auditory motor, mental delays, serious emotional disturbances or environmental disadvantages are not included (Kirk, 1968). Also García & Tyler (2010) argued that other factors related to the LD of a second language would be the problems associated with the acquisition of new vocabulary, problems in auditory and visual processing with the coding and organization of new information.

Mateos (2016) states that if professionals also add the greater probability that children with biological risk have neurodevelopmental disorders -premature, children suffering from epilepsy, children with hormonal disorders, and other diseases of development- and if they add children with intelligence limit and of which still, in many cases, the cause is not known, it can suppose that specialists are faced with a great diversity of problems and a higher prevalence than indicated. To detect and treat this children population requires studies based on scientific evidence, and people with the necessary training to face the new challenges that disability demands, and must be supported by the political educational and health sectors.

UNICEF mentions something relevant in its study called “The Argument in Favor of Investment in Education and Equity”. It established that the pedagogical, sanitary, alimentary and financial interventions can improve the levels of learning. Evaluations of such interventions based on country-specific tests can help establish which are the most effective options in function of its costs. In addition, the solutions that enable the development and implementation of education and learning better and more effective and Equitable should be registered in the corresponding contexts using for that purpose deep analyzes of the education sector to determine what are the limitations and the specific obstacles that countries face. These analyzes should serve to improve the sectoral comprehensive education plans, in those that the evidence is reflected in policies that are relevant and that, the country considers as its own. To deal with the learning crisis too. It is necessary to strengthen the evaluation systems of the countries, especially in the lower grades. In addition, it is necessary to eliminate the obstacles, guarantee access and offer good opportunities of learning so that all children can do reality their inalienable right to good education quality. The international community and governments must affirm and comply with their commitment to provide to children an inclusive and equitable education.(UNICEF, 2015).

Thus learning problems is a generic expression referring to a heterogeneous group that manifests itself in disorders and difficulties in the acquisition and use of hearing, speech, reading, reasoning or mathematical skills, these disorders are intrinsic to the individual and are presumed to be due to dysfunctions of the central

nervous system. Although a learning disorder may occur simultaneously with other disabilities (eg, sensory impairment, mental retardation, emotional and social disorders) or due to environmental influences (eg, cultural differences, inadequate or inappropriate instruction, psychogenic factors), they are not the direct result of such disorders or insufficiencies (US National Committee for Learning Difficulties, 1981).

On the other hand, in a research carried out by (Valero & Jiménez, 2015). Called “Exploratory Study on Difficulties in Learning a Second Language: The Opinion of the Teaching Staff”. Demonstrates that Learning a second language is a complex process and, therefore, there are a lot of factors that influence its acquisition. This work has had the purpose of examining the existence of possible specific difficulties in learning English. Interviews were conducted with teachers in two phases: first, where the English specialists identified students with low performance in English and the second phase where generalist teachers reported the performance of those students in the rest of the subjects. The objective was to find out if there was a discrepancy in the performance profile of some students, that is, they did not exceed the curricular area of English but the rest of the areas did. Likewise, it was intended to examine the most frequent causes of problems in learning English.

In conclusion, this work provides novel data on the existence of a specific learning difficulty (LD) to learn a second language. It is only a starting point to continue confirming and investigating this LD with the ultimate goal of developing

individualized intervention strategies that allow students to acquire and develop properly in the domain of a second language. Meanwhile (Mateos, 2016). Concluded that the LD untreated or treated in a defective or untimely manner, are going to add school disruptions and emotional disturbances that may develop. With this perspective we want to emphasize the trace that will leave children ineffective and neglect by the institutions that have to deal with them.

For instance, children should increase their vocabulary acquisition because it is an essential tool to contribute in English class so it is going to make learners take part of the class, becoming them in active agent of knowledge and avoid that most students feel anxiety or nervous specially when they have to participate in class. Thus, the teachers apply the appropriate strategies, like a handmade quiet book to teach English.

Children can acquire the English knowledge since thanks to this, then learners will be able to establish words, short phrases, sentences and short conversations in order to keep real conversation in class, offering them relaxing moments to enhance the confident just using something that involve students like a handmade quiet book. It permits developing activities and recognize textures of didactic resources inside the teaching learning process and make students to feel immerse in the context of the English language.

1.5. RESEARCH OBJECTIVE

To develop vocabulary through the implementation of a handmade quiet book in students of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos”, Salinas, Province of Santa Elena.

1.6. IDEA TO DEFEND

The implementation of a handmade quiet book will develop vocabulary in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”, Salinas, Province of Santa Elena.

1.7. VARIABLES OF THE IDEA TO DEFEND

1.7.1. Dependent Variable: Vocabulary

1.7.2. Independent Variable: A handmade quiet book

1.8. SCIENTIFIC TASK

1. To determine the appropriate teaching learning strategies and methodologies used to develop the acquisition of new vocabulary in students of fourth basic grade at Escuela de Educación Básica Juan Montalvo Fiallos.
2. To design a handmade quiet book with fun activities to develop vocabulary in students of fourth basic grade at Escuela de Educación Básica Juan Montalvo Fiallos.

3. To implement a handmade quiet book as a didactic resource to develop vocabulary acquisition in students of fourth basic grade at Escuela de Educación Básica Juan Montalvo Fiallos.

CHAPTER II

THEORETICAL BASIS

2.1 PHILOSOPHICAL BASIS

In today's world of education, there are different theories which focus on how a person learns. One of those relevant theories in which is based this research work is the cognitivism model. Thus, Cognitivism includes all those theories that focus on the study of the human mind to understand how it interprets, processes and stores information inside the memory. That is to say, the main objective of cognitivism is to discover how the human mind is capable of thinking and learning. It is currently understood that cognition, as an act of knowing, is the set of processes through which sensory response (that which enters through the senses) is transformed, reduced, elaborated, stored, remembered or used. (Neisser, 1967)

Zapata-Ospina & Restrepo-Mesa (2013) express that the definition of the learning that children should achieve is always a first-order aspect in every society, since it is about, nothing more and nothing less than establishing that which is considered essential for the preservation and development of individuals and the human collective; it is a complex process of negotiation that happens in all the educational settings, from the family environment to the educational institutions, passing through the community contexts. In this process children an active role, where their interests and needs are put in play with the social, cultural, political and economic interests of the environment in which they live, placing permanently in discussion

the relevance of the learning that is necessary. promote and develop from childhood Therefore, Jean Piaget was probably the expert with the most influence on children development during the 20th century. His work related to the education of children had and continues to be relevant both in research on education and in the psychology of development. His vision of children's learning has also influenced the field of interaction designed for children. Moreover, Vargas (2012). mentioned that there are three aspects of Piaget's work: the process of adaptation, through which children construct knowledge; factors can affect its development; and the stages of their cognitive development. And also, relevant aspects of children-oriented education and social aspects developed during childhood that affect educational methodologies are indicated.

Piaget thought that development occurs through process of adaptation. This constitutes an active process when children construct cognitive structures through experimentation and interaction with the world. The idea that children actively construct their own knowledge through experiences, based on the cognitive structures present in each one is known as constructivism.

Piaget considered experience as a key factor in adaptation, essential to build knowledge structures. This emphasizes the importance of learning about the world through experimentation instead of simply receiving information about it. The importance that Piaget gave to social interaction in development is related to the possibility of passing knowledge from one generation to the next. This knowledge does not only consist of information, but also strategies. In educational processes,

this results in learning by imitation (observing how the instructor thinks and completes a task).

The most well-known and criticized contribution of Piaget is his idea of the stages of development. All children go through a series of stages during their development to concretize a logical, analytical and scientific thinking. At each stage, children exhibit typical behaviors, and there are limits to the mental operations they can perform. The order of the stages remains constant for children, and none can be skipped. Piaget proposed age ranges for each stage, but acknowledged that they will reach each stage at different ages, because they live at different speeds.

The proposed stages are three: preoperational stage (2 to 7 years), stage of specific operations (7 to 11 years), and stage of formal operations (11 to 16 years).

Children in the preoperational stage (2 to 7 years) are egocentric: they see the world only from their own perspective, and it is difficult for them to appreciate it from the point of view of others; Children in the concrete operations stage (7 to 11 years) are more likely to take into account someone else's perspective, which allows them to work better as a team and to be included in the design team at a certain level. More abstract concepts such as the use of deductive reasoning and the logical analysis of options tend to appear more consistently in the stage of formal operations (11 to 16 years).

By the way, Piaget gave another point of view focus on how children learn to propose that intelligence is the adaptation by excellence, the balance between a

continuous assimilation of things to the activity itself and the accommodation of those schemes assimilating objects. Because of this, in the plane of practical intelligence, the children only understand the learning (causality, spatial relationships, etc.) assimilating them through their motor activity, but simultaneously accommodates these structures to the details of events that are part of their previous experience.

For this reason, Piaget argued that children's intelligence can not only be treated by pedagogical methods of receptivity. As intelligence is an adaptation and implies an assimilation of things, all work of intelligence is based on interest. Also, Vygotsky (1988) attributed an important role to language in the organization of children's activities and their development. He argued that practical intelligence and the use of signs are essential in complex human behaviors, even though they operate independently during childhood. He proposed that the most significant moment in intellectual development occurs when speech and practical ability converge, giving rise to manifestations of practical and abstract intelligence. In this way, by incorporating the use of signs and speech in their actions, the children organize them in new ways. This is observed in the resolution of practical tasks by children, with the help of speech, eyes and hands. The language would be especially important insofar as it allows the children to plan, reducing the spontaneity of their behavior and the direct management of the tools. By becoming subjects and objects of their own behavior with the help of speech, they can exercise control over it.

In relation to the perception, he highlighted important connection with the movement. As an example, it alludes to the behavior of choice in children. An adult makes a preliminary decision internally and then makes a move to make the election effective. On the other hand, children selection process is conditioned by the movements they make (they make the decision while generating a movement of their body, such as their hands). Vygotsky proposed, based on experiences, that sign systems allow the reconstruction of the psychological structure, putting the movement at the service of the selection process, based on the stimuli received through perception.

Therefore, the use of the senses is a very important element in this paradigm, according to Da Silva & Signoret (2010). The internal processes that the human being acquires is by means of sensory information, since they transform it, translate it, they recover and use it, achieving a general interpretation of knowledge through the subject-environment relationship. Cognitive theory provides great contributions to the study of the teaching and learning process, and contributes to a greater knowledge of some essential skills for learning, such as attention, memory and reasoning.

According to Piaget (1979). The cognitive development called "spontaneous development" of thought, depends on individual internal factors (organizational system of thought and personality), organic development and situational context; the sum of these factors leads us to think from the same reality there can be completely different thoughts. Therefore, the human being is considered an

organism that performs an activity based primarily on the processing of information. Thus, the importance of how people organize, filter, code, categorize and evaluate information and structures or mental schemes are used to access to interpret and recognized.

This representation of reality will be different for each person since it will depend on their own schemes and their interaction with reality and, in turn, they will also gradually modify and sophisticate. Therefore, according to the cognitive theory "learn" constitutes the synthesis of the form and the content received by the perceptions, which act in a relative and personal way in each individual. In addition, are influenced by its individual backgrounds, methodical strategies and didactic resources.

Stigliano & Gentile (2013) mention from the cognitivist perspective and social interaction favor the development of logical reasoning and the acquisition of school knowledge, in relation with the cognitive reorganization process caused by the emergence of conflicts. Chunk (2012) says, learning is an information processing activity in which knowledge is organized at the cognitive level as symbolic representations that serve as a guide for action.

Learning occurs in act through real execution and vicarious way when observing models, listening to instructions and using printed or electronic materials. The consequences of behavior are especially important. Behaviors that produce successful consequences are conserved and those that lead to failure are discarded.

The cognitive theory presents a perspective of freedom of action of human behavior, since people can learn to set goals and self-regulate their cognitions, emotions, behaviors and environments in ways that facilitate achieving those goals. Some key processes of self-regulation are self-observation, self-evaluation and personal reaction. These processes occur before, during and after participating in tasks.

This theory (where the emphasis is placed on promoting mental processing) has created a similar change from the procedures for manipulating the materials presented by the instructional system, to the procedures for directing the processing and interaction of students with the instructional design system (Merril & Wilson, 1981). Moreover, it emphasizes the acquisition of knowledge and internal mental structures closed to the rationalist end of the epistemological continuum (Bower & Hilgard, 1981). Learning will be equated to discrete changes between states of knowledge rather than changes in the probability of response. This theory emphasizes the study of the internal processes that lead to learning, how information enters, how it is transformed in the individual, and how such cognitive processes are reproduced. They involve the recognition, of the form, the perception of meaning, generalizations and articulations, syntax, etc.

Besides, Hume (1977) expressed that human knowledge is based on impressions and ideas. Impressions are the raw data received by the senses; while ideas are copied that the mind gathers from those same impressions. Piaget (1979) presents the human maturational process through a series of periods or stages (sensorimotor

- preoperative - operative - formal) with specific characteristics and mental possibilities. The development and maturation take place in the following way: a practical and intuitive learning based on sensory information, which after a time of practice and reflection becomes a symbolic thought where the learned is handled in an abstract way and can be applied to a real situation

Vygotsky (1988) considers all people social beings and therefore the set of knowledge they acquire is a social product, which is assimilated as a consequence of a joint process of learning and organic development. The relationship that exists between learning and development is explained by the concept of Zone of Near Development (ZND), where we find two evolutionary levels: the first one that manifests itself through the tasks that the learner is capable of performing for himself/herself (Real Level of Development) and the second through the activities carried out with help (Level of Potential Development). Vygotsky (1978) established that this zone is defined as the distance between the actual-level of development (determined by the ability to independently resolve a problem, without the help of another person) and the level of potential development determined through the resolution of a problem under the guidance of an adult or in collaboration with a more capable partner. Therefore, it must be distinguished between what the students are capable of doing and learning by themselves, which is the result of their level of development and previous schemes, and what they are capable of doing and learning with the help and the competition of other people, observing them, imitating them, following their instructions or collaborating with them.

Cognitivists examine the students to determine their predisposition for learning (for example, how the students activate their learning) (Thomson et al., 1992). Additionally, analyze to students to determine how to design the instruction, so that it can be easily assimilated (for example, what are the mental structures already present in the student). It means that the knowledge has to be meaningful which aid to students to organize and relate new information with the existent knowledge in the memory. In other words, learning should be focused on the mental structures existent in students and the information ought to be organized in a way students be able to connect the new information with the previous knowledge in a meaningful way. This cognitive aspect implies that the main task the teacher includes: (1) comprehend that the learners bring different kind of learning experiences from the situation of the instruction that can impact the teaching learning results; (2) to determine in an efficient way the most easily manner to organize and structure the new information to connect with the knowledge, skills and previous experiences acquired for the students; and (3) organize activities with feedback in a way that the new information be effective and efficiently assimilated within the cognitive structure of the students. (Stepich & Newby,1988).

Cognitive approach

The cognitive approach facilitates the understanding and regulation of educational learning in situations characterized by their complexity, dynamism and uncertainty. Therefore, the cognitive approach focuses on the student's mental activities that lead to a response and recognize mental planning processes, goal formulation and

strategy organization (Shuell, 1986). This approach affirms that the "clues" or "cues" of the environment and the components of the instruction alone can not explain all the learning that results from an instructional situation. Additional key elements include how students attend, code, transform, rehearse, store and locate information. Thus, all of these the factors mentioned above influence the learning process, Winne (1985). The true center of the cognitive approach is located in changing the student by encouraging to use the appropriate instructional strategies.

Ertmer & Newby (1993) emphasized that knowledge is meaningful and that students are helped to organize and relate new information to existing knowledge in memory. learning, to be effective, must be based on the mental structures, or schemes, existing in the student' knowledge. It means that information should be organized in such a way that students are able to connect the new information with existing knowledge in some meaningful way. Analogies and metaphors are examples of this type of cognitive strategy.

Such cognitive emphases imply that English teacher designs main tasks (1) understanding that learners bring a lot of learning experiences to the instructional situation, which can impact learning outcomes; (2) determine the most efficient way to organize and structure the new information to connect with the knowledge, skills, and experiences previously acquired by the students; and (3) organize practice with feedback in such a way that the new information is effectively and efficiently assimilated and / or accommodated within the cognitive structure of the student (Stepich and Newby, 1988).

According to this current, learning is not complete if the new knowledge structures are not integrated in the previous structures. For cognitivists, three elements are fundamental in the learning process: the previous knowledge of the apprentice, the information he possesses and the mental representations he elaborates. (Cortes, 2013). According to the cognitivist approach, learning is an active, personal process and the construction of knowledge, through which learners select, organizes and incorporate into their cognitive system the information presented by themselves. In this sense, this approach privileges both the product resulting from learning and the processes that are put into practice to achieve it.

On the other hand, this approach postulates that students have a background of knowledge in their cognitive structure (both affective and cognitive) on which the new learning that is presented is "anchored". Therefore, learning is reliant on the relation that the learners can establish between the previous knowledge and the new contents that he must learn. Also, for learning to occur, this approach postulates that students must focus on the meaning to the new information, this implies that it must be processed in order to give it a personal organization, in this way the learning will be lasting over time.

2.2 EDUCATIONAL BASIS

Literature Review

Teaching English

Language acquisition center around learning vocabulary has been consider a critical this day for the students who need to learn English Language. In this way in training it assumes a significant part. In addition, taking in a language is urgent. In this way, ELL (English Language Learners) may have the capacity to speak and utilize it, they are likely considered as the main component in the improvement in their learning approach. (Yagual, 2017).

As indicated by Harmer (1998) preceding rehearsing the English language, there is a requirement for clarifying the students the questions that they can have. Consequently, teachers should give a portrayal or meaning of the ideas or procedure to take after. The training produces open doors for the students with the language, in a scope of settings which seeing that conceivable when they learn the English, the teacher engages the association of the exercises to reinforce the knowledge. It enables the students to learn the language and, in the meantime, they can apply in their real life. The hypothesis of Harmer (1998) prescribed that the individual method of practice ought to be coordinated into a development of activities in order to make students take advantage to enhance the production of the English language teaching. Therefore, the application of a handmade quiet book with some activities could be a good strategy that promote the interaction needed among the students

and of course the teacher who is the main agent within the teaching learning process in order to make learners reach the main objective that is to enhance the vocabulary acquisition in them.

Sensory Education

The objects of nature, artificial objects and their manipulation, as well as audiovisual images, constitute varied, permanent and effective sources of knowledge for children and adults. Focused attention to an area of the environment, through the sense organs, as sensory receptors, the stimulus or configuration of stimuli is detected that initiates the perceptual process. (Goldstein, 2006).

On the other hand, it is important to mention to Maria Montessori who focused her research precisely on the sensory education. Therefore, the Montessori pedagogy gives special attention to sensory and self-taught activities, with the support and use of innovative and stimulating materials (Beresaluce, 2009). This method includes three dimensions: motor education, sensory education and language; placing great emphasis on a complete development of the five senses. Since the senses are points of contact with the environment, and the mind, (Montessori, 1971).

One of the great merits of Montessori had given a pedagogical response to the real psychology of the students and had created a new type of school that promotes autonomy and self-occupation it is understood on the principle of the absorbing mind, which states that, while adults acquire knowledge with intelligence, children

absorb them with their psychic life that is, simply living, experiencing, this method is a different way of understanding the educational process. Search that the child can bring to light all their potential, interacting with a prepared environment, rich in materials, infrastructure, affection and respect, (Montessori, 1940).

Montessori sensory material Characteristics are the following:

- Materialized abstraction: it is grasped with the hands; it is understood with the mind. Attractant: beautiful, pleasant, always clean and complete.
- Alphabet for the world: what is learned applies to the world.
- Error control: through your own senses.
- Concentration: that allows learning.

Importance of Sensory Education

According to Sisalima & Vanegas (2013), sensory education is very important within the life of every person, the educator is the main line of intervention to provide children with an environment rich in stimuli, where they can experience and to explore, as a basis for the construction of its global development.

The relevant part of the sensorial education is the use of the senses, students can discover and learn the different characteristics of an object thus the best way to develop each one of the senses it is providing as many direct experiences as possible that allow learners. (Aranda, 2008).

In the same way, sensory education becomes very important in childhood, since by manipulating objects the children will be able to examine them, thus discovering textures, associating the name and the quality of them. From this, the knowledge schemes will be extended and reinforced by means of their own action and allowing the creation of stable structures of thought (Vilaboa, 2005)

Therefore, the importance of sensory education depends a lot on the creativity of each educator, in our hands is to stimulate the little ones all the senses, especially by putting a lot of interest and creativity in each of the activities.

Objectives of Sensory Education

Sisalima & Vanegas (2013) cited to Soler (1992) who gives in the field of early childhood education the following suggestions:

- Achieve a harmonious development of each of the senses.
- Develop the ability to understand sensory stimuli.
- Achieve a level of sensory education that allows coordination and intersensorial competition for better knowledge of the outside world.
- Adjust their responses to the sensory stimuli they receive, giving different responses to different stimuli and responses.
- Achieve true perceptions that correspond to the properties and conditions of things considered objectively.
- Confirm the learning of the near reality through direct sensory testing.

- Achieve through the different senses according to the environment in which they live in order to adapt the movements and control the reactions.
- Differentiate objects as units and be able to observe and isolate in them the sensations that are received by sight, hearing, touch and taste.
- Get to identify the causes that have produced certain sensations.
- Give value judgments about what is seen, heard, touched, tasted and perceived.

Sensory Organs

According to Sisalima & Vanegas (2013) express sensory organs play a very important role in the overall development of every person, because they help students to capture information from the outside through their senses, visual, tactile, auditory and olfactory, to then process in their brain. In addition, these organs help students to relate and discriminate certain elements, being able, in turn, to act separately or jointly but always with the same purpose: to collect as much information as possible.

What are the Senses?

The senses are functions that allow the children to perceive the external world by themselves, for this reason, each of the senses has a physical organ, so this is not evident to all the senses. That is why the sense organs are prepared to grasp certain

information; since they act in a joint way, in order to provide the children with an adequate knowledge of what surrounds them and acquire their own experience.

Classification of the Senses

Everything that the children perceives is thanks to the sensory organs, these help them to obtain the information of the environment. Among the sensory organs, we find six senses that are sight, touch, taste, smell and auditory. (Ulrich, 2008)

Sight Sense

According to Loos & Metref, (2007) sight is often considered as the most important sense of perception. The eyes help us to identify objects, people and the environment that surrounds us from different points of view and different distances. Through this sense, people differentiate colors, shapes and movements. Thus, with the sense of sight, the visual capacity of a child increases much more quickly and each day that passes will be willing to make new discoveries.

Touch Sense

The tactile sensibility of the child appears from an early age from birth. (López, 2011). Thus, from the moment in which the child is able to use his/her hands for the exploration of the stimulus, through the skin his/her evolution of the tactile experience varies sensibly. That is why the child needs tactile contact for their development, likes to touch and be touched is a source of knowledge for the child

that through the manipulation of objects learns to recognize shapes and textures since through these different textures the child relates them to acquire their learning.

Smell Sense

This sense allows to perceive odors. The human sense of smell is more sensitive than taste. The olfactory structure tends to deteriorate with age, so children tend to distinguish more smells than adults do. (Del Pozo, 2009); thus, everything we capture with the nose is transformed into information that reaches the brain and then goes to the limbic system, which influences the interrelation of the various functions of the organism and which probably regulates the subconscious and emotions. (Werner, 2009) Thus, through this sense child receive sensations from the chemical qualities of the objects and the environment, (Beltrán, 1997).

Auditory Sense

The auditory sense develops the ability to adequately perceive sounds, discriminate and imitate the rhythm, the timbre of the echoes existing in the environment and is the basis for the future development of the language of children. It is necessary to emphasize the importance of hearing in a child since it could be the main way to learn the language. For instance, the music an as media of learning could be a good factor to stimulate the development of the auditory sense in the child from the first month that his/her born. (González, 2006)

HANDMADE QUIET BOOK

What is a Handmade Quiet Book?

A handmade quiet book is a didactic resource made of different kind of materials; it could be created with cloth, foamex, paper, plastic, and others. It has the purpose students develop important English skills while they can manipulate and resolve activities by themselves through their own senses,

According to the Verneda (2015) it is a didactic book or sensory book, with activities inside. It is usually made of felt, combined with other materials such as fabric, ribbons, buttons, wool, etc. You can make Quiet Books for babies or for older children, adapting the level of difficulty of the activities.

These books contain manipulative and multisensory activities for the little ones. The activities are the most varied, but almost always oriented to the psychomotor disorder and the stimulation the senses. With these books children experiment, compose, manipulate, put on, touch, take out, and a lot of other games. In this way, creativity is encouraged, and the senses are stimulated by offering children sensations and opportunities to develop important skills in a relaxed and playing way. Some activities contained in these cloth books are inspired by the Montessori method, especially those that refer to the tasks of fine motor skills related to daily life.

Sanchez (2017) claims that they are also known as quiet book, sensory book, tactile book, silent book, cloth book, soft book. With these books children:

- Experience
- Touch
- They squeeze
- Take out
- Tie

Moreover, Benavides (2017) stated the Benefits of Sensory Books that are the following:

- Stimulation and Development of Skills
- Fine Motor Development
- Coordination Development
- Development of Creativity
- Awakening of Curiosity

Handmade quiet books include activities related to a specific theme (colors, letters, numbers, actions, and others.), so that children interact with the book while they learn and they have fun. They also promote psychomotor skills, concentration, logic and creativity depending on the activity to be carried out and the age at which the book is intended. These books are designed for children to discover and experience in a relaxed way, however some of them may require adult support.

VOCABULARY

What is vocabulary?

Cameron (2001) defines vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Meanwhile, (Hubbard, 1983). Defined vocabulary as an influential carrier of meaning. Additionally, Diamond & Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved.

On the other hand, Peñafiel (2016) gives another important definition from various authors in her research work related to vocabulary acquisition, for example (Graves et al., 2012). Characterizes vocabulary as the entire supply of words having a place with a branch of learning or known by a person. He likewise expresses that the lexicon of a language is its vocabulary, which incorporates words and expressions. Harmer (2011) expands Graves' definition encourage by expressing that lexicon sorts out the mental vocabulary in a speaker's brain.

Hatch & Brown (1995). expressed that vocabulary is a rundown of set of words for a specific language or a rundown or set of words that individual speakers of a language may utilize. The other definition is that vocabulary alludes to the aggregate of words utilized by, comprehended by, or at the order of specific individual of gathering. It implies vocabulary is all expressions of specific

language, which is comprehended and utilized by the speakers of the language. It implies vocabulary is the expertise in recognizing words and its significance.

Along these lines, the students ought to have the capacity to perceive words, and know their implications. Subsequently, when a student is adequately ready to perceive and utilize a word in various settings, speak, write, pronounce the word well, she/he has the learning and significance of that word.

Why vocabulary is important?

Thornbury (2002) expressed that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." This demonstrates learning vocabulary is more vital as opposed to learning grammar. By taking a gander at the significance showed by Thornbury, it must be understood that teaching vocabulary must enthusiasm to students for it to achieve the objective.

Teachers may ask why it is significant to teach vocabulary. All things considered, there is an unmistakable response to that inquiry, to be specific that vocabulary is basic to reading accomplishment for three reasons, which the researcher will clarify now quickly.

First, perception enhances when students comprehend what the words mean. Since cognizance is a definitive objective of understanding, they cannot overestimate the significance of vocabulary improvement. Second, words are the currency of

communication. A powerful vocabulary enhances all areas of communication, which are listening, speaking, reading and writing. Third, when children and teenagers enhance their vocabulary, their academic and social certainty and skill enhance, excessively (Pohl, 2003).

Teaching vocabulary

Further, Xiaowen (2008) stated, "When students begin to learn a specific vocabulary for the first time, they just have a moment memory". In this way, the teacher must include daily and life question in the learning procedure, so that, students recall forget the word, the significance and how to utilize the word.

Vocabulary teaching includes sound, morphology and the meaning. The first element is sound, namely the pronunciation, where student should read the phonetic symbol accurately. The second element is morphology. Teacher should discipline students to have the ability and the habit of spelling and learning words according to the rule of pronouncing. The third element is that using words freely is based on understanding the meaning of word (Xiaowen, 2008).

Therefore, taking into account the specification given by Xiaowen is that the application of a handmade quiet book in the classroom since it could be a good strategy to involve learners for acquiring the needed vocabulary in order to make them apply it in real life situations.

Vocabulary: Learning Characteristics

According to Mona (2013), the teachers can find a series of characteristics that a method to improve the learning of vocabulary in a foreign language must encounter and are the following:

- Vocabulary learning should be personalized in terms of the needs of the students. To know their motivations and relate the vocabulary of the unit, as far as possible, with these general interests with activities that are at the corresponding level.
- Achieve a degree of autonomy with the acquisition of vocabulary. Teachers want students to become the protagonists of their own learning.
- Efficiency of the methods and strategies teachers use. Teachers will achieve this by converting children into an active part of learning and trying to keep their progress in their acquisition, that is, achieving autonomy.
- It is important that students see that their work and effort are worthwhile, for this they must be aware of their progress, seeing that they are able to communicate in English and exchange information in a language that is not their mother tongue. In that way they will be motivated and will want to learn more.
- We must recognize that learning vocabulary is not a simple matter, for this reason we must get it to be acquired consciously, and that students know what they are studying, therefore, we can not give them simple lists of words

without any logical sense. They themselves have to realize how necessary these words are to communicate in certain situations.

- Combine varied activities to work the vocabulary, since monotony makes them lose interest in learning. The ideal is to carry out activities of all kinds, writing, speaking, listening, observing, and above all, experiencing in learning.

Kinds of vocabulary

According to Urrunaga (2016), vocabulary is separated into two kinds: active and passive. The main sort of vocabulary means that the students have been appeared and that they are relied upon to have the capacity to utilize, while, the second kind alludes to the words which the student will recognize when they hear them, yet which they will most likely not have the capacity to pronounce them. (Bite & Bite, 2015).

Receptive vocabulary

According to Bite & Bite (2015), it is when students perceive and comprehend when vocabulary is utilized in the context, yet students can not create; in addition, the vocabulary that students recognize when they find in readings however do not utilize it in speaking and writing.

Productive Vocabulary

They are the words students comprehend and can pronounce effectively in speaking and writing. Along these lines, Bite & Bite (2015) established that productive vocabulary can be tended to as a dynamic procedure, on the grounds that the students can deliver the words to express their ideas and emotions to others.

2.3 LEGAL BASIS

The legal basis of this research work is focused on the following articles taken from the constitution of Ecuador, the organic law of intercultural education and the code of childhood and adolescence.

The Ecuadorian constitution:

Article 26 .- This article shows that the government needs to ensure the entrance for Ecuadorians to an instruction of high quality in the basic and secondary levels.

Article 27 .- This article is centered around the improvement of people, regard of human rights, and the environment. Individuals must be taught with no sort of segregation, considering equity, solidarity and peace; empowering basic reasoning, workmanship and advancement of scholarly capacities and abilities.

Article 28 .- In this article, it is built up that government public education must be widespread and free for the entire educative time of Ecuadorian residents.

Individuals have the privilege to be associated with the educative procedure trading belief systems of various cultures.

Article 29 .- This article was examined; it essentially alludes to the right that all individuals who live in Ecuador have the privilege to get an education of high level principles. Students likewise have the privilege to study as per their language and culture.

Article 343 .- According to this article, the fundamental target that education needs to accomplish is the improvement of individual and aggregate capacities of all students. Moreover, this article establishes that these capacities must be created and upgraded through a very much qualified teaching process. At long last, this article advances the incorporation of every single social gathering at any piece of the teaching and learning process with a specific end goal to give students an intercultural education.

The Code of Childhood and Adolescence:

The code of childhood and adolescence establishes that every child and adolescent, have the right to a dignified life with their parents, and be treated with equal conditions, thus adding an education of quality, adequate and free, until the baccalaureate, contemplating their needs and guaranteeing parents to choose the education that best suits their children. The educational programs are framed to the development of the personality, the aptitudes and the mental and physical capacity of the child or adolescent.

Article 37 .- This article sets up that all kids and teenagers from the nation have the privilege to get a decent and proper education. This code specifies that the educative experts have the commitment to ensure the entrance to an education for all kids and young people; advancing and regarding their social and national identity. Moreover, the State is responsible to guarantee that educational institutions offer great educative administrations.

The Law of Intercultural Education:

Article 4 .- In this article, it is resolved that the Constitution of Ecuador will ensure the fundamental condition for the acknowledgment of human rights, holding a quality education mainstream, free and accessible in the initial, basic and secondary school level.

Article 5 .- This article likewise builds up that authorities and the State need to guarantee that all Ecuadorians approach a good education: it says that education is an all-inclusive right and everyone has the privilege to join to any educational institution without being discriminated or separated.

CHAPTER III

METHODOLOGY

3.1 RESEARCH DESIGN

This section starts with the data of the subjects of the investigation. Thus this part is focused on the plan of the investigation. The outline of this investigation were based on qualitative methodology; this strategy permitted to get particular outcomes about the implementation of a handmade quiet book to improve English language in students of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos”, Salinas, Province of Santa Elena.

Research Questions

The research question that were taking into account in this study were the following:

5. How relevant is the use of didactic resources for English teachers?
6. What is the impact of the handmade quiet book in teaching English?
7. What is students' attitude towards activities using this educational didactic resource in the classroom?
8. How can the use of this didactic resource contribute to improve vocabulary in students?

METHODS

The research will contain four important methods. The most essential are Inductive and Deductive methods, obtaining good result to combine them. Consequently, to reach the goal is essential to include instruments of data collection such as, direct observation, achievement tests and interviews and focus group. This exploration supported teachers to implement and appreciate the level of vocabulary individually of the students of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos” and how the same students had a significant progress in English.

Inductive Method.

The inductive method is focused on peculiar analysis or empirical information. It is based on students to have efficient thoughts and a good manner to reflex in order to get own ideas and conclusion to apply in the real life and context. In addition, it aids to the researcher to detect how the teaching materials are taking part and affecting in the classroom. As a result, giving importance in some specific aspects such as attitude, values, emotions, and physicals in students, and examine if the applied strategies are engaged in education or topics of each one.

Deductive Method.

The deductive method will be used for the benefit to examine the environment schools have. It is focused on the teachers who give a new knowledge, give an

explanation about it and ask to students to put it in practice using the previous knowledge.

Scientific Method

This strategy permitted to demonstrate the genuine improvement of the vocabulary acquisition focus on communication of in the students of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos” using the handmade quiet book to boost the English vocabulary.

Observation Method

This technique allowed to discover detailed information about circumstances and end results of the issue identified with the use the handmade quiet book to boost the English vocabulary in the students of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos”

LEVEL OR TYPE OF RESEARCH

Field Research. - It was essential and important to get refreshed data on the flow status of “Escuela de Educación Básica Juan Montalvo Fiallos” particularly to the students of fourth basic grade with respect to the use of a handmade quiet book to improve the vocabulary acquisition. Therefore, it was connected with regards to the students of fourth basic grade since they are the main target population related to the problem

Bibliographic Research. - It permitted to seek and select scientific-theoretical foundations focus on the subject of the investigation, the fundamental subjects recorded inside the theoretical framework identified with a handmade quiet book to improve the vocabulary acquisition in basic education where should be applied this type of research.

Applied Research. - This kind of research will permit the usage of a handmade quiet book to improve the vocabulary acquisition in the students of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos”.

3.2 POPULATION

Population

The population taking into account within this research was composed by principal (1); specialists (2); English teachers (2) and students (17).

Chart 1
Population

N°	DESCRIPTION	QUANTITY	%
01	Principal of Escuela de Educación Básica “Juan Montalvo Fiallos”	1	4,8
02	Specialists	2	9,5
03	English teachers of Escuela de Educación Básica “Juan Montalvo Fiallos”	1	4,8
04	Students of fourth basic grade of Escuela de Educación Básica “Juan Montalvo Fiallos”	17	81,0
TOTAL		22	100%

Note: List of people who participate in this research work

3.3 DATA COLLECTION

TECHNIQUES

The techniques which were considered in order to gather data information in this research work are: interview, focus group and observation.

Interview

The interview is the interpersonal communication established among the researcher and the subject of study in order to obtain verbal responses to the questions raised about the proposed problem. That is, through a set of questions, oral or written, that are made to the people involved in the problem studied, in which the participants answer questions, previously designed according to the dimensions that are intended to be studied, and raised by the researcher. In that way, this technique was applied in this research work in order to obtain relevant information from the participants (specialist, principal and English teacher) involved in the problem in order to contribute to enhance the deficiency of vocabulary in students of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos”, Thus taking into account their opinions based on how to teach vocabulary with didactic resources in students and in that way the researcher could implement the proposal in an easy and fun manner.

Focus group

The focus group is a technique for collecting information that provides rich and deep data, through a group interview that the researcher uses to solve the research questions, which turns around a proposed topic. The main purpose of the focus group is to bring about attitudes, feelings, beliefs, experiences and reactions in the participants. Therefore, it was necessary to implement this technique in the students of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos”, In order to analyze each students' opinion focus on the application of a handmade quiet book to develop the vocabulary acquisition. Thus, it is made the researcher to implement the proposal in an accurate way, taking into account the possible solutions to the deficiency of the vocabulary which the students propose with the aim to enhance the teaching learning process in that educational institution.

Observation

Observation as a data collection technique is a rigorous process that allows the researcher to identify, directly, the object of study and then describe and analyze situations about the reality of the study. This technique also allows to accumulate and systematize information about a social event or phenomenon that is related to the problem that motivates the investigation. It is used primarily to collect data regarding the behavior of a phenomenon in a present time. Therefore, an observation guide was implemented in order to observe three relevant aspects in a

class such as the teacher, the students and the classroom environment where takes place the teaching learning process.

INSTRUMENTS.

Questionnaire

The questionnaire applied in this research work consisted of a set of written questions that the researcher administered or applied to the people involved in this study (specialists, principal, English teachers and the students of fourth basic grade at “Escuela de Educación Básica Juan Montalvo Fiallos”, in order to obtain empirical information necessary to determine the responses of the variables that are the reason of the study.

Notebook

It was the notebook that the researcher took to write down everything observed. It includes the set of information, data, expressions, opinions, facts, etc., that contributed to obtain valuable information during the investigation

Camera- video-camera

This technological item was used to collect data based on capture pictures and record videos where the investigation took place. It means at “Escuela de Educación Básica Juan Montalvo Fiallos”, from the principal, English teacher and the students

and UPSE from the specialists; it also provides evidences of the activities which were implemented applying the proposal.

DATA COLLECTION PLAN

Chart 2

Data Collection Plan

BASIC QUESTION	EXPLANATION
1. what for?	To develop vocabulary acquisition in students
2. From which people or objects?	Students of fourth basic grade of Escuela de Educación Básica “Juan Montalvo Fiallos”
3. About what aspects?	A handmade quiet book
4. Who?	Vicky Katiuska Silvestre de la Cruz
To whom?	Specialists, principal, English teachers and students of Escuela de Educación Básica “Juan Montalvo Fiallos”
6. When?	2018-2019
7. Where?	At Escuela de Educación Básica “Juan Montalvo Fiallos”
8. How many times?	Once a month during the school year 2018-2019
9. How?	Individually, in pairs and by group
10. what data collection technique?	Focus group, observation and interviews
11. With what?	Questionnaires, observation guide, camera, activities.

Note: Description of the data collection plan

DATA PROCESSING PLAN

Chart 3

Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTION
Through interviews, focus group and observation were identified the deficiency of the vocabulary in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”. Utilizing voice sensorial fun activities learners will develop the vocabulary acquisition	Once the problem was established the researcher initiated searching for related data in: books, articles, on line resources, the UPSE library and others	Using interviews, focus group and observation, the vocabulary problem was identified in vocabulary in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”. Therefore all the information collected was taking into account in order to develop the proposal to contribute to the solve the current problem focus on vocabulary	Utilizing every one of information gathered that proposed the deficiency of the vocabulary in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos” It was important to consider the principal and the teacher of Escuela de Educación Básica “Juan Montalvo Fiallos”; and the specialists from UPSE in the approaching procedure to develop the vocabulary in learners	Implementing a handmade quiet book with sensorial fun activities in in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos” will develop their vocabulary acquisition

Note: Description of the data processing plan.

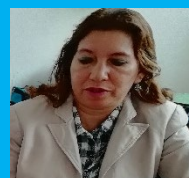
3.4 DATA ANALYSIS

Interview to the specialists from UPSE

Specialist 1:

Name: Jeannette Cevallos. MSc

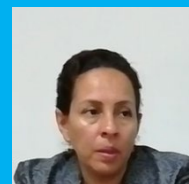
Position: English Professor UPSE



Specialist 2:

Name: Sandra Caamaño. MSc

Position: English Professor UPSE



Objective of the interviews: To analyze the advantages of applying didactic resources in English class

Question 1: What was your inspiration to become an English teacher, what experiences and strategies have helped you to be better in your area?

Responses:

Specialist 1: I like English and I wanted to be an English teacher because I apply resources and techniques; the technology is important to improve the English language, too.

Specialists 2: Since I was a child, I felt curious about the English language and culture, I felt curious about the pronunciation and movies. I have a lot of experiences but the most important to be better in my area, is to continue studying and learning.

Question 2: What is your criterion about today's English Education in Ecuador?

Responses:

Specialist 1: English education in Ecuador is good but public schools do not have enough English teacher, didactic resources, 50 or 60 students in each class, this situation makes impossible to impart a good English class.

Specialists 2: Ecuador has had an enormous change in education, particularly with English teaching. Nowadays, people have more knowledge of the language than in the past but we still a lot to do.

Question 3: What is the most common strategy to enhance children in the acquisition of English Language?

Responses:

Specialist 1: Teachers must use different strategies because they work with children therefore didactic resources are very important such as real object, games, songs, create flash cards, dialogues and technology, too.

Specialists 2: I consider that children learn by playing games because they help to develop creativity. The use of visuals aids, music and other, always by doing things.

Question 4: Do you consider didactic resources as important aspect in the teaching learning process? Why or why not?

Responses:

Specialist 1: Yes, I consider that didactic resources are relevant since they are motivational to increase and improve the learning process.

Specialists 2: Didactic resources are tools for the learning process, they help to the teacher to guide and lead the knowledge but the teacher should know how to apply them.

Question 5: What are the advantages of using didactic resources during the teaching learning process?

Responses:

Specialist 1: Motivation and class participation

Specialists 2: They are a tool to lead the teaching and learning process.

Question 6: What strategies or approaches do you recommend to improve the ability of acquiring English vocabulary?

Responses:

Specialist 1: Flash cards, real object, games, etc. Teachers can use strategies according to the group of students.

Specialists 2: The most important strategy is that vocabulary should be applied in order to inner it

Question 7: What kind of didactic resources have you implemented to teach vocabulary?

Responses:

Specialist 1: I have created didactic resources with recycle materials, real objects, flash cards, etc. Nowadays, the technology is very important, too.

Specialists 2: Worksheets, flashcards, visuals, games, songs and realia.

Question 8: Have you heard about a handmade quiet book to teach English?

Responses:

Specialist 1: Yes, I know about it; specially a handmade quiet book is used to increase vocabulary in children.

Specialists 2: Yes, I have at school, these books are a good tool to teach to the children

Question 9: Do you agree with the use of another didactic resource apart from the text book?

Responses:

Specialist 1: Of course, teacher must use or create another didactic resource; the textbook is a guide to the teacher.

Specialists 2: Yes, I do. Students need to learn from different ways and the teacher should apply different strategies and different resources.

Question 10: What is your opinion about implementing a handmade quiet book to develop vocabulary in students of fourth basic grade?

Responses:

Specialist 1: I agree about the implementation of a handmade quiet book to develop English vocabulary because children can increase and reinforce it, especially in certain schools which do not have internet.

Specialists 2: I consider that it is a tool to help students, in this case children to develop their motor skills, coordination that combine with the use of a language help the learning by doing.

Analysis specialists' interview from UPSE

It is important to mention in this part that both specialists are well-disposed with the implementation of didactic resources in class based on a handmade quiet book since with this strategy, students can be able to develop their creativity and the vocabulary acquisition. Moreover, didactic resources can help to the teachers to improve the manner they impart their class and as result enhance the teaching learning process.

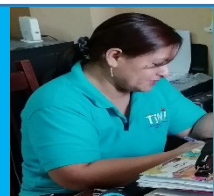
On the other hand, they recommend the properly application of didactic resources since teachers have to be conscious about the importance of apply the correct strategies and activities focus on the students ages. Additionally, they concluded saying that this strategy will help to the students to improve their motors skills and coordination since learners are going to learn by doing, besides this strategy could be a good choice specially in those schools which do not have internet.

Interview to the principal of Escuela Educación Básica “Juan Montalvo Fiallos”

Name: Shirley De La A Malave. MSc

Position: Principal of Escuela Educación Básica
“Juan Montalvo Fiallos”

Objective of the interview: To analyze the importance of the application of a handmade quiet book in students of fourth basic grade



Question 1: What do you think about English in Ecuadorian Education?

Response: Thanks to the new curriculum in which is assigned pedagogical hours to the English subject, not only to the bachelor, otherwise to the basic, elemental, medium and superior education so it is seen as a good agreement for the intellectual development.

Question 2: Do you consider didactic resources as important factor in school?

Response: Yes, they are so important so that the present education consist in the interaction with the student and it make more easily the learning and comprehension to the class.

Question 3: How do you describe the use of didactic resources applied to the teaching learning process of English Language?

Response: The classroom is a world, a particular and specific quotidian place that is characterized as a unique space where is carried out the learning process in a determine time. It is the pedagogical resource that support the teacher.

Question 4: What are the advantages of using didactic resources in the teaching learning process?

Response: The main advantage, is that it facilitates the language comprehension in the class.

Question 5: Do you believe that the use of a handmade quiet book will let students to develop English skills?

Response: Yes, I maintain that the teacher methodology goes with pedagogical resources that used the teacher at the moment to impart his/her class.

Question 6: What is the role of vocabulary in the English teaching learning process?

Response: it is to develop, not only the language expression, otherwise also domain the reading so that it is not the same writing than pronounce it.

Question 7: Do you think that using a handmade quiet book will develop vocabulary in students of fourth basic grade?

Response: Yes, all of didactic material that point out to the interaction with the students awake the interest to participate or take part of the class in order to develop their linguistic skills.

Question 8: Would you support the implementation of a handmade quiet book to develop vocabulary in students of fourth basic grade?

Response: Yes, since at the moment to develop the class, it makes more active the students participation and as a result it helps to recognize through the didactic resource the writing of words.

Analysis of the principal interview of Escuela de Educación Básica “Juan Montalvo Fiallos”

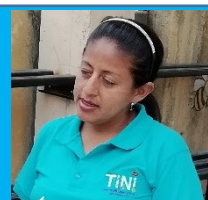
The principal focused on the importance of the application of new strategies since it can improve the interaction of the students, promoting the learning and comprehension of the class. Moreover, she mentioned that the methodology goes with pedagogical resource that the teacher applies in class thus the application of a handmade quiet book could be something student would be interesting in, which help them to participate in an active manner in class. Also, it can aid to develop the linguistic skills, the vocabulary acquisition in the students and increase the recognition of the words and how they are writing in English.

Interview to the English teacher of Escuela de Educación Básica “Juan Montalvo Fiallos”

Name: Sonia Yagual Del Rosario

Position: English teacher of Escuela de Educación Básica
“Juan Montalvo Fiallos”

Objective of the interview: To define how to develop the vocabulary acquisition in students of fourth basic grade



Question 1: What are the most used strategies in your class to develop vocabulary?

Response: The strategies more used in the area of English are the investigation, readings, discovering and vocabulary acquisition, in order to develop the learning.

Question 2: Do you consider didactic resources as important factor in the teaching learning process?

Response: Didactic resources are relevant to retain the information through them; learners can reach a good knowledge.

Question 3: What are the advantages of using didactic resource during the teaching learning process?

Response: The students can learn to write correctly and get a good pronunciation.

Question 4: What is the best kind of didactic resource to teach English Language vocabulary to children?

Response: The book, interactive activities, games, audios, videos and a great amount of activities according to the students age.

Question 5: Have you ever thought about using a handmade quiet book in your English class?

Response: Yes, it is interesting to have a handmade quiet book to precise just in this basic grade according to the content of the subject.

Question 6: Have you ever applied a handmade quiet book to encourage students in the acquisition of English vocabulary?

Response: Yes, I have implemented a handmade quiet book just to teach vocabulary.

Question 7: Do you believe that the use of a handmade quiet book will let students to develop vocabulary?

Response: Yes, it aids to develop the interest and acquisition of the knowledge.

Question 8: Do you think that vocabulary is an important aspect to learn in English class?

Response: Yes, it is indispensable the vocabulary learning, it is the beginning to a good learning and as a final goal, it would be so productive in the learning process.

Question 9: Do you think that develop vocabulary through a handmade quiet book could be convenient to fourth basic grade students?

Response: Using this handmade quiet book, students would learn the essential part of the English vocabulary of course if this book have the properly content for each students age.

Question 10: Would you support the implementation of a handmade quiet book to develop vocabulary in students of fourth basic grade?

Response: Yes, of course I support the implementation since it is not only help to fourth basic grade, otherwise all of the grades in this school.

Analysis of the English teacher interview of Escuela de Educación Básica
“Juan Montalvo Fiallos”

The English teacher asserted the advantage of using didactic resources in class since with it, learners can retain the knowledge thus through them; students can perform a good understanding also students can learn to write correctly and have a good pronunciation. Besides, have a handmade quiet book based on the content of the subject in this case English could help to develop the interest and acquisition of the knowledge.

Additionally, the learning of vocabulary using a handmade quiet book would be more productive since students could learn the essential of a specific vocabulary; of course if the handmade quiet book have the properly content for each student age, thus the teacher concluded asserted that she supported the implementation of this strategy but she mentioned something relevant at the end of the interview, it is that the current strategy would be applied in all the basic grades in order to promote the English language.

Focus Group Directed to Students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”.

Activity: Focus group to Students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”.

Moderator: Vicky Katiuska Silvestre de la Cruz

Objective of the focus group: To take into account students’ opinion about the implementation of a handmade quiet book to develop vocabulary.

Participants	
<ol style="list-style-type: none"> 1. Balón Nathaly 2. Borbor Paulina 3. Cochea Ruben 4. De la Cruz Jazlin 5. Del Pezo Daniela 6. Suarez Maykel 7. Malave Vicente 8. Fajardo Tiffany 9. Panchana Mikel 10. Panimboza Selene 11. Perero Ariana 12. Perero Solange 13. Rodríguez Andres 14. Rodríguez Victor 15. Rodriguez Rafael 16. Santos Eliana 17. Vivar Josue 	<p>Students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”.</p>

Chart 4: Focus group Question

QUESTION	STUDENTS	ANSWERS
1. Do you like English?	Vivar Josue	Yes, I like a lot.
	Panimboza Selene	Yes, I would like to speak English.
	Panchana Mikel	Yes, it is my favorite subject.
2. Does your teacher use didactic resources in your English class?	Balón Nathaly	Sometimes, she uses them
	Malave Vicente	Yes, she does
	Fajardo Tiffany	Yes, the teacher uses them in class
3. Have you heard about a handmade quiet book?	Borbor Paulina	No, I have not
	Cochea Ruben	No, I do not have any idea
	Perero Ariana	No, I have not
	Panchana Mikel	No, I do not know what it is.
4. Have you ever used a handmade quiet book?	Rodríguez Victor	No, I have not, but we have English books.
	Santos Eliana	No, We have not
	Vivar Josue	No, we have not, but I would like use it in class.

5. Do you consider a handmade quiet book as a helpful resource in you English Language class?	Fajardo Tiffany	Yes, because we can learn more English words.
	Rodríguez Andres	Yes, it can help us to improve our English.
	Del Pezo Daniela	Yes, we can learn more vocabulary.
	Suarez Maykel	Yes, because it can make more interesting the class.
	Rodríguez Victor	Yes, we can recognize unknown words.
6. Have you learned vocabulary in your English Language class?	Cochea Ruben	Just a little we have learned.
	Perero Ariana	No, sometimes I can not understand what the teacher says.
	De la Cruz Jazlin	No enough.
7. Would you like to develop vocabulary?	Vivar Josue	Yes, I would like.
	Fajardo Tiffany	Yes, I would like to learn new words.
	Rodriguez Rafael	.Yes, because I would be able to say simple sentences.
8. Would you like to learn English Language through using a handmade quiet book so as to develop your vocabulary?	Fajardo Tiffany	Of course, in this way we learn in an easy and fun manner.
	Cochea Ruben	Yes, it could be a good idea to develop our vocabulary.
	Del Pezo Daniela	Yes, I would like.

9. Will a handmade quiet book work out the vocabulary problem?	Suarez Maykel	Yes, I could understand the meaning of new words.
	Perero Solange	Yes, besides we can improve the pronunciation.
	De la Cruz Jazlin	Yes, because, seeing different shapes or picture we can learn better.
10. Would you like teachers apply a handmade quiet book in their regular class?	Vivar Josue	Yes, I would like that our teacher applies it.
	Perero Ariana	Yes, because we can learn better the vocabulary.
	Santos Eliana	Yes, I would like.
	Perero Solange	Yes, because we improve our vocabulary.
11. Do you consider a handmade quiet book could develop vocabulary?	Balón Nathaly	Yes, it does.
	Borbor Paulina	Yes, it does, because we can have a new way of learning.
	Panchana Mikel	Yes, because it can help us to learn more easily the words.

Note: Focus group to the students of fourth basic grade to get opinion about the implementation of the proposal

Analysis of the focus group to the students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”.

This activity implied that most students take part of this, giving their opinions focus on the implementation of a handmade quiet book, it was necessary to know the appreciation of each students since they are the population target in which the researches based her investigation.

Doing this activity, the researcher could analyze the importance of the English language for the students, so they thought that speaking English as well is very vital these days, most of the students like the English language and they would like that their English teacher apply new strategies to teach it.

Furthermore, the students of fourth grade were conscious that with the application of a handmade quiet book in English class, they could improve significantly the vocabulary acquisition in them since they seem it as an interesting manner to learn different from the traditional way they learn with their teacher therefore they are completely agreeing of the application of this strategy besides they expected learn in an easy and fun way.

Additionally, students seemed the application of a handmade quiet book as an opportunity to develop the vocabulary acquisition, interact with their classmates and practice pronunciation, in other words in the benefits that can offer this strategy for them, and as a result to boost their knowledge of the English language.

Daily observation sheet

Chart 5

Daily Observation Sheet

Teacher's name : Sonia Yagual Del Rosario	Date:
Topic of the class:	Grade: 4th Basic Grade
School's name: Escuela de Educación Básica "Juan Montalvo Fiallos"	

1. Regular	2. Good	3. Very good	4. Excellent
Aspects to be taken into account in the observation of the teacher			
1	2	3	4
Demonstrates mastery of the subject	X		
Shows creativity in the development of the class	X		
Transmits enthusiasm and interest		X	
Prepare material	X		
Use resource or didactic materials	X		
Promotes the participation of students and verifies their understanding	X		
Properly use of the board, presentations, guides, etc.	X		
Explain the topics using examples, exercises, cases, etc.	X		
Synthesize and emphasize when necessary.		X	
Explain the issues clearly, following a logical and articulated sequence.		X	
Tone of voice and pronunciation are adequate.			X
His/her posture and displacement reflect space management.		X	
Proposes suitable activities for each of the phases of the class.		X	
Manages and maintains order and discipline.		X	
He/she is respectful with students.			X
Aspects to take into account in the observation of students.			
They carry out the activities.		X	
Ask for clarification about activities.		X	
They ask for information.			X
Interact with their peers (they work in groups).		X	
They seek information from sources other than those provided.	X		
Respect the teacher.			X
They respect each other.		X	
Aspects to take into account in the observation of the classroom in general.			
Classroom order		X	
General impression.		X	
It works in a climate of respect.			X
Furniture suitable or in conditions		X	

Note: Daily observation sheet implemented to observe the English teacher class and the students behavior.

Analysis of the Daily Observation Sheet

The implementation of this observation guide, was to significant since the researcher could observe the main agents who take part in the learning process at Escuela de Educación Básica “Juan Montalvo Fiallos”, in this case the English teacher and the students of fourth basic grade, doing this activity the researcher could analyze how the class was carried out and if the all the material that the teacher applied in class are really working in the students.

Furthermore, the researcher could notify that the English teacher did not have the properly material needed to impart a class, thus it makes students did not participate of the class, most of them just listened what the English teacher said and as a result they did not understand some of the words listened, the class turned boring and monotonous.

Therefore, the application of a handmade quiet book is necessary to improve the problems that affect to the students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”, in that way students could have more opportunities to develop their vocabulary focus on easy and fun activities which promote their interaction and interest to learn the English language.

3.5 RESULTS AND DISCUSSIONS

RESULTS

- The vocabulary acquisition in students of fourth basic at Escuela de Educación Básica “Juan Montalvo Fiallos” have not been developed satisfactorily since the English teacher do not implements appropriate strategies.
- The uses of didactic resources in the classroom could be an essential tool for the English teacher in order to become students of fourth basic grade in an active agent of knowledge.
- The implementation of a handmade quiet book could be a good pedagogical strategy to improve the deficiency of English vocabulary that students of fourth basic grade have.

DISCUSSIONS

- It is recommended to use innovative strategies which develop the vocabulary acquisition in students of fourth basic at Escuela de Educación Básica “Juan Montalvo Fiallos”.
- It is suggested that the English teacher use didactic resources which aid to the students to boost their participation, comprehension, retain more vocabulary and improve their linguistic skill.
- It is recommended the implementation of a handmade quiet book which help to the students to increase the English vocabulary with the end goal, that is students can be able to master the English language.

CHAPTER IV

THE PROPOSAL

4.1 NAME OF THE PROPOSAL

IMPLEMENTATION OF A HANDMADE QUIET BOOK TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JUAN MONTALVO FIALLOS”, SALINAS, PROVINCE OF SANTA ELENA.SCHOOL YEAR 2018-2019

4.2 DESCRIPTION OF THE PROPOSAL

The following research project is based on the implementation of a handmade quiet book with sensorial activities to develop the vocabulary acquisition in the students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”, It was performed with the aim to improve the knowledge of basic English words needed to interact in the classroom and also students can be able to interact with their classmates in class. Thus, through the implementation of this pedagogical learning strategy, the students could lose the fear of participate in class, they could do the vocabulary activities without difficulties since they felt confident, in other words their increase their interest to learn the English language.

Information and Location

Educative Institution: Escuela de Educación Básica “Juan Montalvo Fiallos”. It is located in salinas-Jóse Luis Tamayo(Muey), Province of Santa Elena.



Illustration 2: Location of Escuela de Educación Básica “Juan Montalvo Fiallos”

Source: www.google.com/maps/place/Escuela+de+Educacion+Basica+Juan+Montalvo+Fiallos/

Beneficiaries:

Chart 6

Beneficiaries

SCHOOL	BENEFICIARIES	TOTAL
Escuela de Educación Básica “Juan Montalvo Fiallos”	Fourth basic grade students	17
	English teachers	1
	Principal	1
Total		19

Note: the main beneficiaries of the research work.

TECHNICAL TEAM RESPONSIBLE

Author: Vicky Katiuska Silvestre De La Cruz

Tutor: MSc. Rossana Vera Cruzatti

General Objective

To develop the vocabulary acquisition through the implementation of a handmade quiet book with activities in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”, Salinas, Province of Santa Elena. School Year 2018-2019

Specific Objectives

- To analyze different sensorial activities based on vocabulary, which aid to develop the vocabulary acquisition in the students.
- To select the best sensorial activities which allow to boost vocabulary and at the same time encourage students to interact among them.
- To implement a handmade quiet book with activities to develop the vocabulary acquisition speaking skill in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”,

Design and Development of the Proposal

The properly application of didactic resources in class offer different ways to teach that can be easily implemented in the area of teaching English thus teachers ought to take advantages of it, since it could provide significant improvement in the English language. Therefore, the application of a handmade quiet book could be a

good pedagogical learning strategy to develop the vocabulary in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”,

On the other hand, in order to allow the proposal in students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos” had to take a vocabulary pre-test which helped to measure the knowledge of English vocabulary students thus the result of that examination showed the difficulties that students have on recognizing easy basic words in English. thus, they were the significant reasons to implement the proposal. To launch the execution of the proposal, was required to make a handmade quiet book using Foamex, materials such as plastic, metal, real small clothes and others which were placed in the handmade book. Besides, this didactic resource includes activities in which student could develop their sensorial motors skills through the use of certain sense such as touch and sight.

HANDMADE QUIET BOOK



Illustration 3: Handmade Quiet Book Presentation

What is a handmade quiet book?

It is a book made by different materials such as fabric, ribbons, buttons, wool, etc. This book contains manipulative activities which imply use of the senses such as smell, touch and sight, with the aim student can retain the knowledge just by using the senses for instance if the teacher can teach vocabulary related to geometric shapes students can be able to touch and perceive each of the different shape placed in the book and in that way, learners not only catch the knowledge in a mechanical way otherwise they can retain how the shape is. This book can be used for babies and children, adapting activities for them according to the age. It can be a good choice for teachers of primary school since it can contribute to improve the children's knowledge.

Advantages of applying a handmade quiet book in the classroom

- Interaction among students
- Learning by doing
- Significant increasing of the interest to learn
- Students become in an active agent of knowledge
- Different ways of learning

Benefits of Applying handmade quiet book in the classroom

- Stimulation and Development of Skills
- Fine Motor Development
- Coordination Development
- Development of Creativity

- Awakening of Curiosity

Description of the Handmade quiet book activities



Illustration 4: Description of the Handmade quiet book

The handmade quiet book activity was selected precisely according to the student's age, so they did not have difficulties to carry on with them. It was the opportunity that the teachers need to implement some new strategies in class, something which help students with the vocabulary problems and help them to learn in an easy and fun way.

Through a handmade quiet book to develop the vocabulary acquisition, the students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”, could acquire the basic vocabulary, according to the age they can get the objective in the English class according to develop the acquisition of vocabulary to be used in the following level, then they can be able to apply it in real life.

The contents of the handmade quiet book include 16 easy and fun activities based on 2 units taking from the currently English book students used in class. The activities were implemented with aim to reinforce the previous knowledge that students acquire, thus the development of vocabulary through didactic resources can be a successful and interesting way that can be linked in any classrooms since it can contribute to enrich the communicative competence in the students.

The units and the activities used in the proposal are detailed in the following chart below.

Chart 7

Content of the Vocabulary Activities

UNITS	VOCABULARY CONTENT	STRATEGIES
	Numbers	
1	Let's count, match the right number with its appropriate set of animals and time.	A handmade quiet book with activities focus on numbers; flashcards
	Colors	
2	Yellow, red, green, white, others, and colors combination	A handmade quiet book with activities focus on colors; flashcards
	Materials	
3	Wood, plastic, cotton, paper, others, and What is made of	A handmade quiet book with activities focus on materials; flashcards
	Shapes	
4	Square, circle. oval, others.	A handmade quiet book with activities focus on shapes; flashcards
	Clothes	
5	Blouse, jeans, dress, and others.	A handmade quiet book with activities focus on clothes; a die that contents real clothes.
	Family tree	
6	Mother, father, brother, sister, and others	A handmade quiet book with activities focus on family tree.
	Occupations	
7	Taxi driver, writer, constructor, and others.	A handmade quiet book with activities focus on occupations.
	Animals	
8	Cat, dog, bear, etc. and match the animals with their wild life	A handmade quiet book with activities focus on animals; flashcards
	Personal pronouns	
9	I, you, he/,she/,it, we, you and they; and match each noun with their appropriate personal pronouns	A handmade quiet book with activities focus on personal pronouns; flashcards

Note: content and strategies to improve the vocabulary acquisition with the handmade quiet book.

Activity 1

Topic: Numbers



Time: 40 minutes



Place: classroom



Resources: a quiet book, flash cards, numbers

Objective:

To recognize the numbers by touching them.



Description: This activity makes students can interact with their classmates, also it implies students can identify the number in two ways in numbers and in letters, making more significant the acquisition of the vocabulary mentioned.

Development:

First step: the teacher explains the activity and how to develop it, also show flash cards according to the vocabulary that students are going to learn previous the activity.

Second step the teacher makes group of 5 or 6 students.

Third step: the members of each group have one minute to observe the numbers that are placed in the handmade quiet book and then they should try to choice the numbers writing in letters to place them according to right one.

Closing: at the end of the activity, the teacher asked how students felt to work in group and if they actually learn the vocabulary which were focused on.

Activity 2

Topic: Let's count



Time: 40 minutes



Place:
Playground of institution



Resources: a quiet book, flash cards, numbers, pictures

Objective:

To make student to learn how to count by using the addition and subtraction.



Description: This activity makes students can be able to count applying the addition and subtraction.

Development:

First step: The teacher introduces the activity and the application.

Second step: teacher makes two rows of students.

Third step: Each student of the row has to take part of this activity by solving an addition or subtraction placing on the handmade book, helping themselves using the extra count material.

Closing: When all the students have finished the activity, ask them if it was easy or not, counting using the addition or subtraction with the handmade quiet book.

Activity 3

Topic: Match numbers



Time: 40 minutes



Place: classroom



Resources: a quiet book, flash cards with animals, pictures, numbers

Objective:

To encourage students to work in group to solve exercises focus on numbers.



Description: This activity implies students can apply the numbers to count how many animals there are in each group of them.





Development:

First step: the teacher presents the activity using the handmade quiet book, also showing flash cards and how to study.

Second step the teacher makes group of 5 or 6 students.

Third step: students of the group have to work doing the activities, they have to match the right number with the appropriate set of animals.

Closing: When all the students have finished the activity, the teacher asked how students felt to work in group and if they are really learning with this new strategy using a handmade quiet book

Activity 4	
Topic: Time	
	Time: 40 minutes
	Place: classroom
	Resources: a quiet book, a clock, flash cards.
Objective: To participate in team group to achieve the same objective	
	
Description: This activity consists in that the students learn in an easy and fun way the time to apply in real life situations.	
Development: First step: the teacher presents the activity using the handmade quiet book, and explain to the students how to recognize the time in a clock. Second step the teacher makes two rows of students. Third step: each member of the rows has to participate in the activity, teacher asked to her students to say an specific time activity.	
Closing: When all the students have participated in the activity reflect on them the importance of recognize the time in English .	

Activity 5

Topic: Colors



Time: 40 minutes



Place: classroom



Resources: a quiet book, flash cards, colors.

Objective:

To encourage students to recognize the colors.



Description: This activity is to guide students to recognize the colors and related with its name, through a handmade quiet book.

Development:

First step: the teacher presents the activity using the handmade quiet book, and clarify to the students how to recognize the colors by using flash cards previous the activity.

Second step the teacher makes groups of 5 or 6 students.

Third step: each member of the group has to participate in the activity which includes, they have to match the colors with its appropriate name.

Closing: The teacher congratulate to the students and reflect that work in group is the strength of carry out a good participation.

Activity 6

Topic: Colors combination



Time: 40 minutes



Place: classroom



Resources: a quiet book, flash cards, pictures, colors

Objective:

To stimulate to the students to experiment new things.



Description: This activity includes the mixed of two colors to make a new one.

Development:

First step: the teacher launches the activity using the handmade quiet book, and explains to the students about the combinations of the colors by using flash cards previous the activity.

Second step the teacher makes groups of 5 or 6 students.

Third step: each member of the group has to try to combine two colors in order to generate a new one.

Closing: After the activity the teacher could make the next questions: is it easy to combine the colors? Is it easy the communication in the group? Is it necessary the collaboration of your classmate to do the activity?

Activity 7

Topic: Materials



Time: 40 minutes



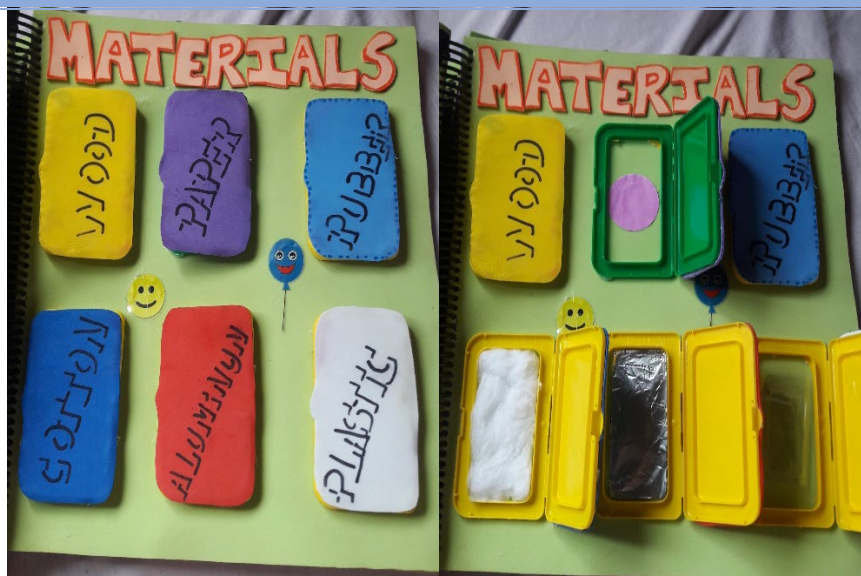
Place: classroom



Resources: a quiet book, real materials, flash cards

Objective:

To identify different kind of materials in an easy and fun way.



Description: This activity helps students to identify materials by touching them.

Development:

First step: the teacher launches the activity using the handmade quiet book, and showing to the students the materials and its name by using flash cards previous the activity.

Second step the teacher makes groups of 5 or 6 students.

Third step: each member of the group has to open a small box that contain the materials then they have to place the label with the name according to the material they find.

Closing: One of the students in a group is selected to introduce the materials in front of their classmates.

Activity 8

Topic: What is made of



Time: 40 minutes



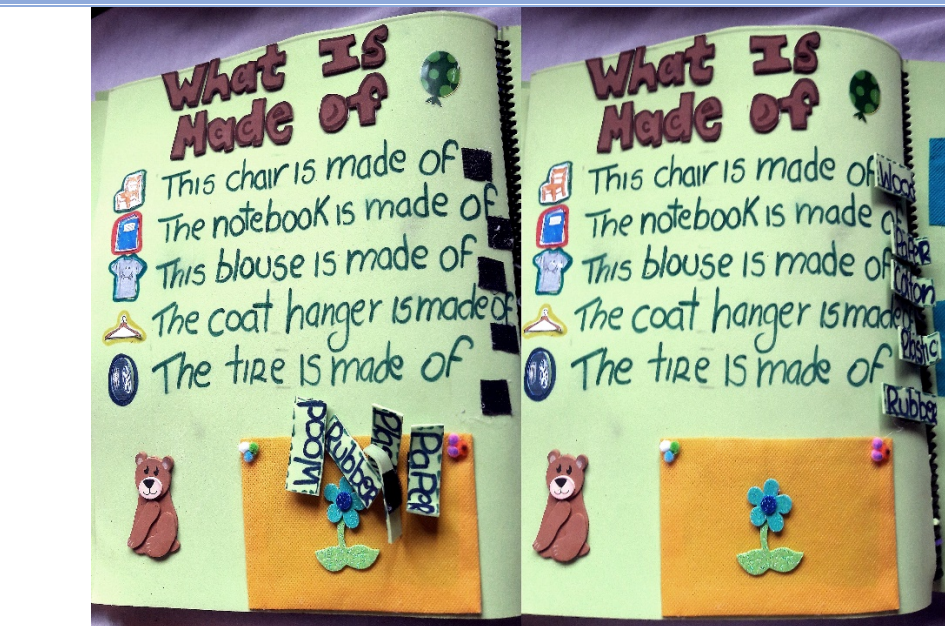
Place: classroom



Resources: a quiet book, flash cards, pictures

Objective:

To recognize the materials which the things are made of.



Description: This activity implies students to recognize what materials things are made of.

Development:

First step: the teacher launches the activity using the handmade quiet book, and showing to the students the materials, using flash cards previous the activity.

Second step the teacher makes groups of 5 or 6 students.

Third step: each member of the group has to match the materials focus on the require sentences.

Closing: the teacher asks to students, what other materials they know and how students answer them in English.

Activity 9

Topic: Shapes



Time: 40 minutes



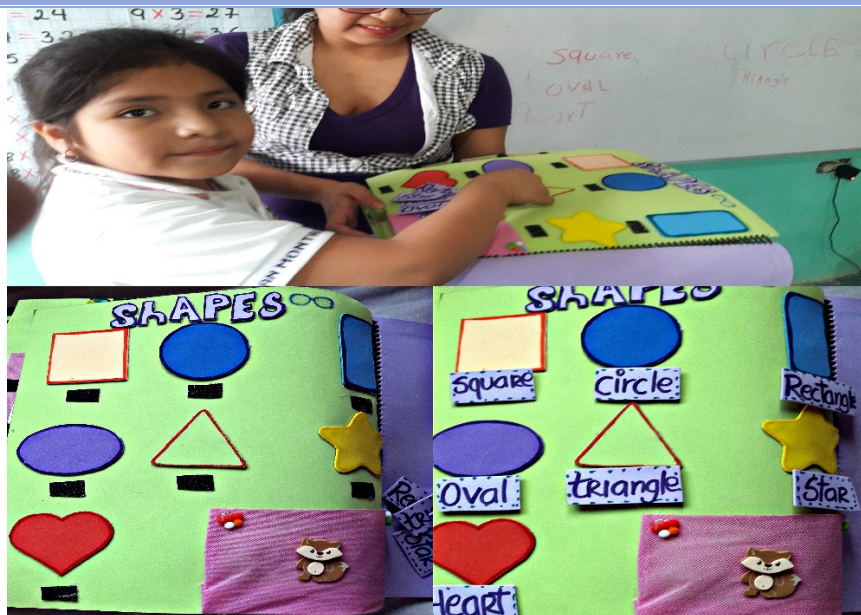
Place: classroom



Resources: a quiet book, flash cards, pictures, shapes

Objective:

To make the students can identify the shapes by touching them.



Description: this activity include the handmade quiet book with different shapes which students have to identify by touching them.

Development:

First step: the teacher launches the activity using the handmade quiet book, and explains to the students about the shapes by using flash cards previous the activity.

Second step the teacher makes groups of 5 or 6 students.

Third step: each member of the group has to place the label name of each shape, according to the right one.

Closing: the teacher makes students to pronounce difficult words in order to boost their vocabulary acquisition.

Activity 10

Topic: Clothes



Time: 40 minutes



Place: classroom



Resources: a quiet book, flash cards, pictures, clothes.

Objective:

To recognize the clothes that people wear daily.



Description. this activity implies students can recognize the clothes they wear daily.

Development:

First step: the teacher launches the activity using the handmade quiet book, and showing the clothes by using flash cards previous the activity.

Second step the teacher makes groups of 5 or 6 students.

Third step: students have to work in group in order to match the correct label name of the clothes.

Closing: After the activity the teacher asks students the experience felt to share with their peers and how they work with the aid of others to develop the activity.

Activity 11

Topic: Family tree



Time: 40 minutes



Place: classroom



Resources: a quiet book, flash cards, pictures of family members.

Objective:

To distinguish each member of the family by using a handmade quiet book.



Description: This activity involves students can learn to recognize each member of their family

Development:

First step: the teacher explains the activity and how to develop it, also shows flash cards related to the family tree.

Second step the teacher makes group of 5 or 6 students.

Third step: the members of each group have 2 minute to place the label name of each member of the family on the tree, starting with the grandfather and grandmother.

Closing: One of the students of each group is selected to introduce his or her family.

Activity 12

Topic: Occupations



Time: 40 minutes



Place: classroom



Resources: a quiet book, flash cards, pictures of occupations

Objective:

To learn vocabulary related to different kind of occupation



Description: This activity includes a hand quiet book with occupations to be labeled in order to recognize what people do.

Development:

First step: the teacher explains the activity and how to develop it, also shows flash cards related to occupations.

Second step the teacher makes group of 5 or 6 students.

Third step: the members of each group have 2 minute to place the label name of occupation, the group that conclude the activity faster is the winner.

Closing: One of the students is selected to introduce his or her activity in order to know if they acquire the vocabulary properly

Activity 13

Topic: Animals



Time: 40 minutes



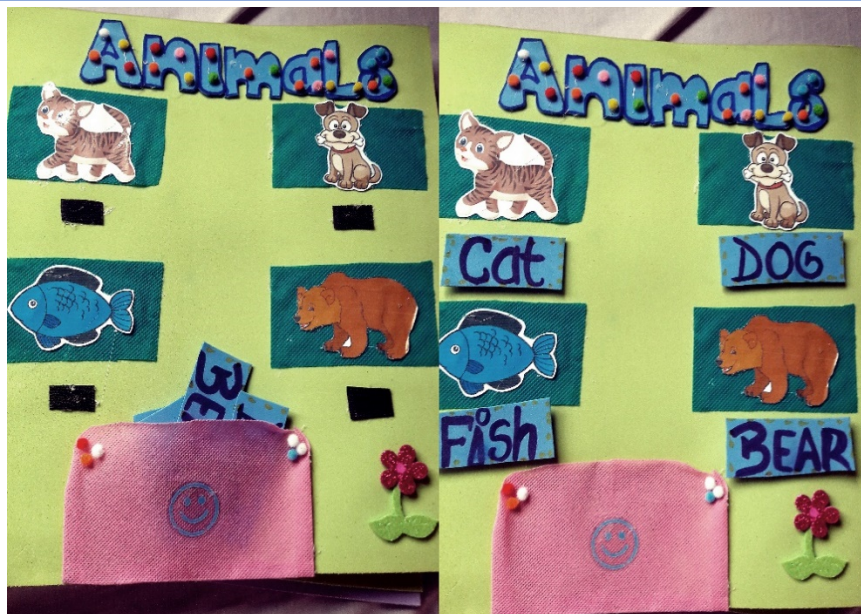
Place: classroom



Resources: a quiet book, flash cards, pictures of animals

Objectives:

To recognize the animals



Description: This activity include flash cards with animals that have to be placed or label with the right name.

Development:

First step: Form groups of 3 or 5 students.

Second step: teacher teach to the students the name of the different animal then explains how to develop the activity

Third step: students have to label each animal with their name.

Closing: One of the students is selected to introduce his or her activity to reinforce his or her knowledge

Activity 14

Topic: Animal wild life



Time: 40 minutes



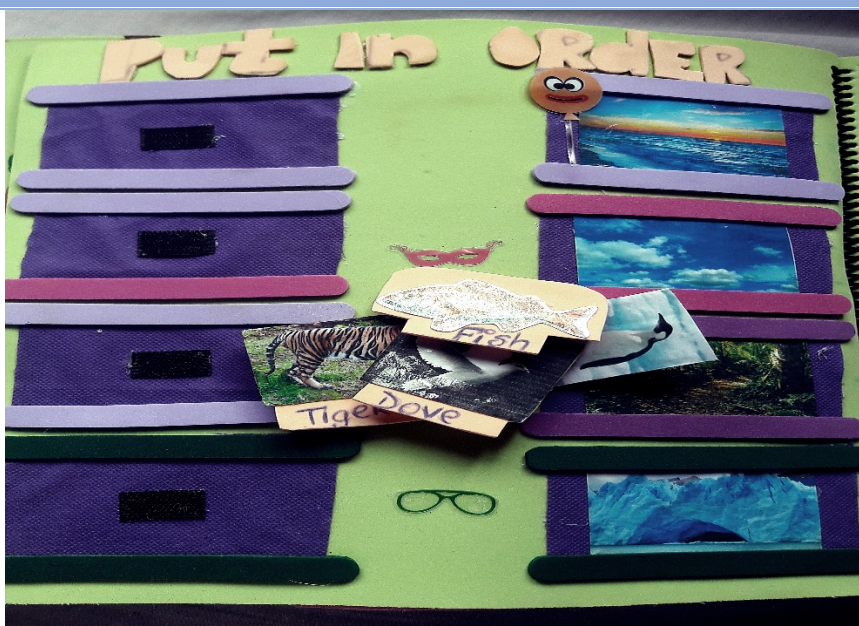
Place: classroom



Resources: a quiet book, flash cards, pictures of different wildlife of animals

Objective:

To recognize each animal wild life.



Description: This activity involve students can learn where each animal used in the activity belong to or the wild life where they live.

Development:

First step: Form groups of 3 or 5 students.

Second step: teachers teach to the students the wild life of each animals and explain the activity to the students.

Third step: students have to place each animal according to the environment they belong to.

Closing: One of the students is selected to introduce his or her activity in order to know if the knowledge were totally acquire.

Activity 15

Topic: Personal pronouns



Time: 40 minutes



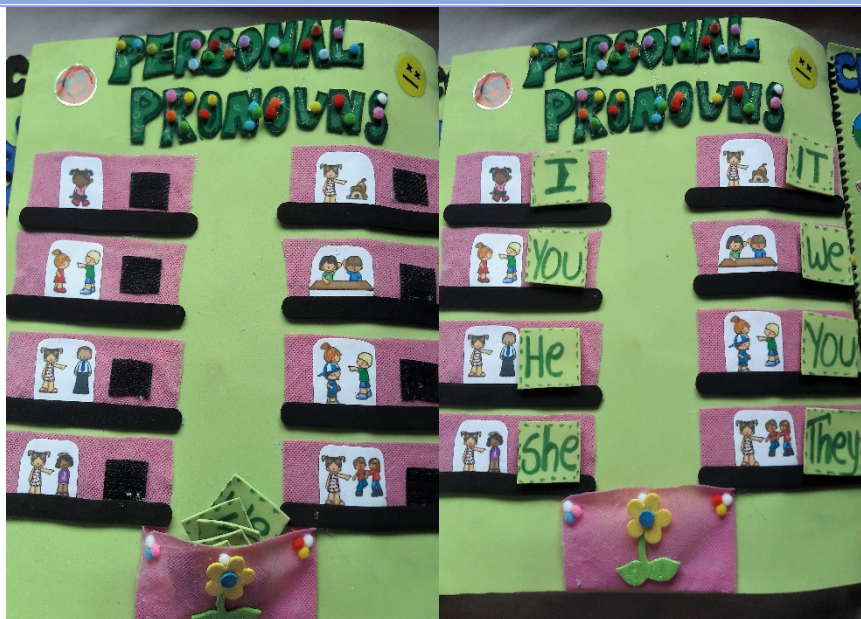
Place: classroom



Resources: a quiet book, flash cards, pictures, personal pronouns

Objective:

To learn how to use the personal pronouns



Description: This activity implies to teach to the student how to use the personal pronouns according genre or number of people.

Development:

First step: teacher explain how to develop the activity using the handmade quiet book, she makes sure students understand how to do the activity

Second step: student work in pair helping each other to concluded the activity

Third step: students match each personal pronoun with the right one

Closing: One of the students present the activity to the teacher in order to know if he/she really carry on the activity

Activity 16

Topic: Replace the pronouns



Time: 40 minutes



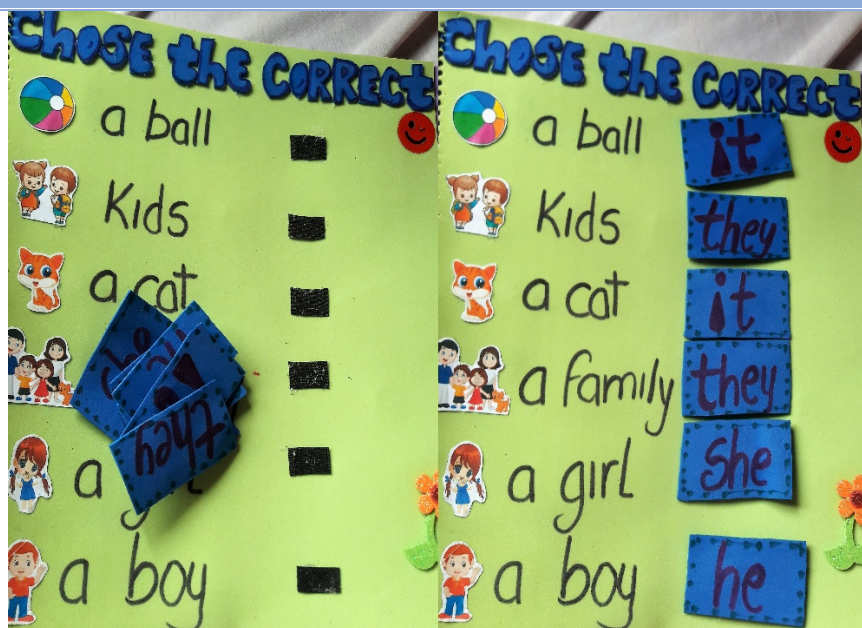
Place: classroom



Resources: a quiet book, flash cards, pictures of the personal pronouns

Objective:

To recognize the personal pronouns



Description: This activity implies use the different pronouns to complete an activity using them

Development:

First step: students make group of four student

Second step: teacher explain how to carry on the activity in which students have to match each personal pronoun with the right one

Third step: each group of the students have 5 minutes to do the activity. The group that get more correct match is the winner

Closing: One of the students is selected to introduce his or her activity to their classmate

4.3 ACHIEVEMENT AND EXPECTED RESULTS

ACHIEVEMENTS

The Students of fourth basic grade who take part of this proposal took a Pre-Test.

The chart below shows the final result in a quantitative and qualitative way in which is detailed the deficiency of vocabulary students have at the beginning of the process.

Pre-Test Results

Chart 8

Pre-Test Results

Nº	STUDENTS	QUANTITATIVE PRE-TEST	QUALITATIVE			
			N.I	S.	G.	E.
1	Balón Nathaly	4,5		X		
2	Borbor Paulina	3,5		X		
3	Cochea Ruben	2,5	X			
4	De la Cruz Jazlin	5,5		X		
5	Del Pezo Daniela	3,0	X			
6	Fajardo Tiffany	2,5	X			
7	Malave Vicente	5,5		X		
8	Panchana Mikel	5,0		X		
9	Panimboza Selene	7,5			X	
10	Perero Ariana	3,0	X			
11	Perero Solange	2,0	X			
12	Rodríguez Andres	3,5		X		
13	Rodríguez Victor	7,0			X	
14	Rodriguez Rafael	3,5		X		
15	Santos Eliana	5,5		X		
16	Suarez Maykel	6,5			X	
17	Vivar Josue	5,0		X		

N I: Need Improvement (1-3); **S:** Satisfactory (4-6); **G:** Good (7-9); **E:** Excellent (10)

Note: Quantitative and qualitative pre-test results of the students of fourth basic grade

The chart below shows the final results reached applying the handmade quiet book in the students. Thus at the beginning the result of the pre-test was too low but day-to-day doing the activities the averages of the results were increasing in a

meaningful way, boosting the vocabulary acquisition in the students of fourth basic grade. Thus it shows the importance of use didactic resources in classes and the benefits students can get learning the English as a second language.

Post Test Results

Chart 9

Post Test Results

Nº	STUDENTS	QUANTITATIVE POST-TEST	QUALITATIVE			
			N.I	S.	G.	E.
1	Balón Nathaly	8,0			X	
2	Borbor Paulina	6,5		X		
3	Cochea Ruben	4,0		X		
4	De la Cruz Jazlin	8,0			X	
5	Del Pezo Daniela	6,0		X		
6	Fajardo Tiffany	7,5			X	
7	Malave Vicente	9,5				X
8	Panchana Mikel	7,0			X	
9	Panimboza Selene	9,0			X	
10	Perero Ariana	8,0			X	
11	Perero Solange	6,0		X		
12	Rodríguez Andres	7,0			X	
13	Rodríguez Victor	9,0			X	
14	Rodríguez Rafael	6,0		X		
15	Santos Eliana	7,5			X	
16	Suarez Maykel	9,0			X	
17	Vivar Josue	8,0			X	

N I: Need Improvement (1-3); S: Satisfactory (4-6); G: Good (7-9); E: Excellent (10)

Note: Quantitative and qualitative post-test results of the students of fourth basic grade

Analysis of the Final Results: Before and After

The students of fourth basic grade presented a low evolution at the beginning of the implementation of the handmade quiet book, but when they completed the 16 activities using the handmade quiet book. They achieved a significant improvement in the vocabulary acquisition. Thus it evidenced that the use of didactic resources in class could be a good learning strategy for professors, English teachers or

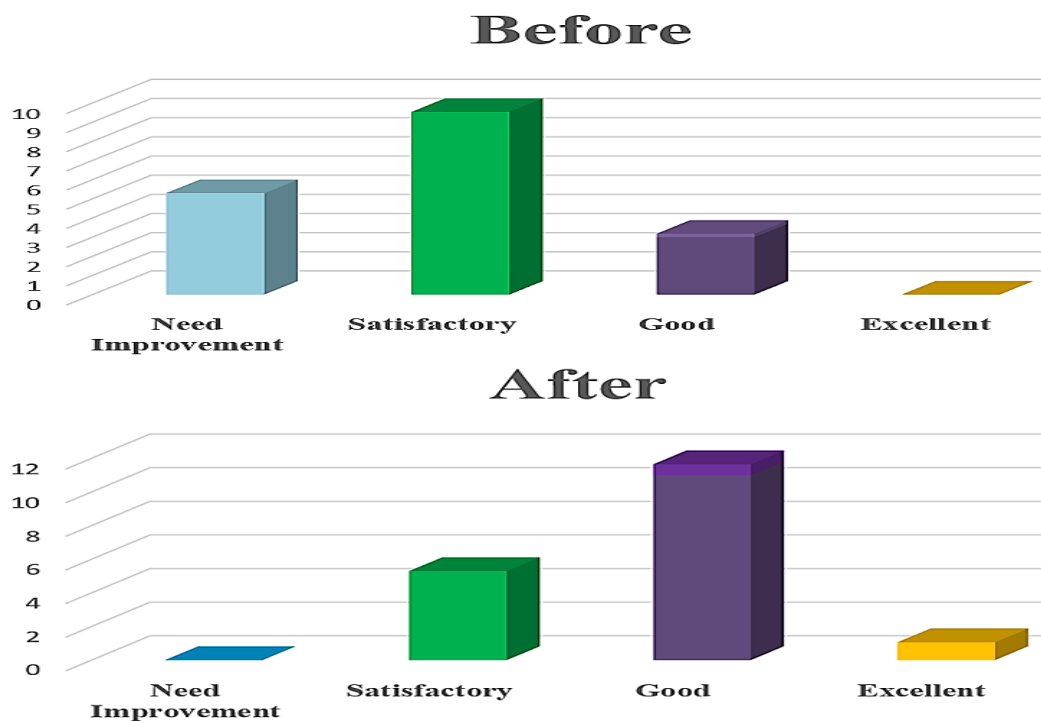
teachers in general to enhance the teaching setting. The charts and graphs below determine how students increase their vocabulary acquisition in percentage, in a quantitative and in a qualitative way.

Chart 10

Analysis of the Final Results: Before and After

Nº	STUDENTS	PRE-TEST	POST-TEST
1	Balón Nathaly	4,5	8,0
2	Borbor Paulina	3,5	6,5
3	Cochea Ruben	2,5	4,0
4	De la Cruz Jazlin	5,5	8,0
5	Del Pezo Daniela	3,0	6,0
6	Fajardo Tiffany	2,5	7,5
7	Malave Vicente	5,5	9,5
8	Panchana Mikel	5,0	7,0
9	Panimboza Selene	7,5	9,0
10	Perero Ariana	3,0	8,0
11	Perero Solange	2,0	6,0
12	Rodríguez Andres	3,5	7,0
13	Rodríguez Victor	7,0	9,0
14	Rodriguez Rafael	3,5	6,0
15	Santos Eliana	5,5	7,5
16	Suarez Maykel	6,5	9,0
17	Vivar Josue	5,0	8,0
	TOTAL	4,4	7,4

Note: Analysis of the final results before and after.



Graph 1: Analysis of the Final Qualitative Results: Before and After

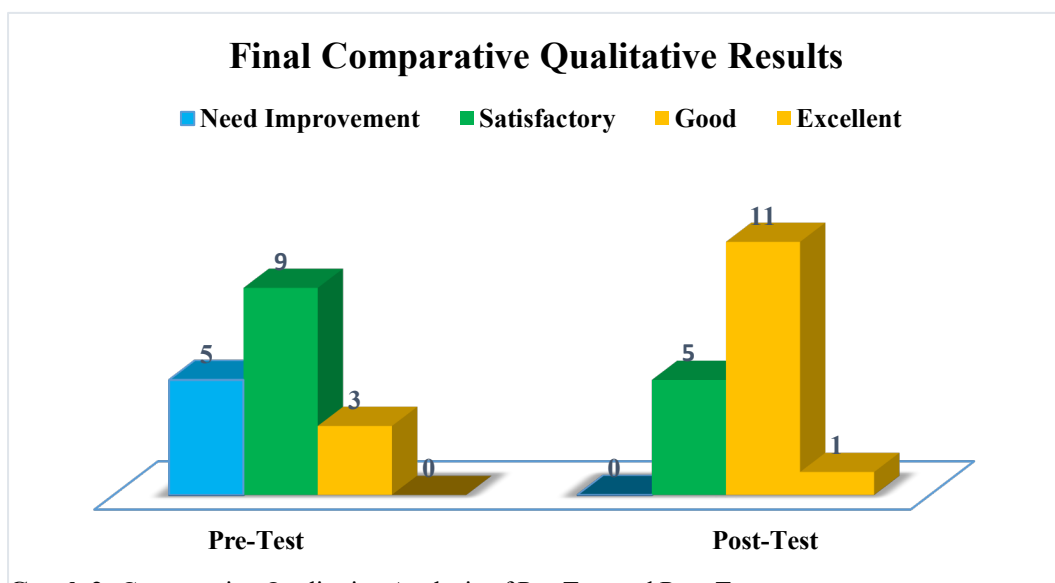
Comparison among Pre-Test and Post Test

Chart 11

Comparison among Pre-Test and Post Test

SCORE	PRE-TEST		POST-TEST	
	QUANTITY	%	QUANTITY	%
Need Improvement	5	29%	0	0%
Satisfactory	9	53%	5	29%
Good	3	18%	11	65%
Excellent	0	0%	1	6%
TOTAL	17	100%	17	100%

Note: Comparative Quantitative Analysis of the Pre-Test and Post Test



Graph 2: Comparative Qualitative Analysis of Pre-Test and Post-Test

EXPECTED RESULTS

It is essential to mention that the students carry on the activities alone, in pair and in group using the handmade quiet book. To do the activities, the teacher with students make a handmade quiet book with different kind of material and even small real materials such as cloths, plastics and other material.

The students of fourth basic grade obtain great benefits using the handmade quiet book thus they could develop their vocabulary acquisition since they took this opportunity as a chance to reinforce previous lesson they already had learned.

Furthermore, they are able to recognize more English basic words due to the implementation of the learning strategy based on the use of the handmade quiet book. On the other hand, most of the days implementing the proposal the students

felt enthusiasm at the time of doing each of the activities since the activities offered to student's fun and relaxing moments while they learn English Language.

In addition, implementing a handmade quiet book as a didactic resource can bring good results. Therefore, the use of innovative learning strategies ought to be implementing in educative institutions in order to avoid monotonous ways of teaching offering different ways of learning to students, with the end goal that is learners can be able to master the English language.

Percentage of Improvement of the Students of Fourth Basic Grade

The following chart below shows the significant percentage of improvement students reach using the handmade quiet book, the progress they acquire in developing the activities and how they could reach the goal of this proposal that is to make students can interact with their classmate, recognize simple English Language words and pronounce them.

Chart 12

Percentage of Improvement

Nº	STUDENTS	QUANTITATIVE PRE-TEST	QUANTITATIVE POST-TEST	IMPROVEMENT
1	Balón Nathaly	4,5	8,0	44%
2	Borbor Paulina	3,5	6,5	46%
3	Cochea Ruben	2,5	4,0	38%
4	De la Cruz Jazlin	5,5	8,0	31%
5	Del Pezo Daniela	3,0	6,0	50%
6	Fajardo Tiffany	2,5	7,5	67%
7	Malave Vicente	5,5	9,5	42%
8	Panchana Mikel	5,0	7,0	29%
9	Panimboza Selene	7,5	9,0	17%
10	Perero Ariana	3,0	8,0	63%
11	Perero Solange	2,0	6,0	67%
12	Rodríguez Andres	3,5	7,0	50%
13	Rodríguez Victor	7,0	9,0	22%
14	Rodriguez Rafael	3,5	6,0	42%
15	Santos Eliana	5,5	7,5	27%
16	Suarez Maykel	6,5	9,0	28%
17	Vivar Josue	5,0	8,0	38%
	TOTAL	4,4	7,4	40%

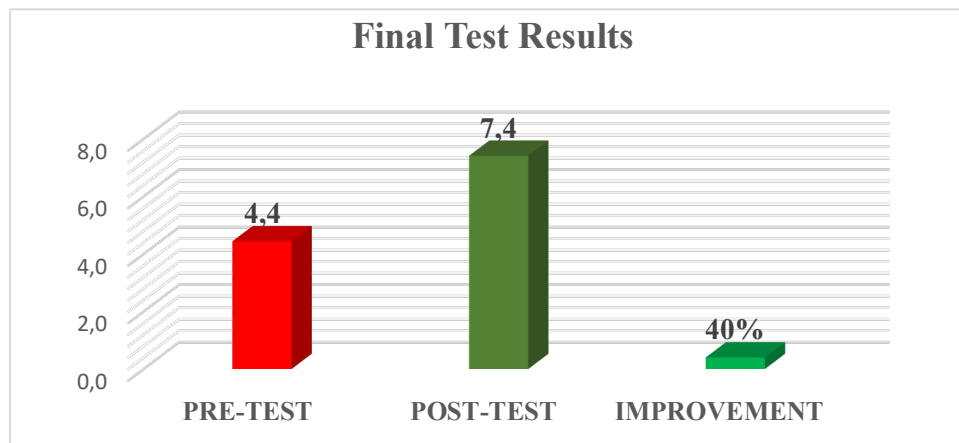
Note: Percentage of Improvement students of fourth basic grade reach at the end of the activities

Chart 13

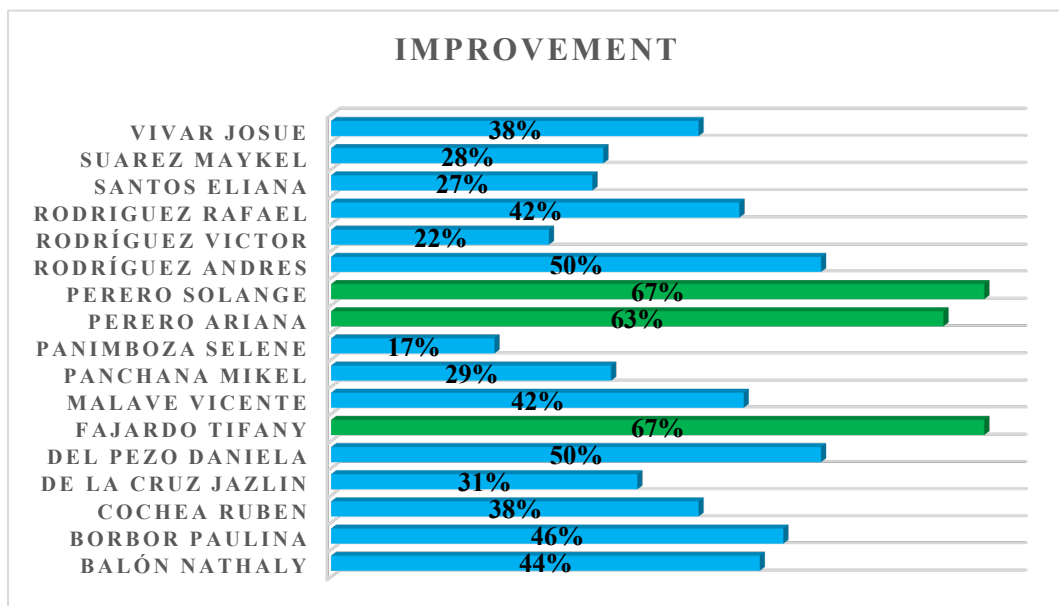
General Table

GENERAL TABLE		
PRE-TEST	POST-TEST	IMPROVEMENT
4,4	7,4	40%

Note: the average of score reach for the children and the percentage of improvement



Graph 3: Final Test Results



Graph 4: Statistical Analysis of Percentage of Improvement

Strategies of Improvement

Chart 14

Strategies of Improvement: Before and After the proposal

Before The Proposal	After The Proposal
<ul style="list-style-type: none"> ▪ Classes without didactic resources ▪ Outdated English class ▪ Not interaction among students ▪ Not enough vocabulary activities 	<ul style="list-style-type: none"> ▪ The teacher has an extra pedagogical resource (a handmade quiet book) to encourage to the students to learn. ▪ Interesting English classes through a handmade quiet book. ▪ More interaction among students in the classroom. ▪ The vocabulary activities were increased in class.

Note: strategies implemented before and after the proposal applying the handmade quiet book

4.4 CONCLUSIONS AND RECOMENDATIONS

Conclusions

1. The results of this study show that the implementation of accomplishments with a handmade quiet book developed the vocabulary acquisition in 40 % in the students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”, once they started using this didactic resource in a properly way
2. The development of the vocabulary acquisition in the students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”, could be achieved through the application of a didactic resource such as a handmade quiet book.
3. The implementation of a handmade quiet book as a pedagogical learning strategy to teach vocabulary focused on the development of the vocabulary acquisition can be a good technique to encourage students to boost their interest to learn the English language.

Recommendations

1. It is recommended that students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”, develop their vocabulary acquisition properly particularly using didactic resources in classroom.
2. It is suggested the application of didactic resources such as a handmade quiet book in order to achieve the development of vocabulary acquisition in the students of fourth basic grade at Escuela de Educación Básica “Juan Montalvo Fiallos”,
3. It is required the application of a handmade quiet book as a pedagogical learning strategy since it can assistance students to develop their English vocabulary and increase the interest to learn the English language.

4.5 TIMETABLE

Chart 15
Timetable

Nº	ACTIVITIES	2017-2018																																										
		MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER						
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4							
1	Topic Approval	X	X																																									
2	Meeting tutors			X	X																																							
3	Elaboration Chapter I.					X																																						
4	Chapter I Progress.						X	X	X	X	X																																	
5	Elaboration Chapter II.											X	X	X																														
6	Chapter II Progress.														X	X	X	X	X	X	X																							
7	Elaboration Chapter III.																			X	X	X																						
8	Chapter III Progress.																						X	X	X																			
9	Elaboration Chapter IV.																								X	X	X	X																
10	Chapter IV Progress.																												X	X	X	X												
11	Review of Thesis draft.																																			X								
12	Delivery of final work																																				X							
13	Pre-defense of thesis																																						X					
14	Defense of thesis																																								X			
15	Graduation day.																																											X

Note: Months which were taking for the researcher to carry on the research work.

4.6 RESOURCES

Human Resources

HUMAN RESOURCES
Students of fourth grade basic grade
Director
Teacher
Researcher
Advisor
Specialists

Material Resources

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Pack of Sheets	3	\$ 4	\$ 12
Printings	200	\$ 0.10	\$ 20
Copies	45	\$ 0.10	\$ 4.50
Foamex and clothes	20	\$ 3	\$ 60
TOTAL			\$ 96.50

Technological Resources

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Flash Memory	1	\$ 10	\$ 10
Laptop	1	\$ 500	\$ 500
TOTAL			\$ 510

Financial Resources

DESCRIPTION	UNIT PRICE	TOTAL
Internet service (month)	\$ 30	\$ 80
Transport (month)	\$ 0.30	\$ 12
Others	\$ 2.00	\$ 10
TOTAL		\$ 102

Total of Material Resources	\$ 96.50
Total of Technological Resources	\$ 510
Total of Financial Resources	\$ 102
TOTAL EXPENSES	\$ 708.50

Author: Vicky Katuska Silvestre de la Cruz

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

Dear Specialist, the following interview will provide important data for the research paper titled **“THE IMPLEMENTATION OF A HANDMADE QUIET BOOK TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JUAN MONTALVO FIALLOS, SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019”**, please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.

INTERVIEW

- 1. What was your inspiration to become an English teacher, what experiences and strategies have helped you to be better in your area?**
- 2. What is your criterion about today’s English Education in Ecuador?**
- 3. What is the most common strategy to enhance children in the acquisition of English Language?**
- 4. Do you consider didactic resources as important aspect in the teaching learning process? Why or why not?**
- 5. What are the advantages of using didactic resources during the teaching learning process?**
- 6. What strategies or approaches do you recommend to improve the ability of acquiring English vocabulary?**
- 7. What kind of didactic resources have you implemented to teach vocabulary?**
- 8. Have you heard about a handmade quiet book to teach English?**
- 9. Do you agree with the use of another didactic resource apart from the text book?**
- 10. What is your opinion about implementing a handmade quiet book to develop vocabulary in students of fourth basic grade?**

Thanks for your collaboration



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD
DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA
LICENCIATURA EN INGLÉS
INTERVIEW DIRECTED TO DIRECTOR OF “ESCUELA DE
EDUCACIÓN BÁSICA JUAN MONTALVO FIALLOS”.**

Dear Director, the following interview will provide important data for the research paper titled “THE IMPLEMENTATION OF A HANDMADE QUIET BOOK TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JUAN MONTALVO FIALLOS, SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019”, please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.

INTERVIEW

- 1. What do you think about English in Ecuadorian Education?**
- 2. Do you consider didactic resources as important factor in school?**
- 3. How do you describe the use of didactic resources applied to the teaching learning process of English Language?**
- 4. What are the advantages of using didactic resources in the teaching learning process?**
- 5. Do you believe that the use of a handmade quiet book will let students to develop English skills?**
- 6. What is the role of vocabulary in the English teaching learning process?**
- 7. Do you think that using a handmade quiet book will develop vocabulary in students of fourth basic grade?**
- 8. Would you support the implementation of a handmade quiet book to develop vocabulary in students of fourth basic grade?**

Thanks for your collaboration



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA FACULTAD
DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA
LICENCIATURA EN INGLÉS
INTERVIEW DIRECTED TO ENGLISH TEACHER AT “ESCUELA DE
EDUCACIÓN BÁSICA JUAN MONTALVO FIALLOS”.**

Dear English Teacher, the following interview will provide important data for the research paper titled “THE IMPLEMENTATION OF A HANDMADE QUIET BOOK TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JUAN MONTALVO FIALLOS, SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019”, please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.

INTERVIEW

- 1. What are the most used strategies in your class to develop vocabulary?**
- 2. Do you consider didactic resources as important factor in the teaching learning process?**
- 3. What are the advantages of using didactic resource during the teaching learning process?**
- 4. What is the best kind of didactic resource to teach English Language vocabulary to children?**
- 5. Have you ever thought about using a handmade quiet book in your English class?**
- 6. Have you ever applied a handmade quiet book to encourage students in the acquisition of English vocabulary?**
- 7. Do you believe that the use of a handmade quiet book will let students to develop vocabulary?**
- 8. Do you think that vocabulary is an important aspect to learn in English class?**
- 9. Do you think that develop vocabulary through a handmade quiet book could be convenient to fourth basic grade students?**
- 10. Would you support the implementation of a handmade quiet book to develop vocabulary in students of fourth basic grade?**

Thanks for your collaboration



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS CARRERA
LICENCIATURA EN INGLÉS
FOCUS GROUP DIRECTED TO STUDENTS OF FOURTH BASIC
GRADE AT “ESCUELA DE EDUCACIÓN BÁSICA JUAN MONTALVO
FIALLOS”.**

Dear students, the following focus group will provide important data for the research paper titled “THE IMPLEMENTATION OF A HANDMADE QUIET BOOK TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JUAN MONTALVO FIALLOS, SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019”, please take the necessary time to answer each question with sincerity and honesty; each of the answer will be used completely for this work. Thanks for your time.

FOCUS GROUP

- 1. Do you like English?**
- 2. Does your teacher use didactic resources in your English class?**
- 3. Have you heard about a handmade quiet book?**
- 4. Have you ever used a handmade quiet book?**
- 5. Do you consider a handmade quiet book as a helpful resource in you English Language class?**
- 6. Have you learned vocabulary in your English Language class?**
- 7. Would you like to develop vocabulary?**
- 8. Would you like to learn English Language through using a handmade quiet book so as to develop your vocabulary?**
- 9. Will a handmade quiet book work out the vocabulary problem?**
- 10. Would you like teachers apply a handmade quiet book in their regular class?**
- 11. Do you consider a handmade quiet book could develop vocabulary?**

Thanks for your collaboration

Observation guide


Teacher's name :				Date:			
Topic of the class:				Grade:			
School's name:							
1. Regular	2. Good	3. Very good	4. Excellent				
Aspects to be taken into account in the observation of the teacher				Assessment			
				1	2	3	4
Demonstrates mastery of the subject							
Shows creativity in the development of the class							
Transmits enthusiasm and interest							
Prepare material							
Use resource or didactic materials							
Promotes the participation of students and verifies their understanding							
Properly use of the board, presentations, guides, etc.							
Explain the topics using examples, exercises, cases, etc.							
Synthesize and emphasize when necessary.							
Explain the issues clearly, following a logical and articulated sequence.							
Tone of voice and pronunciation are adequate.							
His/her posture and displacement reflect space management.							
Proposes suitable activities for each of the phases of the class.							
Manages and maintains order and discipline.							
He/she is respectful with students.							
Aspects to take into account in the observation of students.							
They carry out the activities.							
Ask for clarification about activities.							
They ask for information.							
Interact with their peers (they work in groups).							
They seek information from sources other than those provided.							
Respect the teacher.							
They respect each other.							
Aspects to take into account in the observation of the classroom in general.							
Classroom order							
General impression.							
It works in a climate of respect.							
Furniture suitable or in conditions							

Rubric to assess the handmade quiet book activities

CRITERIA	NEED IMPROVEMENT (1-3)	SATISFACTORY (4-6)	GOOD (7-9)	EXCELLENT (10)
Student engagement in activities	Student does not participate in the activity	Student participates rarely in the activity	Student occasionally participates in the activity	Student participates in each activity actively
Student demonstrate understanding of the vocabulary	Student does not demonstrate understanding of the vocabulary	Student shows limited understanding of the vocabulary	Student shows acceptable understanding of vocabulary	Student shows complete understanding of vocabulary
Student can identify the vocabulary	Student can not identify most of the vocabulary on the handmade quiet book	Student can not identify vocabulary on the handmade quiet book: less than 5/10 right	Student can identify some vocabulary on the handmade quiet book: 6/10 or more	Student can identify most vocabulary on the handmade quiet book: 8/10 or more
Student use the vocabulary	Student does not use the vocabulary properly.	Student does not use the vocabulary correctly, used the vocabulary out of context	Student uses the vocabulary correctly in most instances, with few mistakes	Student uses the vocabulary accurately

Final Grade: _____/10

Diagnostic vocabulary test/ pre-test

 *Escuela de Educación Básica*
"JUAN MONTALVO FIALLOS"
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Ministerio de Educación







DIAGNOSTIC VOCABULARY TEST/ PRE-TEST

Date: _____
Name: _____
Course: _____

1.- Match the number with its words









4	one
10	three
8	five
2	two
7	ten
5	nine
1	six
3	four
6	seven
9	eight

2.- Unscramble the words to write the right color

 Erd <input type="text"/>	 lolyew <input type="text"/>	 leub <input type="text"/>
 khalc <input type="text"/>	 iknp <input type="text"/>	 regen <input type="text"/>

3.-Write the properly name of the animals. Use the box to help you.

Pig-rabbit-cow-elephant-fox-lion-rooster-deer

<p>A</p>  <p><u>pig</u></p>	<p>B</p>  <p><u>Lion</u></p>	<p>C</p>  <p><u>elephant</u></p>	<p>D</p>  <p><u>rabbit</u></p>
<p>E</p>  <p><u>cow</u></p>	<p>F</p>  <p><u>fox</u></p>	<p>G</p>  <p><u>deer</u></p>	<p>H</p>  <p><u>rooster</u></p>

4.- Match the appropriate clothe with its word

	JUMPER	
	HAT	
	SHOES	
	SKIRT	
	DRESS	
	JACKET	
	TROUSERS	
	T-SHIRT	

5.- Write the right number according to each member family





- (1) The father ☒
- (2) The grandmother ☒
- (3) The daughter ☒
- (4) The grandfather ☒
- (5) The son ☒
- (6) The mother ☒

1

0

Vocabulary final test result/ post test








 *Escuela de Educación Básica*
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 Ministerio de Educación

VOCABULARY FINAL TEST/ POST-TEST

Date: _____
Name: _____
Course: _____

1.- Match the number with its appropriate shapes

2.- Unscramble the words to find the material.



tielaps

plastic



reapp

paper



dwoo

wood



ttocou

cotton

3.- Write the right name of the shapes. Use the box to help you

Star-triangle-heart-circle-square-rectangle



star



circle



triangle



square



Heart



rectangle

PICTURES



Picture 1: The researcher Interviewed the Specialist MSc. Jeannette Cevallos



Picture 2: The researcher Interviewed the Specialist MSc. Sandra Caamaño



Picture 3: The researcher interviewed the Principal of the E.E.B “Juan Montalvo Fiallos”. MSc. Shirley Malave



Picture 4: The researcher interviewed the Principal of the E.E.B “Juan Montalvo Fiallos”. Lcda. Sonia Yagual.



Picture 5: The researcher carried on the Focus Group to the Students of fourth Basic Grade



Picture 6: the researcher took the Vocabulary Diagnostic Test to the students of fourth basic grade



Picture 7: Students of fourth Basic Grade



Picture 8: Students of fourth Basic Grade



Picture 9: The researcher made Students did an activity using the handmade quiet book



Picture 10: Student doing the family tree activity using handmade quiet activity



Picture 11: The researcher made Student recognize the clothes using the handmade quiet book



Picture 12: The researcher made Student identified the shapes using the handmade quiet book



La Libertad, 26 de noviembre del 2018


CERTIFICADO ANTIPLAGIO

008-TUTOR RNVC (ROSSANA NARCISA VERA CRUZATTI) 2018

En calidad de tutor del trabajo de titulación denominado **“THE IMPLEMENTATION OF A HANDMADE QUIET BOOK TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JUAN MONTALVO FIALLOS”, SALINAS, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2018-2019”**, elaborado por la estudiante SILVESTRE DE LA CRUZ VICKY KATIUSKA, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1 % de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,


Lcda. Rossana Vera Cruzatti MSc.

C.I.: 0907299432
DOCENTE TUTOR

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CARRERA DE LICENCIATURA EN INGLÉS



Three screenshots of the URKUND web interface showing document analysis results for different chapters.

Screenshot 1: CHAPTER I VICKY SILVESTRE

- Documento: [CHAPTER I VICKY SILVESTRE \(1\).docx](#) (D44414724)
- Presentado: 2015-11-22 15:21 (-05:00)
- Presentado por: vikatusilvestre@gmail.com
- Recibido: nveracupse@analysis.arkund.com
- Mensaje: Fwd: CHAPTER I VICKY SILVESTRE [Ver el mensaje completo](#)
- 0% de estas 7 páginas, se componen de texto presente en 0 fuentes.

Screenshot 2: CHAPTER II VICKY SILVESTRE

- Documento: [CHAPTER II VICKY SILVESTRE \(1\).docx](#) (D44414724)
- Presentado: 2015-11-22 15:19 (-05:00)
- Presentado por: vikatusilvestre@gmail.com
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Screenshot 3: CHAPTER IV VICKY SILVESTRE

- Documento: [CHAPTER IV VICKY SILVESTRE \(1\).docx](#) (D44414724)
- Presentado: 2015-11-23 12:43 (-05:00)
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Each screenshot shows a table titled 'Lista de fuentes' with columns 'Categoría' and 'Enlace/nombre de archivo'. The table is currently empty in all three views.



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CARTA DE ACEPTACIÓN

Septiembre 29 del 2017

Señora

Vicky Katuska Silvestre De La Cruz

EGRESADA DE LA CARRERA LICENCIATURA EN INGLÉS DE LA
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
Ciudad

De nuestras consideraciones:

Yo, MSc. Shirley De La A Malavé, en calidad de directora de la "Escuela de Educación Básica Juan Montalvo Fiallos", a petición de la Sra. Vicky Katuska Silvestre De La Cruz, me honro en comunicarle que cuenta con mi aceptación para la ejecución de su proyecto de titulación cuyo tema es "THE IMPLEMENTATION OF A HANDMADE QUIET BOOK TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JUAN MONTALVO FIALLOS, SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018", por lo que le brindare las facilidades a fin de que pueda cumplir con vuestro objetivo.

Atentamente

MSc. Shirley De La A Malavé

Directora

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En uso de mis atribuciones,

CERTIFICO:

Que Vicky Katuska Silvestre De La Cruz, C. I. 2400086886, realizó en nuestra institución educativa su trabajo de investigación previo a la obtención del título de licenciado en Inglés con el tema: "THE IMPLEMENTATION OF A HANDMADE QUIET BOOK TO DEVELOP VOCABULARY IN STUDENTS OF FOURTH BASIC GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JUAN MONTALVO FIALLOS, SALINAS PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018".

Es todo lo que puedo informar en honor a la verdad y autorizo al Sra. Vicky Katuska Silvestre De La Cruz, dar el presente documento el uso que estime conveniente.

Salinas, 23 de Noviembre del 2018

Atentamente

MSc. Shirley De La A Malavé
DIRECTORA



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